

8+

Musical Comedy

BAP
Buenos Aires Players



MUSKETEERS

BY CHANCE



WORKPACK





SCRIPT Celia Zubiri • **DIRECTED BY** Ariel Dabbah • **MUSIC** Marcelo Andino
WORKPACK Eugenia Dell'Osa - Silvia Montimurro - Ana Laura Zanfranceschi

OBRA REGISTRADA LEVEL

Age	Level	CEFR	Cambridge University Examinations	Pearson Tests of English (PTE)	Trinity College Exams	Trinity - ISE
+7	Pre-Intermediate to Intermediate	A2 (Waystage) B1 (Threshold)	Flyers (YLE) / KET PET	Quickmarch / Breakthrough	Grades: 3 / 4	ISE 0 ISE I

A NOTE FOR TEACHERS

Our dear fellow teachers,

In the workpack you are about to begin, you will find a series of activities designed for your students to engage with both before and after watching the BAP play *Musketeers by Chance*. Most of the activities have been carefully graded by level, considering factors such as age, language development, or a combination of both.

You will encounter a variety of activities, which we have broadly categorized as follows: *The Story*, *Words, Words, Words!*, *Grammar & Structures*, and *Drama Games & IT Activities*. However, much like in the classroom, these categories often overlap, blend, and evolve, allowing one activity to naturally lead into another.

Toward the end of the pack, you'll find the *Teacher's Corner*, a section designed exclusively for educators. It features detailed explanations of selected activities, suggestions for new and innovative tasks, and a variety of AI-driven ideas to enhance your lessons with modern tools. Don't miss this treasure trove of inspiration tailored to support and empower your teaching journey!

All the activities in this workpack are offered as suggestions. You know your students best, so feel free to adapt and experiment with the materials in whatever way suits your classroom.

We hope you have a magical BAP experience and encourage you to share with us what worked best for you and your students!

All our love,

The Teachers Team

LEVEL 1

LEVEL 2

LEVEL 3



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SYNOPSIS

Musketeers recounts the adventures of Pierre Lafineau, a young man who wants to join the Musketeers of the Guard, and Florence, a girl who, weirdly enough, almost ends up as one of them.

Pierre and Florence meet on their way to Paris after leaving their homes in pursuit of their dreams. Each of them has received a little help from their parents but this seems not to be enough. Luckily, they come across an old musketeer who guides them into the castle and introduces them to the King and Queen. However, as Pierre and Florence get nearer the Royal couple, they discover strange situations and decide to investigate.

Being young and inexperienced is not an obstacle for them! Together and determined, they can help the French and their King and at the same time, make their own dreams come true! You cannot miss this story full of emotion, action and passion for one's ideals.

Join the characters in this wonderful adventure!

MORAL

**Don't follow
your dreams...
Chase them!**



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VOCABULARY

Adjectives

wise • young • Spanish • brave • former • good at • light • fine
spare • ugly • lenient • flooded with • bright • pretty • inexperienced

Nouns

fight • queen • king • kingdom • uniform • fencing • court • sword • thief/thieves
trip • a bunch of • deed • fate • coward • monsieur • traitor • forest • woods • godfather
blow • crown • parchment • lad • lodging • oven • fruit tart • potion • resemblance
peasant • harvest • appointment • joy • soul • masquerade • musketeer • pursuit

Verbs

try something on • teach • dream • obey • put something on • trust • bow • succeed
look after • pretend • fail • mean • clear something up • reach •
defeat • conquer • consent • sparkle • dress up • kneel down

Useful expressions & Collocations

get ready for • It's a long way • safe and sound • I've always dreamt of • make your dream
come true • introduce yourself • face my fate • miss a lesson • plot against
• he must have been... • all for one • a quick eye • keep guard • put someone to sleep
sow seeds • play the fool • smell a rat • give somebody a fright • in due time



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MUSKETEERS

BY CHANCE

CHARACTERS



MONSIEUR
BONARD



FLORENCE &
FERDINAND



PIERRE
LAFINEAU



QUEEN
ANNE



RENARD



KING
LOUIS XIII

MADAME
LYON

HENRY
PLATEAU



BEFORE WATCHING ACTIVITIES

LEVEL 1



LEVEL 2



LEVEL 3



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01 This is a synopsis of the play you are going to watch.
Use the pictures to help you fill in the gaps and find out what it is about!







recounts the adventures of Pierre Lafineau, a young man
who wants to join the Musketeers of the Guard, and Florence, a girl who,
weirdly enough, almost ends up as one of them.


Pierre and Florence meet on their way to  after leaving their homes in
pursuit of their . Florence, disguised as a musketeer, is wearing

a uniform and carries her father's . Luckily, they come

across an old musketeer who guides them into the  and introduces them

to the  and . However, as Pierre and Florence get nearer the Royal
couple, they discover strange situations and decide to .

Being  and inexperienced is not an obstacle for them! Together and

determined, they can help the French and their  and at the same time,
make their own dreams come true! You cannot miss this story full of emotion,

action and passion for one's ideals.

Join the characters in this wonderful adventure!





02 Read the synopsis of the play carefully.

Fill in the spaces with the words in the box.

CASTLE DREAMS INVESTIGATE KING KING
MUSKETEERS PARIS QUEEN SWORD YOUNG

_____ recounts the adventures of Pierre Lafineau, a young man who wants to join the Musketeers of the Guard, and Florence, a girl who, weirdly enough, almost ends up as one of them.

Pierre and Florence meet on their way to _____ after leaving their homes in pursuit of their _____. Florence, disguised as a musketeer, is wearing a uniform and carries her father's _____. Luckily, they come across an old musketeer who guides them into the _____ and introduces them to the _____ and _____. However, as Pierre and Florence get nearer the Royal couple, they discover strange situations and decide to _____.

Being _____ and inexperienced is not an obstacle for them! Together and determined, they can help the French and their _____ and at the same time, make their own dreams come true! You cannot miss this story full of emotion, action and passion for one's ideals.

Join the characters in this wonderful adventure!





03 Real-world Connection.

Where is France? How much do you know about it? Have you been there? Have a look at the pictures showing iconic elements of France. Can you add new ones? What is France famous for?



THINK-PAIR-SHARE

Use the following chart to organize your information and share with your mates and teacher.

THINK



PAIR



SHARE



CHECK TEACHER'S CORNER FOR MORE IDEAS.





04 MEET THE CHARACTERS - Who is who?

Read and match the name of the characters to their role. Then ask your partner.

Student A (Student B see page 11)



A traitor to France

An excellent singer

An old musketeer

Pierre's mother

Student B's answers

Pierre is a future musketeer / Henry Plateau is Florence's Father

Louis is the King of France / Renard is the master chef





04 MEET THE CHARACTERS - Who is who?

Read and match the name of the characters to their role. Then ask your partner.

Student B (Student A see page 10)



PIERRE
LAFINEAU



KING
LOUIS XIII



RENARD



HENRY
PLATEAU

Florence's
father

The King of
France

The Master
Chef

A future
musketeer

Student A's answers

Florence is an excellent singer / Monsieur Bonard is an old musketeer

Madam Lyon is Pierre's mother / Anne is a traitor to France





05 DIY!!! Make your own game.

Memotest: cut the names and roles of the characters, paste them on cardboard to play the game.

Pierre	wants to be a musketeer	Florence	excellent singer
Monsieur Bonard	former Musketeer	Louis	King of France
Anne	traitor to France	Renard	Master Chef
Henry Plateau	Florence's Father	Madam Lyon	Pierre's mother

CHECK TEACHER'S CORNER FOR MORE IDEAS.





06

About the author:

Read these sentences about Alexander Dumas' life.
Complete them with the appropriate verb in the wordbank.



CALLED DIED DIED EARNED
LIVED MARRIED SEPARATED
SPENT WAS WAS WAS
WAS BORN WORKED WROTE

Alexander Dumas _____ a famous French writer of the 19th century.

He _____ two famous historical novels: The Three Musketeers and The Count of Monte Cristo.

Alexander _____ in France in 1802.

His father _____ French, but he _____ in Santo Domingo.

His grandmother _____ a slave in a French colony.

Dumas' father _____ for Napoleon's army.

Dumas' family was very poor when his father _____ .

Dumas _____ a lot of money with his books but he _____ it really quickly.

Alexander _____ a French actress _____ Ida Ferrier in 1840.

They _____ because he spent all her money too.

Alexander Dumas _____ on December 5th 1870.

CHECK TEACHER'S CORNER FOR MORE IDEAS.





