

En la luna teatro educativo s.l.

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PRESENTATION 

Our new play in English, 'The Time Machine', is a show that starts from a historical fact: the invention of the atomic bomb.

The protagonists of our story really existed. This new adventure allows us to get closer to the figures of Robert Oppenheimer, Enrico Fermi, Leslie Groves and Elda Anderson. all of them were part of the Manhattan Project, whose aim was to develop the atomic bomb. In our story, the main characters pursue this goal, to get the atomic bomb, but we introduce a fantastic element, the time machine, which will allow them to obtain a fundamental element for the bomb to work: uranium 235.

The time machine is a story full of action, music and humour that will undoubtedly make viewers reflect on many issues. In this project more than in any other we have tried to offer a play full of nuances and didactic values. Without losing sight of the fact that fun is the best way for our spectators to learn and test their knowledge of English.

SYNOPSIS 

Robert Oppenheimer, Enrico Fermi and General Leslie Groves are working on a project whose aim is to develop the atomic bomb. But they are unable to find the formula that will lead them to the invention of this device. They are worried because they know that if they don't succeed in inventing the atomic bomb, the enemy will, and that would be terrible.

Enrico calls his friend Elda Anderson, an expert in physics and chemistry, to help them. And indeed, she does, for Elda discovers that they need an essential element: uranium 235. After consulting her computer, they come to the conclusion that uranium is found in a mineral at Stonehenge, the famous stone monument in England. The main problem is that Stonehenge is very far away, so Elda comes up with the idea of using a time machine that Robert has made, so they can travel faster.



Without much thought they get into the machine and it takes them to Stonehenge, but when they arrive, they notice that they are in prehistoric times. There they discover that two Bronze Age men have the uranium, but they have to run away because the men try to eat them.

On the second journey the machine transports Elda to Napoleon's court, to the 19th century. Robert must have travelled somewhere else, because he is not in the time machine. Elda will meet Emperor Napoleon and realise that in his crown there is a small piece of uranium. This time Elda gets the ore and returns to the time machine. Robert has been sent to the future. To a very distant future. There he sees the devastating effects of the atomic bomb and discovers that in the year 2025 a third nuclear explosion caused the destruction of planet earth and that in the future the world is dominated by robots. Robert receives a message from Groves to destroy the uranium.

In the laboratory Enrico and Groves search for their companions and discover that in the future the world will be destroyed.

Meanwhile Elda and Robert have ended up in a much nearer future. They land in the middle of the war and there Robert tells Elda what is going to happen. Elda hands him the uranium just before she is hit by a bullet.

Leslie appears and together with Robert they put Elda in the time machine and travel to the present. Enrico is waiting for them. Everyone is saddened by Elda's death, but she emerges from the time machine. She died in the future, but they have returned to the present and Elda is still alive. They decide to destroy the uranium immediately, but Enrico tries to stop them. He wants the uranium, as he knows that war is big business, the biggest business!.

Elda throws the stone into the time machine and when Enrico goes to get it, Elda shuts the machine and Robert sends him back in time to the Bronze Age. There the two Bronze Age men get what they want: food.

Leslie Groves brings the Manhattan project to a halt. They definitely want nothing to do with the atomic bomb.

DIDACTIC OBJECTIVES

Our aim is to offer a fun play through which students can reinforce and practise their vocabulary.

There are many ways to work and assimilate the language, and we believe that theatre offers a very attractive possibility for learning.

As always, we provide you with teaching material to present in class before and after the performance. It is important to work in the classroom so that the students get more out of the activity.

We hope you find this play, and our project in general, useful.

GENERAL OBJECTIVES:

To promote the communicative competence of foreign languages in students through a didactic and fun activity.

SPECIFIC OBJECTIVES:

- To take the student see a play in English with all the elements that should be part of a dramatic event: costumes, scenery, special effects, music, dialogues.
- To develop imagination, creativity and a taste for theatre.
- Expand expressive resources: physical (gestures), vocal (sounds, songs) and linguistic (expressions and vocabulary).
- Acquire fluency in English.
- Increase exposure to the language.
- To have fun.
- Support the process of teaching English through songs and dramatic play.
- To help express oneself with good intonation and pronunciation.
- To increase basic vocabulary related to art and museums.



