

VIRTUAL HEROES

A worksheet to accompany
Vienna's English Theatre's touring production 2022/23
by Helena Hirsch

Warm-Up

1. Do you like PC/PS/Smartphone/Tablet games or game apps?

if yes

if no

Why not?

.....
.....

a. Which ones do you like best? Name three!

.....
.....
.....

b. What kind of games do you like?

.....
.....

c. How often do you play? (*Tick as applicable*)

- several times a day
- once a day
- a few times per week
- once a week
- only at the weekend
- less than four times per month
- only on/during holidays

d. When is your favourite playing time?

- | | | |
|---|----|--|
| <input type="checkbox"/> as soon as I come home from school | or | <input type="checkbox"/> as soon as I wake up/before going to school |
| <input type="checkbox"/> after I've done my homework | or | <input type="checkbox"/> before starting homework |
| <input type="checkbox"/> in the evening before I go to bed | or | <input type="checkbox"/> sometimes quite late at night |

e. Do you usually play on your own? Or do you prefer to play with a friend/friends? Say why!

.....
.....

f. Which device(s) do you usually play on? Tick the appropriate box(es) below.

- PC/notebook
- games console (PS, Xbox, etc.)
- smartphone
- tablet
- or:

g. Find someone who ...

Everybody walks around in the classroom, asking questions and trying to find at least 5 colleagues who have marked the same boxes. Always say why (e.g. PC or console because the large screen is nice; tablet or mobile because you can play anywhere; etc.)

2. Why do you like PC/PS/Smartphone games or game apps?

Think about it, look at the statements below and tick the one(s) which apply to you. Then talk to a partner and/or compare with your colleagues in class!

- There is a lot of action which I'm part of, not just watching (like on TV).
- I can control the characters and the action.
- I'm good at playing and enjoy winning/reaching a higher level/getting a 'second life'.
- I just like the fast action, the graphics, the colours and the sounds.
- When I play, I become one of the characters and do/see lots of exciting things.
- I like computers and what they can do/what I can do with them.
- One never knows what's going to happen and there are always surprises.
- Other:

3. Is there anything you don't like about gaming? Look at the statements below and tick the boxes that apply to you. Then talk to a partner and say why:

- When I get stuck and can't complete a task, I get impatient and download 'cheats.'
- Not all games/apps I like are available as free downloads.
- Some games are (too) expensive.
- My parents won't allow me to buy game software/apps.
- I'm only allowed to play after I've finished my homework.
- My parents stop me playing if it gets too late.
- Other:

4. Do you know what an *avatar* is? Have you ever heard the word before?

a. If yes, explain in your own words what it means (give an example):

.....

b. If no, look it up in a dictionary or on Google.

c. Do you know how to pronounce the word? If not, check an online dictionary and listen to the recording.

5. Think of popular games you know and their main characters. With a partner or small groups, make a list!

e.g. *Tomb Raider* → *Lara Croft*
Game of Thrones (GoT) → *Tyrian Lannister*

.....

.....

.....

.....

.....

6. Think of the games you like playing. Do you have an avatar?
- a. If **yes** ... on an A4 sheet, answer the following questions and tell us about him/her ...
- What is his/her name?
 - Is he/she a person or an animal?
 - What is his/her role in the game?
 - What is special about him/her?
 - What does your avatar look like? Make a drawing.

Now find a partner and compare your avatars. Are they similar or very different? Why?

- b. If **no** ... with the help of a partner, make up your own avatar. On an A4 sheet, describe him/her in detail and make a colourful drawing so that everyone can see what he/she looks like. Think of ...
- What is his/her name?
 - What is the role you want him/her to have in the game?
 - What does he/she look like (e.g. tall/small, colour of hair/eyes, clothes, etc.)?

Does your avatar have a special piece of music/song? Which one?

Work-Out

Where does the action in the play take place?

What are the names of the the main characters?

How old are they?

Scene 1

1. Does Kevin like Rita? What does he think of her? Talk to a partner and try to find out why.
2. How does Kevin describe himself? Complete the sentence below, using the words in brackets.