07 About the author:

Read these sentences about Alexander Dumas' life.
Complete them with the appropriate verb in the wordbank in its past form.



CALL DIE (2) EARN
LIVE MARRY SEPARATE
SPEND BE (3) BE BORN
WORK WRITE

Alexander Dumas _____ a famous French writer of the 19th century.

He _____ two famous historical novels: The Three Musketeers and The Count of Monte Cristo.

Alexander _____ in France in 1802.

His father _____ French, but he _____ in Santo Domingo.

His grandmother _____ a slave in a French colony.

Dumas' father _____ for Napoleon's army.

Dumas' family was very poor when his father _____ .

Dumas _____ a lot of money with his books but he _____ it really quickly.

Alexander _____ a French actress _____ Ida Ferrier in 1840.

They _____ because he spent all her money too.

Alexander Dumas _____ on December 5th 1870.

CHECK TEACHER'S CORNER FOR MORE IDEAS.





08 About the author:



Alexandre Dumas was one of the (1) famous French writers of the nineteenth century, best known for the historical novels The Three Musketeers and The Count of Monte Cristo, both (2) between 1844 and 1845. Dumas (3) born in France in 1802. His grandfather was a French nobleman, (4) had settled in Santo Domingo and his grandmother, Marie Cessette, was an Afro-Caribbean, who had been a black slave in the French colony. Dumas's father was a general in Napoleon's (5), but he fell out of favour and (6) his death in 1806, the family lived in poverty. Dumas wrote constantly, producing lots of plays, novels and short stories. His historical novels made Dumas an enormous (7), but he spent money faster (8) he made it. He produced around 250 books with his 73 assistants. Dumas lived as adventurously (9) the heroes of his books, and there are numerous anecdotes (10) his way of life. He married his mistress, the actress Ida Ferrier, in 1840, but he soon separated after having spent all her money. Known as 'the King of Paris', Dumas (11) lots of money, but spent it right away on friends, art and mistresses. Dumas (12) of a stroke on 5 December 1870.

- | | | | |
|----|------------|---------------|------------|
| 1 | a) most | b) more | c) better |
| 2 | a) writing | b) written | c) wrote |
| 3 | a) -- | b) were | c) was |
| 4 | a) that | b) who | c) where |
| 5 | a) army | b) loyal | c) job |
| 6 | a) when | b) after | c) then |
| 7 | a) luck | b) misfortune | c) fortune |
| 8 | a) as | b) than | c) that |
| 9 | a) as | b) that | c) than |
| 10 | a) off | b) so | c) about |
| 11 | a) lost | b) earned | c) created |
| 12 | a) died | b) dead | c) death |

CHECK TEACHER'S CORNER FOR MORE IDEAS.





09 Match the sentence halves.

A. Henry tells
Florence to try...

B. Henry taught
Florence...

C. Henry tells
Florence to look...

D. Pierre wants
to settle things...

E. Pierre has
always dreamt...

F. Florence has
to learn...



1. after
herself.

2. on his old
uniform.

3. as a
musketeer.

4. fencing.

5. to bow in a
manly way.

6. of becoming
a musketeer.

CHECK TEACHER'S CORNER FOR MORE IDEAS.





10 Useful expressions

Match the halves to make a proper idiomatic expression.
Join them to their definitions and use them in examples which illustrate their meaning.

1. Safe and

cake

A. not to attend
an important
learning event

2. Miss a

fool

B. something
very easy

3. A quick

lesson

C. free from
danger or injury

4. Play the

eye

D. to act in a silly
manner in order to
amuse other people

5. Smell a

sound

E. to give a
rapid responseto
something

6. A piece of

rat

F. to suspect that
something is wrong





11 Wordsearch

There are 10 words related to the story hidden in this wordsearch!
The definitions are given below.

C	O	W	A	R	D	P	C	S	S
M	Q	S	T	L	E	E	R	B	N
U	U	A	R	G	E	A	O	E	L
R	E	L	A	E	D	S	W	T	C
D	E	L	I	R	Z	A	N	R	O
E	N	A	T	J	Y	N	G	K	U
R	S	W	O	R	D	T	T	I	R
E	P	A	R	C	H	M	E	N	T
R	L	O	D	G	I	N	G	G	U
M	A	S	Q	U	E	R	A	D	E

There are two
extra words in
the word search.
Can you provide
the definitions?

1. the female ruler of a country. Q _____
2. the male ruler of a country. K _____
3. the government of a country that has a Queen or a King. Also,
a decoration for the head of a Queen or King. C _____
4. a weapon with a long pointed blade and a handle. S _____
5. someone who is not at all brave. C _____
6. someone who is not loyal to their country. T _____
7. a material used in the past for writing on. P _____
8. the place where a queen or king lives and works. C _____
9. a poor farmer. P _____
10. a formal dance or party where people wear masks. M _____





12 Thinking Routines.

Read the 12 definitions provided below. Do you know the words?

1. something someone does (4 letters)
2. the female ruler of a country (5 letters)
3. the male ruler of a country (4 letters)
4. a weapon with a long pointed blade and a handle (5 letters)
5. someone who commits murder (8 letters)
6. someone who is not at all brave (6 letters)
7. someone who is not loyal to their country (7 letters)
8. a material used in the past for writing on (9 letters)
9. a place you pay to live in (7 letters)
10. the place where a queen or king lives and works (5 letters)
11. a poor farmer (7 letters)
12. a formal dance or party where people wear masks (10 letters)

WHAT DO
YOU KNOW?

WHAT DO YOU
WANT TO KNOW?

WHAT DID
YOU LEARN?

Write the words you know in the first column.
Write the words you want to know in the second column.
Write those words you learnt today in the last column.
Share with your group.

CHECK TEACHER'S CORNER FOR MORE IDEAS.





13

ODD ONE OUT

Pair work. Discuss with your partner.

1- sword • fight • oven • uniform • fencing

2- succeed • fail • reach • defeat • conquer

3- thief • lad • peasant • joy • godfather

4- teach • look • pretend • dress • reach

CHECK TEACHER'S CORNER FOR MORE IDEAS.





14 Work in Pairs

Gapped text. read your version of the text and ask questions to your partner to get the missing information.

Becoming a Musketeer.

TEXT A

In ____1____ France, becoming a musketeer cadet was a brave and noble pursuit for young lads dreaming of serving the ____2____. Dressed up in a fine uniform, these cadets learned to wield their sword with precision and mastered ____3____ under the guidance of experienced mentors who would never miss a lesson. Their journey often began with a long trip to the court, where they introduced themselves to the Captain of the Musketeers and pledged loyalty to the ____4____ and Kingdom. Life as a cadet was flooded with challenges, from dangerous encounters in the woods with thieves to navigating the intrigues of the court, where traitors often ____5____ against the crown. Despite their inexperience, these lads faced their fate with determination, trusting their souls to guide them in this great deed. A good musketeer kept guard with a quick eye, ready to defeat any threat. Their motto, "All for one and one for all," inspired them to succeed and make their dream come true.

TEXT B

In 17th-century ____1____, becoming a musketeer cadet was a brave and noble pursuit for young lads dreaming of serving the crown. Dressed up in a fine uniform, these cadets learned to wield their sword with precision and mastered fencing under the guidance of experienced mentors who would never miss a lesson. Their journey often began with a long trip to the ____2____, where they introduced themselves to the Captain of the Musketeers and pledged loyalty to the King and Kingdom. Life as a cadet was flooded with ____3____, from dangerous encounters in the woods with thieves to navigating the intrigues of the court, where traitors often plotted against the crown. Despite their inexperience, these lads faced their fate with determination, trusting their souls to guide them in this great ____4____. A good musketeer kept guard with a quick eye, ready to defeat any threat. Their motto, "____5____," inspired them to succeed and make their dream come true.



Turn this text into a listening activity

CHECK TEACHER'S CORNER FOR MORE IDEAS WITH GenAI





15

ROLE-PLAY: Pair work

Read this extract from the actors' original script, decide the number of characters you need, analyse their feelings and moods. Now, read the chunk of the plot again, decide which character you want to be, study your lines, rehearse them and... ACTION!!!

FATHER: Florence, my child! Where are you? I've got a surprise for you.

FLORENCE: Coming, father. I was getting ready for my trip.

FATHER: Good, good. It's a long way to Paris and full of dangers so I want you to wear this.

FLORENCE: What's this?

FATHER: My old uniform. Remember I was the best musketeer in France.

FLORENCE: How can I forget that? You were never at home.

FATHER: Sh! Sh! Little girl, I was defending our King. Come on, try this on.