- Learn and work through music.
- Create resources through our didactic guide and activities so that they can familiarise themselves with the play and practise the language.
- To bring pupils closer to a historical fact that has been fundamental in the history of mankind.
- To introduce students to the people who were part of the project that resulted in the creation of the atomic bomb.
- To introduce pupils to Elda Anderson, a female scientist who took part in the Manhattan Project.

METHODOLOGY



We propose a project based on theatre as a means to encourage interest and enjoyment of a foreign language, in this case English.

To do this, we have established a series of worksheets to work on in class before and after seeing the play: The Time Machine.

We also recommend that you work on the documents **'VOCABULARY AND SCRIPT OF THE PLAY'**.

Another very interesting resource is the SONGS. You will find the lyrics in a document called LYRICS (The document needs to be changed to reflect this) OF THE SONGS and you can listen to the audio tracks through our website (user area) and work with the karaoke tracks. If you cannot access the material through the user area, our counsellors will help you by sending all the documents to your email.

You will also receive a document with additional activities. This is information that will be useful for the students when doing the worksheets.

If you have any questions please do not hesitate to get in touch, you can contact with your **EDUCATIONAL ADVISER** (Aurora Chica or Inma Rodríguez) or with the company through our email (enlunateatro@yahoo.es) or our phone number **618 720 491**.

Thank you very much. We hope you enjoy this new experience.

Name: _____

ACTIVITIES BEFORE THE PLAY

ACTIVITY 1: KNOWING THE CHARACTERS

Through these images we will meet the protagonists of our play. Join the dots and you will know what each of the characters is.



LESLIE GROVES



ENRICO FERMI



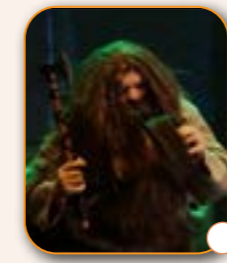
NAPOLEON BONAPARTE



ELDA ANDERSON



ROBERT OPPENHEIMER



STONE MAN



JACQUES LOUIS DAVID



LAIA



BOSS

- Leslie Groves is in the military
- Robert Oppenheimer is a scientist
- Enrico Fermi is a scientist
- Elda Anderson is a scientist
- Laia is a robot
- Jacques Louis David is a painter or artist
- Boss is a prehistoric man
- Stone Man is a prehistoric man
- Napoleon is an emperor



Name: _____

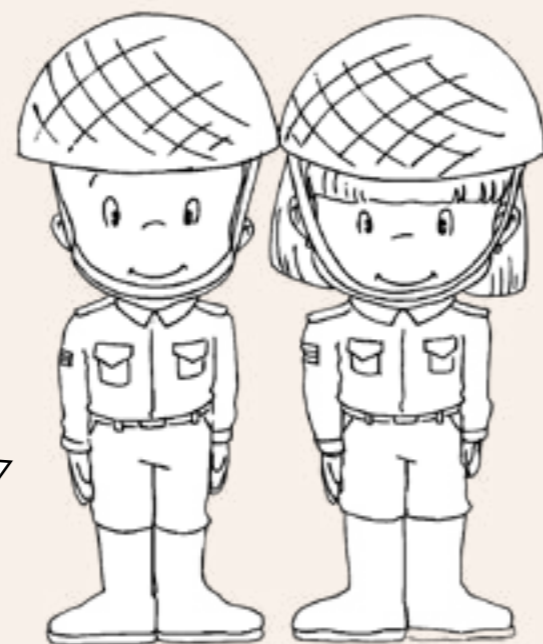
ACTIVITY 2: GETTING TO KNOW OUR PROTAGONISTS A LITTLE BETTER

In our play there are scientists, an army general, a robot, two men from prehistoric times, an emperor and a painter.

Let's find out more about them by colouring in these drawings!