Kevin thinks he (*stupid*), *he's just a*

3. Kevin is talking about a certain state of mind. Which?



a. What happens when we are in this state of mind? Tick the correct statements below:


- We start snoring.
- The mind drifts away.
- We imagine things while we are awake.
- Some people go sleep-walking.
- It helps us to relax.
- Other:

b. How about you? Do you daydream a lot? When/what about? How does daydreaming help you?

Think about it and make a few notes on a piece of paper. If you like, share your thoughts with a partner of your choice. It's OK if you want to keep them just to yourself.

- c. Daydreaming during your lessons at school – good or bad?
 First, think of pros and cons and write them down in the grid below or on a piece of paper. Then discuss your ideas with your teacher in class.

	
e.g. better concentration	e.g. missing questions

- d.  Mini-project: Daydreams and daydreaming have always been, and still are, popular themes in music and song lyrics. In pairs or small groups, find examples via Google (or YouTube) and make a poster (or Powerpoint) presentation. Add pictures of the singers/groups/bands. If you like, group all your titles according to the decade they were released (i.e. 60ies, 70ies, ... up to the present)

- In your text booklet, look at the scene with Kevin and Mr Smith. Underline or highlight all sentences that *you* think are part of Kevin's daydream. Then compare with colleagues or in class.
- Kevin tells us that he also has "big dreams". Is the scene with Kevin's parents real, do you think? Do you all agree? Why/why not?
- What does Rita think about Kevin? Complete the sentence below.

Rita thinks Kevin is the, an and a

- What do we learn about Rita? Find and underline/highlight any wrong statements in the following text:

Rita is always allowed to work in the school's IT room at lunchtime because she is a very good pupil and researches her homework. She has a lot of friends at school and everybody likes her because she is very clever. She likes to go to chatrooms to meet her many online friends.

- Is www.Fantasycraft.com the website Rita actually wanted to go to? What may have happened?
- Do you know *Minecraft*? What is it all about? In small groups, do some Google research and create a *Minecraft* poster presentation (either on paper or in Powerpoint). Don't forget to add pictures/screenshots.
- What kind of game platform is *Fantasycraft*, do you think? In your text booklet, look at the song and underline all verbs/phrases. Then discuss your ideas of the *Fantasycraft*-site with a partner or in class.

- Rita is asked to sign in. What does she have to type in first? Tick the correct boxes below:

name age job password

- Then she is invited to create her avatar. Which infos is she prompted to provide? With two partners, act out the scene on p. 9/top of p.10. One of you is Rita, one the Man, and one the Woman (who mimes what Rita tells the Man). Look at the stage directions!

- Rita's avatar is called *Sapphire Stone*. What do we know about her jobs so far? She is ...

an who published a lot of

and a who has just released

14. Kevin comes into the IT room and sees Rita typing. What does he do? Complete the sentences below:

Kevin says that he and shows Rita

Rita knows that it's a She tells Kevin that he is

..... and shouldn't be in

15. Who are Aaron and Sharon? Read through the scene (p. 10-12). Then look at the statements below. Are they true or false? Discuss with a partner or in class what Aaron and Sharon are doing to Rita and Kevin.

- Kevin is Rita's boyfriend and wants to kiss her.
- Sharon records the scene on her mobile and puts it on *Tik Tok*.
- Rita invites Sharon and pays for her lunch.
- Aaron likes Rita's purse¹ so she gives it to him.

16. ☞ How do you generally feel about the scene with Aaron and Sharon? Tick one of the boxes and say why!

- I feel really angry about the way Aaron and Sharon behave!
- Why didn't Kevin and Rita stand up to them?
- Kevin and Rita should tell the teachers/headmaster about the two.
- I don't like the scene because it's unfair!

17. People like Aaron and Sharon are called friends cowards
 bullies thieves

18. Rita tells Kevin he's '*as bad as they are*'. Which options does Kevin think he has?

- Option 1 (what he would have liked to do):
.....
- Option 2 (what parents and teachers say):
.....
- Option 3 (tell someone):
.....
- Last option (magic):
.....

19. How does Kevin find out about *Fantasycraft*? How do you feel about this? Is this ok, do you think? Say why/why not? Discuss in groups or in class.