FLORENCE: Father, I'm a woman! Why should I try it on?

FATHER: Because you will wear it along your trip to Paris. It's very dangerous for a nice girl like you to travel alone to the big city.

FLORENCE: I know how to defend myself.

FATHER: Of course. Your fencing is excellent. You were my best pupil. Come on, obey your fatherplease, obey your father.





16 ROLE-PLAY

Read this extract from the actors' original script, decide the number of characters you need, analyse their feelings and moods. Now, read the chunk of the plot again, decide which character you want to be, study your lines, rehearse them and... ACTION!!!

BONARD: Your Majesties! *(Bows with hat in hand, the same goes for Pierre and Ferdinand)*

ANNE: Bonard! *(Smiles at him)* What a pleasant surprise!

LOUIS: Not so pleasant. What brings you here?

BONARD: These two lads, your Majesty. They've got letters for you. Come on, Pierre.

PIERRE: Your Majesty, I'm Pierre Lafineau. My mother is Madam Lyon...

LOUIS: Oh! The greatest dancer in the world! *(He produces some classical steps. They all look at him in amazement)*

ANNE: Louis! They are all watching you!

LOUIS: Good! I'm their king. Well... so then? *(Anne starts walking around Pierre. Florence gets jealous)*

PIERRE: I want to become a musketeer to serve *(doubtfully)* you, your Majesty. Here's my mother's letter *(produces it)*. She asks you to recommend me to the Captain of the Musketeers.

ANNE: Done! *(She likes Pierre)*

LOUIS: Done!

BONARD AND PIERRE: Thank you, your Majesties.

LOUIS: *(To Ferdinand)* What about you, young man?

FERDINAND: I'm Ferdinand Plateau. My father is Henry Plateau and he has sent you a letter, your Majesty. *(Produces it)*.

Continued on page 24





16 ROLE-PLAY

LOUIS: Henry Plateau was the best musketeer in France in my mother's times. I still remember him. What do you need, young man?

FERDINAND: In fact I don't need anything. My sister, Florence, is a very good singer. She'd love to sing in the Court and she wants you and our Queen to try her voice.

LOUIS: *(Clapping enthusiastically)* Granted! I love to hear nice voices.

ANNE: How old is she?

FERDINAND: Twenty.

ANNE: Dangerous.

LOUIS: Well, Ferdinand, where's your sister? Tell her to come in and we'll hear her now.

FERDINAND: *(Nervously)* Impossible your Majesty. She's... she's...

BONARD: Come on, boy! Where is she? Is she on her trip to Paris?

FERDINAND: *(Relieved)* That's it! She will arrive... tomorrow.

LOUIS: Fine! Then tomorrow you bring her here. *(Florence is in panic. Bonard realises about this and thinks Ferdinand wants to see the Captain tomorrow)*

FERDINAND: *(Doesn't know what to say)* Well...

BONARD: Your Majesty, as Ferdinand is an extraordinary fencer I want him to see the Captain tomorrow. He may become an extraordinary musketeer, if you consent, of course.

ANNE: Too bony for my taste.

LOUIS: Dear Anne, we need excellent fencers to defend the crown. So it's granted.

BONARD: Thank you, your Majesty. Come on, Ferdinand. Thank your king, boy. I see the emotion in his eyes, sir. *(Pushes Ferdinand forward)*

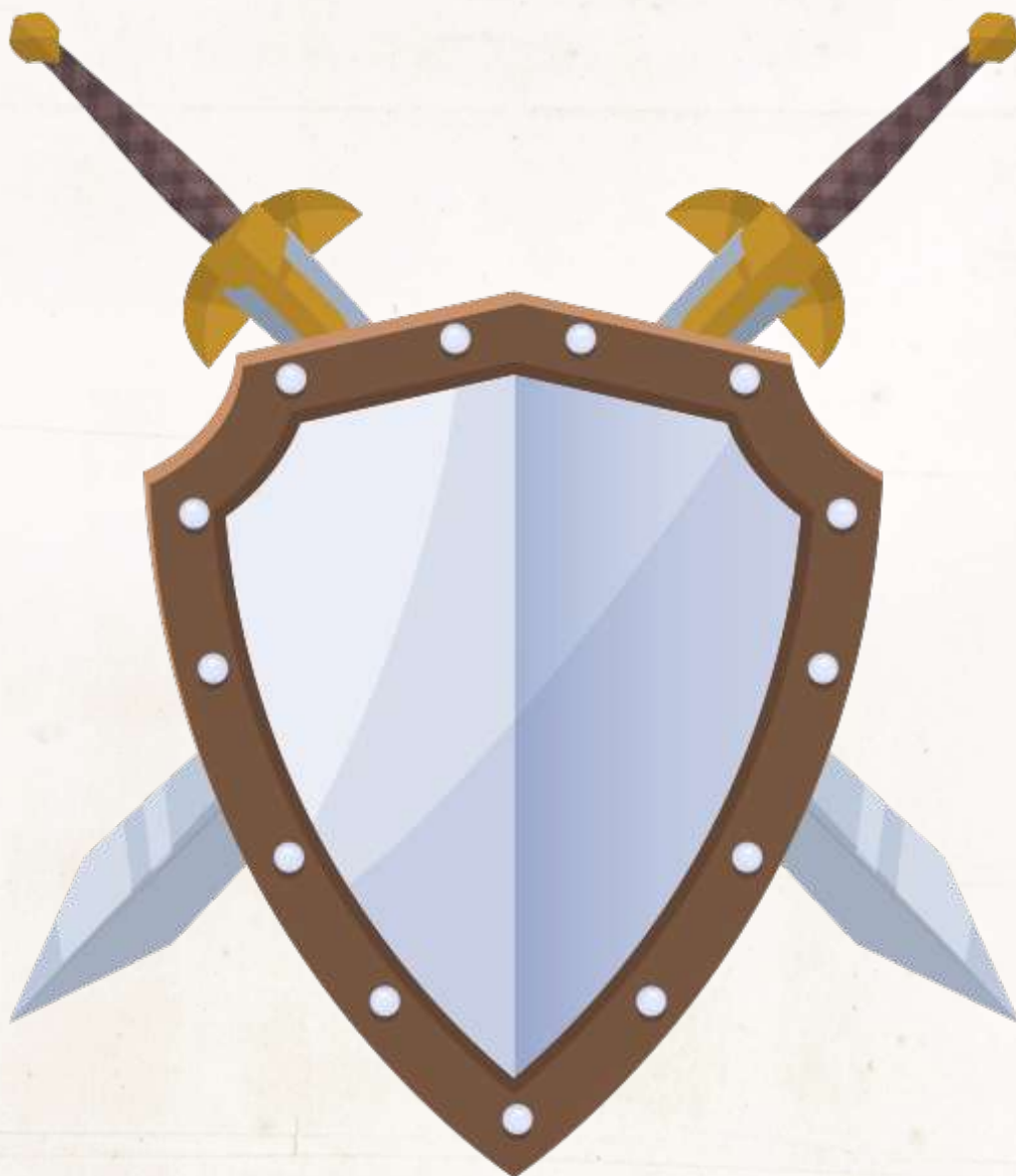
FERDINAND: Thank you, your Majesty. *(She feels she has been trapped)*





