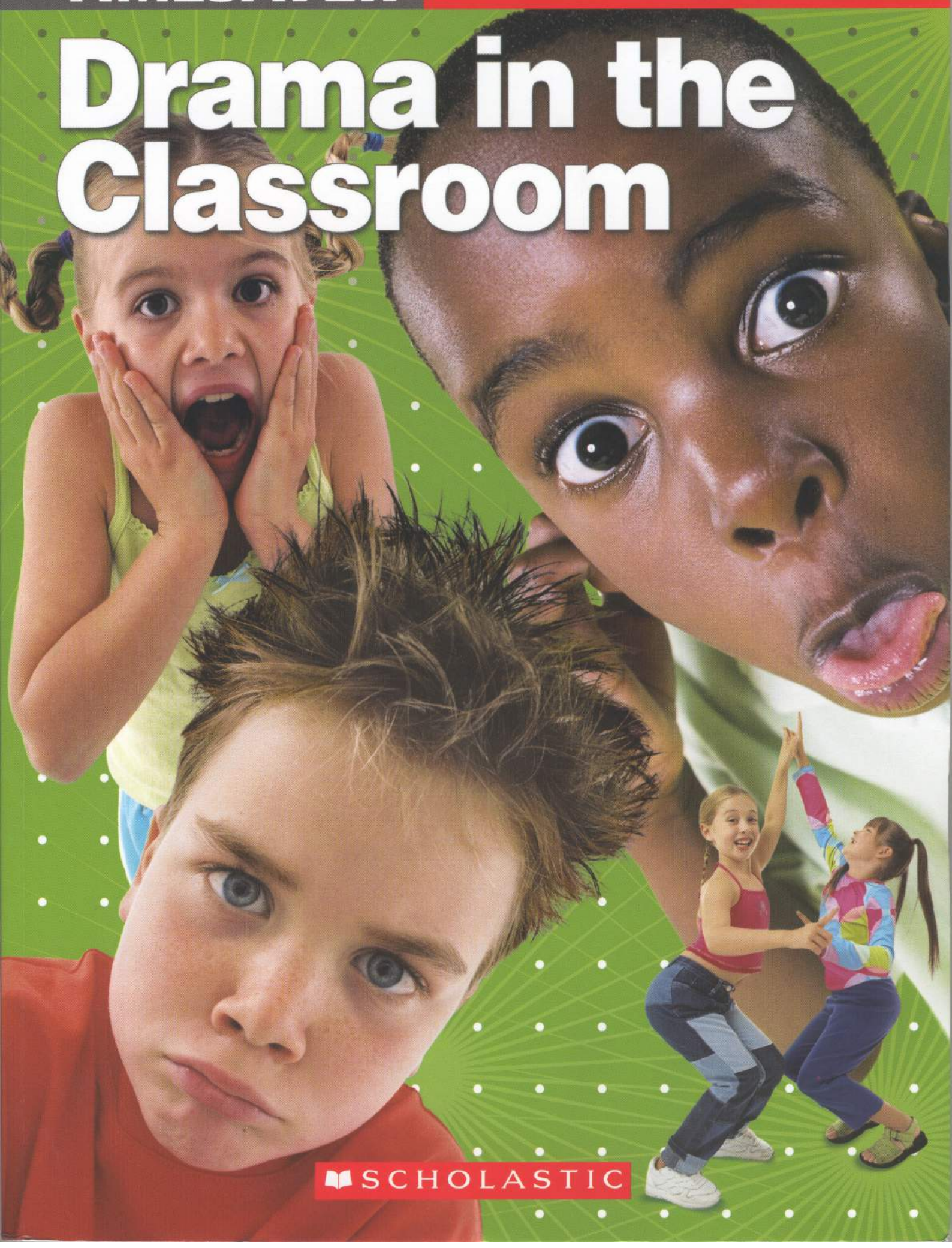


Junior English
TIMESAVER

PHOTOCOPIABLE
BY FIONA BEDDALL



Drama in the Classroom



SCHOLASTIC

Junior English Timesaver

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by Fiona Beddall



SCHOLASTIC

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Introduction

Welcome to the *Junior English Timesaver (JET)* series! This collection of photocopiable resource books is specifically designed to meet the needs of young learners and their teachers. The *JET* series covers a range of topics, providing fresh and motivating activities for primary classes of all ages and abilities. Concise teaching notes and carefully staged lessons save teacher preparation time, and help you make the most of your classes.

JET: Drama in the Classroom provides a wide range of activities, such as action rhymes, mimes, jokes and plays, with photocopiable masks, cards and puzzles.

Why use drama to teach English?

- Drama is fun and provides a welcome change of pace in the classroom. It can lift a tired class or channel the energies of an excitable group.
- Children are motivated by the idea of a performance, either within or outside the class.
- Children who are shy in class often lose their inhibitions in drama and will speak more freely.
- It provides opportunities for genuine communication. The children often have to combine different structures that they have previously met only in isolation, thereby enriching their language.
- Traditional language teaching methods favour children with visual and audio learning styles. Drama appeals to these children, but also to kinaesthetic learners, who respond well to the physical nature of drama activities.
- Miming activities help to develop useful strategies for overcoming gaps in knowledge when communicating in a foreign language.

Introducing children to drama

It is advisable to introduce drama into the classroom gently. Start with some of the shorter games and rhymes in this book before tackling the longer plays. Other games for getting your pupils started include:

- **Simon says:** Say e.g. *Simon says 'Touch your toes'* and the pupils touch their toes. Say *Touch your toes*, however, and the pupils should stand still.
- **Do the opposite:** Give instructions. Children do the opposite of what you say.
- **Statues:** Hold up a flashcard and children strike a pose. This works well for many vocabulary sets, including animals, jobs, activities and adjectives.
- **Charades:** Children mime words for the class to guess.

- **Total Physical Response songs:** Use action songs such as *Heads, shoulders, knees and toes* (for more ideas, see *JET: Songs and Rhymes*).

Using this book

Level and timing

The activities are divided into three different levels, shown by the star symbol at the top of the page. These levels refer to both the maturity of the children and the language used. The grammatical structures included at each level are outlined below.

★ **Level 1** (For children beginning English):
be, have got, present continuous, imperatives

★★ **Level 2** (For children continuing their English):
as above, adding the present simple and *can*

★★★ **Level 3** (For slightly older children developing their English):
as above, adding the past simple, *going to* and *will*

The 'Language' section of the teaching notes shows the main vocabulary and structures in each activity, but these are for your guidance rather than specific language aims.

The 'Lesson' symbol indicates approximate timing, based on a lesson being about 40 minutes.

Photocopiable materials

Cards: You may want to laminate the cards that you prepare from this book so that you can re-use them. You could also ask the children not to write on them.

Masks: Mask templates are provided. Where several are required, pupils could prepare the masks in class (time permitting). When only one is needed, e.g. for 'Stop it, Dragon!'; a volunteer could prepare it at home.

To make the masks, you will need white card (and glue if you can't photocopy directly onto card), scissors, colouring pens or pencils, a sharp pencil or compass and elastic.

Photocopy the masks onto white card, following any enlargement instructions. (Alternatively, stick a photocopy onto card.) The masks can then be coloured and cut out. Use a sharp pencil or compass to make the holes for the eyes and for the elastic. Thread the elastic through the holes and tie it securely, or stick it with tape. You could use string, but you need to measure it very accurately.

Props

There is a suggested list of props for some activities that will help to convey meaning. For a class activity, most things can be imagined and mimed. If however you are preparing a performance for parents or other classes, you may wish to have more props, full costumes for everyone, and stage backdrops. Pupils who are less confident 'on stage' can be more actively involved in preparing these.

Your own teaching situation will determine how safe it is to use real props. Sometimes there are safer alternatives, such as using a ball of newspaper, to prevent accidents. Children will obviously prefer using the real thing and if you can use a stage, this may be possible.

Introducing the activities

Some activities have a preparatory stage with a photocopiable resource which previews key language.

As you move on to a **rhyme** or **poem**, the notes usually suggest that you read the text out to the class. This allows you to model the pronunciation of any new vocabulary, the appropriate intonation, and the rhythm of poems. Confident students could take part in this initial reading, but as the main aim is to increase children's interest, it is best not to ask those who struggle with reading.

For **plays**, however, it is better to read round the class as it makes the story easier to follow. In plays with only a few parts, allocate roles for the first section, then reallocate several times through the play, giving weaker pupils the less challenging lines. Model any lines that prove difficult.

Working with rhymes

How you use rhymes will depend on factors such as length and complexity. Here are some ideas:

- Say the rhyme yourself, while pupils do the actions.
- A few more confident pupils share out the lines and read them while the other pupils do the actions.
- Divide the text into sections, and allocate each section to a group. Each group reads their section, or recites it by heart, while the rest of the class does the actions.
- Pupils learn the whole rhyme off by heart (see 'Disappearing text' below). They then say the rhyme in chorus and do the actions at the same time.

If you want pupils to memorise the words, allow plenty of time for this. Here are a couple of useful techniques:

Disappearing text: Copy the text onto the board. Children read it out several times. Rub out a phrase after each reading until they are saying it all from memory.

Picture card prompts: Put pupils into pairs with the cards. Pupil A reads out the text line by line. Pupil B looks at the correct card and repeats. They swap roles. Then they try to say it from memory, just using the cards.

Working with plays

Some plays are suitable for small groups and others for the whole class. For the longer plays, the teaching notes help you to create the right number of roles for your class. Remember too that there are very important behind-the-scenes roles such as lighting, stage management, props and costumes, make-up, poster design, etc.

Footnotes in some plays suggest small changes that may be necessary depending on who is playing the part, etc. Be aware that in any play the girls may prefer to play characters with girls' names, and boys those with boys' names. If so, make sure that you change any appropriate pronouns or other words, e.g. in 'A Bad Morning', a girl playing the toddler can say 'I'm a big girl now.'

Rehearsal and performance

Rehearsal time will vary from activity to activity and depends, in particular, on whether you want the children to memorise their lines and perform in front of others. When they rehearse in groups, you may need to help with language or ideas, or by encouraging better cooperation.

Where groups perform the same rhyme or play, you could have a class vote. With a longer play, you could invite other classes or the parents in to watch. Some children may then be involved in producing invitations or posters. It is also very motivating to record performances on video.

Feedback

It is always good to end with a feedback stage. With guessing activities, ask the children why some actions were easier to guess than others. Give them useful language to make positive comments, e.g. *Good hand movements, Jorge! Great monster voice, Eva! Nice faces, Max!* Ideas for improvement are better coming tactfully from you, and you can comment on their teamwork too.

If you made a video, play it for the children to reflect on their performance. They may more naturally talk about what went wrong, but you can encourage them to say one positive thing and one way in which they can improve.



1 The Tree

Language

- autumn, winter, spring, summer; year; cold, snow, sun, wind; ground, leaves, light, seed, to grow, tree, trunk; new, ready, small, thick, tight; down / up

Drama focus

- supporting meaning through actions

Materials

- Photocopy 1A, one per pupil
- Photocopy 1B, one per pair (cut up)
- some tree seeds and leaves (optional)

Getting started

- To introduce the topic, draw a tree on the board. Teach / Review the word *tree*.
- Talk in L1 about the life cycle of a tree. Ask how a tree starts life and what happens when it grows. If possible, bring in a few tree seeds and leaves to talk about.
- Teach / Review the English words for the seasons and the words *seed, trunk, leaves, ground*.
- Give out Photocopy 1B to each pair. Ask what they see on each card. Call out the words from 3 for the children to point to the items in the pictures.
- Tell them to put the cards in the correct order of the seasons, starting with spring.
- Check answers by calling out the seasons and asking children to hold up the correct card.

Answers: 1c 2d 3b 4a

Drama activity

- Give out Photocopy 1A. Explain that this is a rhyme that they are going to act out.
- Read the rhyme through while the children follow.
- Check comprehension of any difficult words or phrases. Give the L1 translation of the comparatives *bigger and thicker*, and of the lines *down they come* and *ready to grow*. It doesn't matter if children haven't learnt these structures, as the meaning in the context is clear.
- If possible, work in a large area away from desks, so that pupils can find a space not too close to anyone else.

- Read out the rhyme a little at a time and do the actions for the pupils to copy. You can either follow the suggestions below, or ask the children to suggest their own actions.

A seed in the ground,

Small and tight.

Start on the floor in a tight ball like a seed.

Then up and up,

Into the light.

Slowly make yourself taller, with a finger pointing up on your head (to represent a little shoot).

Bigger and bigger

Every year.

Stand up and stretch up high.

Trunk thicker and thicker.

A tree is here.

Wrap your arms round your body. Move them gradually forwards and outwards, stretching out like branches.

A tree in the wind,

Move from side to side in the wind.

In the summer sun.

Look hot and thirsty in the sun.

Leaves in autumn,

Down they come.

Put your arms above your head. Move your hands down gradually like leaves in the wind.

A tree in winter.

Cold and snow.

Stretch your arms out again like branches, and shiver in the cold.

In spring, a new seed

Ready to grow.

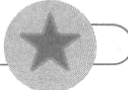
Crouch down on the floor, as at the start.

- Read out the rhyme straight through and ask the children to do the actions.

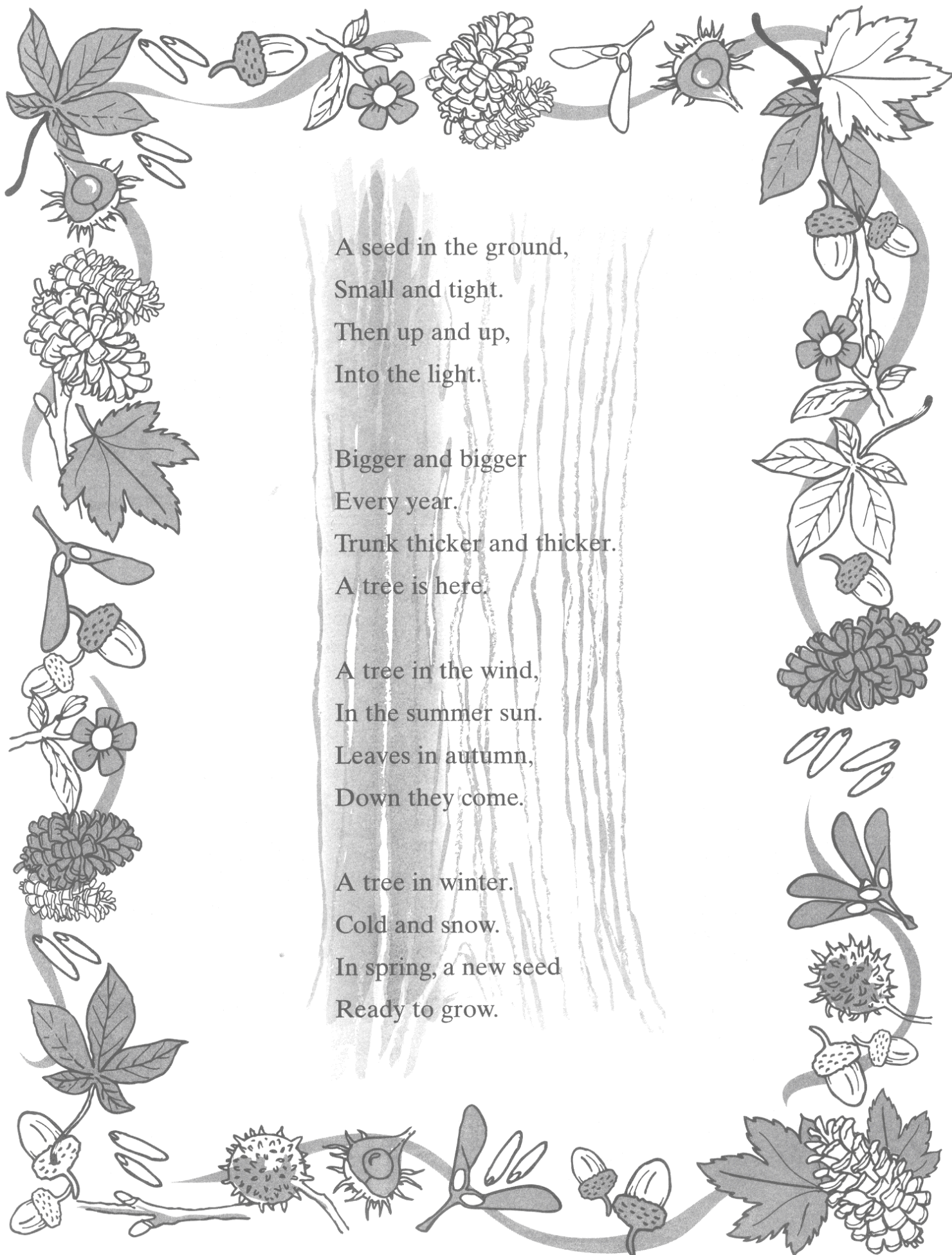
- Practise the performance of the rhyme. For performance and feedback ideas, see Introduction.

Follow-up activity

- Children draw their own picture of a tree in a particular season and label it with vocabulary from the rhyme.



1A The Tree

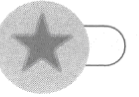


A seed in the ground,
Small and tight.
Then up and up,
Into the light.

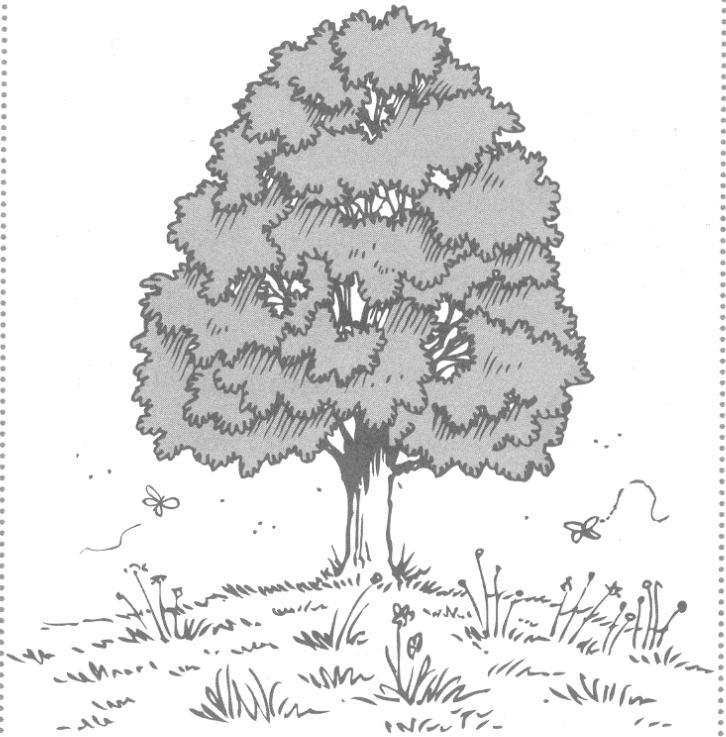
Bigger and bigger
Every year.
Trunk thicker and thicker.
A tree is here.

A tree in the wind,
In the summer sun.
Leaves in autumn,
Down they come.

A tree in winter.
Cold and snow.
In spring, a new seed
Ready to grow.



1B The Tree

a**c****b****d**

2 Adjectives Rhyme

Language

- *bad, cold, good, happy, high, hot, low, old, sad, young; goodbye, hello*

Drama focus

- supporting meaning through actions

Materials

- Photocopy 2A, one of each page per pair, and a set for you (cut up)

Getting started

Adjectives Rhyme

hot – cold
young – old
happy – sad
good – bad
low – high
hello – goodbye

Alternative idea

Practise performing the rhyme in the same way as the song *Heads, shoulders, knees and toes*, by doing the first action (for *hot*) but not saying the word. Miss out one extra word each time until the class are performing the actions without saying any of the words.

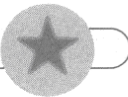
Follow-up activity

- Pupils draw their own picture of a word from the rhyme. They then work in pairs and their partner has to guess the word.

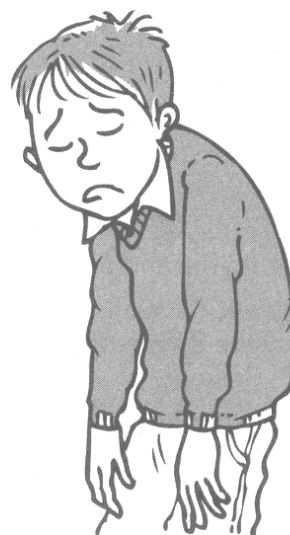
- 1 Introduce the topic by drawing a picture on the board of a happy person. Ask pupils to describe the person and elicit the word *happy*. Can they think of any other words for describing people or things?
- 2 Hold up cards from your set of Photocopy 2A in the order of the rhyme in the box above and say the words. Pupils repeat.
- 3 Do this again, writing the words on the board as you say them. Pupils repeat.
- 4 Give out a set of cards from Photocopy 2A to each pair.
- 5 Say the words in random order. Pupils hold up the corresponding cards. Then hold up the cards in random order. Pupils say the words.