20. Kevin is now going through the same process as Rita earlier on. Based on the text (bottom of p.12/p.13) in your booklet, act out Kevin's 'registration process' (see p.4/task 12).

21. Kevin's avatar is called *Byron Tombs*. What do we know about his jobs so far? He is ...

a who looks for
and he wants to find

¹ A purse is where you keep your money. Which German word does it remind you of?

22. 💡 Mini-project: What is *archaeology*? And what do archaeologists usually do? Check Wikipedia or use Google and find out more about this science and what it explores. Work in small groups and put together a poster, or a Powerpoint presentation. Don't forget to add pictures or screenshots!
23. 💡 Interdisciplinary project: Who is *Tutankhamun*? (History/English/Geography/IT Research)

Scene 2

1. In the evening at home, Kevin goes back online immediately.
As *Byron Tombs*, which country is he going to?
2. What is Byron doing there? First look at the text (top half of p.14). Then, on a piece of paper, write five sentences using the following words. You may need to change the order they are in. There is also one name that does not appear in this paragraph!
Tutankhamun – treasure – Golden Sphinx – pyramid – stone – Alexandria – map – key
3. Is the scene virtual or real, do you think? Say why!
4. What do *you* know about Egypt? In groups of 4 or 5, collect information about ancient Egypt (from the internet, your History textbooks, etc.) and put together poster presentations for your classroom wall.
5. With a partner (or in the same groups) make a list of the names of famous 'ancient Egyptians' (*Wikipedia* or *Google* can help you). Compare your lists. Have other pairs/groups found different names/persons?
6. Who are Crouch and Bent? With a partner, answer the following questions. Say why you think so.
 - a. Where do they come from?
 - b. Why have they been following Byron?
 - c. What do they want to do with the Golden Sphinx? Why?
7. As they are about to kill Byron, Sapphire Stone suddenly turns up. With your partner, answer the questions and say why/why not.
 - a. Who does she say she is?
 - b. Is she virtual or real?
 - c. Crouch knows Sapphire and is asking her for her autograph. Do you think this is a very clever move while he's trying to steal a very precious work of art?
8. How does she help Byron when Crouch and Bent are about to kill him? Put the following sentences into the right order (numbering them 1 – 5):

..... Sapphire steps on Bent's toe and he throws the Sphinx in the air.

..... Byron runs after Crouch and Bent tries to catch Sapphire.

..... Crouch knows Sapphire and asks for an autograph.

..... Byron catches the Sphinx but Crouch grabs it again and runs away.

..... Sapphire uses karate moves on Bent.
9. Unfortunately Crouch and Bent get away with the Golden Sphinx. What does Byron find out about Sapphire?
Actually she works for and has been
..... all the way from
10. Why can't Sapphire not go with Byron to get the Golden Sphinx back? Tick the correct box:
 - She has to deal with other criminals for the IRS.
 - She has a concert to give in London.
 - She has to lead eco-activists in a demonstration in Vienna.

11. Rita is quite surprised to have met an interesting man online. Why is that, do you think?
12. What does *DM* stand for? Choose one of the options below and say why!
- Direct Meeting* (in a chat room on social media)
 - Direct Message* (private mode of communication between social media users)
13. Rita/Sapphire and Kevin/Byron sit at their PCs and are messaging each other. In pairs or small groups, answer the following questions:
- What does Rita think of Byron Tombs? Does she like him?
 - Where is Byron now?
 - How does Kevin/Byron feel about Sapphire?
 - What is Rita referring to when she tells Byron that she needed help today?
14. They start 'talking' to each other in the *Fantasycraft* chat room. What are they talking about? Take a close look at the text in your booklet (p.16-17), then take notes on the lines below.

Rita tells Kevin

.....

Kevin tells Rita

.....