17 SWORD AND SHIELD

Whole Group Game



CHECK TEACHER'S CORNER FOR DETAILS OF THE ACTIVITY



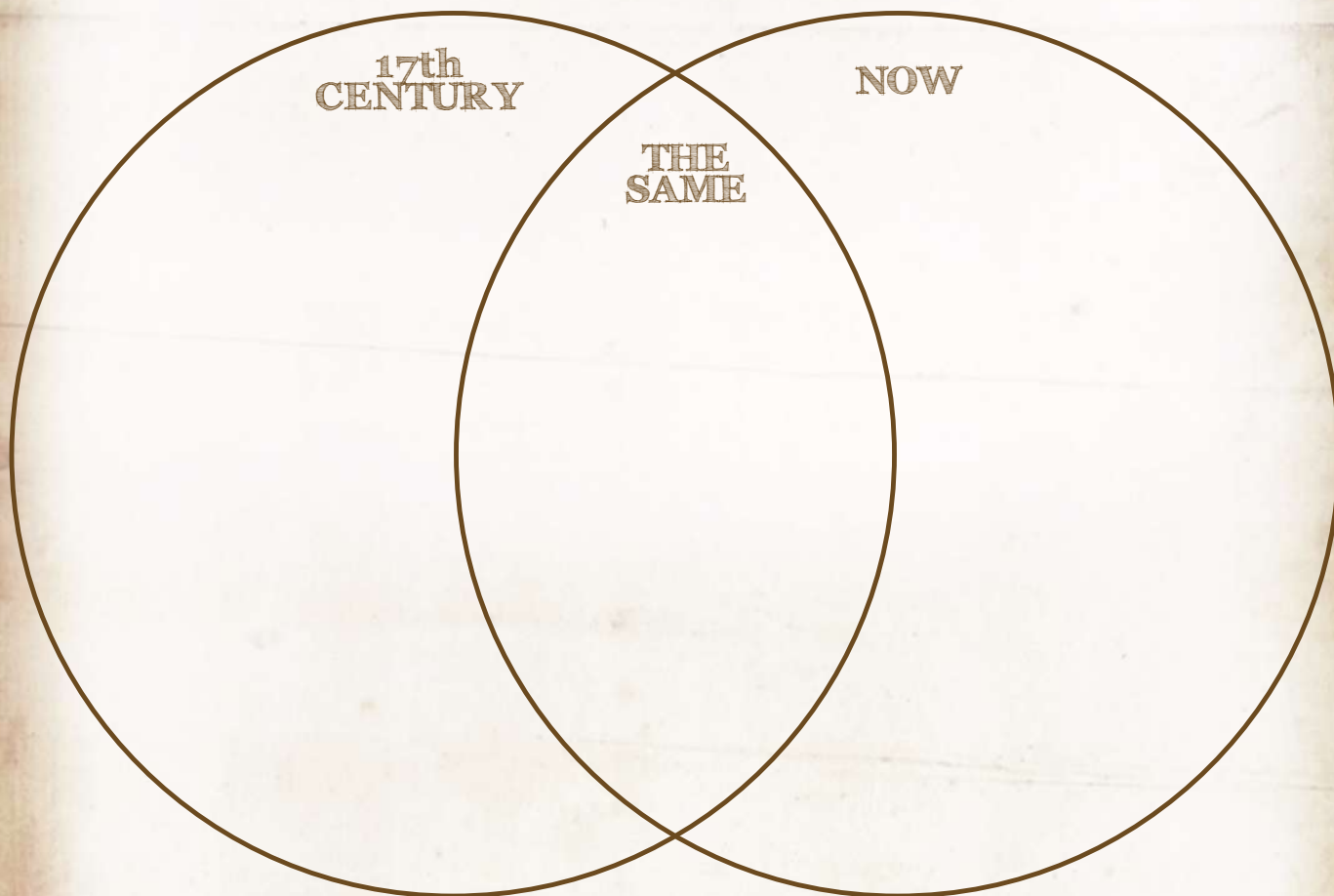


18 How much do you know about the Louvre?

Work with your group.

Search for information about the Louvre now and in the 17th century.

Complete the following Venn's Diagram.



You can use the internet for information, CHAT GPT or any other GenAI tool. Then, use Canva or any other program to design an infographic explaining what you've learned about the Louvre.

CHECK TEACHER'S CORNER FOR MORE IDEAS.





AFTER WATCHING ACTIVITIES

LEVEL 1



LEVEL 2



LEVEL 3



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19

StoryBuilder

Complete the info according to the play you saw and develop the plot of the story.

CHARACTER

Who are the main characters, and what are these characters like?

CHALLENGE

What challenge or problem must the main character solve?

SETTING

Where does the story take place?

CLIMAX

What happens at the end?





20 StoryBuilder

Complete the info according to the play you saw and develop the plot of the story.

CHARACTER

Who are the main characters, and what are these characters like?

CHALLENGE

What challenge or problem must the main character solve?

SETTING

Where does the story take place?

CLIMAX

What happens at the end?

OUTCOME

What is the outcome of the story? Discuss with your teacher and the class.





21 Who said it?

Read the sentences below and decide who said each line in the play.



“I’ve always dreamt of becoming the best singer in the Louvre.”

“My child, wear this uniform. It will keep you safe and sound on your trip to Paris.”

“Mother, I’m determined to succeed in Paris and make my dream come true!”

“On guard, you rascal! A thief and a coward, are you?”

“Dear boy, promise me if things go wrong, you’ll return home to the farm.”

“The King loves music. Make him hear your voice, Florence, and you’ll succeed.”

“All for one, and one for all! Musketeers we shall be!”

“You must trust me; this letter is your key to the court.”

“I’ll teach you how to fence and bow in a manly way!”

“Stop fighting! The other man is not a thief; it was all an accident.”



CHECK TEACHER’S CORNER FOR MORE IDEAS.





22 Match elements to events

Look at the pictures provided. They are essential elements in the story. Label them and match them to events in the play.



Example:

Sword: The weapon used in the fight between Pierre and Bonard.

Parchment: The King's secret document.

Fruit Tart: The cake for the King's birthday.

Discuss the ideas with your partner and write appropriate sentences.





23 Find the opposites

Circle in colour.

WISE YOUNG STRICT BRAVE HEAVY COWARDLY
LIGHT OLD GORGEOUS LENIENT UGLY IGNORANT

Which adjectives describe them?

FLORENCE

QUEEN ANNE





24

Find the similarities

Compare and contrast Florence and Pierre's personalities or goals.
Complete this chart with adjectives or situations that describe their personality traits.

PIERRE

POSITIVE

NEGATIVE

FLORENCE

POSITIVE

NEGATIVE

Then, share ideas with your group.

Example:

Both are brave and want to succeed.

Florence wants to sing, while Pierre wants to be a musketeer.





25 Question Time!

D.I.Y. Copy these questions into question cards.

Answer the questions orally and then, copy and answer them in your notebooks.

- 1 Who wants to become a musketeer?
- 2 What is Florence's dream?
- 3 Why does Florence wear a uniform?
- 4 Who gave Pierre a letter for the King?
- 5 What does Bonard do when he thinks someone attacked him?
- 6 What did the Queen plan to put in the King's cake?
- 7 What does the King lose during the celebration?
- 8 What is the musketeers' motto?
- 9 Who helps stop the Queen's plot?
- 10 What happens to Bonard at the end of the play?
- 11 What was your favorite part of the story?
- 12 Which scene made you laugh or feel surprised?
- 13 Which character do you like the most and why?
- 14 Which character do you find the most brave? The most cunning? The funniest?
- 15 If you could meet one character from the play, who would it be, and what would you say to them?
- 16 Who do you think learned the most valuable lesson by the end of the play?
- 17 What would you do if you were a musketeer?
- 18 If you were in Florence's shoes, how would you balance your dream and the challenges she faced?
- 19 Imagine you were the King or Queen. How would you handle a traitor in the court?
- 20 If you were Bonard, would you have helped the Queen, or stayed loyal to the King? Why?
- 21 Why is teamwork important in the play?
- 22 How does the motto "All for one, and one for all" apply to the musketeers and their challenges?
- 23 What lessons can we learn about bravery and loyalty from the story?
- 24 How do the characters' dreams reflect their personalities?
- 25 In what ways does the play show the importance of trust?

CHECK TEACHER'S CORNER FOR MORE IDEAS.





26 Hot Seat!

One student pretends to be a character from the play.
The rest of the class asks them questions about their actions and motivations.