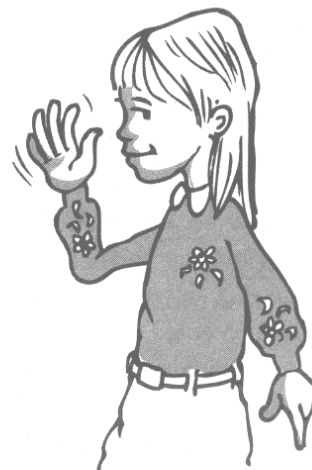
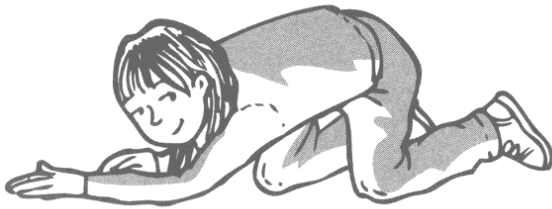
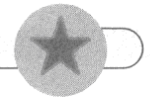
Drama activity

- 6 Now say the words in the order of the rhyme. For each word, ask pupils to suggest possible actions (or they can copy the actions shown on the cards). As a class, agree on the best action for each word.
- 7 Pupils say the rhyme and do the actions.
- 8 Gradually rub out the words one by one, until pupils can say the rhyme by heart as they do the actions.
- 9 Practise the performance of the rhyme. For performance and feedback ideas, see Introduction.



2A Adjectives Rhyme





3 Meet the Monster

Language

- arm, ears, head, leg, tongue; big, long, short, small
- be and have got (all forms)

Drama focus

- coordinating actions in pairs
- expressing character through the voice

Materials

- Photocopy 3A, one per pair

Getting started

- 1 Introduce the topic by talking about monsters. Find out if the pupils have any favourite monsters from films, books or comics. Explain that they are going to work in pairs to turn themselves into monsters.
- 2 Teach / Review numbers 1–10, the body parts and adjectives (see list above).
- 3 Copy the picture below onto the board. Point to it and say in a monster voice: *Hello. I'm Glup.*



- 4 Talking as Glup, discuss your body parts with the class, e.g. *I've got five arms / a long tongue. Have you got five arms / a long tongue?* Ask pupils to answer: *No. I've got two arms / a short tongue, etc.*

Drama activity

- 5 Give out Photocopy 3A to each pair.
- 6 Each pair chooses a monster and finds a way to coordinate with their partner to represent it with their own bodies. Here are some suggestions:

Bobba: **A** is on all fours (hands and knees on the ground and head up). **B** is on two feet, with their chest resting on **A**'s back, arms around **A**'s tummy, and head also up.

Grag: Pupils sit together, **A** in front and **B** behind. They both put their arms and legs in the air. **B**'s head is hidden behind **A**.

Dib: Both pupils are on all fours, **A** in front of **B**. **A** shows their tongue and moves it quickly. **B** tucks their head between **A**'s legs, so that it cannot be seen.

Krich: **A** stands in front of **B**. **A** bends one leg backwards between **B**'s legs (off the ground, supported by **B**, to give the impression of three legs). **A** then sticks one arm out sideways and makes the other arm into a big ear by arching their elbow and touching their head. **B**'s head is hidden behind **A**'s head. **B** uses one arm to hold up **A**'s leg and the other arm as an ear for **A**'s head.

Vosha: **A** is carried on **B**'s back and, once safely in position, **A** holds both arms out wide. Pupils put their heads close together.

Mash: **A** stands in front of **B**. They each stretch one leg out to the side, as high as possible. **B**'s head is hidden behind **A**'s head. **B**'s arms are around **A**'s waist. **A** stretches both arms out wide.

- 7 Pupils invent a funny voice for their monster. They practise saying *Yes* and *No*, repeating their monster's name, and describing themselves: *I've got six legs. I've got two heads*, etc. Explain that they must practise quietly to keep their identity a secret.
- 8 When everyone is ready, they take turns to present their monster. The class asks *Yes / No* questions and the monster answers in its funny voice (with Pupils **A** and **B** taking turns to answer), e.g.

Pupil: *Have you got six legs?*

Monster

(Pupil A): *Yes. I've got six legs.*

Pupil: *Have you got one head?*

Monster:

(Pupil B): *No. I haven't got one head.*

Pupil: *Have you got two heads?*

Monster

(Pupil A): *Yes. I've got two heads.*

Pupil: *Are you Bobba?*

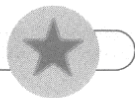
Monster

(Pupil B): *Yes. I'm Bobba.*

- 9 When the class has guessed correctly, the monster says its name several times in its funny voice.
- 10 For feedback ideas, see Introduction.

Follow-up activities

- Pupils colour the monsters and describe them, e.g. *I've got two blue legs and one pink leg.*
- Pupils write a description of one or more of the monsters. They leave out the name and swap texts with a partner to guess the monster.



3A Meet the Monster

Bobba



Grag



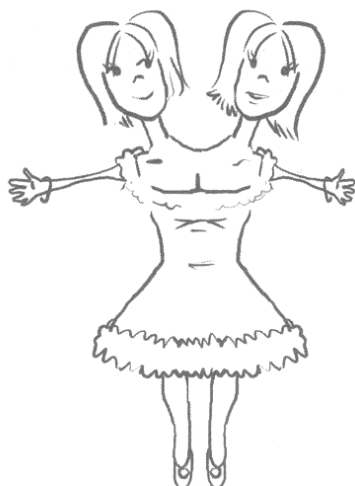
Dib



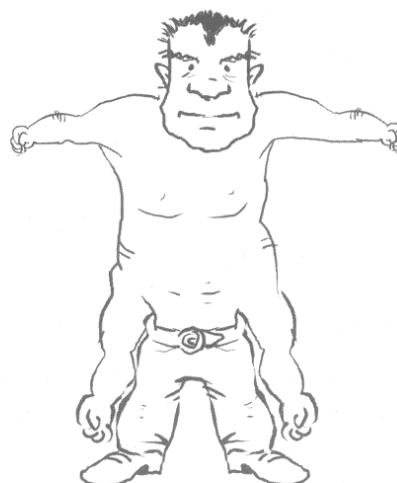
Krich



Vosha



Mash



4 Story Mimes

Language

- *clean, climb, count, cry, drink, eat, fall, hide, listen, look, paint, read, run, shout, skip, write*
- present continuous

Drama focus

- conveying meaning through mime

Materials

- each pair needs either Photocopy 4A or Photocopy 4B (cut up)
- a set of 16 cards for you from Photocopy 4C (cut up)

Getting started

- 1 Introduce the game by miming one of the actions from Photocopy 4C. Choose a verb that you think they know in English. Pupils call out what you're doing.
- 2 Teach / Review the verbs on the cards and also how we make and use the present continuous. Hold up the cards one by one. Pupils say: *He's reading. She's looking*, etc.
- 3 Invite pupils out to the front to take a card and mime an action for the others to guess: *You're painting! You're running!* etc.
- 4 Divide the class into two groups. Give out Photocopy 4A (Story 1) to all the pairs in one group and Photocopy 4B (Story 2) to all the pairs in the other group.
- 5 Tell them to put the story in order.
- 6 Check answers.

Answers:

Story 1: 1b 2e 3a 4f 5d 6c

Story 2: 1d 2f 3a 4c 5e 6b

- 7 They then complete the captions for their story, using the action verbs that you revised before from Photocopy 4C. For a weaker class, write the words on the board for them to choose.
- 8 Check answers for each story.

Answers:

Story 1: 1 climbing, 2 painting, 3 skipping, 4 falling, 5 shouting, 6 cleaning

Story 2: 1 counting, 2 hiding, 3 looking, 4 crying, 5 listening, 6 running

- 10 Each group acts out their story for a group who had the other story. The other group guesses what they're doing: *Are you climbing?* etc.

- 11 For feedback ideas, see Introduction.

Alternative idea

Instead of just miming, the children add sound effects and / or some simple dialogue to the stories. They could draw and write speech bubbles on their photocopy, but remind them not to use the verbs that those watching have to guess. For example:

Story 1

- Frame 1: 1, 2, 3, 4. (*as he climbs the steps*)
- Frame 2: (*music speech bubble: the man is whistling*)
- Frame 3: I like coffee, I like tea, I like (*name*) to skip with me.*
- Frame 4: CRASH! (*you could have cymbals or another crashing sound effect from off stage*)
Aaargh! (*from the man as he falls*)
- Frame 5: You're in big trouble now! Clean up this paint! (*children groan*)
- Frame 6: This is **so** boring.

Story 2

- Frame 1: 8, 9, 10. I'm coming!
- Frame 2: Quick! In here.
- Frame 3: Where are they?
- Frame 4: Look! A spider! (*crying noises*)
- Frame 5: What's that noise?
- Frame 6: Aaargh!

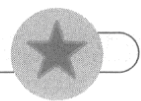
* Tell pupils that this is an authentic skipping rhyme from the UK.

Follow-up activity

- Pupils invent their own stories to mime using verbs from Photocopy 4C. They should try to use as many verbs as possible. Can anyone manage six?

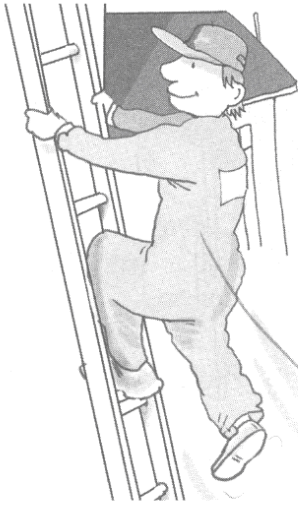
Drama activity

- 9 Organise the Story 1 pairs into two groups (unless you have fewer than 16 in the class). Do the same for the Story 2 pairs. Each group allocates roles and practises miming their story.



4A Story Mimes: Story 1

1



b He's

□



e He's

□



a They're **skipping.**

□



f He's

□

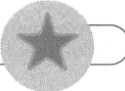


d He's

□



c They're

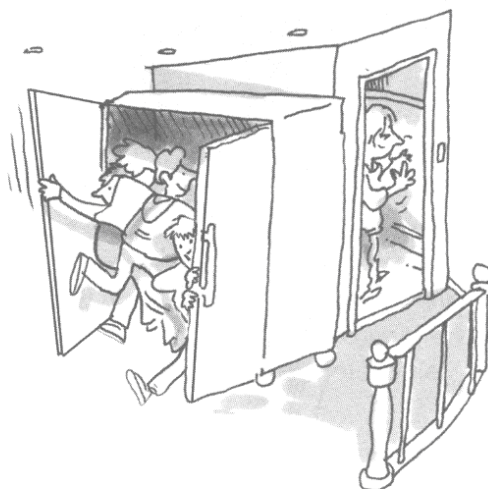


4B Story Mimes: Story 2

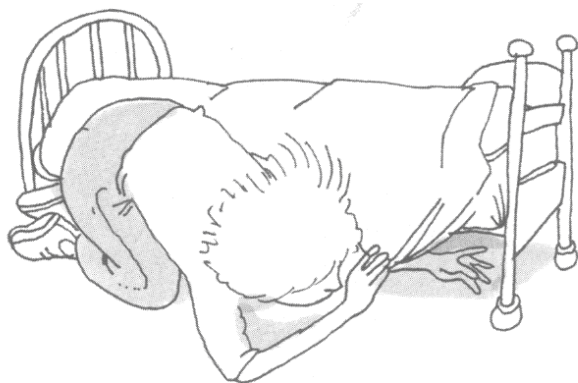
1



d She's



f They're



a She's looking.



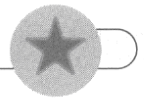
c He's



e She's

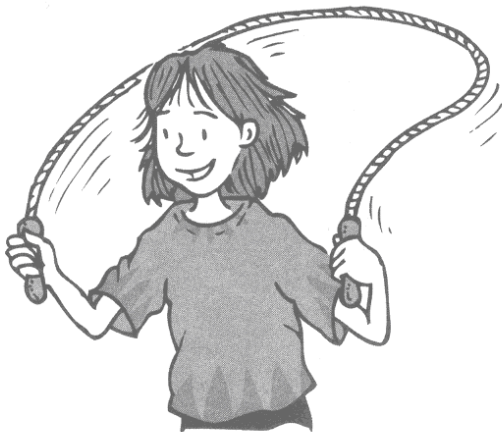
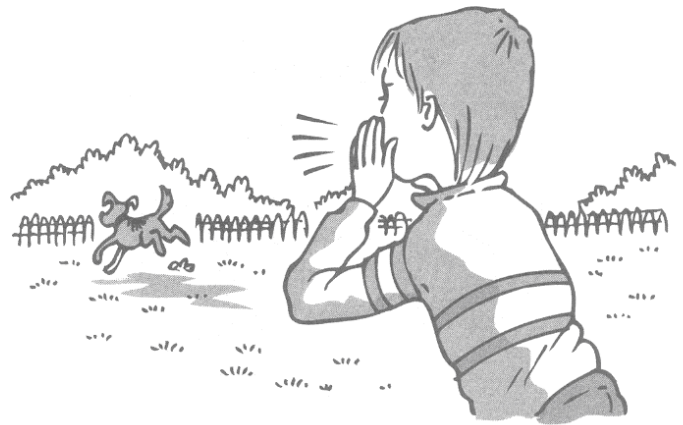
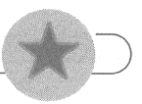


b They're



4C Story Mimes





5 Please Don't Eat Me!

Language

- *crocodile, fish, rabbit, rattlesnake, tiger; desert, jungle, river, sand, tree; tea; drive, eat, go on tiptoes, hop, look for, swim, walk*
- present continuous, imperatives, *there's*

Drama focus

- supporting meaning through actions

Materials

- Photocopy 5A, one per pupil
- Photocopy 5B (each page enlarged 141% to A3 and made into 2 masks), one set of 4 masks per group of 7+ pupils
- **Props:** a rattle for each group (e.g. a plastic or metal container with dried beans inside)

Getting started

- 1 To introduce the topic, ask what pupils want for lunch / dinner (whatever their next meal will be). Teach / Review *tea* as a light early evening meal. Then talk about what different animals eat.
- 2 Teach / Review the animal words from the rhyme on Photocopy 5A using mime or board pictures. Discuss where each animal lives and teach / review *river, jungle, desert*.
- 3 If you want the children to make the masks in class, divide the class into groups of seven or more and explain that each group needs to make four masks. Give out Photocopy 5B and the necessary materials to do this now (see Introduction).

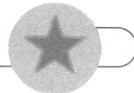
Drama activity

- 4 Give out Photocopy 5A. Explain that the text is a rhyme that they are going to act out.
- 5 Read the rhyme right through rhythmically. Children follow the words as you read.
- 6 Check comprehension of any difficult words or phrases. Explain that *scummy* is a children's expression to talk about food that you like.
- 7 Read the rhyme again line by line, and ask the pupils to repeat. In particular, practise with them the sentence stress of the line:

● ● ● ●
Please don't eat me!

Encourage them to copy your exaggerated stress and intonation.

- 8 If you want the pupils to learn the rhyme off by heart, you may like to use the disappearing text technique (see Introduction).
- 9 Discuss the actions that the **children** in the rhyme will use: swimming, pointing, looking scared, pushing their way through trees, driving, shaking sand out of their hair, tiptoeing, etc.
- 10 Then think about the **animals**. How can pupils use their bodies to act out the different animals? For example:
crocodile: lie on the ground, with arms stretched out in front ready to snap
tiger: snarl with hands held up like claws
snake: make movements with one arm
rabbit: crouch down and hop using hands and feet
- 11 If you have not already done so, divide the class into groups of seven or more. The groups allocate roles: four pupils are animals (using the masks). The others are children. You could also provide each group with a rattle to use for rattlesnake sound effects. They use chairs to sit on while driving in the desert.
- 12 The groups practise performing the rhyme. If possible, give each group some space away from desks to work in, so that they can move around freely.
- 13 When everyone is ready, each group performs the rhyme for the rest of the class.
- 14 For feedback ideas, see Introduction.
- 15 When time allows in another lesson, the children can swap roles so that they all have a turn at wearing a mask.



5A Please Don't Eat Me!

Children: We're swimming in the river,
Fish everywhere.
Look, there's a crocodile.
Look, over there!

Crocodile: Hello, scrummy children.
I'm looking for my tea.

Children: Bye bye, hungry crocodile.
Please don't eat me!

Crocodile: SNAP!



Children: We're walking in the jungle,
Trees everywhere.
Look, there's a tiger.
Look, over there!

Tiger: Hello, scrummy children.
I'm looking for my tea.

Children: Bye bye, hungry tiger.
Please don't eat me!

Tiger: ROAR!



Children: We're driving in the desert,
Sand everywhere.
Look, there's a rattlesnake.
Look, over there!

Snake: Hello, scrummy children.
I'm looking for my tea.

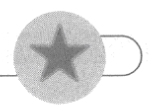
Children: Bye bye, hungry rattlesnake.
Please don't eat me!

Snake: HISS!

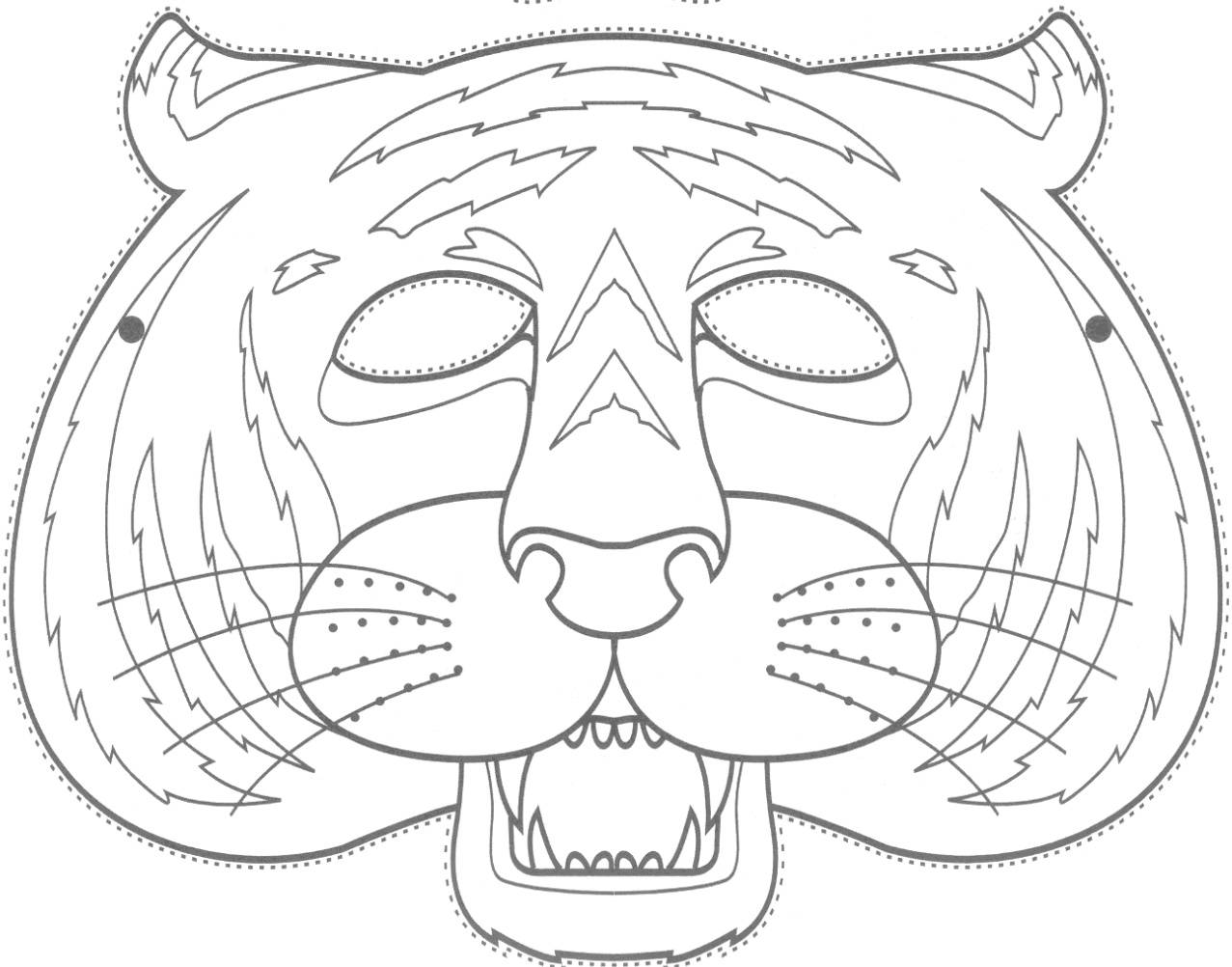
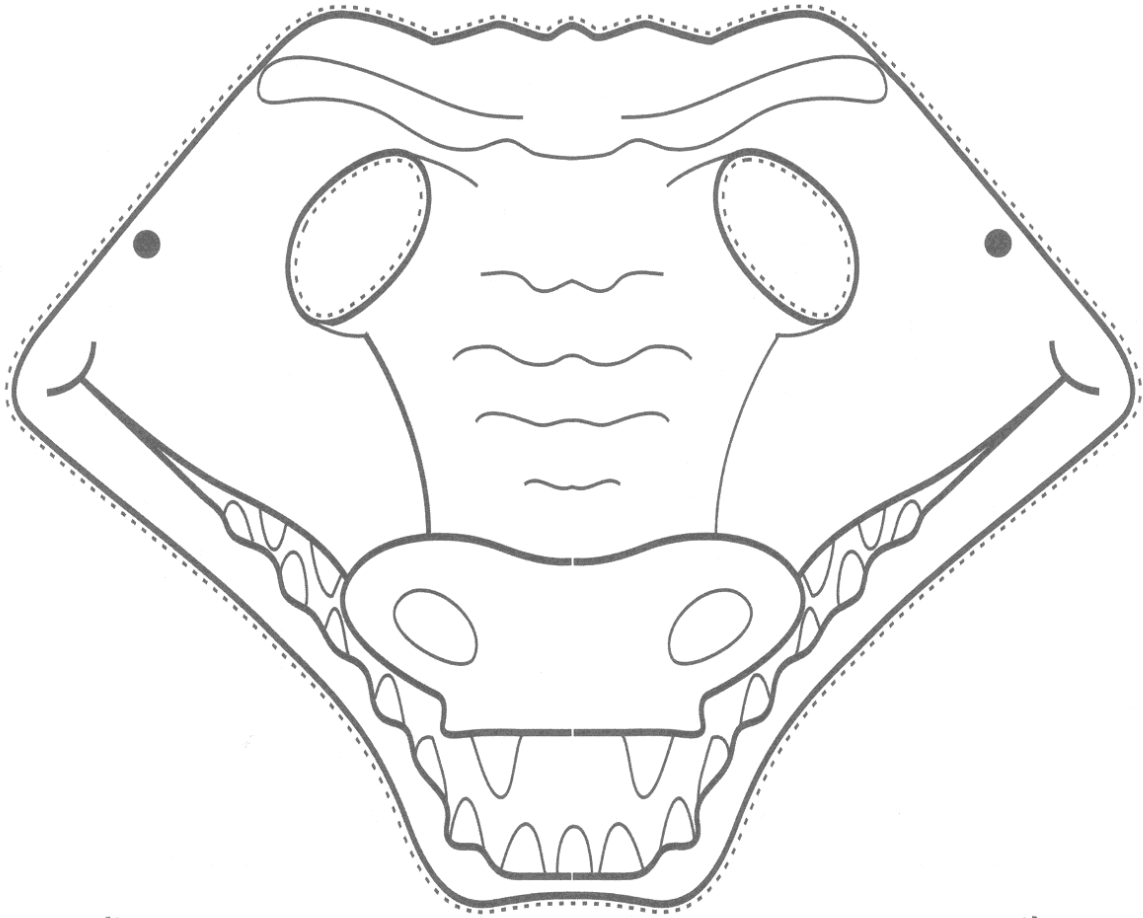