15. They discover that they have something in common. What is it? Complete the sentence below:

They both have problems but they think

..... It helps

16. *Byron* and *Sapphire* are "*tags*". Marking someone or something in social media posts is called "*tagging*". Clothes and shoes have "*price tags*". Which of the words below do you know? Underline them.

attachment – sticker(s) – addition – nick(name) – label(s) – appendix

17. Kevin wants to know Sapphire's real name. How does Rita explain why she is not telling him her real name? Do you think that's a good idea? Say why/why not.
18. Kevin agrees, saying he might be a '*giant penguin*'. Have you come across a giant penguin in the play before? If yes, where? Find the reference in the text!
19. Becoming their "online personalities" again, they have "jobs" to do. Complete the sentence:
- Byron has to teach lectures on in the morning.

20. What happens at Sapphire's Hyde Park concert? Who is she singing the song for?
Go to page 10/task 6 of the worksheet for a closer look at the lyrics of Sapphire's song.

- a. Is Byron at the concert?
- b. Why does Byron have to leave? Where exactly is he going?
- c. What is the event at the Hilton Hotel in Lima called? What is on sale there?

21. How is Byron trying to fool Crouch and Bent? Look at the statements below. Which one, do you think, is true? Tick the box.

- he puts on sunglasses, a straw hat and a Hawaii shirt
- he tells them he's on holiday in Egypt
- he puts on a false moustache and pretends that he wants to buy the Golden Sphinx
- he tells them he wants the Golden Sphinx as a present for Sapphire

22. Are the following sentences true or false? Put **T** for true or **F** for false next to the statements. Say why and highlight/underline all "wrong" words/phrases.

Byron asks Crouch and Bent if they are going to the Book Fair.

He tells them his name is Byron Graves and he wants to buy the Golden Sphinx.

Only four people know about the Golden Sphinx: Crouch, Bent, Byron and Rita.

Bryan Graves and Byron Tombs are very similar names.

Crouch is worried that Sapphire turns up in La Paz, too.

Bent is not going to shoot Byron with his gun. He puts a bomb on his lap.

If there is an explosion, it'll be easier for Crouch and Bent to disappear.

Crouch drops a letter to the floor but Byron is tied to the chair and can't reach it.

Sapphire recognizes Byron immediately.

She manages to stop the bomb under Byron's chair just in time.

He is very grateful but needs to find out where Crouch and Bent have gone.

23. Crouch recognised Byron because the name Bryan *Graves* is very similar to Byron *Tombs*. Can you explain this without checking a dictionary?

24. Sapphire and Byron can't read the letter Crouch has dropped because it's in German. Here's the German text.

Sehr geehrter Herr Crouch,

*Danke für Ihren Brief. Ja, wir sind daran interessiert zu kaufen.
Kommen Sie zu meinem Geschäft in Wien.*

*Mit freundlichen Grüßen
Herr Schmidt*

- Can you help Sapphire and Byron and translate it into English? Write your translation in your exercise book!
- Have a closer look at the German text. Does it sound right to you? If not, rewrite the text in correct German.

25. Who, do you think, is Herr Schmidt? Tick the correct box below.

- | | |
|--|--|
| <input type="checkbox"/> Rita and Kevin's teacher | <input type="checkbox"/> Kevin's dad |
| <input type="checkbox"/> Aaron and Sharon's avatar | <input type="checkbox"/> an antique dealer |

26. Now Sapphire and Byron know that they have to go to Vienna to get the Golden Sphinx back. Suddenly they hear a funny noise. Complete the following sentences:

Suddenly there is a sound, like an

..... Sapphire picks up and notices that it has a

..... When she pressed the, it went

back Now it's

..... and they

27. Where did the beeping really come from? Choose the correct statement below:

- ... the bomb going off
- ... a DM coming in on the computer
- ... Kevin's/Rita's alarm clocks
- ... Kevin's and Rita's mums waking them up

Scene 3


1. Rita and Kevin get detention for being late.
 - a. What is "detention" in German? Check in a dictionary:
 - b. Complete the sentence: They are late for school because
 -
 - c. Have you ever overslept and were late for school? Why? What did you do? Did you get detention? Write a short paragraph, describing the situation and how you felt about it.

