



Worksheets

For 3rd and 4th E.S.O. students



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Name:.....

BEFORE PERFORMING THE PLAY

B

ACTIVITY 1: Title & Themes: Exploring the Metaphor

Objective: Interpret the symbolic meaning of the title and anticipate possible themes

Skills: Reading comprehension – Critical thinking – Hypothesis formation – Written expression

THE MILLER'S DAUGHTER

This is the title of the play. It may sound simple... but is it?

Let's explore what it could mean beyond the surface.

1. What do you associate with the words "The Miller's Daughter"?

Write 2 or 3 ideas. Think of places, roles, emotions, or symbols:

- _____
- _____
- _____

2. What kind of story do you expect?

Use modal verbs (might, could, may) to express your opinion.

- *It might be a story about.....*
- *The girl could represent.....*
- *Maybe the title hides.....*



Name:.....

3. Why do you think the author chose this title?

What expectations does it create? What doesn't it say?

4. Complete the sentence below in your own words:

"The title The Miller's Daughter makes me think about..." _____



Name:.....

ACTIVITY 2: Character Web: Psychological Profiles

Objective: Anticipate and analyse character traits and motivations

Skills: Reading comprehension – Emotional intelligence – Interpretation – Critical thinking

1. Read the following character descriptions.

They are not complete — you must imagine more.

Match each name to the description, then add 2 emotions or traits you think define each one.

Ivy

She lives in a mill. She dreams of something more. She has a strong imagination... and a strong will.

She might be: _____ / _____

Mary

She works hard, speaks loudly, and is not afraid of anything. But is she hiding something under her broom?.

She might be: _____ / _____

Rowan

He is a young king. He has everything... except someone to talk to.

He might feel: _____ / _____

Argos

He is the royal wizard. He protects the kingdom — and he doesn't trust people easily.

He might be: _____ / _____



2. Imagine how they are connected.

Draw arrows between characters and write how you think their relationships will work.

Example:

- *Ivy and Mary: "They will argue at first, but then..."*
- *Rowan and Argos: "Maybe Argos advises him... or manipulates him?"*

Use the space below to draw a simple character web with names and connections.

3. Choose one character and write a short paragraph about their possible journey.

Use expressions like:

I believe that... / He might... / She could... / Perhaps she will...



Name:.....

ACTIVITY 3: Word Power: Collocations & Context

B

Objective: Deepen vocabulary knowledge through context and collocations

Skills: Vocabulary development – Word usage – Reading comprehension – Written production

1. Match the words with the correct collocation or phrase.

Draw a line or write the number.

- | | |
|-----------|--|
| 1. Truth | ☐ a) Powerful spell |
| 2. Sword | ☐ b) Your identity |
| 3. Magic | ☐ c) A duel |
| 4. Secret | ☐ d) The truth |
| 5. Lie | ☐ e) A dangerous weapon |

2. Complete the sentences with the right word from the list.

Truth – Sword – Lie – Secret – Magic

- Ivy told a _____ to become someone else.
- The king's _____ is respected but also feared.
- Mary seems rough, but maybe she hides a _____.
- Rowan just wants someone to tell him the _____.
- Argos uses powerful _____ to control others.



Name:.....

3. Choose 2 of the words and write a short paragraph using both.

Your paragraph can be realistic or fantastic. Use full sentences.

Extra challenge:

Can you think of one idiom or expression in English that includes any of these words?

Example: "The sword of truth cuts both ways."

Write it here:



Name:.....

ACTIVITY 4: Cultural Mirror: Lie, Power and Class

B

Objective: Reflect on the cultural and ethical dimensions of the play's themes

Skills: Critical thinking – Cultural comparison – Written and oral expression

1. Read and reflect.

In the play, Ivy lies to become something she is not. Mary tells half-truths.

Argos hides behind "the truth." Rowan wants to escape from his role as king.

All of them are trying to change... or protect... their position.

2. Do you think it's sometimes acceptable to lie to improve your life?

Write 3 arguments: for, against, or mixed.

- ---

- ---

- ---

3. How do power and social class affect the characters?

Who has real power in the story? Who pretends to have it?



Name:.....

4. What about real life?

In history or society, have people used lies, disguises or false identities to gain power or safety?

Mention one example (real, historical, or literary).

Discussion prompt:

Who is more honest: the one who lies to survive... or the one who uses the truth to manipulate?.

Discuss in small groups. Be ready to share your conclusion.



Name:.....