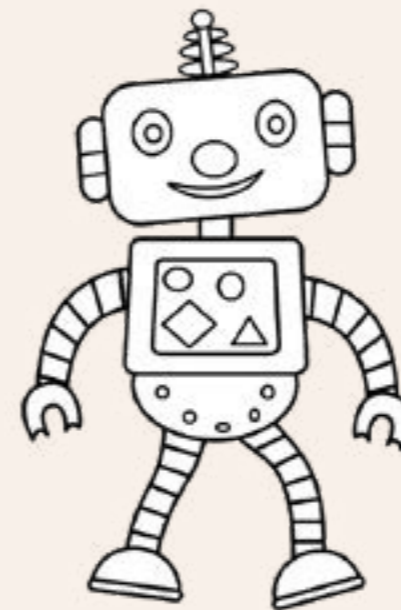
SCIENTIST



MILITARY



Name: _____



ROBOT



PAINTER






PREHISTORIC MAN/PREHISTORIC WOMAN



Name: _____



ACTIVITY 3: WHAT IS THE PLAY ABOUT?




To find out what the play is about, replace the pictures with the corresponding word, you will find a clue in each picture.




Leslie Groves is a  **S**_____ in the Military. Together with Enrico and Robert, two  **S**_____ they are trying to discover the atomic  **B**_____.

Thanks to Elda's help, they will succeed.


To get the bomb they need a  **S**_____ called uranite.

In order to find the stone they decide to travel in a  **T**_____ **M**_____. Thanks to the machine they will visit incredible places. First they will visit prehistoric times and there they will meet two men, but they will not be able to get the  **S**_____.

Then Elda will travel to the court of the emperor  **N**_____, and there she will finally get the  **S**_____ that is in the emperor's  **C**_____.

Robert meanwhile has travelled to the future and there he discovers that the atomic  **B**_____ will destroy the world and that the  **R**_____ are its owners. Robert sends a message through the  **T**_____ **M**_____.

In the last time travel Elda and Robert meet in the middle of a war.

Elda and Robert return to the present through the  **T**_____ **M**_____. They want to destroy the  **S**_____.

And the end of this story is a surprise that you must discover when you come to the theatre.

Name: _____

ACTIVITY 4: LEARNING THE SONG "THE TIME MACHINE"

The time machine is one of the main elements of our play.

Through it you can travel to the past and the future. Robert and Enrico explain it to Leslie in song.

Listen in class to the song "*The time machine*".

Learn it and then sing it with the actors the day you go to see the play. To do this, you will need to download the song that is on the website and then practise it as much as you want. Colour in the drawing of the time machine and cut it out.

THE TIME MACHINE

This is a time machine
a time machine.

This is a great invention.

A great invention.

With this everything will change
everything will change.

Everything will change.

Nothing will ever be the same
never be the same.

Never be the same.

You can go to the past.

To the past?.

You can travel very fast.

Very fast?.

You can know all about the future.
The future.

We don't know if it works
but it's really cool.

Cool?.

This is, his great invention.

His great invention.

With this everything will change
and never be the same
this is a time machine.

You can go to the past.

You can travel very fast.

You can know all about the future.





Name: _____

THE TIME MACHINE



Name: _____

ACTIVITIES AFTER THE PLAY

ACTIVITY 5: WHAT OBJECTS ARE PART OF THE PLAY?

Circle the objects that appear in the play.