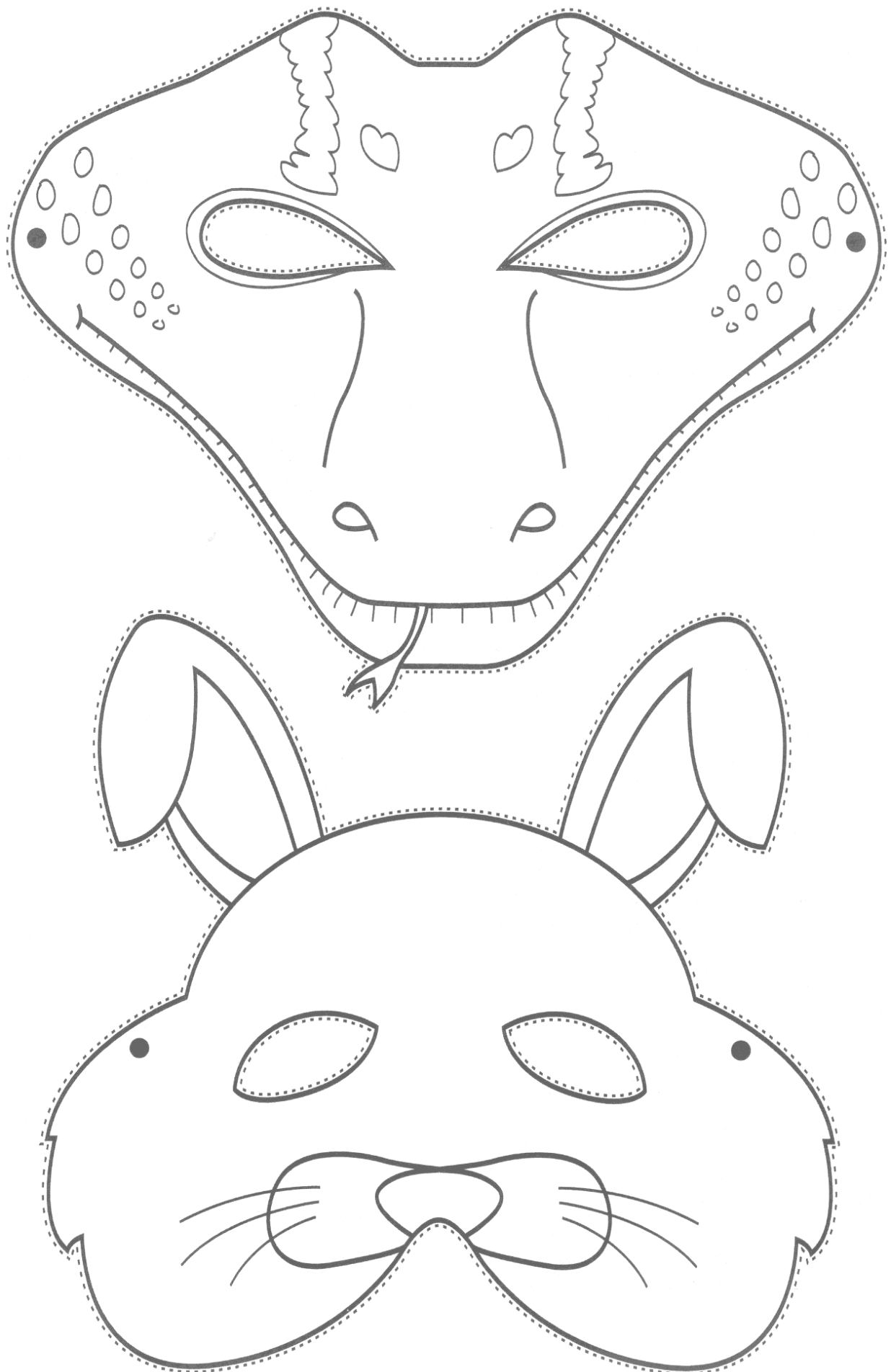
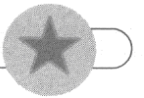
Children: We're going home on tiptoes,
Danger everywhere.
Look, there's a rabbit.
Look, over there!

Rabbit: Hello, hopping rabbit.
We're looking for our tea.
Bye bye, hungry children.
Please don't eat me!



5B Please Don't Eat Me!





6 A Bad Morning

Language

- *bathroom, bedroom, hall, kitchen, sitting room; behind, in, on, under; bed, cupboard, sofa; bag, coat, jumper, shoes, sock, trainers, T-shirt; apple, biscuit, get, hurry up, look, sweet, try*
- questions with *be*, imperatives

Drama focus

- performing a play
2+ lessons: If you want to invite parents or other classes in for a real performance, you may need extra rehearsal time.

Materials

- Photocopy 6A, one of each page per pupil
- Photocopy 6B, one per pupil
- **Props:** a big school backpack, an adult-sized jumper and a pair of shoes, to look too big when worn by a child in the class; a sweet, a biscuit, an apple core, a T-shirt, a sock, and a trainer

Getting started

- 1 Introduce the topic by saying that pupils are going to perform a play called *A Bad Morning*. Talk about some of the things that can go wrong before they leave for school in the morning.
- 2 Teach / Review the rooms, furniture and clothes vocabulary listed above, by drawing on the board.
- 3 Give out Photocopy 6B. The pupils find the items in the house then complete the sentences.
Answers: 1 bedroom 2 bathroom 3 kitchen 4 hall 5 sitting room
- 4 Explain that the picture shows the Parker family's house on a normal morning, but that the play is about a different morning – when things aren't in their normal place.
- 5 Teach / Review *in, on, under* and *behind*, by drawing on the board or with a pencil and a box.

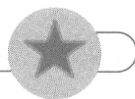
Drama activity

- 6 Give out Photocopy 6A. Read out the whole play. Pupils follow the words.
- 7 Discuss what happens, to check the general level of understanding, and then check comprehension of any difficult words and expressions.
- 8 Begin reading the play again, but stop before Max enters the kitchen. Ask individual pupils to read out the same section. Help with pronunciation.

- 9 Ask pupils to suggest actions for Oliver as he looks for his jumper. Explain that they can use and adapt these for all the other characters, and that the language in the rest of the play is similar to the section that they have just rehearsed.
- 10 Put pupils into groups of seven. If you have different numbers, Mum can take on Dad's lines, and Emily can take on Tara's. The pupils allocate roles within their groups. Point to Luke in the picture at the end and explain that he is only two. The actor should walk crouched down to seem shorter, and use a baby voice.
- 11 Each group needs to set up their house: a kitchen with space for the whole group to move in, a sitting room with a sofa, a hall with a cupboard and a bedroom with a bed. One way to do this is to position three desks, labelled *cupboard, bed* and *sofa*, around a central area. Encourage children to mime opening and closing the door as they enter or leave a room. They could also pretend to walk up the stairs to get to the bedroom.
- 12 In groups, they practise the play. Walk round and encourage them to use plenty of actions and facial expression.
- 13 When everyone is ready, each group performs the play for the rest of the class.
- 14 For performance and feedback ideas, see Introduction.

Alternative idea

Groups can personalise their plays by choosing their own disgusting items to find under the bed, sofa and cupboard.



6A A Bad Morning



Dad: Hurry up, everyone!

Mum: Time for school!

Luke: School! Hooray!

Dad: No, Luke. You stay at home.

Mum: School is only for big boys and girls.



Oliver: Dad, where's my jumper?

Dad: Try your bedroom.

Oliver: No, it isn't there.

Dad: Are you sure? Look again!

Oliver: Is it on the bed? No! Is it in the bed? No! I know! Maybe it's **under** the bed. An old apple – yuk! ... A smelly sock – phew! ... But no jumper. Where is it?



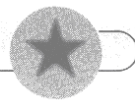
Max: Mum, where's my bag?

Mum: Try the sitting room.

Max: No, it isn't there.

Mum: Are you sure? Look again!





Max: Is it on the sofa? No! Is it **behind** the sofa? No! I know! Maybe it's **under** the sofa. An old sweet – yuk! ... A smelly trainer – phew! ... But no bag. Where is it?

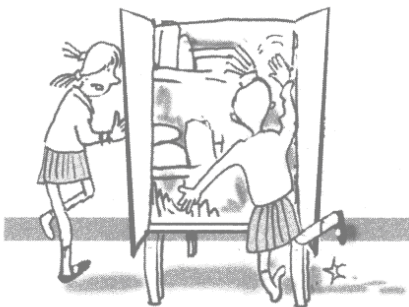


Tara: Dad, where are our shoes?

Dad: Try the hall.

Emily: No, they aren't there.

Dad: Are you sure? Look again!



Tara: Are they in the cupboard? No!

Emily: Are they **behind** the cupboard? No!

Tara: I know! Maybe they're **under** the cupboard. An old biscuit – yuk! ...

Emily: A smelly T-shirt – phew! ...

Tara: But no shoes. Where **are** they?



Dad: Get your coats! Hurry up!

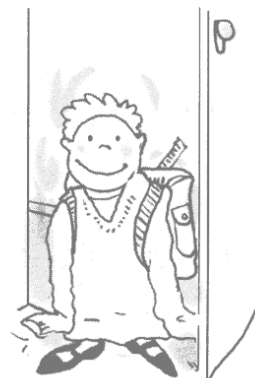
Oliver: But I haven't got my jumper.

Max: I haven't got my bag.

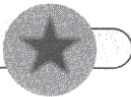
Tara / Emily: We haven't got our shoes!

Mum: And I haven't got Luke.

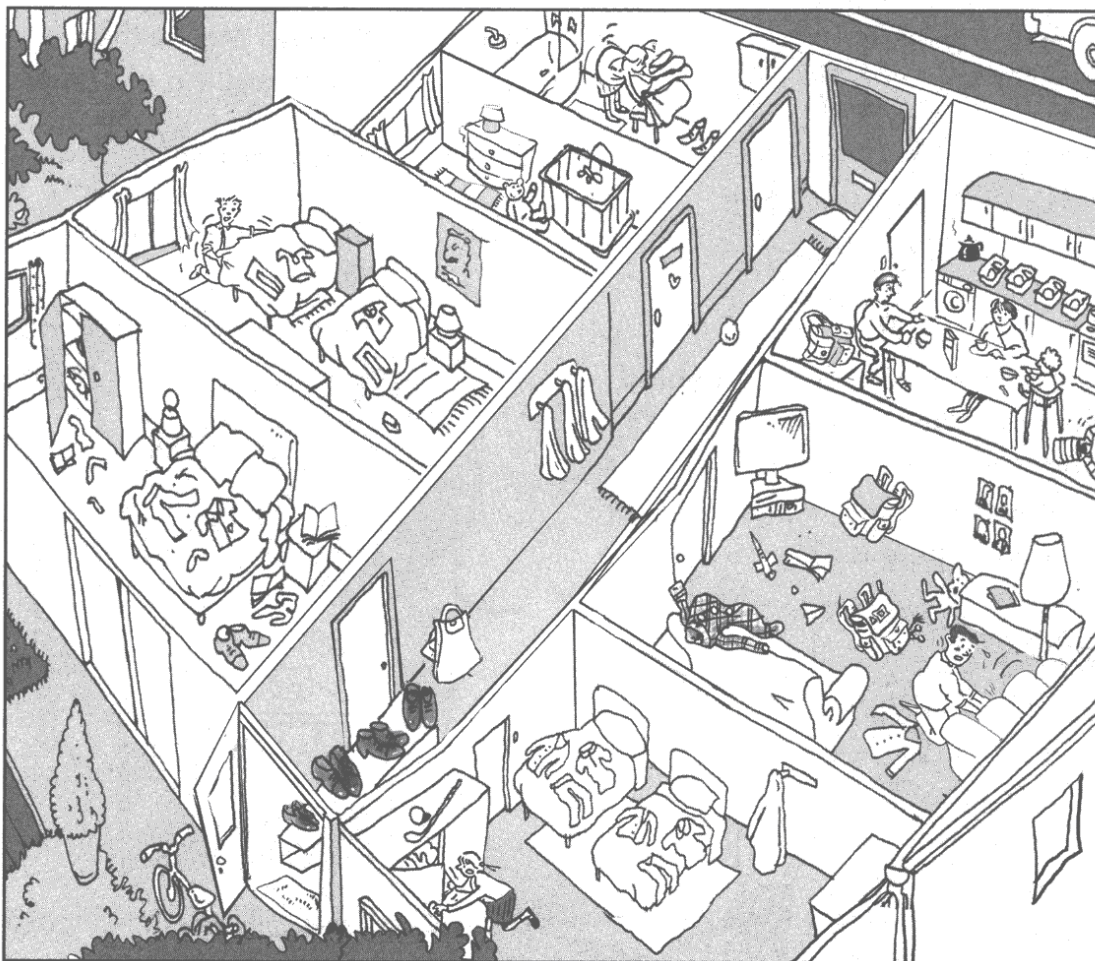
Everyone: Luke, Luke, where are you?



Luke: I'm a big boy now. Time for school!



6B A Bad Morning



Find and write.

bathroom bedroom hall kitchen sitting room



1 Oliver is in the bedroom.



2 Mum's shoes are in the



3 Luke's jumper is in the



4 Tara's school bag is in the



5 Emily's coat is in the

7 On the Bus

Language

- *airport, beach, cinema, hospital, museum, park, shopping centre, supermarket, swimming pool*
- *be, have got, present continuous, imperatives, let's*

Drama focus

- expressing character through the voice
 - performing a play
- 2+ lessons: If you want to invite parents or other classes in for a real performance, you may need extra rehearsal time.

Materials

- Photocopy 7A, one of each page per pupil
- Photocopy 7B, one per pupil
- **Props:** a big rucksack and a bus steering wheel (e.g. a long cardboard tube from wrapping paper: bend it into a circle and tuck one end into the other, then roll up newspaper to make two strips and attach them as a cross in the middle of the wheel)

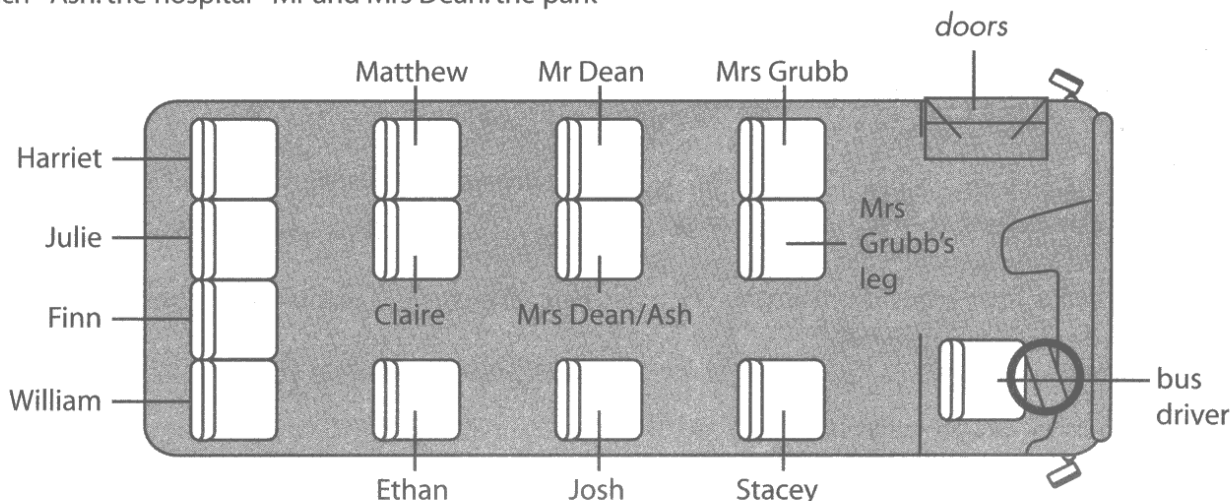
Getting started

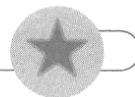
- 1 Introduce the topic by talking about pupils' favourite places in their town / city.
- 2 Teach / Review the place words on Photocopy 7B, using mime, clues or board pictures.
- 3 Give out Photocopy 7B. Explain that pupils are going to perform a play about these characters getting on a bus. Ask them to call out ideas of where each person might be going.
- 4 The pupils then draw along the maze paths to check their answers. Check with the class.

Answers: Karen: the airport Teacher and children: the museum Charmaine: the shopping centre Josh and Stacey: the cinema Mrs Grubb and Scruff: the supermarket Matthew, Claire, Ethan: the swimming pool Julie, Harriet, William, Finn: the beach Ash: the hospital Mr and Mrs Dean: the park

Drama activity

- 5 Allocate a role for each child. As well as the characters on Photocopy 7B, you need a bus driver and one or two pupils to do the sound effects of the bus doors every time they open or close. The number of schoolchildren is flexible, and Mrs Grubb could have several dogs if you have a big class. For a smaller class, the bus driver can do the bus sound effects and you can double up other roles (reducing the number of seats on the bus).
- 6 Give out Photocopy 7A. Read the play together. Give help with pronunciation and meaning as necessary.
- 7 Use chairs to set up the bus as shown in the diagram below. You may want to label the chairs with the characters' names as shown in the diagram for rehearsal purposes. Once the children know the play well, these can be removed in order to give a real performance.
- 8 Practise the play, with actions and sound effects, until you are ready for the performance. Practise carefully the moment when Mrs Grubb falls. Ash should be there to break her fall, and the dog must not land on top of her. Similarly, be careful that Charmaine only *pretends* to tread on the dog's foot (which will actually be a child's hand).
- 9 For performance and feedback ideas, see Introduction.





7A On the Bus



Ash: A ticket to the hospital, please.

Bus driver: That's one pound, please.

Ash: Here you are.

Bus driver: Are you ready? Then let's go!

Bus: Pshhht! *[closing the door]*
Brmm brmm brmm brmm
Brmm brmm brmm brmm
Pshhht! *[opening the door]*



William: Mum, where's my drink?

Finn: Where are the sweets?

Harriet: What's in here?

Julie: Sit down now!

Bus driver: Are you ready? Then let's go!

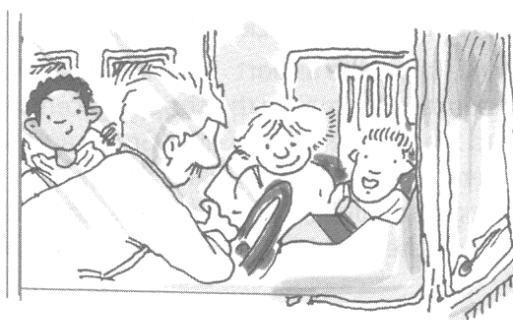
Bus: Pshhht! *[closing the door]*
Brmm brmm brmm brmm
Brmm brmm brmm brmm
Pshhht! *[opening the door]*



Julie: Four tickets to the beach, please.

Bus driver: That's four pounds, please.

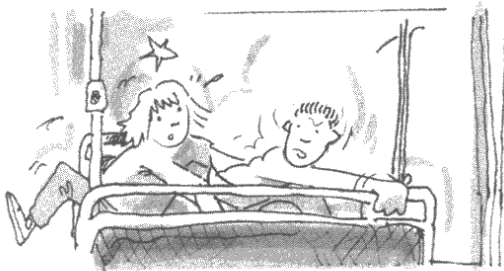
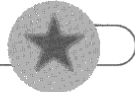
Julie: Here you are.



Matthew: Three tickets to the swimming pool, please.

Bus driver: That's three pounds, please.

Matthew: Here you are.



Claire: That's my seat by the window!

Matthew: No, mine!

Claire: Oooh!

Bus driver: Are you ready? Then let's go!