2. Back in the IT room of the school, Rita and Kevin have a conversation. Read through the dialogue on p. 23-25 in your text booklet.
 Look at how Rita and Kevin are talking to each other. Has anything changed between them or do they still not like each other very much? Underline/highlight a few "typical" phrases for each of them and write them in the T-diagram below:

Kevin	Rita
<i>e.g. you should think yourself lucky, being allowed to spend lunchtime with me</i>	<i>e.g. two bullies or a idiot- some choice</i>

1. Rita tells Kevin about her "historian" boyfriend. How does she describe him?
2. Kevin talks about his beautiful "internet date". How does he describe her?
3. What is Rita accusing Kevin of? Choose one of the options below. Say why you think so.
 - She doesn't like that he has been on the *Fantasycraft* site as well
 - She thinks he has hacked into her computer
4. What did Kevin like about Sapphire? Tick the box(es):

<input type="checkbox"/> her looks	<input type="checkbox"/> her songs
<input type="checkbox"/> her voice	<input type="checkbox"/> the bomb disposal
<input type="checkbox"/> her chest	<input type="checkbox"/> everything about her
5. How do Kevin and Rita feel now that they have discovered their *Fantasycraft* personalities? Talk to a partner or discuss in class. Choose three words from the list below and explain why you think so!
angry – disappointed – silly – unhappy – foolish – sad – terrible – hurt – at a loss – or what?

6. Now look at the lyrics of the song Sapphire sings for Byron in Hyde Park (on page 18 in your text). With a partner or in small groups, work through the following tasks:
- What is the song all about, do you think? Choose one of the options below and say why:
 - rescuing people from the sea after a shipwreck
 - being there for/helping a friend in need
 - protect people from floods/storms
 - Look at each verse and underline/highlight all words and phrases referring to life and dangers at sea. Draw a mindmap or word network and add other topic words you can think of.
 - Now imagine your best friend is in a dangerous situation and you are there to help him/her. Write a short paragraph or poem (it doesn't have to rhyme) describing what danger he/she was in and what you did to 'support/rescue him/her.
 - Fantasycraft's* slogan is: ...*you can be who/what you want to be*. Now try to be a singer/songwriter like Sapphire! Take your story or poem and turn it into a song or rap. Either make a recording (MP3, videoclip) of your song/rap, or perform it in class. If you have accounts, post it on *Instagram* or *Tik Tok*.
7.  Mini-Project: Friendship is also a very popular topic in popular music and literature. In pairs or small groups, find examples via Google (or YouTube) and make a poster (or Powerpoint) presentation. Add pictures of the singers/groups/bands. If you like, group all your titles according to the decade they were released (i.e. 60ies, 70ies, ... up to the present).
8. Kevin and Rita keep arguing and she threatens to tell the class about who Kevin pretends to be (Byron) and also about Kevin's Dad leaving the family. He thinks this is ...
- unfair nasty bullying he doesn't care
- Do you agree with Kevin? If not, what do you think?
9. Rita is still upset about the kiss. What does he do? Complete the sentence below:
- Kevin admits that
10. Look at the way *Scene 3* ends. Rita doesn't want to talk to Kevin/Byron ever again. Why is that, do you think? Choose one of the options below and explain why you think so:
- She is very angry – at Kevin/Byron, but also at herself.
 - She never liked Kevin, and now she dislikes Kevin/Byron even more.
 - She is embarrassed and thinks she's made a fool of herself over Byron.
 - She is afraid that Aaron and Sharon find out about *Fantasycraft*.
 - Or?

Scene 4

- Back home, both return to *Fantasycraft*, are Rita/Sapphire and Kevin/Byron still enjoying themselves? With a partner or in class, complete the sentences below.
 - Sapphire no longer wants She is going to but all she can think of
 - Byron is going to but it's no fun His heart
- Look at the lyrics of Sapphire's and Byron's song (p. 25-26 in your text).
 - Underline or highlight all computer/IT words or phrases you can find.