MONSIEUR
BONARD



FLORENCE &
FERDINAND



PIERRE
LAFINEAU



QUEEN
ANNE



RENARD



KING
LOUIS XIII

MADAME
LYON

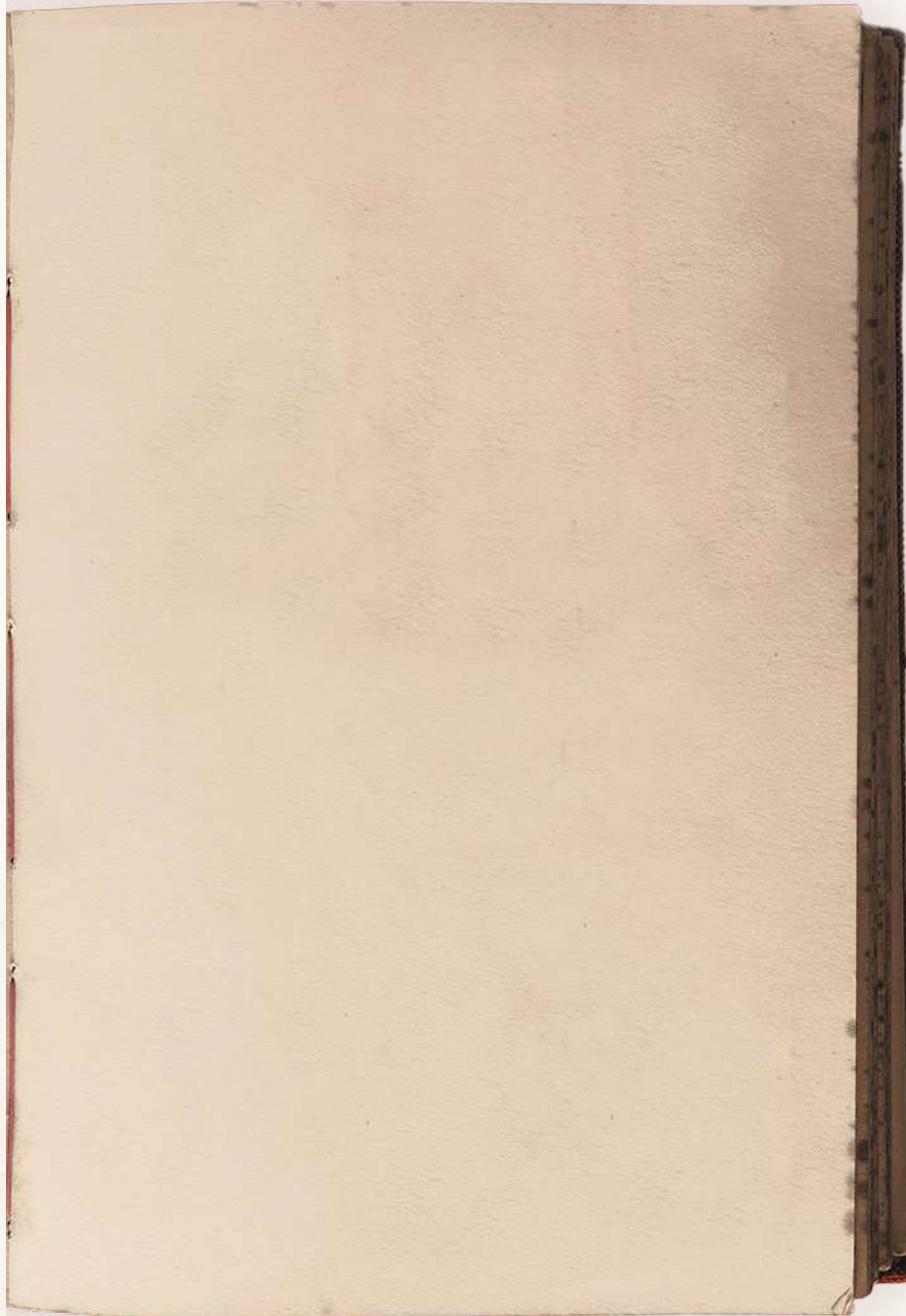
HENRY
PLATEAU





27 Design a book cover for the story.

Remember all the features included in a book cover...
Title, Author, Publishing House, Illustration, Awards, Reviews, etc.



CHECK TEACHER'S CORNER FOR
MORE IDEAS WITH GenAI.

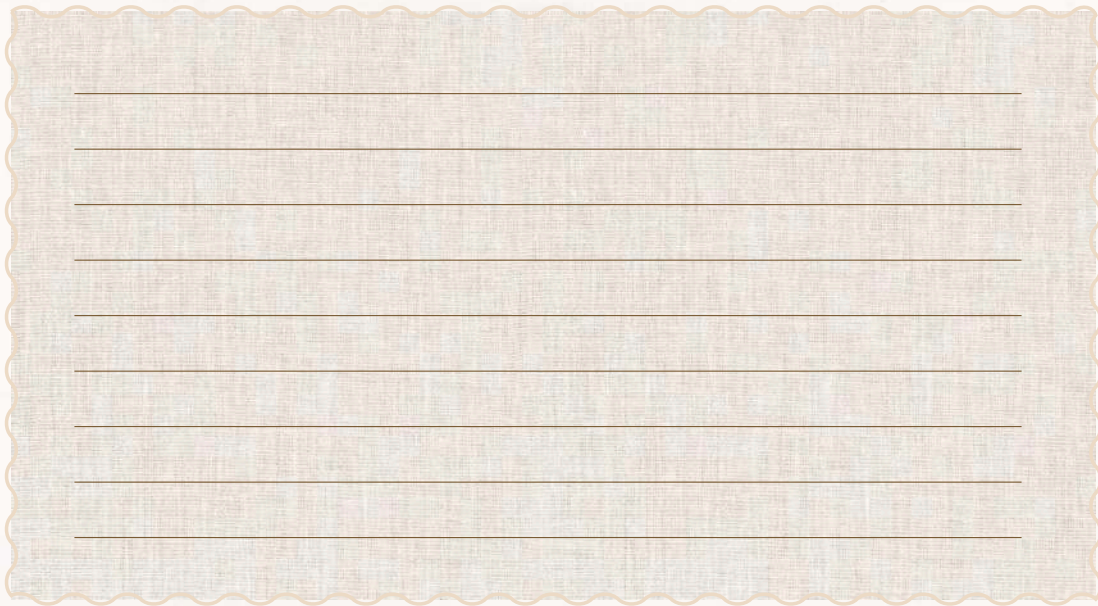




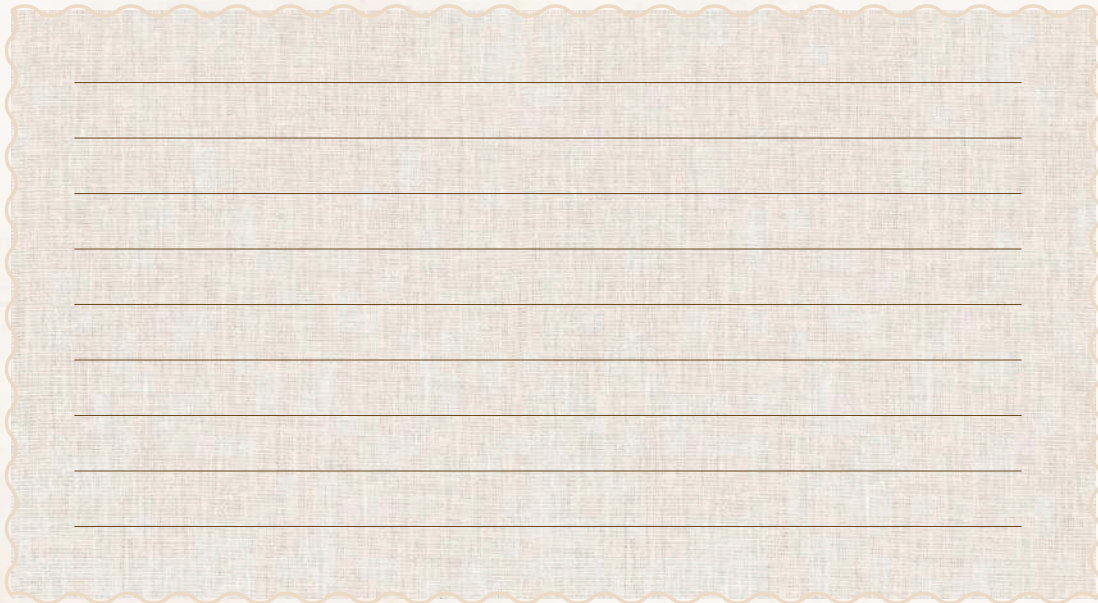
28 Writing

Choose one of the following.

Florence has a diary where she writes every night!
Write how she felt the first night after meeting Pierre and Monsieur Bonard.
Remember to take into account her personality traits. YOU are Florence.