Bus: Pshhht! [closing the door]
Brmm brmm brmm brmm
Brmm brmm brmm brmm
Pshhht! [opening the door]



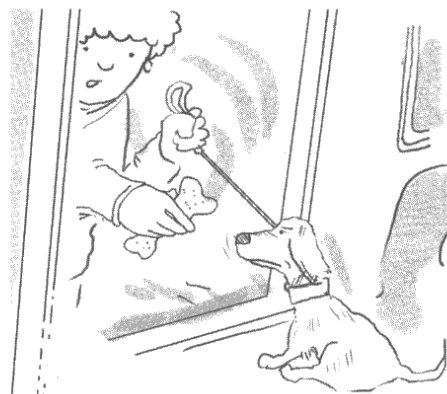
Scruff: Woof! Woof!

Mrs Grubb: A ticket to the supermarket, please.

Bus driver: That's one pound, please.

Mrs Grubb: Here you are. Come on, Scruff.

Scruff: [whines]



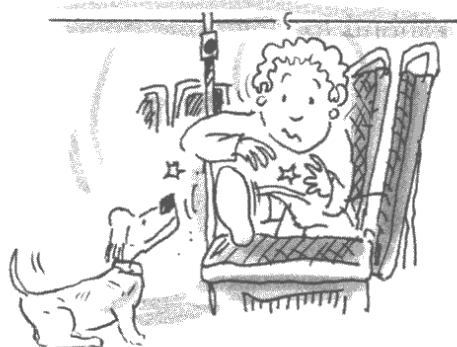
Mrs Grubb: Look, Scruff. A biscuit!

Scruff: Woof! Woof!



Mrs Grubb: Oooh-oooh-oooh!

Ash: Are you OK?



Mrs Grubb: Ow! My leg! My leg!

Ash: Come and sit here.

Bus driver: Are you ready? Then let's go!

Bus: Pshhht! [closing the door]
Brmm brmm brmm brmm
Brmm brmm brmm brmm
Pshhht! [opening the door]



Josh: Two tickets to the cinema, please.

Bus driver: That's two pounds, please.

Stacey: Here you are.

Ethan: What's on at the cinema?

Josh: The new *Mission Impossible*.

Ethan: Cool!

Stacey: Yeah!

Bus driver: Are you ready? Then let's go!

Bus: Pshhht! [closing the door]
Brmm brmm brmm brmm
Brmm brmm brmm brmm
Pshhht! [opening the door]



Mrs Dean: We're going to our friend's house. Her name's Doris and ...

Bus driver: Which bus stop?

Mrs Dean: The park. Her house is near there. She's got ten cats, you know, and ...

Bus driver: So, two tickets to the park?

Mr Dean: Yes, please.

Bus driver: That's two pounds, please.

Mr Dean: Here you are.

Mrs Dean: Oh dear! Only one seat!

Ash: Have my seat.

Mr Dean: That's very kind.

Mrs Dean: Thank you.

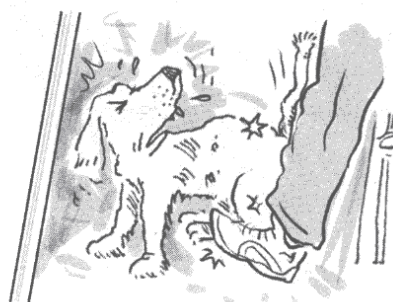
Bus driver: Are you ready? Then let's go!

Bus: Pshhht! [closing the door]
Brmm brmm brmm brmm
Brmm brmm brmm brmm
Pshhht! [opening the door]

Charmaine: A ticket to the shopping centre, please.

Bus driver: That's one pound, please.

Charmaine: Here you are.



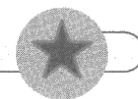
Charmaine: No seats? Oh dear.

Scruff: Ooow!

Charmaine: Sorry, dog. Are you OK?

Mrs Grubb: Don't worry, dear.

Charmaine: Poor dog ... I'm going to the shops. I really want an MP3 player.



Mrs Grubb: That's nice, dear.

Mrs Dean: [to Mr Dean] What's an MP3, dear?

Mr Dean: The robot from those *Star Wars* films, I think ...

Matthew / Claire: [laugh]

Bus driver: Are you ready? Then let's go!

Bus: Pshhht! [closing the door]
Brmm brmm brmm brmm
Brmm brmm brmm brmm
Pshhht! [opening the door]

Teacher: Ten* tickets to the museum, please.

Bus driver: That's ten* pounds, please.

Teacher: Here you are.

Child 1: Look! Most children are on holiday this week.

Child 2: It's not fair.

Child 3: And there's no space in here!

Child 4: Ow, my arm!

Child 5: Careful! Don't push!

Teacher: Be quiet, children!

Bus driver: Are you ready?
Then let's go!

Bus: Pshhht! [closing the door]
Brmm brmm brmm brmm
Brmm brmm brmm brmm
Pshhht! [opening the door]



Everyone: Oh no!

Karen: A ticket to the airport, please.

Bus driver: That's one pound, please.



Bus driver: Are you ready? Then let's go!

Bus: Pshhht! [closing the door]
Brmm brmm brmm brmm
Brmm brmm brmm brmm



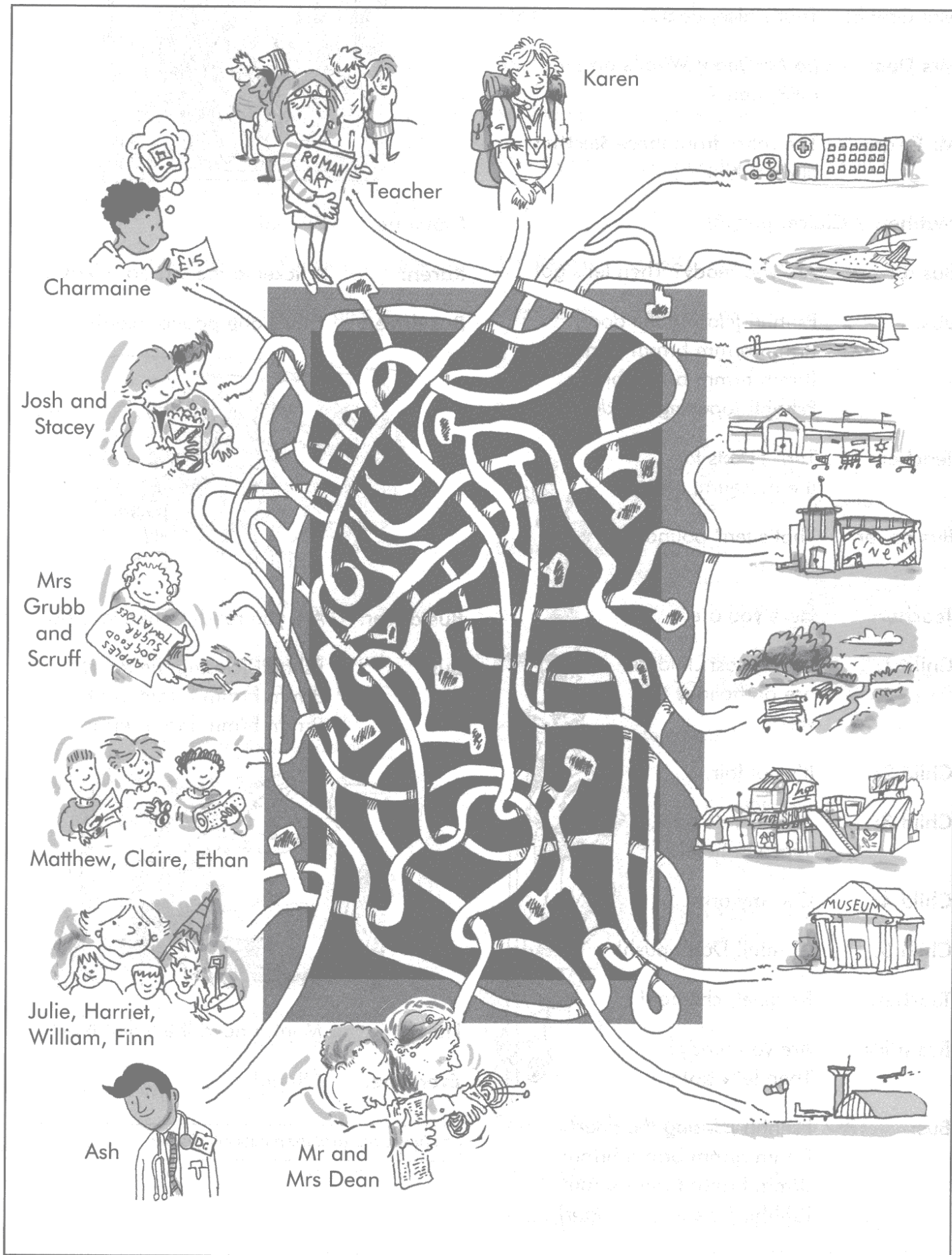
Harriet: Mum, I need the toilet! Now!

Everyone: Oh no!

* Change this to fit the number of children.



7B On the Bus



8 Snowman

Language

- arms, eyes, head, nose, tummy; buttons, hat, scarf; carrot, snowball, snowman, stick, stone, sun
- present simple of be

Drama focus

- supporting meaning through actions (in a poem suitable for Christmas)

Materials

- Photocopy 8A, one per pupil
- each pair needs either Photocopy 8B or Photocopy 8C (cut up)

Getting started

- 1 To introduce the topic, draw a basic snowman outline on the board, with no eyes, hat, or other details. Say and write *snowman*.
- 2 Point to his tummy, and teach / review the English word. Discuss what it's made with, to teach *snowball*.
- 3 Ask individual pupils to come up to the board and add something to the snowman drawing: his hat, scarf, eyes, nose, arms, buttons, etc. Teach / Review each English word as they do so. Then discuss how you can make these things for a snowman and elicit / teach *stone, carrot, stick*.
- 4 Divide the class into groups of four. Give one pair in each group Photocopy 8B and the other pair Photocopy 8C. In pairs, they order the pictures.
- 5 They swap cards with the other pair to check.
- 6 Check their answers, using English words as much as possible. (The pictures appear in the correct order on pages 35 and 36 of this book.)

Drama activity

- 7 Give out Photocopy 8A. Explain that they are going to act out a poem about a snowman.
- 8 Read the poem right through. The pupils follow.
- 9 Check comprehension of any difficult words or phrases. Give the L1 translations of *bigger* and *smaller*. It doesn't matter if the structure is unfamiliar as the meaning in the context is clear.
- 10 If possible, make a circle in a large area away from desks, so that pupils can move freely.

- 11 Read out the text and do the actions for the pupils to copy. You can either follow the suggestions below, or ask pupils to suggest their own actions:

First a small snowball.

Start crouched on the floor curled into a tight ball.

Bigger and bigger.

Straighten your legs, but hug your knees and keep your head down.

A big tummy ... and a head.

Bring your arms out in a circle in front of you.

Straighten your back. Pop your head up when you say *head*. Keep your eyes closed.

Two little stones for his eyes.

Open your eyes.

A big carrot for his nose.

Make a fist on your nose, then move it away.

Sticks for arms.

Move your arms away from your body suddenly.

A hat ... and a scarf.

Pretend to put on a hat and a scarf.

Some buttons too. He's ready.

Pretend to place buttons down your tummy.

Wow! He's great! He's fantastic!

Stick your arms out at your sides again and smile.

Oh no! The sun! He's smaller now.

Look up at the sun and shrink away. Look worried.

Smaller and smaller and smaller!

Bend your knees and curve your back slightly.

Oh no! Where is his nose?

Feel on your face for your nose in a panic.

And where are his arms?

Still bent down, look down at your shoulders in panic, with your arms tight against your body.

A small ball of snow.

Bend down until you are in the starting position.

Then ... nothing.

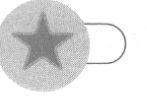
Lie flat on the floor, flat on your face.

- 12 Read out the text straight through and ask the pupils to do the actions.

- 13 Practise the performance of the rhyme. For performance and feedback ideas, see Introduction.

Follow-up activity

- Ask: *What does one snowman say to another snowman?* The pupils look at the letters round the border of Photocopy 8A and find the answer: *Ice to meet you.*



8A Snowman

Snowman

First a small snowball.

Bigger and bigger.

A big tummy ... and a head.

Two little stones for his eyes.

A big carrot for his nose.

Sticks for arms.

A hat ... and a scarf.

Some buttons too. He's ready.

Wow! He's great! He's fantastic!

Oh no! The sun! He's smaller now.

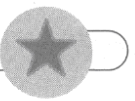
Smaller and smaller and smaller!

Oh no! Where is his nose?

And where are his arms?

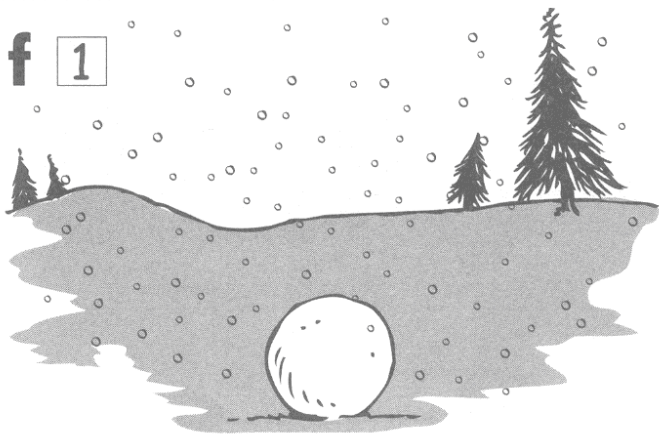
A small ball of snow.

Then ... nothing.



8B Snowman

f 1



a



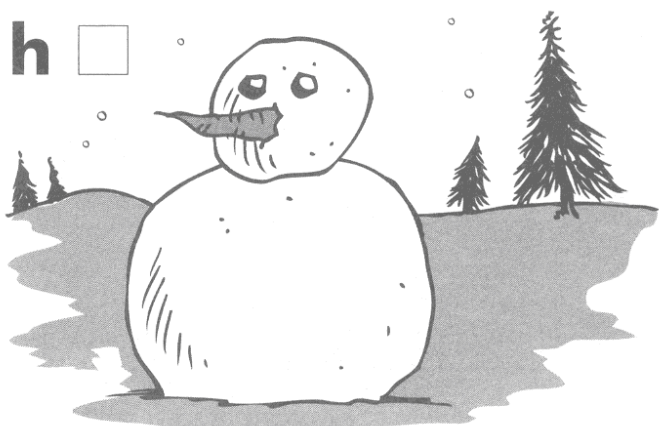
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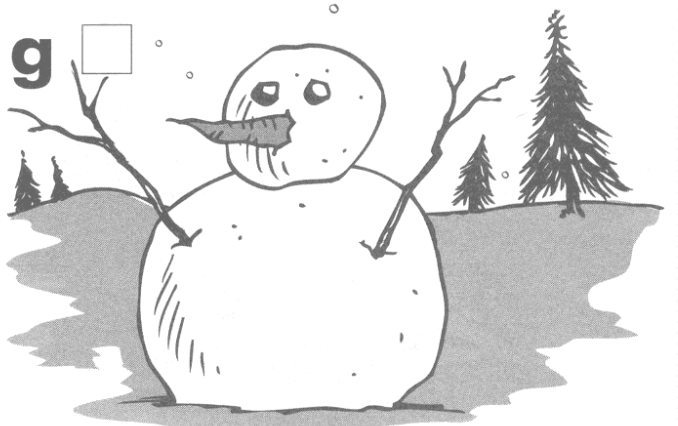
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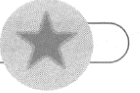


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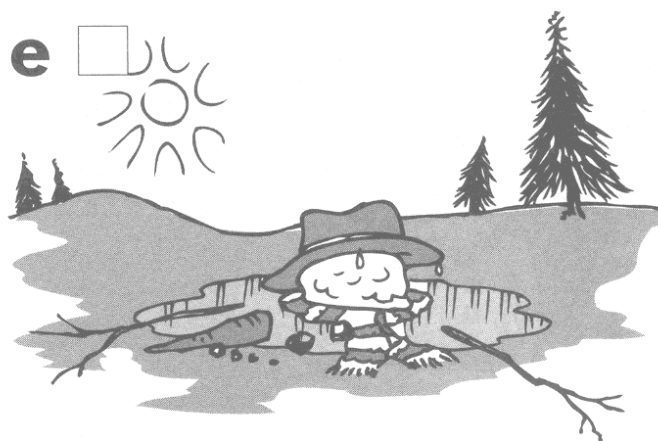
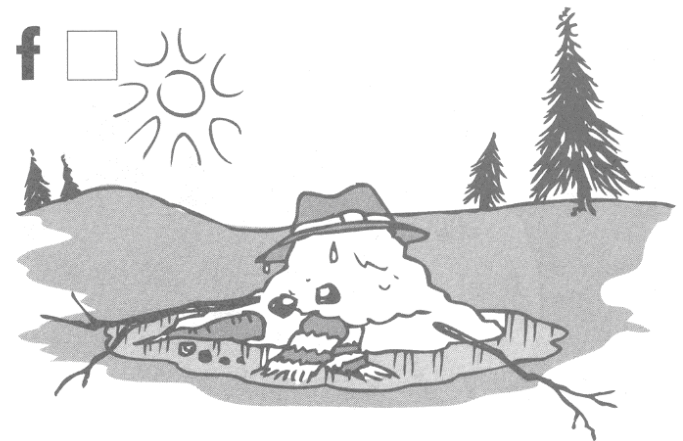
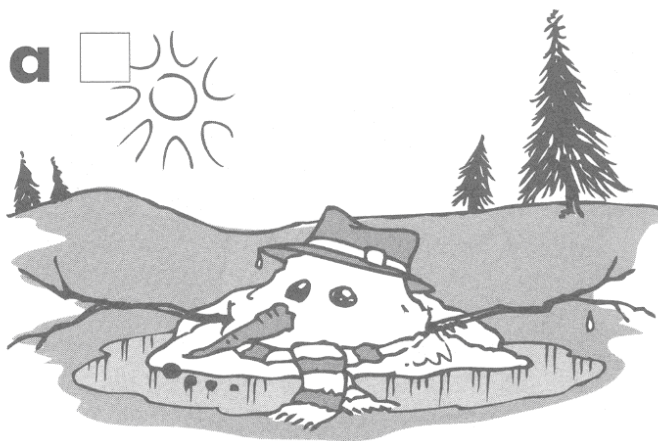
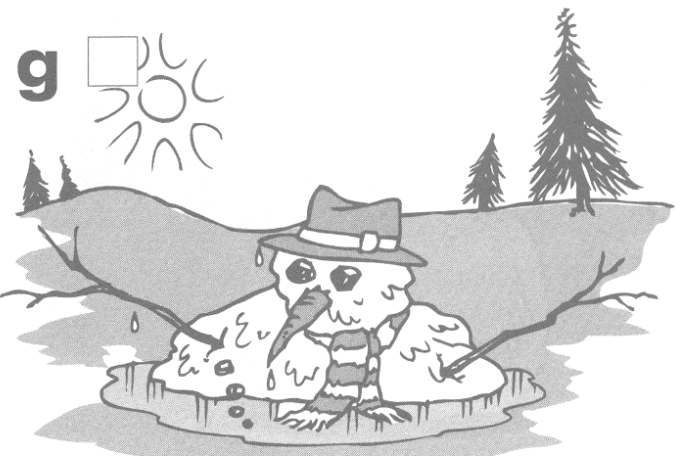


b





8C Snowman



9 Favourites Game

Language

- *black cat, camera, car, dress, fish, football, frog, iPod, magic, party, sleep, snow, swimming, TV*
- *I like ... , Do you like ... too?, Are you ... ?*

Drama focus

- expressing character through actions and with the voice

Materials

- Photocopy 9A, one of each page per pupil

Getting started

- 1 Introduce the topic by talking about pupils' favourite things.
- 2 Teach / Review *I like ...* and the question *Do you like ... ?* Also teach / review the vocabulary from Photocopy 9A using mime or board pictures.

Drama activity

- 3 Give out Photocopy 9A. Tell the class that they are going to play a game in which they become some of these characters and talk about what they like. Explain that the characters like different things, but some of them like the same thing, so it's important to use your voice and to do actions to help the class guess who you are.
- 4 Demonstrate the game yourself by choosing a character from Photocopy 9A, e.g. Toffee, the cat. Using a cat-like voice, say: *I like sleep* and yawn like a cat, or another cat action. Pupils look at the pictures and guess which of the characters who like sleep you are. To check their guess, they ask: *Do you like fish too? Do you like black cats too? Are you Toffee?*
- 5 Ask two or three pupils to act out a character for the whole class to guess.
- 6 Divide the class into groups to play the game. Allow time for them to have several goes each.
- 7 For feedback ideas, see Introduction.

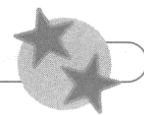
Alternative ideas

For a simpler game, children just say *My name's (character)* using the voice of one of the characters and actions too, and the rest of the pupils decide whether this is true or false.

For a more advanced game, write extra information on the photocopies, e.g. things that the characters don't like, or things that they can or can't do.

Follow-up activity

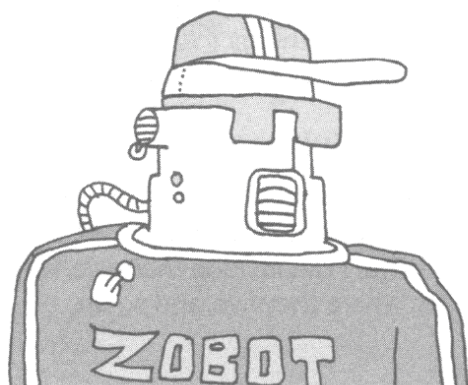
- Pupils choose one of the characters and write a paragraph about them, inventing any details as necessary. They can include their age, their family, their pets, where they live, and so on.