- b. Are there any you don't know or are not quite sure about? Write each of them on a separate piece of paper and pin them up in the classroom. Check on the next day to see if someone has left you a message/an explanation. Like it 👍 or put a smiley 😊 next to the info.
3. What is this song all about? Choose one of the statements below. Compare with a partner/your neighbour. Say why you think so. Do you and your partner agree? Why/why not?
- virtual friendships (e.g. Facebook) real love
 computer problems a romantic film (video stream)
4. Is this song different from the one Sapphire sang for Byron in Hyde Park, do you think? If yes, how? In small groups or with a partner, share your ideas and make notes. Then compare with other groups/pairs and/or talk about your results/ideas in class.
5. Looking at the lyrics again, do you think that computers/technology can be 'romantic'? How does the text 'sound' to you? Choose three adjectives from the list below. Say why!
- romantic – silly – loving – impersonal – technical – lonely – distant – unreal – strange – funny – or ...?*
6. Rita and Kevin are both hoping to meet again on *Fantasycraft*. If the following statements are true, tick the box. Then work with a partner and take turns saying why the other statements are wrong.
- Rita hopes to meet Kevin online, wondering if he is in Egypt.
 She DMs him (= sends him a dm) and apologises for being so rude at school.
 She admits that she was angry at him - and herself.
 She would like to talk to him again because it helped her a lot.
 At the same time, Kevin is hoping for a message from her.
 Kevin doesn't think she wants to talk to him and deletes his *Instagram* account.
 Rita sends off her message but doesn't get a response.
7. Rita regrets sending the message because Kevin might think "she likes him". Choose one of the two options below. Then talk to at least three colleagues, explain why you think so, and find out if you agree.
- She really doesn't like Kevin and feels sorry for him.
 She actually likes Kevin a lot but hasn't quite admitted it to herself.

Scene 5

1. Where do they go on their school trip?
- b. On a map of London (*Google Earth*), check where the *British Museum* is located. Mark it and write down the address!
-
- c. Have you ever been to the British Museum (on holiday, on a school trip to London, etc.)?
2. What is the task they are given and how are they supposed to work? Look at the sentences below and mark them **T** (true) or **F** (false):
- They are given worksheets and have to complete them in one hour.
- They can work alone, in pairs or in small groups.
- Kevin is Sapphire's partner.
- Rita is really pleased about it.
- Question 1 is about Egyptian coins.
- Rita wants to know if Kevin got her DM.
- Roman Artefacts are on the fourth floor.
- Rita wants to walk up the stairs, Kevin wants to take the lift.
- Kevin tells her Mr Smith is paying him £ 500 to be her partner.

3. What happens when they take the lift to the fourth floor? Complete the sentence.

The lift between

4. Rita is still not very pleasant to Kevin. She's calling him names and suggests that he is not very intelligent. In the text (p. 28), highlight or underline all these words/phrases.

5. Rita and Kevin are trying to call for help. Complete the sentences below, using the words in brackets.

First, they try (shout)

Then, Kevin imagines (Byron)

Rita tells him what (Sapphire)

Finally, Kevin uses (mobile)

6. Stuck in the lift, Kevin tells Rita that because *he made up* (=created) the character of Byron Tombs, Byron is part of him, another version of himself. Fill in the blanks in the following sentences:

Byron examines the lift and finds a He climbs through it and
..... on top Then he shoots
..... The end of the wire has attached which gets
caught and escapes through

Kevin has a banana and pretends that it is

7. Rita thinks Kevin is funny and tells him what Sapphire would have done. Complete the sentence below.

Sapphire would have

8. How does Kevin really get them rescued from the stuck lift? Tick one of the boxes below:

- He calls the International Secret Service and leaves a message on their voice mail.
- He resets the trip switch.
- He uses the phone number on the worksheet to call the museum and tells them that the lift is stuck.

9. What reason does Kevin give for not calling the museum earlier? Complete the sentence below.

He tells Rita

- a. How do *you* feel about his explanation? Do you think Kevin is just making fun of the situation or does he really like Rita? Talk to a partner or discuss in class. Say why you think so.

10. How would *you* have handled the situation in the lift? Would you have had a better idea? If yes, which one? Explain to a partner or the class.