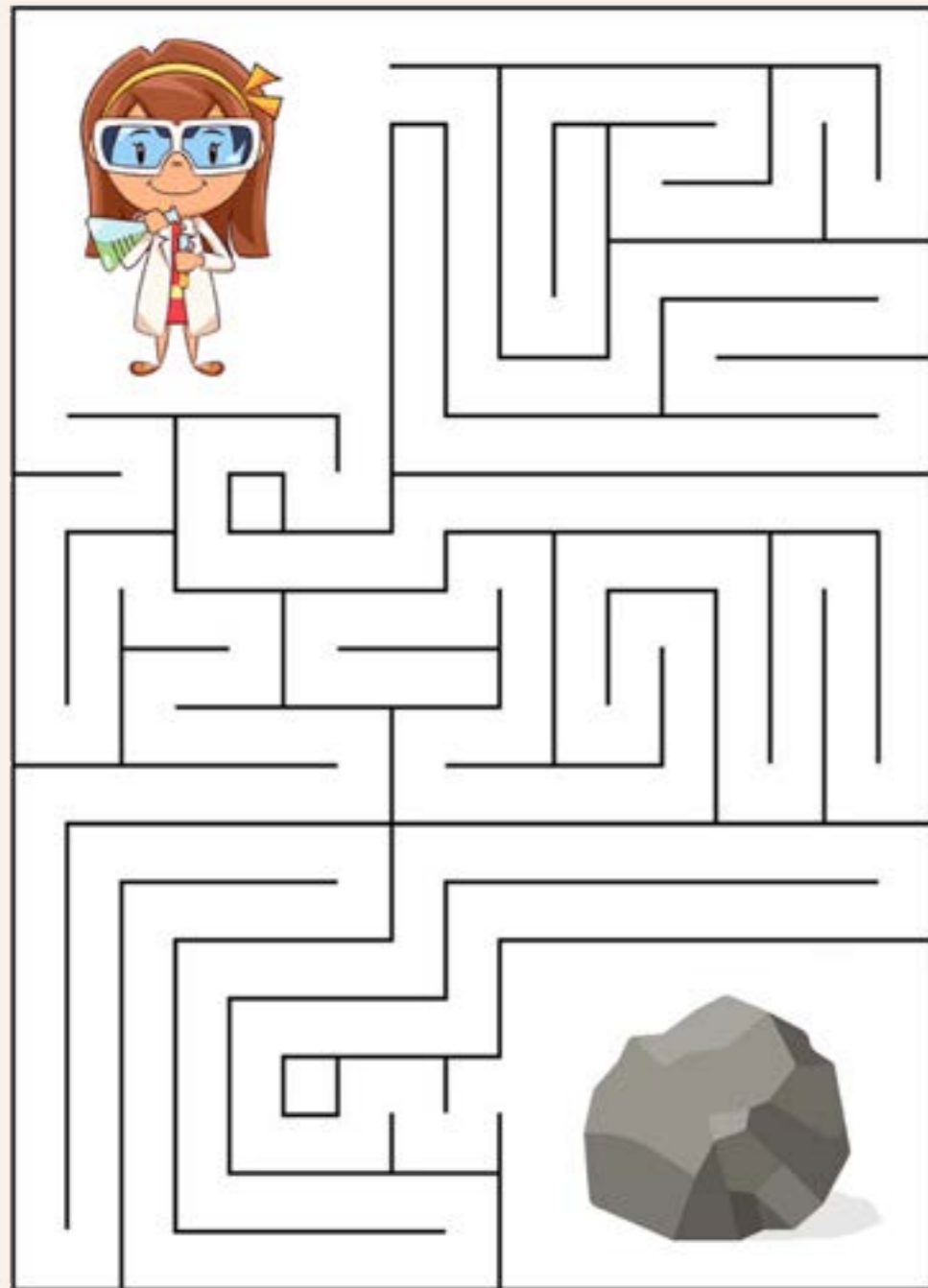




Name: _____

ACTIVITY 6: HELP ELDA GET TO THE STONE

Throughout the play Elda is looking for a stone – help Elda find the stone!

