

# THE LEGEND OF THE CRESCENT MOON

A PLAY IN ENGLISH

FOR 3rd–4th ESO



## TEACHER'S GUIDE 1 – ABOUT OUR PROJECT



### ★ ABOUT OUR PROJECT ★



Thank you for choosing **The Legend of the Crescent Moon** for your students. This guide is designed to help you prepare for the performance, support your students' learning and extend their experience afterwards.



### THE PLAY

**The Legend of the Crescent Moon** is an original musical adventure about courage, friendship and choices.

Mike, a young museum cleaner, is transported to the Caribbean when he raises the sails of the Crescent Moon. Captain Annie Bonny takes him into her crew.

With Annie and her loyal first mate, John, he sets out to find Atlantis and recover the Heart, a magical stone holding humanity's lost light.

Grace O'Malley's greed threatens their mission. Poseidon gives Annie the Heart, but later demands it back. Annie entrusts it to Mike and dives after John.

Back in the museum, Mike sees the Professor's greed. He takes the Heart back and sails away, choosing to protect the light.



### EDUCATIONAL GOALS

This project helps students to:

- ✿ Improve their **English** in a fun and meaningful context.
- ✿ Develop **listening** and **comprehension** skills.
- ✿ Learn and use **new vocabulary**.
- ✿ **Think critically** about important topics such as greed, responsibility and friendship.

- ✿ **Express** their opinions, feelings and ideas.
- ✿ Work **creatively** through different tasks.
- ✿ **Connect** with literature, myths and real world values.
- ✿ **Enjoy** theatre and music while learning.

### HOW TO USE THIS GUIDE

- Before the performance: use Worksheets 1–3 to activate background knowledge, learn vocabulary and make predictions.
- After the performance: use Worksheets 4–7 to reflect, analyse and extend learning.
- Use the answer key for Worksheets 1–7.
- Feel free to adapt the activities to your class needs and timing.

### REMEMBER

Every choice has a consequence.  
Light, friendship and courage  
can change the world.  
Real treasure is not gold,  
fame or power.



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## TEACHER'S GUIDE 2 – VOCABULARY AND KEY THEMES

This page helps teachers work with the vocabulary and the main ideas of the play before and after the performance. The lexical work supports comprehension, speaking, writing and critical thinking.

### 1. WORKING WITH THE VOCABULARY PAGE

Students use one vocabulary page organised into four semantic groups. The words have been selected from the story to help students understand the plot, the characters and the moral choices in the play. Encourage students to keep this page with them while completing Worksheets 1–3 and to return to it after the performance when discussing the themes.

- Read the words aloud and practise pronunciation.
- Match words with definitions or examples.
- Classify new words into the four groups.
- Use the vocabulary in short oral or written sentences.
- Revisit the words after the play to deepen understanding.



### 2. THE VOCABULARY GROUPS



#### People and Roles

museum cleaner, pirate,  
captain, crew,  
first mate, guardian,  
antagonist



#### Places and Objects

museum, ship, map,  
Heart of Atlantis,  
Atlantis, quest, dock



#### Actions and Processes

discover, search, travel,  
protect, defend, test,  
choose



#### Ideas and Feelings

courage, greed,  
responsibility, ambition,  
threat, light, intention,  
conflict

### 3. MAIN THEMES OF THE PLAY



Courage – acting even  
when we feel fear.



Responsibility –  
making ethical choices  
and accepting  
consequences.



Friendship and loyalty –  
trust, teamwork  
and support.



Greed and ambition –  
the danger of wanting  
power for selfish  
reasons.



Light as a symbol –  
hope, goodness  
and truth.



Choice and conflict –  
deciding between  
personal gain and  
what is right.

### 4. DISCUSSION PROMPTS

- Ask how Mike joins the crew and why he later chooses to help.
- Discuss whether ambition is always negative.
- Explore why Poseidon gives the Heart, then demands it back.
- Discuss what the Heart of Atlantis represents.
- Connect the play's values with real-life situations.



#### TEACHER NOTE

For 3rd–4th ESO, ask for full answers supported by the summary before the play and by specific scenes afterwards. Accept justified alternatives in character tasks. Use the answer key to distinguish facts from interpretations.



#### REMEMBER

Vocabulary helps students understand the story more deeply.  
Themes help students interpret the story and connect it with real life.



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## ANSWER KEY — WORKSHEETS 1-3

Model answers. Accept equivalent wording and justified interpretations.  
Before the play, use the story summary; afterwards, use the performance.  
Numbers below follow the printed items.



## WORKSHEET 1 — Page 3

## 1A. UNDERSTANDING THE STORY

1. Amazed and a little frightened.
2. Disoriented and unsure of himself.
3. A magical stone holding humanity's lost light.
4. For wealth and power.
5. Whether to allow personal gain or protect the light.

## 2. CHARACTER FOCUS — EXAMPLES

**Mike:** museum cleaner / main character; curious.

**Annie Bonny:** captain; brave.

**John:** first mate; loyal.

**Grace O'Malley:** rival pirate / antagonist; greedy.

**Poseidon:** guardian of the Heart; protective.

**Professor Donalson:** explains the legend; curious.

## 3. PREDICTIONS A-D

Accept plausible ideas with reasons; do not require knowledge of the ending.

## WORKSHEET 2 — Page 4

## 1A. MATCHING

1 e · 2 i · 3 c · 4 a · 5 b ·  
6 h · 7 f · 8 j · 9 d · 10 g

## 1B. SENTENCES

1 quest · 2 guardian · 3 greed ·  
4 dock · 5 defend · 6 ambition

Also accept ambition for 3 and greed for 6:  
both fit if each word is used once.