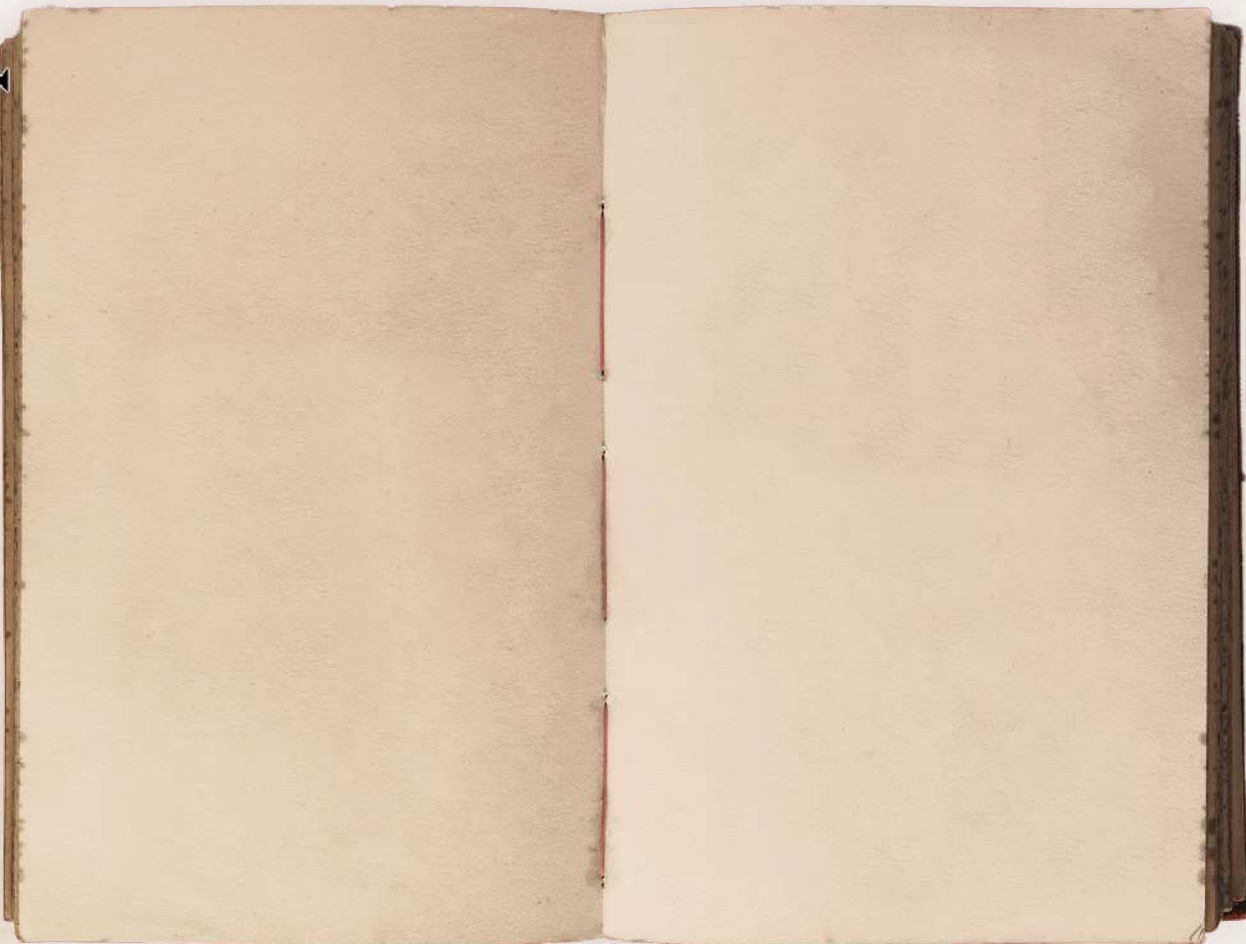
Pierre wants to tell his mother about the adventures at the castle!
Write about his feelings towards Florence... at the beginning and at the end of the story.
YOU are Pierre. Write a letter to your mum. Remember to take into account his personality traits.





29 WRITING

King Louis XIII has a diary where he writes every night! He is using this as part of his autobiography. He has been so busy that he hasn't been able to write and needs to catch up. Write his version of the story from beginning to end. Remember to take into account his personality traits.





30 Interview / Radio Programme - Pair work

Think of questions you would like to ask the characters in the story.
Write them down, answer them and then **ROLE PLAY** the dialogue with your friend.
Use these hints as a guide.

1. How old....?

4. When/birthday?

2. Where/live?

5. Favourite/food?

3. Brothers/sisters?

6. Favourite/animal?



**NOW, ORGANIZE THE INTERVIEWS
TO RECORD A PODCAST.**

CHECK TEACHER'S CORNER FOR MORE IDEAS.





31 QUIZ TIME!

Would you like to become a Musketeer?
To be counted among the Musketeers of the Guard, a candidate had to be skilled in war, politics and love. See if you could make the grade.

The play is based on the novel “The Three Musketeers” by Alexandre Dumas.
The main character in his novel is D’Artagnan. You can surf the web to find the answers.

1 The novel “The Three Musketeers” takes place in what era?

- a. The 1580s
- b. The 1620s
- c. The 1840s

2 Who was Alexandre Dumas?

- a. A minister of King Louis XIII
- b. A popular novelist of the 19th century
- c. The founder of the Musketeers of the Guard

3 At the beginning of the novel “The Three Musketeers,” who is D’Artagnan?

- a. The leader of the Musketeers of the Guard
- b. A minister in the government of Louis XIII
- c. A poor boy travelling to Paris

4 What was the motto of the three musketeers in the novel?

- a. Love conquers all.
- b. All for one and one for all.
- c. Every man for himself.

5 Which of these was NOT one of the original three musketeers?

- a. Aramis
- b. Porthos
- c. Richelieu

6 In duels, the musketeers relied mainly on which weapon?

- a. the pistol
- b. the sword
- c. an arrow

7 Which of these items was part of the standard costume worn by the musketeers?

- a. Steel helmets with visors
- b. Caps with the king’s emblem
- c. broad-brimmed hats decorated with feathers

8 The Musketeers of the Guard still exist today as a ceremonial unit in France.

- a. True
- b. False





32 Two versions of the same story.

The play you saw was adapted from Alexander Dumas' novel The Three Musketeers. There are some similarities but also differences between them. Complete this chart with the info about the play and you may surf the web to find the answers for the novel.

	ALEXANDER DUMAS' VERSION	BAP'S VERSION
Setting (time & place)		
Characters		
Problems to solve		
Solution to those problems		
Ending		





SONGS

LISTENING

ACTIVITIES

LEVEL 1



LEVEL 2



LEVEL 3



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SONG 1
WELCOME TO FRANCE

Welcome to France,
It is the year of 1625.

Welcome to France
Love stories and fights
Welcome to France
Vive La France, La France!

Vive la France
Vive la France
La France!





31 Listen to the song and solve the activities.
Fill in the gaps with the words from the word bank.

DEFEND FAIL PRETEND (X2) QUEEN
SUCCEED LETTER BECOME (X2) KING

BOTH

I _____ I'm brave
The future lies ahead
Fears go away
I don't want to fail.

I _____ I'm brave
The future lies ahead
Fears go away
And I know I won't

PIERRE

Soon I will _____
Soldier of La France!

FLORENCE

Soon I will _____
Singer of La France!

PIERRE

Musketeer I'll be
I'll _____ the King

FLORENCE

I'll sing for the _____
And I'll sing for the

BOTH

This _____ can be
The key to my dreams
I have to _____
In this brave deed





32 Listen to the song and choose the best option from the underlined words.

BOTH

I pretend I'm great/brave
The future lies ahead
Fears go away
I don't want to say/fail.
I pretend I'm great/brave
The future lies ahead
Fears go away
And I know I won't fail.

FLORENCE

Soon I will become
Saviour/Singer of La
France!

BOTH

This letter can be/mean
The key to my dreams
I have to succeed
In this brave deed/deal

PIERRE

Musketeer I'll be
I'll defend the King

BOTH

I pretend I'm great/brave
The future lies ahead
Fears go away
I don't want to say/fail.
I pretend I'm great/brave
The future lies ahead
Fears go away
And I know I won't fail.

FLORENCE

I'll sit/sing for the Queen
And I'll sit/sing for the King

PIERRE

Soon I will become
Soldier of La France!



BOTH

I pretend I'm brave
The future lies ahead
Fears go away
I don't want to fail.
I pretend I'm brave
The future lies ahead
Fears go away
And I know I won't fail.

PIERRE

Musketeer I'll be
I'll defend the King

FLORENCE

I'll sing for the Queen
And I'll sing for the King

PIERRE

Soon I will become
Soldier of La France!

FLORENCE

Soon I will become
Singer of La France!

BOTH

This letter can be
The key to my dreams
I have to succeed
In this brave deed

BOTH

I pretend I'm brave
The future lies ahead
Fears go away
I don't want to fail.
I pretend I'm brave
The future lies ahead
Fears go away
And I know I won't fail.





SONG 3

MUSKETEERS WE SHALL BE!



33 Listen to the song and match the halves for each line in the stanzas.

BONARD

We'll have Paris
Of our hand,
A blow to the
A blow to the
To defend
From wise

in the palm
the crown
our hand
right, zap!
Queen Anne
left, zap!