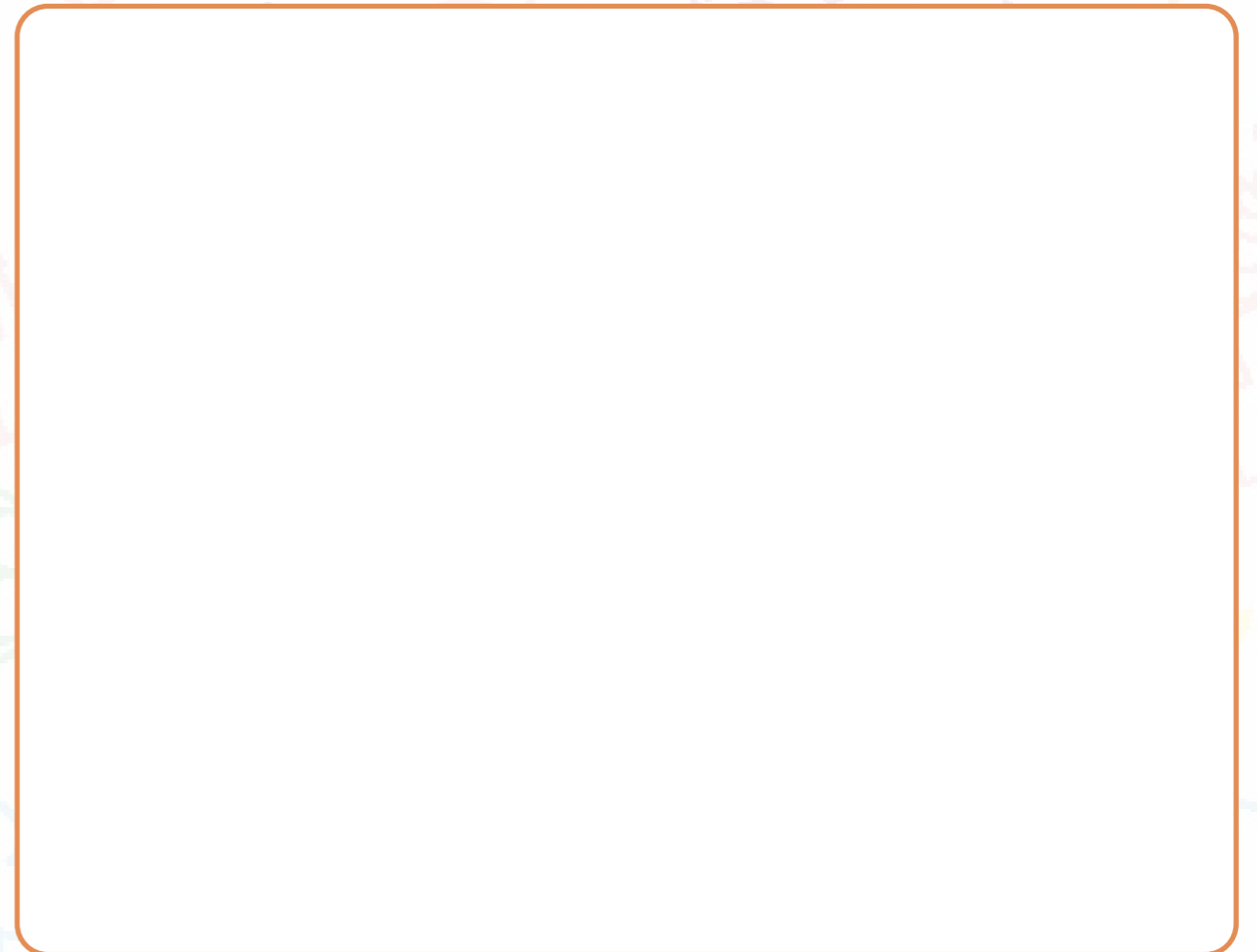


Name: _____

ACTIVITY 7: IMAGINING THE FUTURE

What will the future be like? Can you imagine it?

Here is a drawing of what the future might be like. But we want to know what it looks like for you. Draw a picture of how you imagine the future





Name: _____

ACTIVITY 8: ELDA ANDERSON AND WOMEN IN SCIENCE

This is a photo of Elda Anderson. She, like many other women, took part in the invention of the atomic bomb.