9A Favourites Game

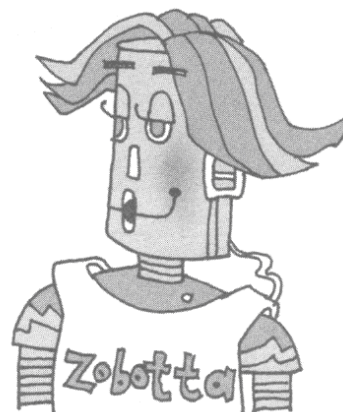
ZOBOT

Favourite things:
cars, cameras, TV



ZOBOTTA

Favourite things:
dresses, football, iPods



OLIVIA

Favourite things:
parties, snow, swimming



BERT

Favourite things:
football, cars, sleep



GABRIELLA

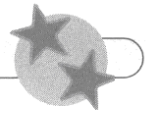
Favourite things:
parties, cameras, dresses



GITA

Favourite things:
snow, swimming, TV



**TOFFEE**

Favourite things:

sleep, fish, black cats

**ADAM**

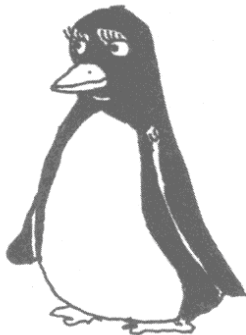
Favourite things:

cameras, iPods, parties

**PENNY**

Favourite things:

fish, swimming, snow

**DRUSILLA**

Favourite things:

black cats, frogs, magic

**ESMERALDA**

Favourite things:

frogs, dresses, magic

**MIKE**

Favourite things:

TV, cars, football



10 Shoes Game

Language

- *build, dance, ride, swim, walk, work; circus, dance class, horse, house, party, sea, woman; ballet shoes, clown shoes, cowboy boots, flip-flops, flippers, high-heeled shoes, steel-capped boots, wellies*
- present continuous

Drama focus

- conveying meaning through mime

Materials

- Photocopy 10A, one per pupil

Getting started

- 1 Introduce the topic by asking pupils what shoes or boots they have, other than the ones they are wearing. Discuss when and for what activities they wear their different footwear.
- 2 Teach / Review the vocabulary from the exercise at the bottom of Photocopy 10A, using mime or board pictures.
- 3 Give out Photocopy 10A to each pupil. Say the shoe types for the pupils to repeat.
- 4 In pairs, they talk about the different types of shoe and match them with the sentences. Check answers.

Answers: 1d 2f 3b 4h 5a 6g 7c 8e

- 5 Encourage pupils to think of other situations in which people might wear the various shoes. Write any useful phrases that come up on the board.

Drama activity

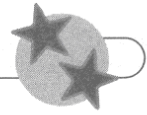
- 6 Mime wearing a pair of shoes from the photocopy. Pupils describe your actions in as much detail as they can, then guess the shoes you are wearing. For example, you could do the following mimes for flip-flops (picture g):
Walk across a beach – elicit *You're walking*.
Spread out your towel on the sand – elicit e.g. *You're putting something on the ground*.
Take off your T-shirt – elicit e.g. *You're taking off your clothes*.
Kick off your flip-flops – elicit e.g. *You're taking off your shoes*.
Lie down to sunbathe – elicit e.g. *You're lying on the ground / You're sunbathing*.
The language that you elicit can be tailored to the level of your class, ranging from a single word (e.g. *beach*) to complex sentences with connectors.

- 7 Ask a few children to mime wearing a pair of shoes for the whole class to guess. Then pupils continue the game in small groups, in a clear open space if possible. Allow time for everyone to have at least two turns.

- 8 For feedback ideas, see Introduction.

Follow-up activity

- Bring into class a collection of real hats (or pictures) for a similar miming game. Good choices include the following: a swimming cap, a warm winter hat, a sunhat, a cycling helmet, a horse-riding hat, a builder's hard hat, a crown, etc.



10A Shoes Game



a high-heeled shoes



e cowboy boots



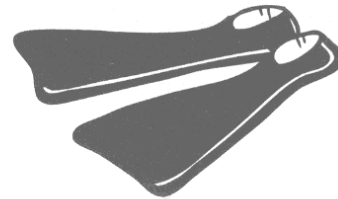
b ballet shoes



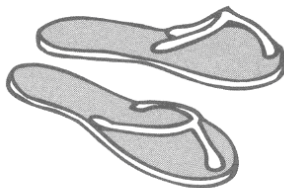
f wellies



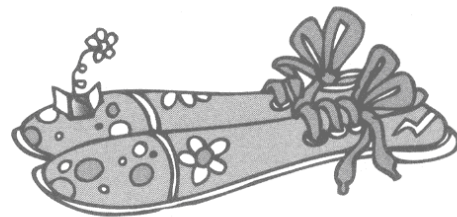
c steel-capped boots



g flippers



d flip-flops



h clown shoes

Which shoes do you want?

1 You're at the beach.

☒

2 You're walking in the rain.

☐

3 You're in a dance class.

☐

4 You're working at the circus.

☐

5 You're a woman at a party.

☐

6 You're swimming in the sea.

☐

7 You're building a house.

☐

8 You're riding a horse.

☐

11 That Child in the Mirror

Language

- *brush my teeth, comb my hair, put on socks / underwear, stretch up high, touch my toes, try on clothes, wash my face; feel great / mad / sad / tired*
- present simple, present continuous, *So does he, So is he*

Drama focus

- coordinating actions in pairs
- supporting meaning through actions

Materials

- Photocopy 11A, one per pupil

- 8 Read out the text line by line. The pupils in each pair take it in turns to think of a suitable action or expression. Their partner copies it as accurately as possible, as if they were a mirror image.
- 9 Read out the text straight through and ask the pupils to do their actions.
- 10 Practise the performance of the rhyme. For performance and feedback ideas, see Introduction.

Getting started

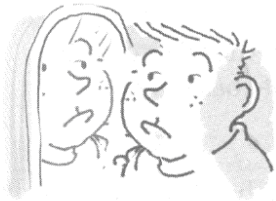
- 1 Introduce the topic with a mirror image game. Put pupils into pairs, in a space away from their desks if possible. They take turns to make movements for their partner to copy like a mirror. Explain before they start that they can do any actions, but that they mustn't move around the classroom.
- 2 Call the class back together. Discuss the things that people do while looking in the mirror (e.g. *comb their hair*, etc.). Encourage the children to use as much English as possible but accept ideas in L1 too at this stage.
- 3 Teach / Review the expressions for daily routines, actions and feelings in the rhyme, using mime or board pictures.
- 4 Give out Photocopy 11A. Pupils read the rhyme and number the pictures 1–12, according to the order in which they appear in the rhyme. Check answers.

Answers: 1g 2d 3c 4l 5e 6b 7i 8f 9h 10k 11j 12a

Drama activity

- 5 Read the rhyme right through. Pupils follow the words as you read. Read the last line of each verse slowly, in an annoyed tone and with exaggerated stress and intonation.
- 6 Check comprehension of any difficult words or phrases, e.g. *So does he* and *So is he*.
- 7 Pupils work again in their pairs, in a space away from their desks if possible.

11A That Child in the Mirror

a

I hate that child in the mirror.

He's* always copying me.

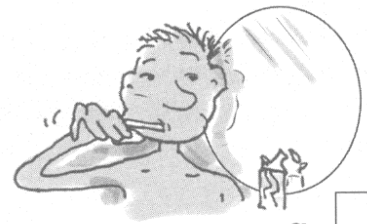
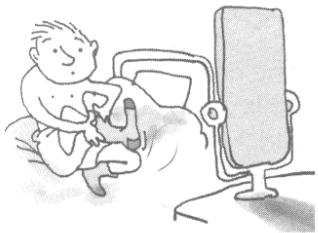
When I brush my teeth,

When I comb my hair,

When I put on socks

And underwear,

So does he*!

g 1b h c

I hate that child in the mirror.

He's* always copying me.

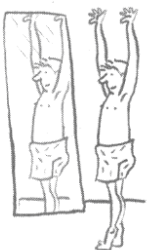
When I stretch up high,

When I touch my toes,

When I wash my face,

When I try on new clothes,

So does he*!

i d j e

I hate that child in the mirror.

He's* always copying me.

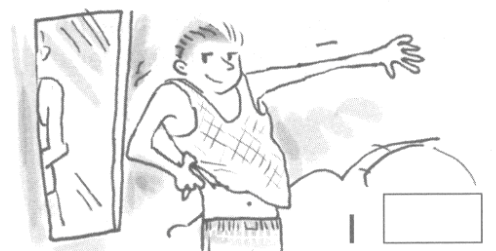
When I'm feeling tired,

When I'm feeling mad,

When I'm feeling great,

When I'm feeling sad,

So is he*!

k f l

* Girls in the class say 'She's' for 'He's' and 'she' for 'he'.

12 One Kid Goes to France

Language

- Egypt, England, France, Greece, Italy, Spain, the Alps, the States; mountain, temple, tower; climb, cross, photograph, play, race, ride, ski, sunbathe; down, in, on, to
- present simple

Drama focus

- coordinating actions and timing as a group
- supporting meaning through actions

Materials

- Photocopy 12A, one per pupil

Getting started

- 1 Introduce the topic by talking about countries that pupils have visited and what they did there.
- 2 Teach / Review the countries and places in the rhyme, using a map of the world and board drawings.
- 3 Teach / Review the verbs in the rhyme, using mime.
- 4 Write the verbs on the board. Invite pupils to come to the front, choose a word, and mime it for their classmates to guess.
- 5 Give out Photocopy 12A. Explain that this is a rhyme that they are going to perform.
- 6 First, they complete the rhyme with the verbs in the box. Make sure that they understand that each verb is used twice in the same verse. Check answers.
Answers: 1 climb 2 cross 3 cross 4 ride 5 ride 6 ski 7 ski 8 photograph 9 photograph 10 race 11 race 12 play 13 play 14 sunbathe 15 sunbathe
- 7 Read out the rhyme line by line. Pupils repeat after you.

Drama activity

- 8 Explain that they are going to perform the rhyme in groups. Divide the class into groups of up to nine pupils. Each group should have a row of chairs – one fewer than the number of pupils because the pupil who is acting the dog will not need one. If there are fewer than nine pupils in a group, they simply omit the last verse(s) of the rhyme.

- 9 With one group, demonstrate first the actions for the *Four kids* verse on Photocopy 12A:
Four kids go to the Alps
The four pupils at the left end of the row stand up. The dog, to the left of the row of chairs, is on all fours, panting.
And ski down lots of mountains.
They mime skiing fast downhill. The dog can mime too if he / she wants to.
Four kids, three kids, two kids, one kid and his dog (Woof!)
On *three kids*, the pupil furthest right sits down. On *two kids* and *one kid* the next ones sit down, so that there is always the right number of children standing as they do the countdown.
Ski down lots of mountains.
The four pupils all stand up and do their skiing mime again. At the end of the verse, they all sit down.
- 10 Next explain who should say the lines in each verse:

The first two lines: the child to the right of the children standing up (in Verse 4, this will be Child 5; in Verse 5, Child 6, and so on). Child 2 therefore says the first two lines of Verse 1, and the dog and / or Child 1 can say the first two lines of the last verse.

The last two lines: everyone, but only the dog says *Woof!*

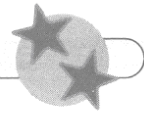
This means that the children can read the lines rather than having to learn them by heart.

- 11 In their groups, pupils practise their performance.
- 12 When everyone is ready, they perform the rhyme for the whole class.
- 13 For feedback ideas, see Introduction.

Alternative ideas

The rhyme can be performed as a song, to the tune of *One Man Went to Mow*.

Give pupils the first page only. They write more verses for the rhyme themselves, in pairs.



12A One Kid Goes to France

Complete the rhyme.

ski climb photograph cross race play ride sunbathe



One kid goes to France

And climbs the Eiffel Tower.

One kid and his dog (Woof!)

(1) **climb** the Eiffel Tower.



Two kids go to Egypt

And (2) the sand on camels.

Two kids, one kid and his dog (Woof!)

(3) the sand on camels.



Three kids go to the States

And (4) on bucking broncos.

Three kids, two kids, one kid and his dog (Woof!)

(5) on bucking broncos.



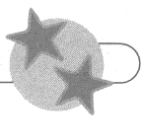
Four kids go to the Alps

And (6) down lots of mountains.

Four kids, three kids, two kids, one kid and his dog

(Woof!)

(7) down lots of mountains.



Five kids go to Greece

And (8) some temples.

Five kids, four kids, three kids, two kids, one kid
and his dog (Woof!)

(9) some temples.



Six kids go to Italy

And (10) in red Ferraris.

Six kids, five kids, four kids, three kids, two kids, one kid
and his dog (Woof!)

(11) in red Ferraris.

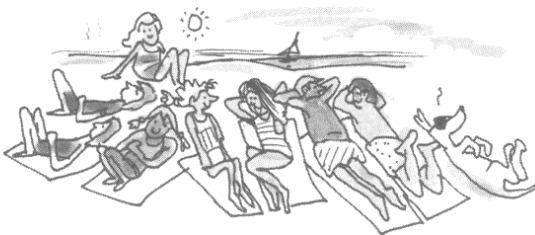


Seven kids go to England

And (12) a game of cricket.

Seven kids, six kids, five kids, four kids, three kids,
two kids, one kid and his dog (Woof!)

(13) a game of cricket.



Eight kids go to Spain

And (14) in Mallorca.

Eight kids, seven kids, six kids, five kids, four kids,
three kids, two kids, one kid and his dog (Woof!)

(15) in Mallorca.

13 Let's Go Home

Language

- *beach, park, woods, zoo; build sandcastles, climb trees, copy the monkeys, feed the penguins, find flowers / shells, fly a kite, hold the rabbits, jump the waves, play baseball / computer games / football / hide and seek, ride a scooter, swim in the sea, take photos, take the dog for a walk; it isn't windy, it's a lovely day, it's raining*
- *I like ...ing, Let's*

Drama focus

- performing a sketch

Materials

- Photocopy 13A, one per pupil
- a set of 16 cards for you from Photocopy 13B (cut up)

Getting started

- 1 Explain that pupils are going to play a mime game. Introduce the game by miming one of the actions on Photocopy 13B. Choose an activity that you think they know in English. Pupils call out what you're doing.
- 2 Teach / Review the activities on the cards. Hold them up one by one. Pupils say: *He's playing football. She's swimming in the sea, etc.* Explain if necessary that some zoos have a pets' corner or mini-farm where children are allowed to pick up or stroke the animals. Ask if anyone has been to a zoo like this and which animals they saw or touched. Encourage those who haven't been somewhere like this to say what animal they would like to meet.
- 3 Pupils take turns to come to the front of the class. They take a card and mime it for the others to guess: *You're climbing a tree / trees! You're jumping the waves! etc.*
- 4 Teach / Review the weather expressions *It's a lovely day, It's raining* and *It isn't windy* with board pictures or by referring to current or recent weather conditions.

Drama activity

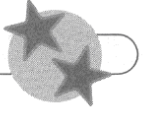
- 5 Give out Photocopy 13A. Read through the sketch while pupils follow and explain that they are going to act it out in groups.
- 6 Check comprehension of any difficult words.
- 7 Put pupils into groups of six. They allocate roles and practise performing the sketch. If one group is short, you can either miss out or double up any of the roles C–E. To cater for mixed-ability classes, note that roles A and B are the easiest as they repeat their line each time, and role F has the most challenging lines. Groups invent an action for *playing computer games*.
- 8 When everyone is ready, each group performs the sketch for the rest of the class.
- 9 For feedback ideas, see Introduction.

Alternative idea

Children write their own versions of the sketch, substituting some of the lines with different activities that they enjoy. Remind them that it helps if there is a clear action to accompany the line. They could also include different places (*museum, castle, etc.*).

Follow-up activity

- Extend practice of *Let's ...* by playing a game. Children work in the same groups as before. Read out an activity at random from any of the verses, e.g. *I like flying my kite*. The first child to put up their hand and give the correct suggestion, e.g. *Let's go to the park*, wins a point for their team.



13A Let's Go Home



A It's fun at the park.
 B It's a lovely day.
 C I like riding my scooter.
 D I like playing football.
 E I like playing baseball.
 F I like flying my kite ... but it isn't windy today.
 Let's go home. Come on!

A / B / C / D / E Oh ...

A It's fun at the zoo.
 B It's a lovely day.
 C I like feeding the penguins.
 D I like copying the monkeys.
 E I like holding the rabbits.
 F I like taking photos ... but my camera isn't working today. Let's go home. Come on!

A / B / C / D / E Oh ...

A It's fun at the beach.
 B It's a lovely day.
 C I like jumping the waves.
 D I like finding shells.
 E I like building sandcastles.
 F I like swimming in the sea ... but I haven't got my swimsuit today. Let's go home. Come on!

A / B / C / D / E Oh ...

A It's fun in the woods.
 B It's a lovely day.
 C I like finding flowers.
 D I like climbing trees.
 E I like playing hide and seek.
 F I like taking the dog for a walk ... but he's got a bad leg today. Let's go home. Come on!

A / B / C / D / E Oh ...

A We can't go out today.
 B It's raining.
 C I like playing computer games.
 D Me too.
 E Me too.
 F Let's play computer games all day.
 All Hooray!



13B Let's Go Home



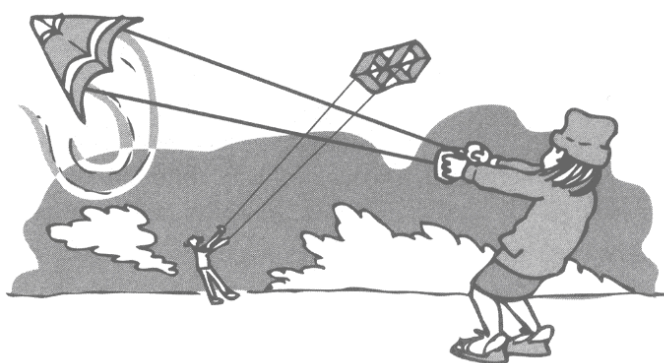
riding a scooter



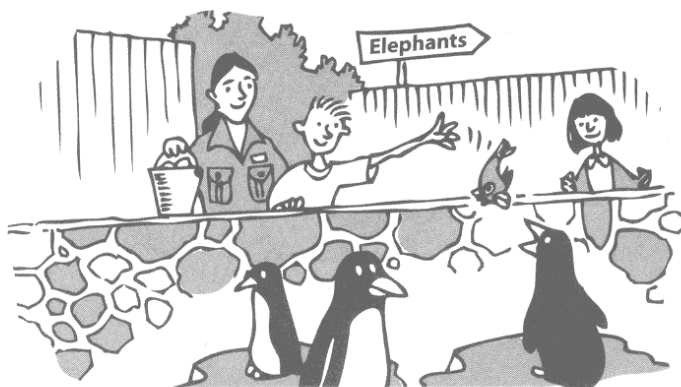
playing football



playing baseball



flying a kite



feeding the penguins



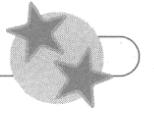
copying the monkeys



holding the rabbits



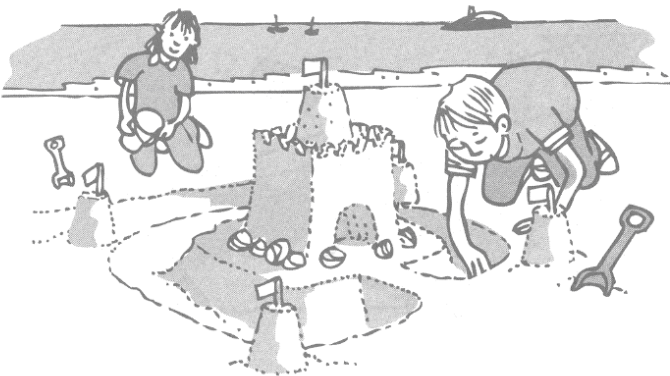
taking photos



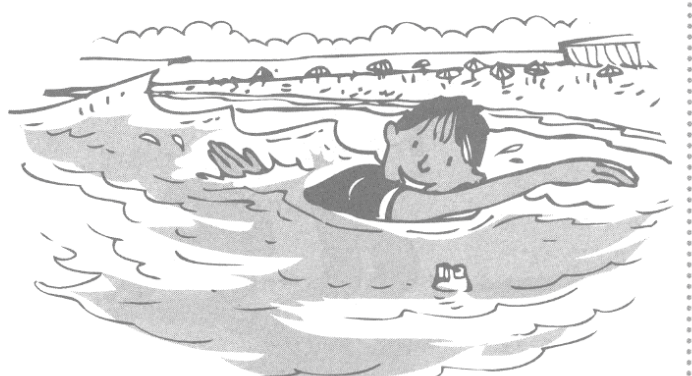
jumping the waves



finding shells



building sandcastles



swimming in the sea



finding flowers



climbing trees



playing hide and seek



taking the dog for a walk

14 At the Market

Language

- *apple, book, CD, computer game, dress, flowers, hat, lettuce, party shoes, tomato; beautiful, big, cheap, exciting, new, old, pretty, red; change, Here you are, How much is that / are those ...? What can I buy for ...? p = pence, pound*
- *have got, Let's*

Drama focus

- writing scene-setting dialogue
- performing a play
2+ lessons: If you want to invite parents or other classes in for a real performance, you may need extra rehearsal time.