ALL

Musketeers we
We'll keep guard
A quick eye
And defeat!
All for one,
One for all,

one for all!
shall be
to see plots
all for one
in the court
them all, them all

BONARD

I'll teach you
Dance with
Bow in a
People in
Look at them!
Finest musketeers

how to fence,
there go the
ladies in lace
town will say
manly way
in France

ALL

Musketeers we
We'll keep guard
A quick eye
And defeat!
All for one,
One for all,
one for all!
shall be
to see plots
all for one
in the court
them all, them all





SONG 3

MUSKETEERS WE SHALL BE!

BONARD

We'll have Paris in the palm
Of our hand, our hand.
A blow to the right, zap, zap!
A blow to the left, zap, zap!
To defend the crown
From wise Queen Anne.

ALL

Musketeers we shall be!
Musketeers we shall be!
We'll keep guard in the court.
A quick eye to see plots.
And defeat them all, defeat
them all!
All for one, one for all!

BONARD

I'll teach you how to fence,
And dance with ladies in court.
Bow in a manly way.
People in town will say:
"Look at them! There go the
Finest musketeers in France."

ALL

Musketeers we shall be!
Musketeers we shall be!
We'll keep guard in the court.
A quick eye to see plots.
And defeat them all, defeat
them all!
All for one, one for all!



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THE QUEEN CLAIMS

ANNE

Louis, don't love the pain
But your Spanish wife instead.
Cover my neck with pearls.
Of all the queens I'll be the
best.

I may be real honey.
I may be very funny.
Lovely I may also be!
Si tengo tu reino.
Si me das tu reino.
If I have your kingdom for me!

LOUIS

You may be real honey.
You may be very funny.
But the kingdom is only mine.
I fear your Spanish army.
Your men are temerary
They want to conquer La
France!

ANNE

Ay no, no, no, no!
What a big lie! What a big lie!
I'm your loving little Anne
And I care about La France.
What a big lie! What a big lie!
Come here, you, curly pussy cat!

BOTH

Embrace your little love!
Embrace your little love!
For we will defend the crown!

ANNE

Let's seal this with a kiss,
Louis!

LOUIS

Let's seal this with a kiss...
Annies?

ANNE

No! Ana!

LOUIS

Oh, right! Ana!

BOTH

Come to my arms,
my love!





34 Use the pictures to help you guess the missing words in the song.

FLORENCE

Harvest, harvest, harvest



Speaks of love and faith

It will soon come, it will come

Sweet kisses and tender



Full of  and full of light

For whatever you put your love into

It will bring love back to my life

Will bring your life right

back to you

I sow my  in the fields

I watch the sun, I feel the



Harvest, harvest, harvest



The moon and that boring rain

It will soon come, will soon come

Will make my  grow

Full of  and deep love

strong again.

Will bring back my love to me

But the  ingredient



SONG 6
OLD SAYINGS

BONARD

When you say you smell a rat
It doesn't mean exactly that
When you say at night all cats are grey
It really means something else
If you say let the cat out of the bag
It doesn't mean exactly that

PIERRE

If you speak of love, old sayings are
Easier to understand
If I say our love was at first sight
It doesn't mean exactly that
If I say you are the love of my life
I'm not telling a lie

FLORENCE

A rat, a cat, a bag, and love
I perfectly understand
The meaning of your silly words
Please, don't make me laugh! Ha!

BOTH MEN

We have ticked the lady off
We all had better be off
She is very smart
As sharp as a tack
And now we must take it back!

FLORENCE

You were both pulling my leg
And I really mean something else
I mean I'm making a fool out of you
To show you I'm nobody's fool

BOTH MEN

We have ticked the lady off
We all had better be off
She is very smart
As sharp as a tack
And now we must take it back!

CHECK TEACHER'S
CORNER FOR
DETAILS OF THE
ACTIVITY





SONG 7

THE SOUL NEVER LIES



35 Listen to the song and provide the missing words.
The initial in each word is there to help you!

PIERRE

There's j_____ in my soul

Love is all a_____

It s_____ in the light

Everything is white.

BOTH

Trust in the tickles

That you feel inside

It's your noble s_____

That will never lie

(repeat)

FLORENCE

Is it true then that

The s_____ never lies

When we speak of love?

Can you g_____ me that?

FLORENCE

How sweet your words are

How t_____ and soft

They may come true

Down in my s_____

PIERRE

I can g_____ you that

The s_____ is too wise

It's your own being

That is f_____ with light

BOTH

Trust in the tickles

That you feel inside

It's your noble s_____

That will never lie

(repeat)





PIERRE

There's joy in my soul
Love is all around
It sparkles in the light
Everything is white.

FLORENCE

How sweet your words are
How tender and soft
They may come true
Down in my soul.

FLORENCE

Is it true then that
The soul never lies
When we speak of love?
Can you grant me that?

BOTH

Trust in the tickles
That you feel inside
It's your noble soul
That will never lie
(repeat)

PIERRE

I can grant you that
The soul is too wise
It's your own being
That is flooded with light

BOTH

Trust in the tickles
That you feel inside
It's your noble soul
That will never lie
(repeat)





SONG 8

MUSKETEERS AT LAST

MUSKETEERS WE SHALL BE! (REPRISE)

Musketeers we shall be!
Musketeers we shall be!
We'll keep guard in the court.
A quick eye to see plots.
And defeat them all, defeat them all!
All for one, one for all!



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ACTIVITY/ LEVEL	EXPLANATION	KEY	PAGE
BEFORE WATCHING ACTIVITIES			
1 LEVEL 1 THE STORY	Synopsis	Musketeers / Paris / dreams / sword / castle / King / Queen / investigate / young / King	7
2 LEVEL 2 THE STORY	Synopsis	Musketeers / Paris / dreams / sword / castle / King / Queen / investigate / young / King	8
3 LEVEL 1-2-3 THE STORY	Real-world Connection Use this activity to foster your students' thinking and speaking skills. Think-Pair-Share is a cooperative learning activity that can work in varied size classrooms. Teacher poses a question, students first THINK to themselves prior to being instructed to discuss their response with a person sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and discussion continues. Students get time to think critically, creating a learning environment that encourages high quality responses. The use of the map, images, and the chart helps students organize their ideas. Other ideas: Think of language structures you want to practice and encourage your students to use them.	There are no right or wrong answers. Encourage your students to provide their own ideas.	9
4 LEVEL 1-2-3 THE STORY	Who is Who? Get students in pairs. You can use this game to practice different structures (e.g. I think Anne is..., or Is Henry Plateau the King..., etc) You may decide to set scores for each correct guess.	Florence: an excellent singer / Madam Lyon: Pierre's mother / D'Artagnan: wants to be a musketeer / Henry Plateau: Florence's Father / Monsieur Bonard: an old musketeer / Renard: The master chef / Anne: a traitor to France / Louis: King of France	10 11
5 LEVEL 1-2-3 THE STORY	Memotest - You can use this game to practice different sentence structures according to your students' level. (e.g. relative clauses with the higher levels). Encourage your students to create proper sentences. Other ideas: When they do not find a match encourage them to use the negative form.	e.g.: Pierre wants to be a musketeer. Pierre isn't an excellent singer.	12
6 LEVEL 1 THE STORY	The Author - was / wrote / was born / was / lived / was / worked / died / earned / spent / married / called / separated / died Other ideas: Create a Timeline. As a cross-cultural activity, you can encourage your students to create a timeline using the events in Alexandre Dumas' life.		13
7 LEVEL 2 THE STORY	The Author - was / wrote / was born / was / lived / was / worked / died / earned / spent / married / called / separated / died Other ideas: Create a Timeline. As a cross-cultural activity, you can encourage your students to create a timeline using the events in Alexandre Dumas' life.		14
8 LEVEL 3 THE STORY	The Author - 1a / 2b / 3c / 4b / / 5a / 6b / 7c / 8b / 9a / 10c / 11b / 12a Other ideas: Create a Timeline. As a cross-cultural activity, you can encourage your students to create a timeline using the events in Alexandre Dumas' life.		15
9 LEVEL 1-2-3 GRAMMAR & STRUCTURES	Match the halves - You can make slips of paper with each of these sentences and use them to play Pictionary / Mime it / Chinese Whispers, etc. A2 - B4 - C1 - D3 - E6 - F5 Other ideas: Once the sentences are solved, you can use these to play mimicry.		16
10 LEVEL 2-3 WORDS, WORDS, WORDS!	Useful Phrases - 1. sound c) / 2. lesson a) / 3. eye e) / 4. fool d) / 5. rat f) / 6. cake b)		17
11 LEVEL 1 WORDS, WORDS, WORDS!	Wordsearch	queen / king / crown / sword / coward / traitor / parchment / court / peasant / masquerade	18
12 LEVEL 2-3 THINKING ROUTINES	Students first solve the words. Then, they work on the thinking routine individually, by classifying according to the chart. Other ideas: Students can solve collaboratively the meaning of the words they do not know. They can then use those words in new sentences.	deed / queen / king / sword / murderer / coward / traitor / parchment / lodging / court / peasant / masquerade Thinking Routine: There are no right or wrong answers. Encourage your students to provide their own ideas and examples.	19
13 LEVEL 2-3 WORDS, WORDS, WORDS!	Odd one out. Other ideas: Foster your students' Critical Thinking skills by asking them about their choice. Tell them to justify their answers.		20