AFTER PERFORMING THE PLAY

A

ACTIVITY 5: Quote & Subtext: Hidden Meanings

Objective: Analyse selected quotes and explore their emotional and symbolic meanings

Skills: Reading comprehension – Inference – Interpretation – Emotional literacy

1. Read the following quotes from the play.

For each one, write:

- Who says it
- What it means (literally)
- What it might really mean (subtext, emotion, irony...)

Quote 1: *"Once your wishes are granted... you'll let me go."*

Character: _____

Literal meaning: _____

Hidden meaning / feeling: _____

Quote 2: *"She is not the Marchioness of Carabas!"*

Character: _____

Literal meaning: _____

Subtext: _____

Quote 3: *"I just want to be free."*

Character: _____

Literal meaning: _____

Hidden desire / conflict: _____



Name:.....

A

2. Choose one of the quotes and write a short paragraph explaining:

- *Why that line is important*
- *What emotion it expresses*
- *How it connects to the themes of the play*

Optional task:

Perform one of the quotes with different emotions (anger, sarcasm, sadness, fear).

How does the meaning change?



Name:.....

ACTIVITY 6: The Trial of Ivy: Ethical Roleplay

A

Objective: Evaluate Ivy's decisions from different perspectives through structured debate

Skills: Speaking – Argumentation – Empathy – Critical reasoning

Context:

Ivy lies about who she is. She invents a title and a new life.

- But... was it ambition or survival?
- Was she wrong... or just brave?

Your mission:

Simulate a courtroom scene where Ivy is on trial.

Roles in the trial (assigned by your teacher or chosen in group):

- **Judge** (controls the trial and gives a final verdict)
- **Ivy** (explains her reasons)
- **Defence lawyer** (defends Ivy's actions)
- **Prosecutor** (argues that Ivy lied and manipulated)
- **Witnesses** (Rowan, Mary, Argos... each gives testimony)

1. Prepare your arguments. Use expressions like:

- I believe Ivy acted...
- It is unacceptable that...
- She had no choice because...
- In my opinion, the real problem is...

Write 3 key ideas you want to say:

- _____

- _____

- _____



Name:.....

2. During the trial, take notes:

What were the best arguments from each side?

Defence: _____

Prosecution: _____

2. Final task:

After the trial, vote as a class:

- *Was Ivy right to lie?*
- *Should intention be more important than action?*

Write your personal conclusion below:



Name:.....

ACTIVITY 7: Rewriting Power: Symbolism and Final Twist

A

Objective: Rewrite a key moment in the play by shifting power, identity or perspective

Skills: Creative writing – Symbolic thinking – Perspective shift – Text production

1. Choose one of the following creative tasks:

Option A – Write a new final scene

Imagine the play ends differently. Some ideas:

- Ivy never tells the truth, and it works
- Mary takes control and becomes queen
- Argos reveals he was protecting Ivy all along
- Rowan gives up his crown for freedom

Begin your scene with:

In the end, everything changed when...

Write your version here:

Name:.....

A

Option B – Write a monologue from another point of view

*Choose a character and write what they think but never say aloud.
For example:*

- *Argos reflecting on trust*
- *Rowan confessing his fear of love*
- *Mary remembering her past*
- *Ivy doubting her lie*

Begin with:

They all think they know me, but...

Write your monologue here:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Tips:

- *Use emotion, contrast, secrets, or irony*
- *Explore a change in power or truth*
- *Use rich language, connectors, and inner conflict*



Name:.....

ACTIVITY 8: The Message Map: Visual Mind Map & Debate

A

Objective: Identify, connect and reflect on the messages and values in the play

Skills: Synthesis – Visual organisation – Oral argumentation – Critical reflection

1. In small groups, create a “Message Map” about the play.

In the centre, write:

THE MILLER'S DAUGHTER – What does it really tell us?

From there, draw branches for each of the following themes (and add more if you wish):

- *Truth and lies*
- *Power and status*
- *Dreams and identity*
- *Fear and courage*
- *Love and freedom*

For each branch, write:

- *What happens in the play related to it*
- *What message is given*
- *What questions are still open*

Use drawings, keywords, symbols or quotes.



Name:.....

A

2. Now prepare for a group debate. Choose one of these prompts:

1. *Is lying ever justified if it helps you survive?*
2. *Can power corrupt even the kindest characters?*
3. *Do we choose who we are, or are we defined by others?*

3. Prepare 2 arguments (for or against):

- _____

- _____

Reflection – Complete this sentence in your own words:

The play helped me realise that... _____



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DE CALIDAD