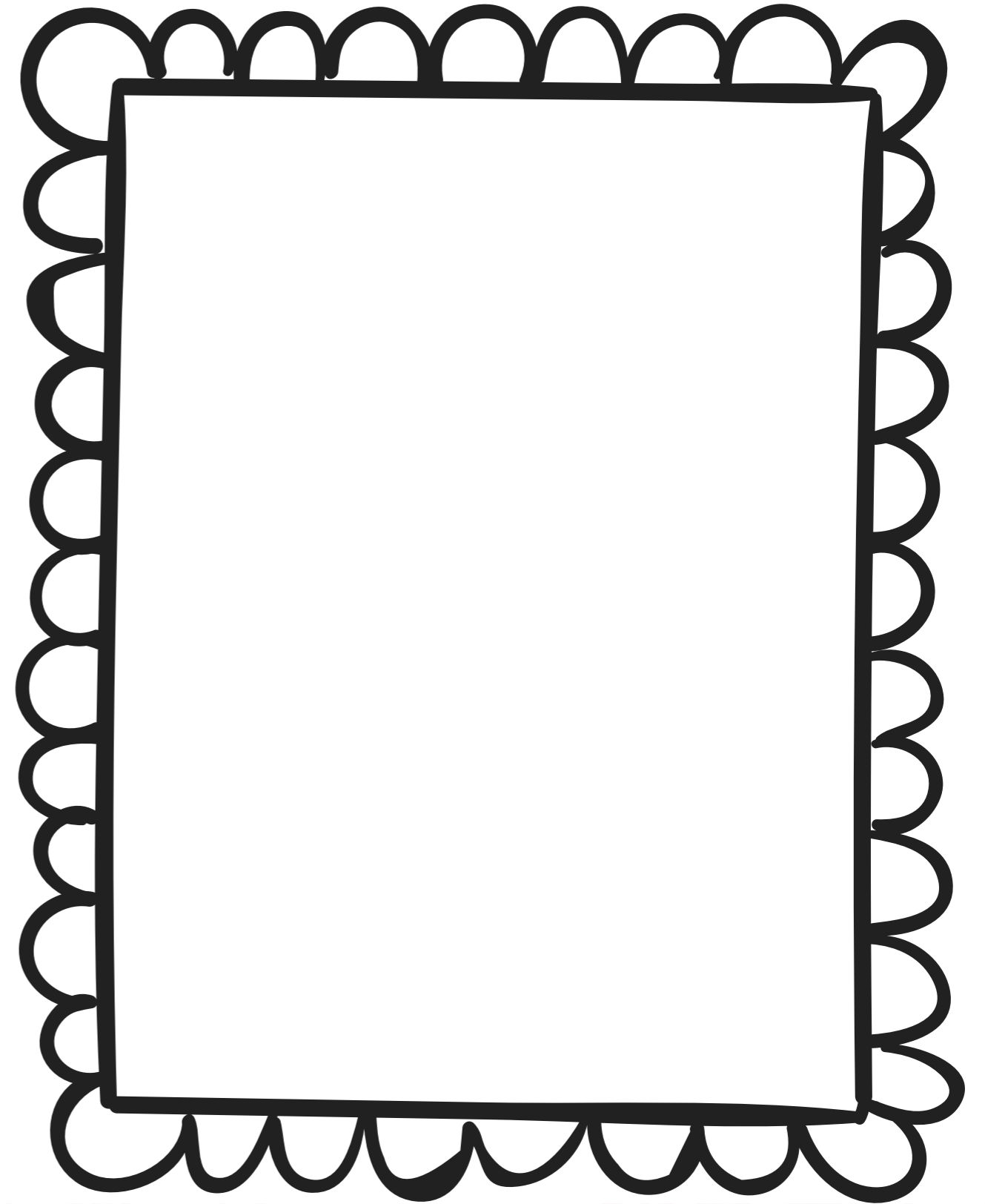
Colour in her picture and put her name underneath: ELDA EMMA ANDERSON

Then cut out the picture and glue it into the frame. You can also colour the frame and cut it out.

You can hang your final work on the wall in the classroom. This way you will remember all those women who were and are part of science.



Name: _____





En la luna teatro

**TRABAJAMOS PARA
OFRECER UN
TEATRO EDUCATIVO
DE CALIDAD**

 Inglés

- Dr. Cranky and the Special Stone (Childhood education)
- The Time Machine (Primary school version)
- The Time Machine (Secondary school version)

 Teatro Clásico

- La Dama Boba (Educación secundaria)

 Teatro y Género

- Rufina, Estrella y el Baúl de cuentos (Educación infantil)
- Mi tiempo no tiene memoria (Educación secundaria)

 Teatro Musical

- El Gato con Botas (Educación primaria)