ACTIVITY/ LEVEL	EXPLANATION	KEY	PAGE
14 LEVEL 2-3 WORDS, WORDS, WORDS!	The text in this activity was generated with GenAI. Use a GenAI app to turn this text into an audio file and work on a listening comprehension activity.. These are free suggestions you can use on your computer or mobile phone. You can also use Google Lens to turn text into audio. You just need to log in and then, you will be enabled to download the audio as a mp3 file on your computer. Check these free sites to easily put voice to this or any other text in a few simple steps. https://www.naturalreaders.com/ https://elevenlabs.io/app/sign-up	In 17th-century France, becoming a musketeer cadet was a brave and noble pursuit for young lads dreaming of serving the crown. Dressed up in a fine uniform, these cadets learned to wield their sword with precision and mastered fencing under the guidance of experienced mentors who would never miss a lesson. Their journey often began with a long trip to the court, where they introduced themselves to the Captain of the Musketeers and pledged loyalty to the King and Kingdom. Life as a cadet was flooded with challenges, from dangerous encounters in the woods with thieves to navigating the intrigues of the court, where traitors often plotted against the crown. Despite their inexperience, these lads faced their fate with determination, trusting their souls to guide them in this great deed. A good musketeer kept guard with a quick eye, ready to defeat any threat. Their motto, "All for one and one for all," inspired them to succeed and make their dream come true.	21
15 LEVEL 1 DRAMA GAMES & IT ACTIVITIES	Role Play		22
16 LEVEL 2 DRAMA GAMES & IT ACTIVITIES	Role Play		23 24
17 LEVEL1-2-3 DRAMA GAME	How to play sword and shield Players: This is a whole class drama game where students will use the whole drama space. It's suitable for medium to large groups. How to play this drama game: Student's stand in a circle. Teacher directs the students to "secretly" choose two other students in the circle – 1 person as their "sword" and 1 person as their "shield". Tell students to keep their choice silent and to not make it obvious who they have chosen. On GO, students are to move around the room, keeping their "shield" between themselves and their "sword". Students should keep moving, making sure they know where both their sword and shield are at all times and always trying to keep the shield between them. Addition Call out "switch". Swords become shields and shields become swords.		25
18 LEVEL1-2-3 IT ACTIVITIES	<i>It is important to point out that the Louvre was not a museum in the 17th century. In the 17th century, the Louvre primarily served as a royal palace for French kings. King Louis XIII and his successors used the building for their court and administration. However, King Louis XIV shifted the royal residence to the Palace of Versailles in the late 17th century, leaving the Louvre less central to royal life.</i> Encourage your students to use GenAI (Chat GPT, Gemini, or any other). Help them create a proper prompt to get appropriate information. Foster their speaking skills by scaffolding the target language you want them to use.		26
AFTER WATCHING ACTIVITIES			
19 LEVEL2 THE STORY	Story Builder		28
20 LEVEL3 THE STORY	Story Builder		29
21 LEVEL1-2-3 THE STORY	Who said it? Other ideas: Once your students know who said each of the lines, you can try the following activities. Put them in chronological order. Act them out! Read them with emotions.	"I've always dreamt of becoming the best singer in the Louvre." (Florence) "My child, wear this uniform. It will keep you safe and sound on your trip to Paris." (Florence's Father) "Mother, I'm determined to succeed in Paris and make my dream come true!" (Pierre) "On guard, you rascal! A thief and a coward, are you? (Bonard) "Dear boy, promise me if things go wrong, you'll return home to the farm." (Pierre's Mother) "The King loves music. Make him hear your voice, Florence, and you'll succeed." (Florence's Father) "All for one, and one for all! Musketeers we shall be!" (Bonard) "You must trust me; this letter is your key to the court." (Pierre's Mother) "I'll teach you how to fence and bow in a manly way!" (Bonard) "Stop fighting! The other man is not a thief; it was all an accident." (Florence as Ferdinand)	30
22 LEVEL1-2-3 THE STORY			31

ACTIVITY/ LEVEL	EXPLANATION	KEY	PAGE
23 LEVEL 2 WORDS, WORDS, WORDS!	Find the opposites. Tell students to circle each pair of opposites in a different colour.	Wise-ignorant / Young-old / Strict-lenient / Brave-cowardly / Heavy-light / Gorgeous-ugly Suggested answers Queen: wise / strict / old / brave / Florence: young / brave / light / gorgeous	32
24 LEVEL 1-2-3 WORDS, WORDS, WORDS!	Brainstorm different adjectives that your students can use to describe the characters. Think of synonyms and opposites. Classify them. Other ideas: Encourage your students to compare and talk about other characters, King/Queen - Bonard/Renard - Pierre's Mother/Florence's Father		33
25 LEVEL 1-2-3 THE STORY	Question Time. You can have an object to toss around the classroom and choose who will answer the questions. You can use wordwall.net to create an interactive game on the computer. The questions will appear randomly. Your students work on them orally and then, in their notebooks. Be careful! The questions have different levels of difficulty. Choose them carefully.		34
26 LEVEL 1-2-3 DRAMA GAMES	Elicit the questions your students could ask the characters to reinforce different grammar structures.		35
27 LEVEL 1-2-3 IT ACTIVITIES	Your students can draw collaboratively a book cover or use any Gen AI app to generate images according to the description they prompt together. Guide your students to write a complete description of the image and to edit their written description to make changes (process writing). They can use leonardo.ai or canva to generate AI images.		36
28 LEVEL 1-2-3 DRAMA GAMES			37
29 LEVEL 1-2-3 DRAMA GAMES & IT ACTIVITIES	Twitter Post - Invite your students to pretend they are fans of the Royal Family and they want to have as many followers as possible.		38
30 LEVEL 1-2-3 DRAMA GAMES & IT ACTIVITIES	Explain what a podcast is to your students. Show them examples. Encourage them to create one with the interviews. They can even write a summary or give opinions about the play.		39
31 LEVEL 1-2-3 DRAMA GAMES & IT ACTIVITIES	QUIZ TIME - How much do you know to become a Musketeer?	1b / 2b / 3c / 4b / 5c / 6b / 7c / 8b	40
32 LEVEL 1-2-3 DRAMA GAMES & IT ACTIVITIES	Two versions of the same story. Compare Dumas' novel to BAP's play.		41

SONGS

SONG 1		WELCOME TO FRANCE	LYRICS	43
SONG 2	LEVEL 2	MY FUTURE	pretend / fail / defend / succeed / become / become / face / defend	44
	LEVEL 3		brave / fail / be / deed / fate / heart	45
			LYRICS	46
SONG 3	LEVEL 1	MUSKETEERS WE SHALL BE	see lyrics	47
			LYRICS	48
SONG 4	LEVEL 2	THE QUEEN CLAIMS	LYRICS	49
SONG 5	LEVEL 1	HARVEST TIME	time / colours / seeds / winds / seeds / secret / smiles / seeds / plants / time / colours	50
SONG 6		OLD SAYINGS	Students will explore the meaning of idioms through movement and miming, reinforcing comprehension in a fun and interactive way. - Play the song and ask students to walk around the room. - Call out different emotions (e.g., surprised, confused, excited), and students must mime them. - Write the idioms (see page 52 - words in bold type) from the song on the board. - Ask students what they think each phrase means. - Give simple explanations and model each one with exaggerated gestures. - They must come up with a short silent performance to represent their idiom. - Encourage creativity! For example: "Smell a rat" → A student acts suspicious, sniffing around while another sneaks behind them. "Let the cat out of the bag" → One student holds an imaginary bag, then "reveals" a secret, shocking the others. "Love at first sight" → Two students make eye contact, freeze dramatically, and pretend to swoon.	51
SONG 7	LEVEL 3	THE SOUL NEVER LIES	LYRICS	52
			joy / around / sparkles / soul / grant / soul / flooded / soul / tender / soul / soul	53
SONG 8		MUSKETEERS WE SHALL BE	LYRICS	54