## 2A. MULTIPLE CHOICE

1 b · 2 b · 3 b · 4 b · 5 c

## 2B. ORDER — numbers to write, top to bottom

2 · 1 · 3 · 5 · 4 · 6

## 3. THINK CRITICALLY

Accept a reasoned opinion about fear, ambition or responsibility, supported by the summary.

## WORKSHEET 3 — Page 5

## 1A. VOCABULARY

1 brave · 2 Heart · 3 power · 4 choice · 5 protect  
6 crew · 7 mission · 8 danger · 9 loyalty · 10 greed

## 1B. CLOSEST MEANINGS

1 i · 2 f · 3 a · 4 b · 5 h · 6 g · 7 d · 8 c · 9 e · 10 j

## 2A. READING

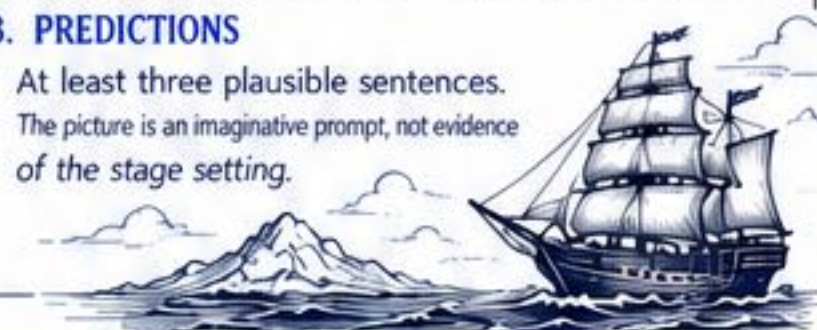
1. At the Naval Museum in London.
2. Lady Valery Blackmoor gives Mike the map.
3. For wealth and power.
4. Whether to protect the light from greed.
5. He believes Annie wants to return the light to humanity.

## 2B. TRUE OR FALSE

- 1 F: Valery gives Mike the map.
- 2 F: Annie wants to return the light to the world.
- 3 T · 4 T · 5 T

## 3. PREDICTIONS

At least three plausible sentences.  
The picture is an imaginative prompt, not evidence  
of the stage setting.



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## ANSWER KEY — WORKSHEETS 4-7



## WORKSHEET 4 — Page 6

## 1A. REMEMBER AND UNDERSTAND

1. Annie's pirate ship; the story begins in a London museum.
2. A magical stone holding humanity's lost light.
3. They sail on the Crescent Moon using Valery's map.
4. He believes humanity has chosen greed and selfishness.
5. Grace demands the Heart and fires; John shields Annie, is hit and falls into the water.
6. Mike takes the Heart back from the greedy Professor and sails away to protect the light.

## 1B. TRUE OR FALSE

1 T · 2 F · 3 T · 4 F · 5 T · 6 F

False statements:

2. They seek the light, not only riches.
4. Grace wants the Heart for herself.
6. Mike rejects fame and personal gain.

## 2A-B. RATINGS AND OPINIONS

Personal answers with reasons; no fixed rating.

## WORKSHEET 5 — Page 7

## 1A. SUMMARY GAPS

museum · Crescent Moon · Annie Bonny ·  
John · Heart of Atlantis · Atlantis ·  
Poseidon · light

## 1B. ORDER — top to bottom

6 · 3 · 4 · 1 · 5 · 2

## 2A. CHARACTER IDEAS — one possible match

Mike—choice; Annie—courage; John—loyalty;  
Grace—greed; Poseidon—protection;  
Professor—ambition.

Other matches are valid when supported  
by events; this is interpretation.

## 2B. MEANING

1. He distrusts humanity after its greed and selfishness.
2. Hope, goodness and humanity's lost light.
3. Protecting the light matters more than wealth or fame.
4. Grace steals the map, pursues the Heart and shoots John.

## 3A-B. PERSONAL RESPONSES

Complete all four sentences and write 4-5 lines  
explaining agreement or disagreement with Mike.

## WORKSHEET 6 — Page 8

## 1A. BEST OPTION

1 c · 2 b · 3 b · 4 c

## 1B. DISCUSSION — model ideas

1. Mike grows attached to his friends and their mission. Initially he is frightened and joins reluctantly.
2. Grace wants the Heart for selfish gain and uses violence.
3. Their intentions: do they truly choose the light?
4. He rejects the Professor's greed, takes back the Heart and sails away.

## 1C. EXAMPLES

**Courage:** Mike faces Grace with his mop.

**Friendship:** Annie dives after John.

**Responsibility:** Mike protects the Heart from the Professor.

**Greed:** Grace attacks to obtain the Heart.

**Hope:** Annie believes humanity can choose the light.

Accept other examples supported by  
the play.

## WORKSHEET 7 — Page 9

1A. LYRIC GAPS — left column, then right  
light · takes · way · breath  
storm · day · time · way

## 1B. FIRST APPEARANCE — numbers top to bottom

4 · 2 · 6 · 9 · 8 · 5 · 7 · 10 · 1 · 3

## 2. UNDERSTANDING THE MESSAGE — model ideas

1. Hope, goodness and doing what is right.
2. To choose the light whatever the difficulty.
3. In every situation, including difficult times.
4. Doing the right thing can be hard.
5. It protects others and resists selfishness; accept reasoned views.

## 3. CREATIVE RESPONSE

4-6 coherent lines using the song's patterns.

## 4. PERSONAL CONNECTION

A relevant situation, the difficult choice  
and why it mattered.  
Accept varied personal and creative answers.



## REMEMBER!

The goal is to enjoy the story, learn English and reflect  
on important values. Be a guardian of the light!