11. Go back to task 4 on this page. Has Rita changed her mind about Kevin? What does she call him now?

B.....! You are a

12. Who turns up at the entrance to the lift, just as Rita kisses Kevin? Tick the correct box.

- Mr Smith
- Aaron and Sharon
- Crouch and Bent

13. What does Sharon want from Rita?

14. Compare the two similar scenes in the beginning and at the end of the play. How does Kevin react to Aaron's and Sharon's bullying now? What does Rita do? Fill in the T-diagrams below:

a. What does Kevin do when Sharon wants to take Rita's purse?

then	now

b. How does he respond when Aaron hits him?

then	now

c. How does Rita respond? What is she telling the two bullies?

then	now

15. Aaron and Sharon leave very quickly when Kevin tells them that they are losers and really stupid? Why? What did they not think of?

16. Rita asks Kevin if Aaron's punch was very painful. Why doesn't he admit straight away that it hurt a lot, do you think? Choose one of the options below and say why you think so. Talk to a partner. Do you agree?

- It didn't hurt so much in the beginning
- He wants to prove that he really is Byron Tombs
- He did it for Rita and therefore it was worth it

17. What is item number 4 on the worksheet?

18. How does Kevin explain that the Golden Sphinx is now in the British Museum?

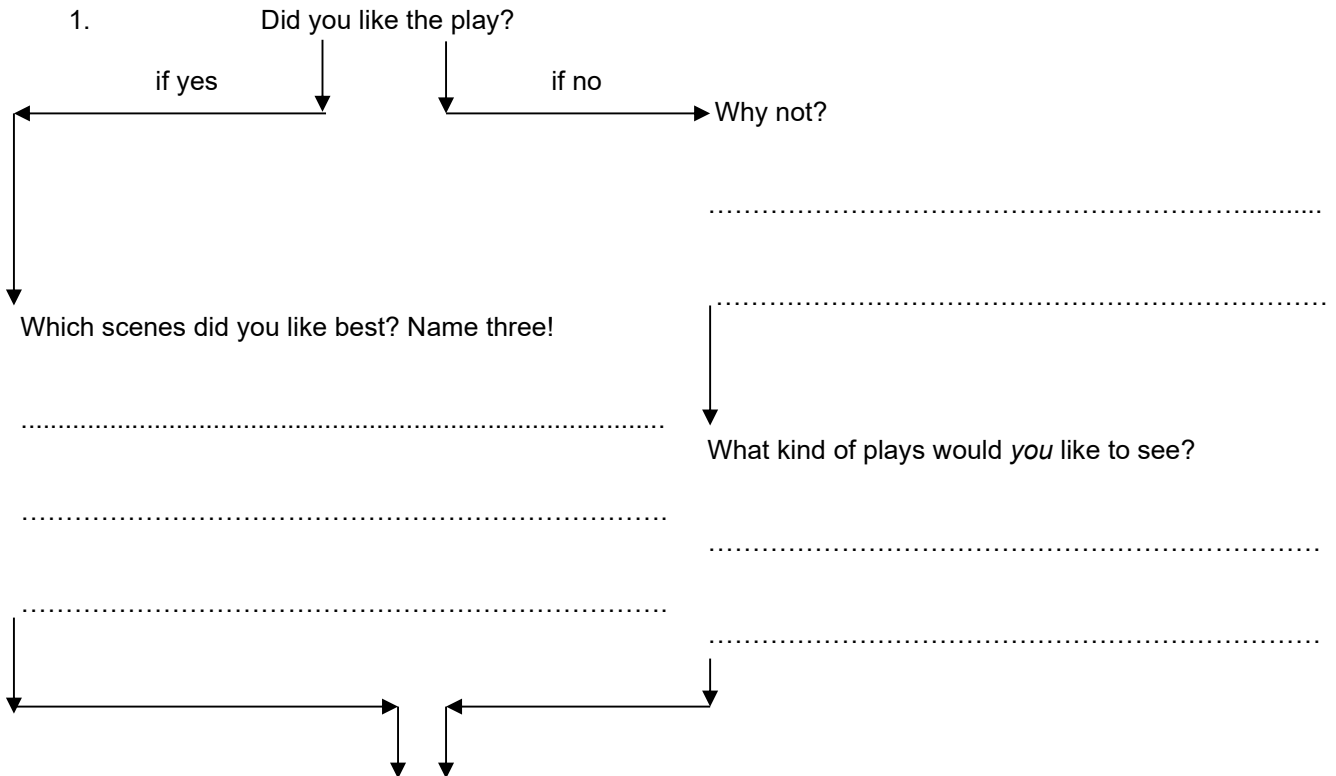
19. Why, do you think, does he pull out the banana and asks the IRS to log him in to *Fantasycraft*? Either choose one of the options below, or write down you own idea. Talk to a partner or discuss in class. Do you all agree? Why/why not?