Materials

- Photocopy 14A, one of each page per pupil
- **Props:** some coins and banknotes (real or plastic / paper), a CD of a song currently popular with the class, a CD player

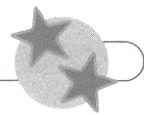
Getting started

- 1 Introduce the topic by talking about markets that pupils have been to. What can you buy there?
- 2 Teach / Review the things to buy at the market (see list above), using mime or board pictures.
- 3 Teach / Review the shopping expressions used in the play. Write the following dialogue on the board. Model the sentences for the pupils to repeat. Practise it in open and closed pairs, then moving on to change the items and amounts of money:
A: *How much are the CDs?*
B: *£6.99.*
A: *This one, please.*
B: *That's £6.99.*
A: *Here you are.*
B: *£7. Thanks. Here's 1p change. And here's your CD.*
A: *Thanks!*

Drama activity

- 4 Give out Photocopy 14A. Explain that this is a play that pupils are going to complete and then perform.
- 5 Look together at the stallholders' lines. Ask the children to imagine a busy market with people calling out. Explain that having lines like this helps to set the scene.
- 6 Divide the class into six groups. Each group thinks of two more lines to add to the play (and an extra one in case groups think of the same line). In a large class, you could have twelve groups, each thinking of a single line.

- 7 Check their suggestions and allocate each one to a particular stallholder in the play. Pupils write them in the correct place on their photocopy and then check with a partner.
- 8 Allocate a role for each child. The number of stallholders is very flexible. The minimum is four (Stallholders 2, 6, 10 and 14), and they can share all the other stallholders' lines between them. If you need more than twenty stallholders, you can add more lines. You can also add more speaking shoppers at the end commenting on the children's singing or have non-speaking shoppers.
- 9 Pupils read through the play together. Give help with pronunciation and meaning as necessary. Explain if necessary that Mother's Day is a festival celebrated in Britain three Sundays before Easter (in March / April). Children give their mothers cards, and sometimes flowers or other small presents. Ask the children whether, when and how they celebrate a similar festival.
- 10 Discuss which group and song to use. One that they have recently learnt in class would be ideal, or a pop song that everyone knows. It should have actions or a dance to perform. The children write the name of the group and the song title twice in the correct places on the photocopies. Remember to change *A* to *An* if the name of the group starts with a vowel sound.
- 11 Set up the market with a desk for each stallholder. You can ask them to bring in their own props for their stall if you are doing the play over several lessons.
- 12 Practise the play. Encourage the shoppers to move around the market pretending to buy things until their own parts come up.
- 13 For performance and feedback ideas, see Introduction.



14A At the Market



Stallholder 1: Apples, apples, big red apples!

Stallholder 2: Flowers, flowers, pretty flowers!

Stallholder 3:

Stallholder 4:

Daisy: Oh. I've only got 80p.

Stallholder 5: Hats for winter, hats for winter!

Stallholder 6: CDs, CDs, cheap CDs!

Stallholder 7:

Stallholder 8:

Jacob: [to his friends] Oh look!
A* CD.
[to the stallholder] How much is that CD?

Stallholder 6: £6.99.

Jacob: Oh. I've only got £1.

Stallholder 9: Lettuce and tomatoes, lettuce and tomatoes!

Stallholder 10: Dresses, dresses, beautiful dresses!

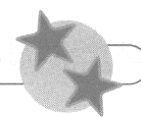
Stallholder 11:

Stallholder 12:

Daisy: [to her friends] Oh look!
Flowers for Mother's Day.
[to the stallholder] How much are those flowers?

Stallholder 2: £4.

* Write the name of a group.



Sheleena: [to her friends] Oh look! Party shoes.
[to the stallholder] How much are those shoes?

Stallholder 10: £7.50.

Sheleena: Oh. I've only got £2.20.

Stallholder 13: Books, books, old and new!

Stallholder 14: Computer games, exciting computer games!

Stallholder 15:

Stallholder 16:

Errol: [to his friends] Oh look! A car computer game.
[to the stallholder] How much is that game?

Stallholder 14: £30.

Errol: Oh. I've only got £3.

Stallholder 17:

Stallholder 18:

Stallholder 19:

Stallholder 20:

Daisy: What can I buy for 80p?

Jacob: What can I buy for £1?

Sheleena: What can I buy for £2.20?

Errol: What can I buy for £3?

Daisy: Maybe we can buy something together. How much money have we got? 80p ...

Jacob: plus £1.00 ... makes £1.80 ...

Sheleena: plus £2.20 makes £4 ...

Errol: plus £3.00 ... makes £7!



Daisy: I'm sure we can buy something with £7.

Jacob: What about a CD? The CDs are £6.99.

Sheleena: OK. Let's have a look.

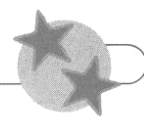


Errol: There's lots of good music here.

Daisy: Look! This one's a karaoke CD.

Jacob: It's got * on it. Cool!

* Write a song title.



Sheleena: Let's buy it!

Errol: OK. I've got the money.

Daisy: This one, please.

CD Stallholder: That's £6.99.

Errol: Here you are.

CD Stallholder: £7. Thanks. Here's 1p change. And here's your CD.

Children: Thanks!

Sheleena: Can we listen to it now?

CD Stallholder: Well ... OK.

Errol: And let's sing too.
We all know the words to
*

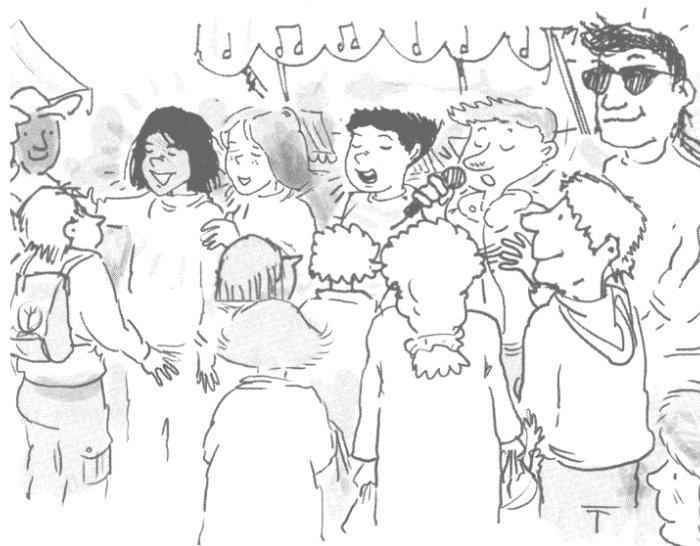
CD Stallholder: Well ... don't be too loud.

Shopper 3: Let's give them some money.

Children: We don't want ...

Shopper 4: Where's my purse?

Shopper 5: Good idea.



Shopper 1: Great song!

Shopper 2: You're really good singers.

Children: Thanks!

Children: Wow! Thanks!

Shopper 3: You deserve it. Bye!

Shoppers 1 / 2 / 4 / 5:
Bye!

Children: Bye!

Daisy: Cool!

Jacob: We've got lots of money now.

Sheleena: The people here are very kind.

Errol: Now we can go shopping.
Come on!

* Write the same song title as before.

15 Stop it, Dragon!

Language

- *cave, dragon, hill, soldier, sword, tooth, wand, witch; down / up, left / right*
- *can, have got, be, imperatives, present continuous*

Drama focus

- performing a play
2+ lessons: If you want to invite parents or other classes in for a real performance, you may need extra rehearsal time.

Materials

- Photocopy 15A, one of each page per pupil
- Photocopy 15B (made into a mask)
- **Props:** a football (e.g. a plastic bag stuffed with newspaper), a cloak or blanket for the dragon's body, swords for the soldiers (e.g. long cardboard tubes from wrapping paper), wands for the witches (e.g. pencils with stars taped to the ends), a dragon's tooth (e.g. a small cone made of white paper), 2 or 3 mobile phones (real or cardboard)

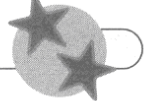
Getting started

- 1 Introduce the play by talking about caves. Have pupils ever been in one? What did they see in it? What animals live in them, in real life and in stories? If necessary, show them the first page of the play on Photocopy 15A to teach / review the word *dragon*.
- 2 Teach / Review the other key vocabulary in the play (see list above) using board pictures or mime.

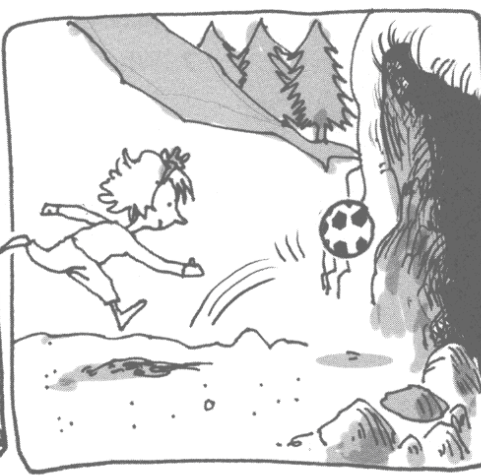
Drama activity

- 3 Read the play right through while the pupils follow, or read round the class if you prefer. Help with pronunciation and the meaning of difficult words as necessary.
- 4 At the end, ask the children to explain the title, *Stop it, Dragon!* in L1. Check general comprehension by asking questions also in L1. Why is the dragon roaring at the start of the play? (Because his tooth hurts.) Why is he still roaring at the end of the play? (Because he's a dragon and he finds it difficult to stop.)
- 5 Allocate roles to perform the play as a class. It is written with an all-girl group of witches and an all-boy group of soldiers in mind. However, this can easily be changed by changing *Right, men* in Scene 2 and *Right, girls* in Scene 4 to *Right, everyone*. The Narrator is a small, simple part which a child may like to perform, but if everyone would prefer to be a soldier or witch, this part can be dropped. However, the breaks between scenes are important because new characters come on.

- 6 The children playing the soldiers and witches move to sit in two groups. Pupils then read through the play. Give help with pronunciation as necessary.
- 7 When you are ready to rehearse, first practise the soldiers' and witches' movements separately as these are important to the humour of the play. As they walk down the hill, they bend their knees one by one, starting with the first in the line, until they are all walking with bent knees. They do the same in reverse as they walk up the hill, starting with knees bent and straightening up one by one. When they can do this well, the soldiers need to practise saying *Left, right, left, right* and walking in step together, and both groups should practise the movement holding their swords or wands.
- 8 Set up your 'stage', with the dragon's cave in the back corner. This could be simply a space between two desks if there is no time to prepare anything else.
- 9 Then practise the whole play with the props. The dragon's tooth can be hidden in Ryan's hand from the start of Scene 6. He can then show it to the audience when he says the relevant line after the children have pretended to pull it out together.
- 10 For performance and feedback ideas, see Introduction.



15A Stop it, Dragon!



Narrator: Scene 1

Shima: Come on, Lucy. Kick!

Tom: Well done, Lucy!

Poppy: But where's the ball going?

Lucy: It's OK. I can get it.

Dragon: RAAAH!

Lucy: Help! Help!

Ryan: Look! A dragon!

Shima: The dragon's got Lucy.

Tom: Let's phone the soldiers.
[Brrring-brrring, brrring-brrring]

Captain: Hello?

Tom: Can you help my sister Lucy?
She's with the dragon on
the hill.

Captain: The dragon? OK! We're
coming!



Narrator: Scene 2



Soldiers: Left, right, left, right, left, right,
left, right.

Sergeant: And STOP!

Captain: Right, men. Let's get Lucy.

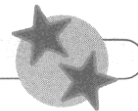
Sergeant: The dragon's cave is this way!

Soldiers: Left, right, left, right, down
the hill.
Left, right, left, right, up the hill.

Sergeant: Look! There's the dragon.

Lucy: Help! Help!

Captain: Swords, everyone! Attack!



Dragon: RAAAH!

Sergeant: Dragon, everyone! Run away!

Captain: Come back, come back!



Dragon: RAAAH!

Captain: Whoa!

Lucy: What useless soldiers!

Narrator: Scene 3



Shima: Oh no! Look!

Soldiers: The dragon! The dragon!

Tom: They're scared.

Poppy: But who can help Lucy?

Ryan: I know! Let's phone the witches.

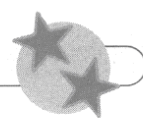
Tom: Good idea.
[Brrring-brrring, brrring-brrring]



Head Witch: Hello?

Tom: Can you help my sister Lucy?
She's with the dragon on the hill.

Head Witch: The dragon? OK! We're coming!


Narrator: Scene 4


Head Witch: Right, girls. Let's get Lucy.

Second Witch: The dragon's cave is this way!

Witches: Down, down, down, down,
down the hill.

Up, up, up, up, up the hill.

Second Witch: Look! There's the dragon.

Lucy: Help! Help!

Head Witch: Wands, everyone! Attack!



Dragon: RAAAH!

Second Witch: Dragon, everyone! Run away!

Head Witch: Come back, come back!



Dragon: RAAAH!

Head Witch: Whoa!

Lucy: What useless witches!

Narrator: Scene 5

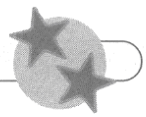

Shima: Oh no! Look!

Witches: The dragon! The dragon!

Tom: They're scared.

Poppy: But who can help Lucy?

Ryan: We can help Lucy!

**Narrator: Scene 6**

Tom: Right, guys. Let's get Lucy.

Lucy: Help! Help!

Shima: Ready, everyone! Attack!



Dragon: RAAAH!

Poppy: Don't roar at us. We aren't scared!

Dragon: I'm not roaring at you. RAAAH!

Ryan: Then stop it!

Dragon: RAAAH! My tooth. RAAAH! It hurts. RAAAH!

Shima: Which tooth? Open your mouth and say 'Ah'.

Dragon: RAAAH!

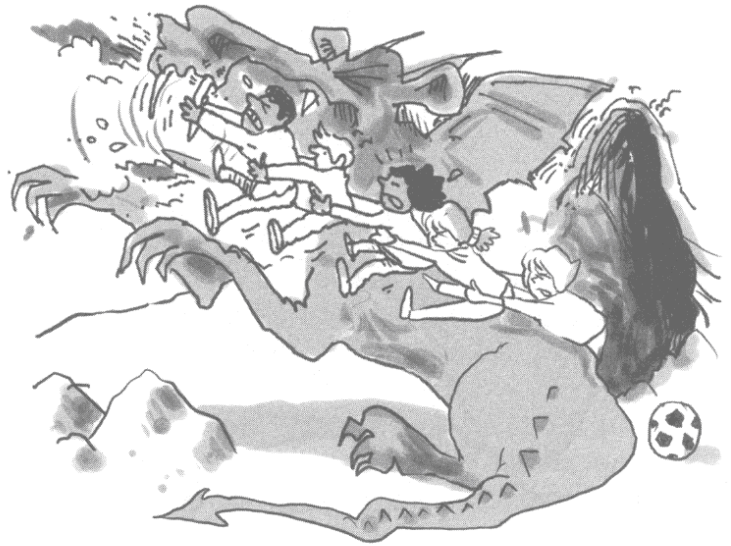
Tom: Not 'Raaah!' – 'Ah'.

Dragon: Aaah! This tooth. Look!

Poppy: OK. We can pull it out.

Dragon: RAAAH!

Ryan: Stop it, Dragon! Come on, everyone. Pull!



Children: One, two, three, four ...Hooray!

Ryan: Here's the tooth!

Dragon: Thank you. I feel great. RAAAH!

Shima: Stop it, Dragon!

Dragon: Oops. Sorry!

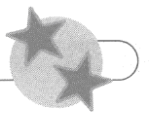
Lucy: Come on! Let's go home.

Children: Bye, Dragon!

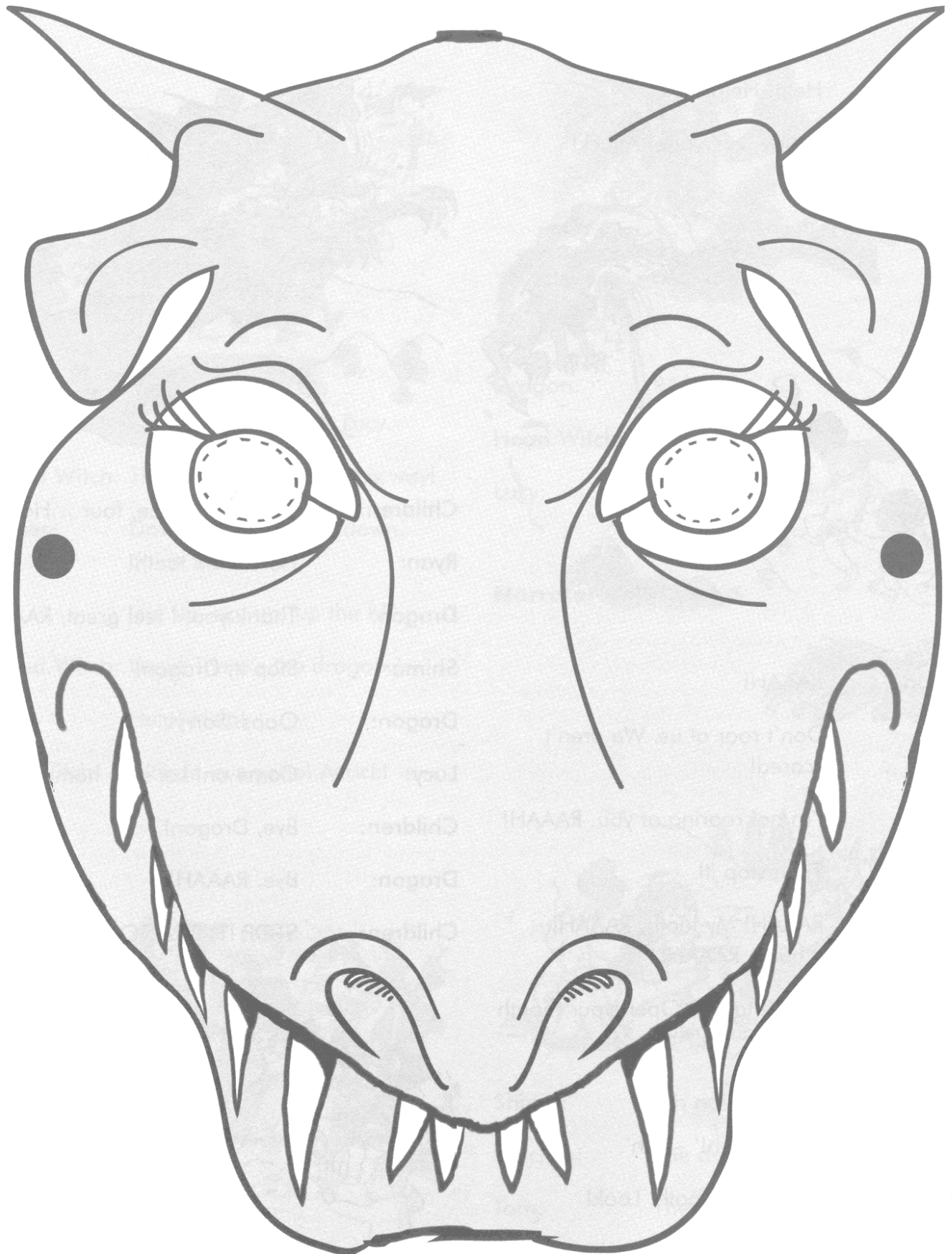
Dragon: Bye. RAAAH!

Children: STOP IT, DRAGON!





15B Stop it, Dragon!



16 The Halloween Haters

Language

- *can't stand, don't mind, hate, like, love; insect, mouse, rabbit, snail; hair, tail, tooth; egg, magic, potion, sweet, trick or treat, witch*

Drama focus

- performing a play (suitable for Halloween)

Materials

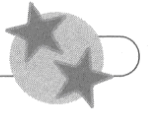
- Photocopy 16A, one of each page per pupil
- **Props:** you can either provide these for each group of 6 or have one set which you show the class. They can practise without them but each group can then use them when they perform for the class: a big bowl (a witch's cauldron), potion ingredients (made of cardboard and string: a rabbit's tooth, a grey snail, a mouse's tail), some sweets (or scrunched up paper), a shopping bag, an egg box (with at least three hard-boiled / plastic / paper eggs inside)

Getting started

- 1 Introduce the topic by asking pupils what they already know about Halloween. Elicit or explain that Halloween is on 31st October. In the UK and North America, children dress up after dark in scary costumes, such as ghosts, witches or vampires. They then go trick-or-treating: they knock on people's doors to ask for treats, usually sweets. If the people don't give them anything, they sometimes play a 'trick' such as breaking eggs on the door.
- 2 As you discuss Halloween, teach / review these key words from the play: *witch, magic, potion, trick or treat, sweet* and *egg*.
- 3 Then teach / review *snail, rabbit, mouse* (plural *mice*) and *insect*, using board drawings.
- 4 Point to the animal drawings on the board, and say: *I like rabbits. I don't like snails*. Ask a few pupils to make similar sentences using *like* and *don't like*.
- 5 Write on the board a list of five animals ranging from the one you like best at the top to the one you like least. Explain the order to the class. Then write a sentence about each animal, using these expressions:
I love rabbits.
I like mice.
I don't mind small insects.
I hate big insects.
I can't stand snails.
 Read the sentences aloud, using exaggerated intonation, facial expressions and hand gestures to show your enthusiasm and disgust. Check comprehension. Give an L1 translation of *can't stand* and *don't mind* if necessary.
- 6 Ask pupils to make similar sentences about the same animals and / or other things such as food, colours or school subjects. Encourage them to use suitable voices, facial expressions and gestures.
- 7 Now explain that you are going to be working on a play in which some of the pupils will be witches and wizards. In pairs, they say sentences with *like, love, hate, can't stand* and *don't mind* using witchy voices and also the facial expressions and gestures that they have already practised.