- ... because he is in "gaming mode" again, i.e. Byron Tombs
- ... because he is also Kevin, the clown, who likes to fool around and have a bit of fun
- ... because he is daydreaming again
- ... or?

20. Finally, look at the song all characters sing at the end of the play. Underline/highlight the words/phrases that relate closest to the themes and topic in the play.

- a. Talk to your colleagues in class, comparing your words/phrases.
- b. Have a go at rapping the lyrics. Record or video your performance and post it on social media.

Cool-Down

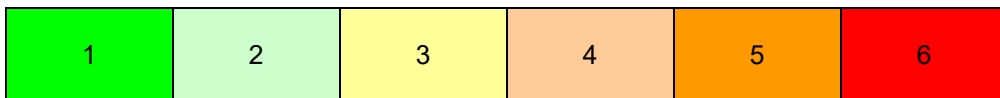


2. Which of the characters did/didn't you like? Say why?

3. Which parts of the play did you find really ...

- funny?
- interesting?
- realistic?
- silly?
- romantic?
- boring?

4. Did you find the language in the play easy or difficult to understand? Mark it on the scale below:



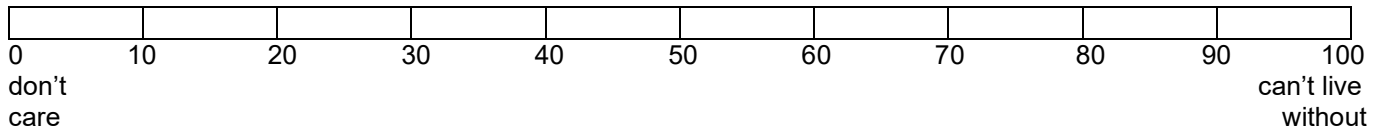
- 1 = very easy, didn't need any help
- 2 = easy, and the footnotes helped
- 3 = I understood most of it but not every word/sentence
- 4 = I understood what the play is about but needed to ask quite often
- 5 = I needed a lot of help from my teacher/colleagues
- 6 = too difficult – I didn't understand much and wasn't really interested

5. If you read the play before seeing the performance, do you feel it helped you understand the action? Why/why not?

6. If you saw the performance before reading the play: was the action clear through the performance (e.g. gestures, voices, miming of the actors, scenery, etc.) - even if you didn't understand every word? Why is that, do you think?

7. Did you like the topics (PC/PS gaming, the internet, bullying, getting to know someone better, etc.) in the play? Why? Why not?

8. Do you think that reality and virtual reality can become one so that one doesn't really know what is what anymore? Talk to teachers, parents, friends, etc. about it, then discuss in class.
9. How important is your PC/games console/mobile/smartphone/tablet for you? On a scale from 1 – 100, you would rate yourself – where?



Now ask your parents / brothers or sisters / friends: do they agree with your rating? Why/why not?

10. What is your preferred (= favourite) way of communication? On the list below, choose 3. Say why!

- writing letters
- talking face to face
- talking on the phone
- texting (SMS)
- writing emails
- skype-ing
- chatting in chatrooms
- DM-ing in chatrooms/on gaming platforms
- blogging
- Instagram/Tik Tok/Twitter/DM
-

Useful links:

Archaeology:

- <https://www.youtube.com/watch?v=qMzpA5oCGNY>
- <https://kids.britannica.com/kids/article/archaeology/352775>

British Museum:

- <https://www.britishmuseum.org/visit/object-trails/twelve-objects-see-children>
- <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt>
- <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt#classroom-resources>