Drama activity

- 8 Give out Photocopy 16A. Explain that they are going to perform this Halloween play in groups.
- 9 Read the play round the class. Give help with pronunciation and meaning as necessary.
- 10 Divide the class into groups of six. The pupils allocate roles. If you have only five in a group, one person can say both Isabel's and Robby's lines. If you have enough props for all the groups, give them out now. If not, show them and explain that each group can use them when they perform for the class. Ask them to imagine using them as they practise.
- 11 Before starting, the groups decide where their door is. They should also put any sweets at the bottom of their bowl where no one can see them. Later, when the potion makes the sweets in the play, they can shake them out of the bowl.
- 12 Walk around the class as they practise. Encourage them to use funny witchy voices and a wide variety of facial expressions and hand gestures.
- 13 When everyone is ready, each group performs for the rest of the class.
- 14 For performance and feedback ideas, see Introduction.



16A The Halloween Haters



Verm: It's Halloween tonight. I don't like Halloween.

Jerm: I hate Halloween.

Sterm: I can't stand Halloween.

Verm: There are always lots of children at Halloween. I don't like children.

Jerm: Yuk! I hate children.

Sterm: Yuk! I can't stand children.

Liam / Isabel / Robby: Knock, knock! Trick or treat!

Verm: Children! Don't open the door!

Jerm: What do they want?

Sterm: They want sweets.

Verm: I don't like sweets.

Jerm: I hate sweets.

Sterm: I can't stand sweets.

Verm: I know! Let's make a potion.

Jerm: Yes, let's change horrible sweets into something nice.

Sterm: No more sweets and lots of sad children. Great!

Verm: Let's look in the potion book.

Liam: No answer.

Isabel: But I can hear people in there.

Robby: Let's knock again.



Liam / Isabel / Robby: Knock, knock! Trick or treat!

Verm: Children again!

Jerm: Horrible children!

Sterm: We need a potion quickly!

Verm: Er, page thirty-three ... Change sweets into children?

Jerm / Sterm: No!

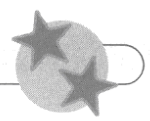
Verm: Er, page thirty-four ... Make magic sweets?

Jerm / Sterm: No!

Verm: Er, page thirty-five ... Change sweets into insects?

Jerm: Yes! Then when the children come with their sweets ...

Sterm: ... ha ha! We can turn their sweets into insects.



Verm: I don't mind insects.

Jerm: I like insects.

Sterm: I love insects.

Verm: And we need insects for all our potions.

Liam: No answer.

Isabel: I can hear people in there.

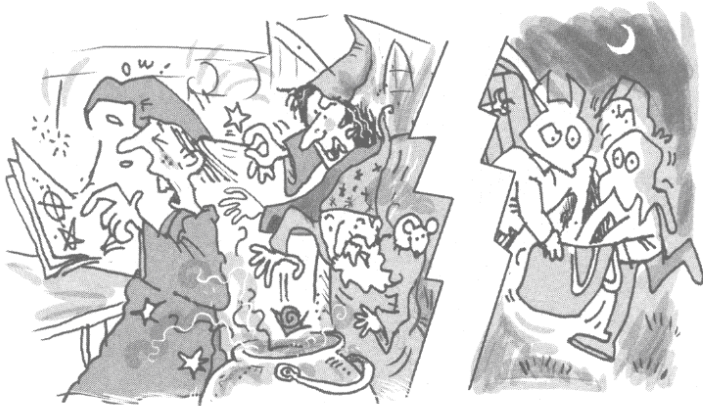
Robby: But they aren't giving us a treat.

Liam: Let's do a trick on them.

Isabel: What trick?

Robby: Let's look in the bag.

Liam / Isabel: OK.



Verm: OK. Read page thirty-five.

Jerm: 'A rabbit's tooth.'

Verm: A rabbit's tooth!

Jerm: 'A grey snail.'

Sterm: A grey snail!

Jerm: 'A witch's hair.'

Verm: A witch's hair!

Jerm: Ow! That hurts! 'A mouse's tail.'

Sterm: A mouse's tail!

Jerm: 'Three eggs.'

Verm: Three eggs? Are you sure?

Sterm: You're on page thirty-four – the magic sweets potion.

Verm: No eggs! We don't want magic sweets.

Sterm: We want insects.

Jerm: OK. You read it!

Verm: Page thirty-five. 'A mouse's tail.'

Sterm: That's in there.

Verm: 'Abracadabra-cadaz you shout. When sweets go in, insects come out.'

Verm / Jerm /
Sterm: Abracadabra-cadaz!

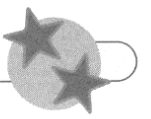


Liam: Look! Eggs!

Isabel: We can throw them at the door!

Robby: But let's knock one more time.

Liam / Isabel /
Robby: Knock, knock! Trick or treat!



Verm: Listen! Children!

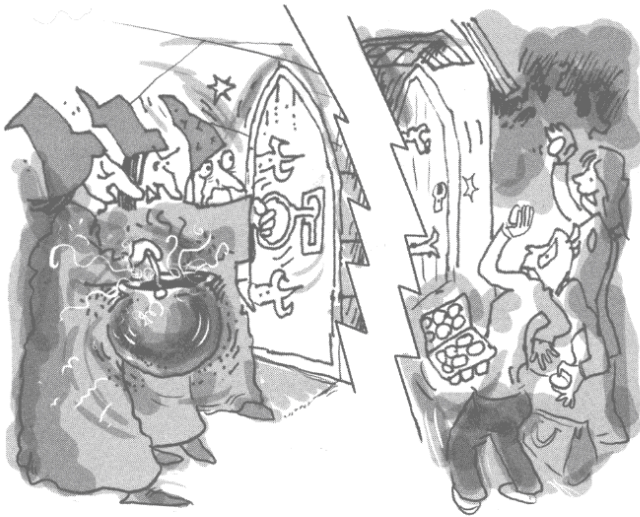
Jerm: The potion's ready.

Slerm: We can change their sweets into insects.

Verm: Let's take the potion to the door.

Jerm: Quickly!

Slerm: Ready? Now open the door.



Liam: No answer.

Isabel: Take an egg.

Robby: Ready? Throw!

Verm / Jerm /
Slerm: Oh no! Eggs!

Verm: There's egg on my clothes!

Jerm: There's egg in my hair!

Slerm: There's egg in my shoes!

Verm: And there's egg in the potion!

Jerm: Oh no! Egg makes the potion on page thirty-four.

Slerm: It makes magic sweets! Lots of magic sweets!

Verm: Yuk! I don't like sweets!

Jerm: Yuk! I hate sweets!

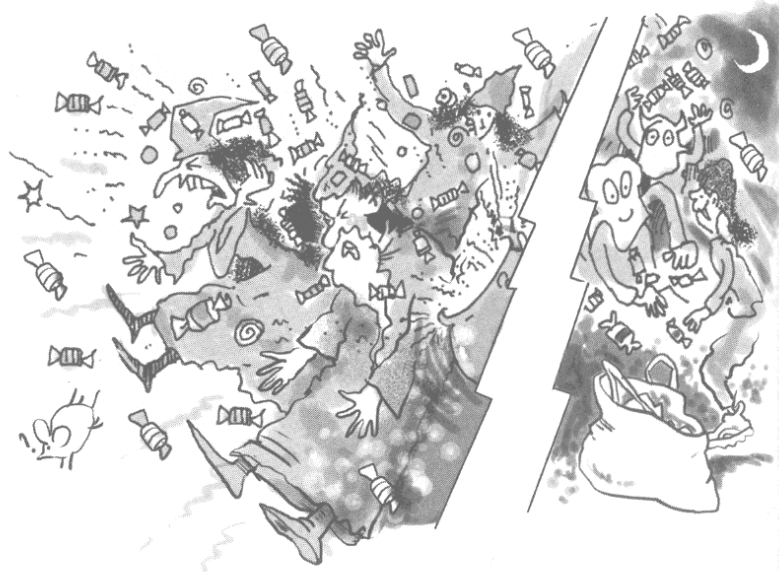
Slerm: Yuk! I can't stand sweets!

Verm: I've got sweets on my clothes!

Jerm: I've got sweets in my hair!

Slerm: I've got sweets in my shoes!

Verm / Jerm /
Slerm: Aaargh!



Liam: They're going. What strange people!

Isabel: But look at all the sweets!

Robby: And they're all for us!

Liam: I don't mind Halloween.

Isabel: I like Halloween.

Robby: I love Halloween.

17 It Wasn't Me

Language

- at the library / park / supermarket / swimming pool, in bed / the shower, on my motorbike
- was / wasn't

Drama focus

- expressing character through actions and the voice

Materials

- Photocopy 17A, one per pupil (not cut up), one per group of 4 pupils (cut up)
- Photocopy 17B, one per pupil

Getting started

- 1 Introduce the topic by writing *It wasn't me!* on the board. Ask pupils for situations in which they might use these words.
- 2 Teach / Review the places on Photocopy 17A using board pictures.
- 3 Practise the words with a mime game. Invite a pupil out to the front to choose a card and mime an activity. They also try to convey the place. Encourage the class to guess the activity (using the present continuous) before they guess the place, e.g. *Are you reading a book? Are you at home? Are you in the library?*, etc.
- 4 Explain that the pupils are going to play a crime-solving game. Give out Photocopy 17B and ask the class to tell you what crime was committed. They can use L1 for this, or you may want to teach / review the pronoun to elicit *Someone painted his car.*
- 5 Give out Photocopy 17A (as a whole sheet for each pupil). Explain that these people all live on Bill's street. He is asking them about their activities on Saturday morning to find out if they committed the crime.
- 6 Write these phrases on the board:

<i>at the library</i>	<i>in the shower</i>
<i>on my motorbike</i>	<i>in bed</i>
<i>at the swimming pool</i>	<i>at the park</i>
<i>at the supermarket</i>	

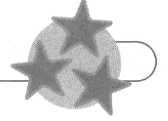
 Pupils complete the sentences for pictures 2–8 with the phrases on the board. Check answers.
Answers: 2 at the park 3 at the supermarket
 4 in the shower 5 on my motorbike
 6 at the swimming pool 7 at the library 8 in bed
- 7 Ask individual pupils to choose a character on the photocopy and to say that person's sentence in character, with a suitable voice and body language. The pupils continue in pairs.

Drama activity

- 8 Choose four pupils to demonstrate the game. They stand with you in a circle. Give each of them two cards. They look at them, choose one to keep, and put the other card face down in the middle of the circle. If they have Card 1, they have to keep it and put the other card down.
- 9 You are Bill. Ask each pupil in turn, in an angry or accusing voice: *Did you paint my car?* Pupils have to say: *No, it wasn't me!* and the sentence on their card, using a suitable voice and body language for their character. If they have Card 1, however, they have to lie as well as they can. They can say the sentence from another card from memory (or make one up, but Bill will be able to guess very easily if they do that). When everyone has said their sentence, you have one chance to guess the culprit. If you are right, you score a point. If you are wrong, the real culprit gets a point.
- 10 Divide the class into groups of five. If there are four (or three) in a group, remove two (or four) cards, but Card 1 must stay in the game.
- 11 They play the game, taking turns to be Bill.

Follow-up activities

- Once familiar with the game, more advanced classes add an extra sentence that they invent, e.g. *After that I was ...* and another prepositional phrase. If they have studied the past continuous, they could use it in this activity.
- Pupils draw in three of the characters from the game into the picture on Photocopy 17B, each one doing an activity that the pupils know how to describe in English (e.g. reading, sunbathing, climbing a tree, etc.). They swap papers with a partner and write present continuous sentences describing the scene.



17A It Wasn't Me



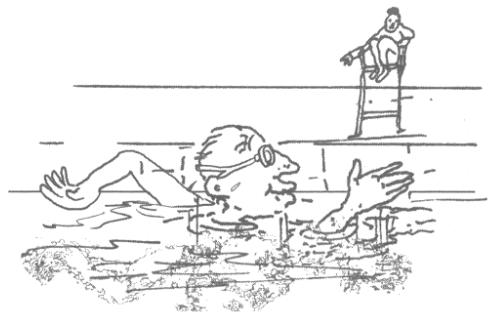
1 It was me!



5 I was



2 I was



6 I was



3 I was



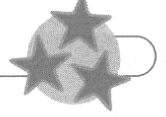
7 I was



4 I was

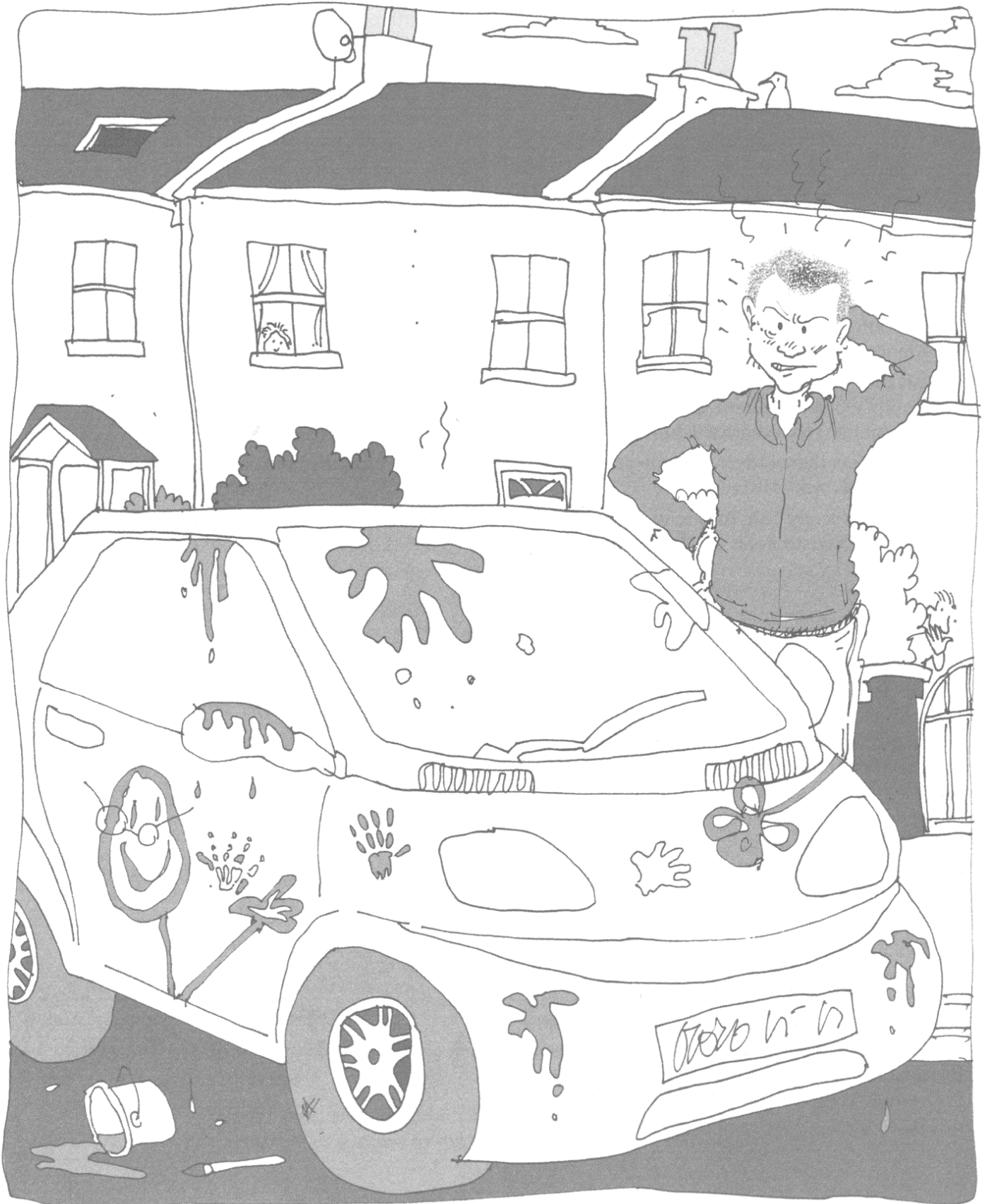


8 I was



17B It Wasn't Me

10 o'clock on Saturday morning



18 The World's Worst Restaurant

Language

- *lemonade, pasta, salad, sausage, soup; bowl, clean, dirty, Excuse me, fork, glass, knife, madam, sir, table*
- *I'd like, Would you like ...?*

Drama focus

- performing a sketch

Materials

- Photocopy 18A, one per pupil
- **Props:** two glasses (or plastic cups) and four bowls (or paper plates)

Getting started

- 1 Introduce the topic by talking about restaurants and cafes. Do pupils ever eat in them? Which are their favourites? Have they ever had a bad experience in one of these places?
- 2 Explain that they are going to perform a sketch at the world's worst restaurant. Can they guess the sort of problems that there will be?
- 3 Teach / Review the words *fly* and *insect*, and the food and drink words listed above.
- 4 Give out Photocopy 18A. They read the texts and identify which customer is the one in the picture.

Answer: Customer 4

Drama activity

- 5 Read the sketch round the class. Give help with pronunciation and meaning as necessary.
- 6 Allocate roles. The waiters could, of course, be waitresses. Make sure that everyone understands the use of *sir* or *madam*.
If you want more speaking parts, you can add normal conversation between the jokes as customers order and eat.
If you want fewer speaking parts, the same waiter can serve several customers, and the same customers can have several problems with their food.
You can also have non-speaking extras in the restaurant, both waiters and customers.
- 7 Set up the restaurant with tables and chairs for the customers and space between them for the waiters to move around. Have a desk or table at the side from where waiters collect the food and drink.
- 8 Practise the sketch. Between each joke, everyone

should pretend to eat, talk, order and serve food. They could have real restaurant conversations. Agree with the class on a signal that you will give, for example you could put your finger to your mouth or knock on a table. When you do this, the pupils act out the next joke while everyone else freezes. This is so that everyone can hear the joke. Alternatively, walk around the restaurant and knock on different tables in random order as a signal for that table to begin.

- 9 Because of the linguistic humour, this sketch is more suitable to perform in front of classes at a higher level or for parents who understand English. For performance and feedback ideas, see Introduction.

Follow-up activity

- Write these phrases on the board:

glasses of lemonade

bowls of soup

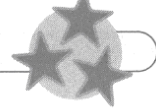
sausages

bowls of pasta

bowls of salad

Pupils count the items in the border of the photocopy.

Answers: 7 glasses of lemonade 8 sausages
6 bowls of salad 9 bowls of soup 5 bowls of pasta



18A The World's Worst Restaurant

Waiter 1: Would you like a drink?

Customer 1: Yes, please. I'd like a lemonade.

Customer 2: Me too. And make sure that the glass is clean!

[Waiter 1 walks away and returns with 2 glasses.]

Waiter 1: Two lemonades. Which of you wanted a clean glass?

.....

Waiter 4: Here's your soup, sir / madam.

Customer 5: Thank you. ... Oh! There's a dead fly in it!

Waiter 4: Oh dear – poor fly. Flies aren't very good at swimming.

.....

Customer 6: Excuse me!

Waiter 5: Yes, sir / madam?

Customer 6: The chef is very slow today. How long will my sausages be?

Waiter 5: About ten centimetres, I think.



Who is it? Customer ☐

Customer 3: Excuse me! These tables are dirty. How often do you clean them?

Waiter 2: I don't know, sir / madam. It's my first year here.

.....

Waiter 3: Here's your pasta, sir / madam.

Customer 4: Thank you. Err ... What's this in it?

Waiter 3: I'm not sure, sir / madam. All insects look the same to me.

.....

Customer 7: I'm sorry, but I can't eat this!

Waiter 6: Why not, sir / madam?

Customer 7: I haven't got a knife and fork.

.....

Customer 8: Excuse me! There's a fly in my salad.

Waiter 7: What's the problem, sir / madam? Are you a vegetarian?

19 Scary

Language

- Rhymes: *calling / falling, space / face, low / no, high / why, cars / vase, tight / bite*

Drama focus

- supporting meaning through actions

Materials

- Photocopy 19A, one per pupil

Getting started

- 1 Introduce the topic by talking about situations that pupils find scary. They might want to give examples of their younger brothers and sisters or from films that they have seen.
- 2 Teach / Review the English for any relevant words that come up, e.g. *stuck in a lift, spider, dentist*.
- 3 Teach / Review the following words, using mime and board drawings: *high, fall, no, call, face, low, why, vase, tight, cars, bite, space*. Write them on the board and ask pupils to match the words that rhyme (see list above).
As you check the answers, you could discuss the fact that many rhyming pairs in English have very different spellings.
- 4 Give out Photocopy 19A. Pupils read the rhyme and number the pictures in the order of the rhyme. They could work in pairs to do this. Check answers.
Answers: 1f 2c 3j 4h 5l 6k 7e 8d 9b 10g 11a 12i
- 5 Read the rhyme line by line. Children listen and repeat.
- 6 Check comprehension of any difficult words or phrases.

Drama activity

- 7 If possible, work in a large area away from desks, so that pupils can find a space not too close to anyone else.
- 8 Read out the rhyme and do the actions for pupils to copy. You can either follow the suggestions below, or ask pupils to suggest their own actions:
Lost in a big crowd, calling, calling.
Pretend to push through a crowd, then stop and put your hands around your mouth to mime shouting.
Losing your grip, then falling, falling.
Reach up high and pretend to grip a branch, then fall to the ground.

Stuck in a lift. There isn't much space.

Feel imaginary walls all around you in a panic.

Waking in the night with a spider on your face.

Walk one hand over your face like a spider. Try to brush it off with your other hand.

Watching a scary film, lights down low.

Eat popcorn, staring in fear at an imaginary screen.

Time for the dentist – oh no!

Open your mouth wide. Look nervously from side to side.

Standing on a diving board, very very high.

Stand up confidently with your arms stretched up high, then peer down nervously at your toes.

Headteacher wants to see you but you don't know why.
Knock nervously on an imaginary door.

Crossing a road with lots of fast cars.

Look left and right very quickly again and again, as if watching the cars driving past.

Breaking Grandma's favourite vase.

Mime carrying a big vase, then watching it slip out of your hands. Open your mouth wide in horror.

Stuck in a jumper that's much too tight.

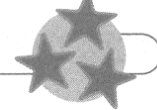
Mime trying to get a tight jumper over your head.

A mouse in your trouser leg – please don't bite!

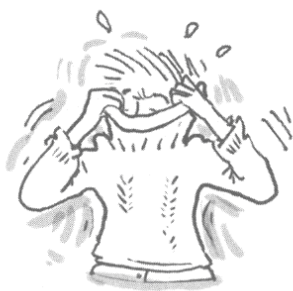
Feel all down and up your leg, looking horrified.

- 9 Read out the rhyme straight through and ask the children to do the actions.

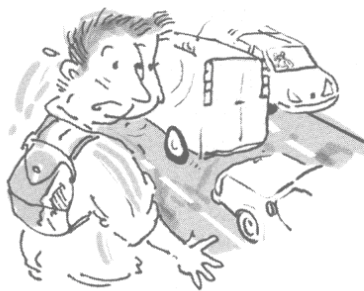
- 10 Practise the performance of the rhyme. For performance and feedback ideas, see Introduction.



19A Scary



a



b



c



d



e

Lost in a big crowd, calling, calling.

Losing your grip, then falling, falling.

Stuck in a lift. There isn't much space.

Waking in the night with a spider on your face.

Watching a scary film, lights down low.

Time for the dentist – oh no!

Standing on a diving board, very very high.

Headteacher wants to see you but you don't know why.

Crossing a road with lots of fast cars.

Breaking Grandma's favourite vase.

Stuck in a jumper that's much too tight.

A mouse in your trouser leg – please don't bite!



f 1



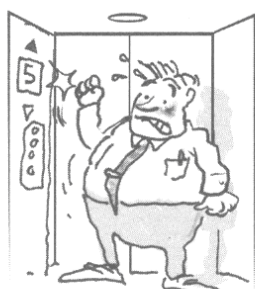
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h



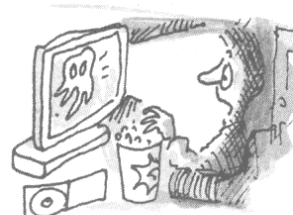
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j



k



l

20 In the Attic

Language

- *flat, hard, heavy, light, long, round, soft, square*

Drama focus

- supporting meaning through actions

Materials

- Photocopy 20A, one per pupil
- Photocopy 20B, one of each page per group of 4–6 pupils
- a blindfold (e.g. a scarf) to introduce the game
- a few everyday objects to identify by touch: a hat, a spoon, a dice, etc.

Getting started

- 1 Introduce the topic by asking a volunteer to come to the front of the class and be blindfolded. Check that the pupil can't see, then give them an object on a desk in front of them to find and identify by touch. It could be a hat, a bag, a folder – something that takes a few seconds to identify.
- 2 In pairs, pupils take turns to give an object to their partner for them to identify by touch. Their partner should either hold the object behind their back or keep their eyes closed.
- 3 Talk about how you identify something in this way: texture, shape, weight, etc.
- 4 Teach / Review the following descriptive adjectives using objects as examples and mime where necessary. Some suggestions of suitable objects are in brackets: *hard* (desk), *soft* (jumper), *long* (pen), *flat* (book), *round* (coin or ball), *square* (rubber or book), *heavy* (desk) and *light* (pencil).
- 5 Give out Photocopy 20A. Explain that the child in the picture is exploring an attic room and that the light doesn't work.
- 6 Pupils match the sentences with the objects in the picture. They could work in pairs to do this. Check answers. You can give them the English for the objects if you want, but it isn't necessary. The linguistic target is to be able to describe unknown objects.

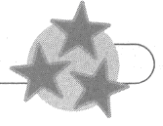
Answers: 1b 2e 3f 4g 5d 6c 7a 8h

Drama activity

- 7 Explain that the pupils are going to play a game where they pretend they are in a dark attic room. Demonstrate by closing your eyes, groping around on the floor and finding an imaginary tennis racket. Show the shape with your hands and describe it: *It's hard. It's long at one end and flat and round at the other. And listen! Ping! Ping!* (as you bounce your hand against the strings). Don't worry if the pupils use L1 as they guess the object – the activity is to practise the descriptive language.
- 8 Divide the class into groups of four to six pupils, preferably in an open space away from desks. Give each group Photocopy 20B.
- 9 In turns, they choose an object, sit on the floor, close their eyes and pretend to find the object that they have chosen. At the same time, they describe what they are finding. The group has to guess the object.
- 10 For feedback ideas, see Introduction.

Follow-up activity

- Pupils make prompts for a new game, with either words or pictures of different objects. They swap their words and / or pictures with another group and play again.

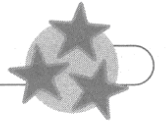


20A In the Attic

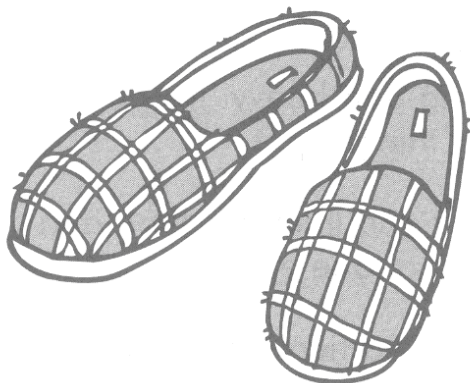
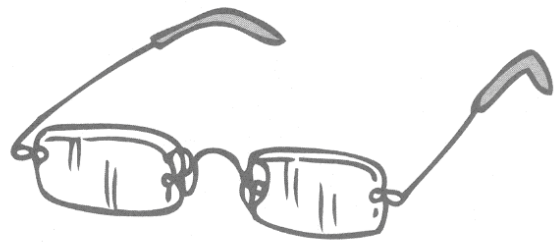
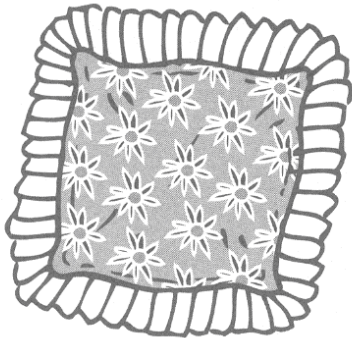
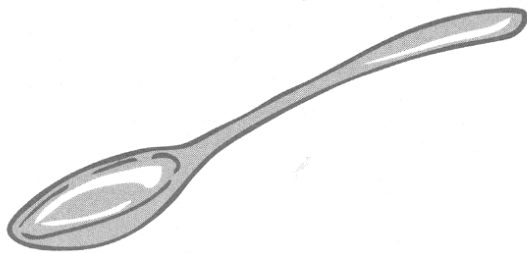
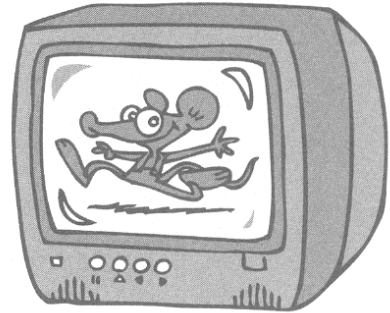
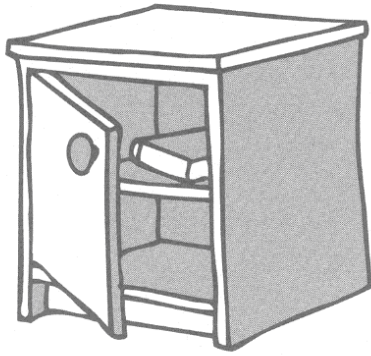


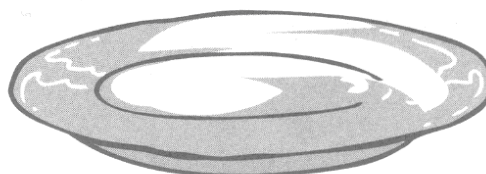
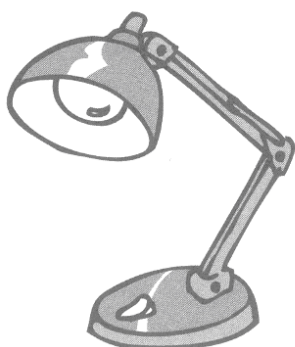
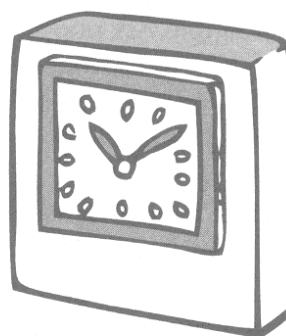
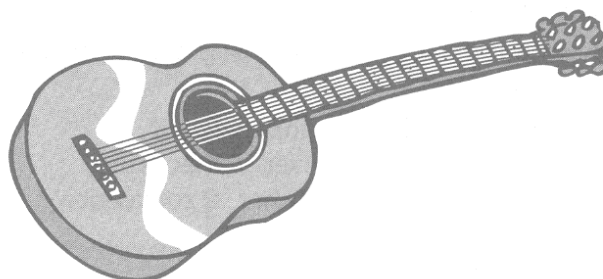
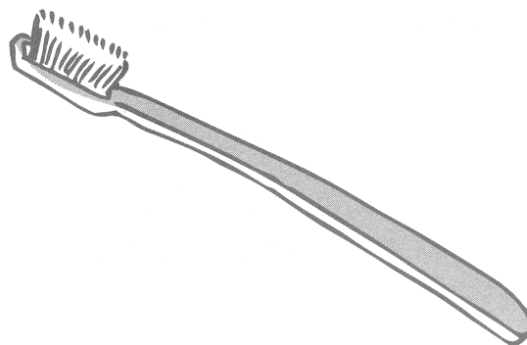
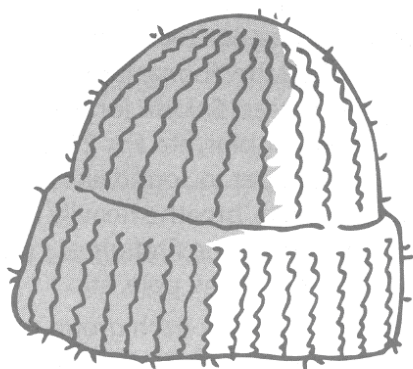
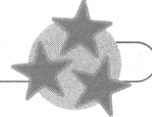
Match the sentences with the pictures.

- | | | | |
|---|----------------------------|--|--------------------------|
| 1 It's hard and heavy. And listen! Ting-a-ling! | <input type="checkbox"/> b | 5 It's long and heavy. It's got round things on it. | <input type="checkbox"/> |
| 2 It's soft. You can wear it. | <input type="checkbox"/> | 6 It's soft and light. It's long and it's thin at one end. | <input type="checkbox"/> |
| 3 It's soft. And listen! Purrrr! | <input type="checkbox"/> | 7 It's flat and heavy and square. | <input type="checkbox"/> |
| 4 It's round and flat at one end, and long and thin at the other. | <input type="checkbox"/> | 8 It's hard and round. | <input type="checkbox"/> |



20B In the Attic





21 Noisy Jobs

Language

- builder, bus driver, chef, cleaner, firefighter, mechanic, police officer, shop assistant, zookeeper

Drama focus

- conveying action through sound effects

Materials

- Photocopy 21A, one per pupil
- each pupil needs either Photocopy 21B or Photocopy 21C

Getting started

- 1 Introduce the topic by talking about jobs. Which jobs are quiet? Which ones are noisy?
- 2 Teach / Review the words on Photocopy 21A with board drawings or mime.
- 3 Give out Photocopy 21A. The pupils label the jobs. Check answers.

Answers: 1 builder 2 shop assistant
3 police officer 4 bus driver 5 mechanic
6 cleaner 7 firefighter 8 chef 9 zookeeper

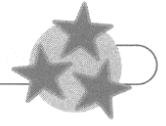
Drama activity

- 4 Explain that the pupils are going to use sounds to represent some of these jobs. Encourage them to use not only their voices but also sound effects made with classroom objects, etc. Use the shop assistant as an example. Ask pupils to suggest noises for the beep of the scanner, the rustle of the bag as the food goes into it (perhaps scrunching paper), the till opening, money changing hands, etc.
- 5 Divide the class into two groups. Give the pupils in one group Photocopy 21B and those in the other group Photocopy 21C.
- 6 In their groups, they work out a sound or series of sounds to represent each picture on their photocopy. In a large class, you could subdivide into smaller groups which then decide on sounds for just two or four of the pictures. They need to decide who will say the words and make the sounds (some sounds are best done by individuals, others by the whole group).

- 7 As they plan their sound performance, help them with ideas. For 21B, they could include a clinking key, a creaking gate done with the voice, a heavy book dropped on the floor as the meat being thrown down, *Wheee! Splash!* for the fish being thrown to the penguins, etc. For 21C, they could use scrunching paper to sound like fire, they could cough in the smoke, breathe heavily (like Darth Vader in *Star Wars*) in the firefighter's mask, *Wheee!* when he slides down the pole, etc.
- 8 When everyone is ready, each group performs their sound sequence for the other group, but behind them so they cannot see any visual clues. The other group looks back at Photocopy 21A and, when the performance is finished, guesses the job.
- 9 Ask how they identified the job. Groups repeat their performances, stopping after each sound. This time the other group guesses what each sound represents, using as much English as possible.
- 10 For feedback ideas, see Introduction.

Follow-up activity

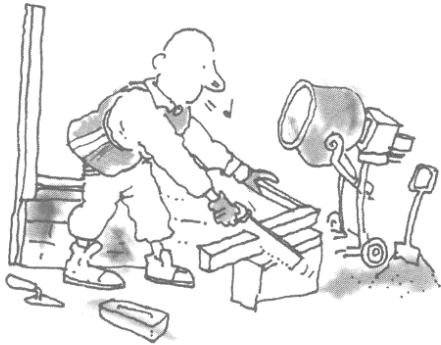
- In groups of four, pupils plan a sound sequence for another job on Photocopy 21A. They add three or four lines of simple dialogue, but nothing that will make it too easy to guess the job. The groups take turns to perform their sound sequence. The rest of the class guesses the job.



21A Noisy Jobs

Match the jobs with the pictures.

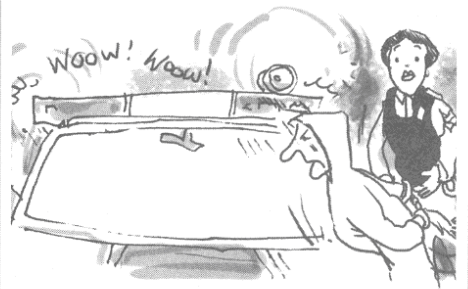
firefighter ~~builder~~ zookeeper shop assistant mechanic cleaner
police officer chef bus driver



1 **builder**



2



3



4



5



6



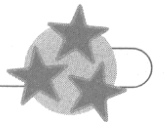
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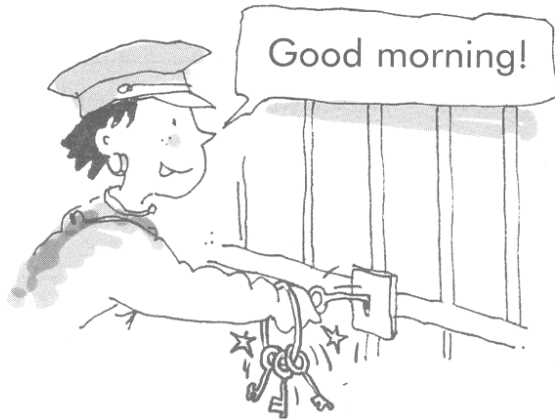


9



21B Noisy Jobs

1



5



2



6



3



7

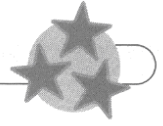


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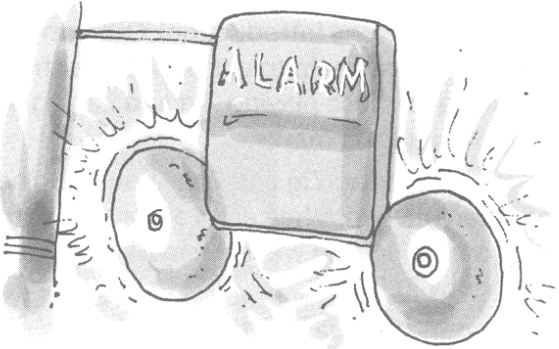
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21C Noisy Jobs

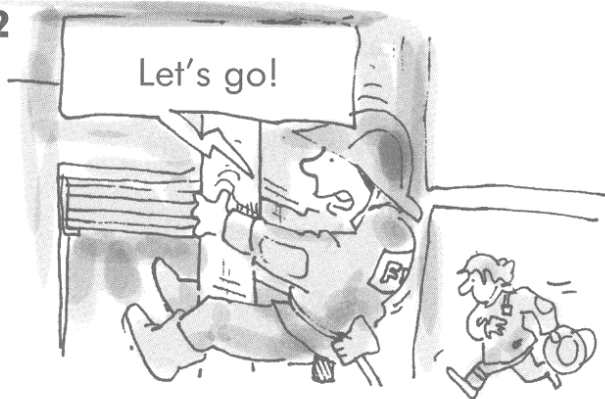
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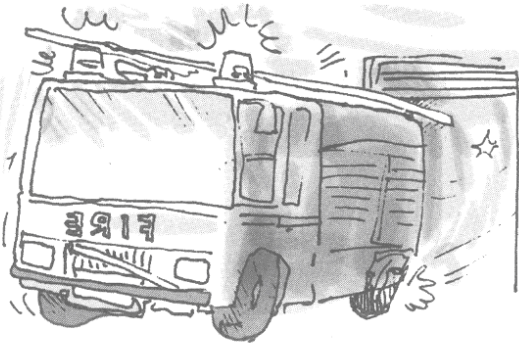
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6



3



7



4



8



22 Zig and Zag

Language

- *ball, basketball, computer games, football, golf; hit, kick, throw; three / four / five o'clock; it's our turn*
- *want to*

Drama focus

- coordinating actions in pairs
 - performing a play
- 2+ lessons: If you want to invite parents or other classes in for a real performance, you may need extra rehearsal time.

Materials

- Photocopy 22A, one of each page per pupil
- Photocopy 22B (made into a mask), two per group of 6 pupils
- a scarf (to tie legs together) for each group of 6 pupils
- for the warm-up activity: extra scarves, a ball, a large empty cardboard box

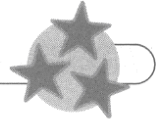
- If you want the children to make the masks in class, give out Photocopy 22B and the necessary materials now (see Introduction). Other members of the group can help to cut out and tie the elastic or string and those playing Zig and Zag agree on how to colour the masks.
- The pupils playing Zig and Zag should tie their legs together and wrap their arms around each other as in the warm-up, and wear the masks from Photocopy 22B.
- Walk around the class as they practise the play in their groups.
- When everyone is ready, each group performs the play for the rest of the class.
- For feedback ideas, see Introduction.

Getting started

- As a warm-up, ask pupils to get into pairs, if possible in a large, open space. They stand next to each other, tie the ankles of their middle legs together as if for a three-legged race, and wrap their middle arms around each other. They then try to coordinate picking up large objects, using only their outer arms. If you have space, let each pair practise trying to pick up, throw, catch and kick a large ball, or give them a large cardboard box to pick up using only their outer arms.
- Teach / Review the key vocabulary in the play (see list above) using board pictures or mime.

Drama activity

- Give out Photocopy 22A. Explain that this is a play that they are going to perform in groups.
- Read the play round the class. Give help with pronunciation and meaning as necessary, and let everyone practise funny alien voices for Zig and Zag.
- Divide the class into groups of six or seven. The pupils allocate roles. Two members of each group will be Zig and Zag. One person can be the Narrator, or this role can be skipped if you prefer. Jade and Fatima can also play the parts of the Film actors and Space monster in Scene 7. If there are fewer than five in a group, the roles of Jade, Fatima or James can be played by the same person.



22A Zig and Zag

Narrator: Scene 1

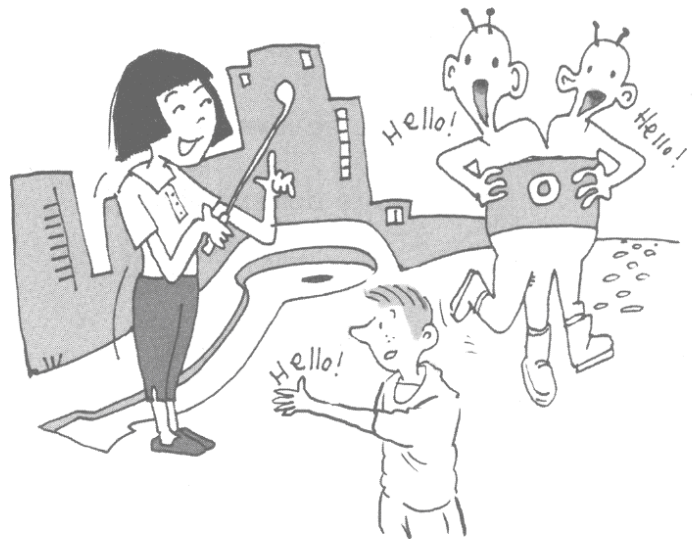


- Dean: Hello. Who are you?
- Zig: I'm Zig.
- Zag: And I'm Zag.
- Zig: We're from Planet Zog.
- Zag: We're Zogmen.
- Dean: I'm Dean. Do you want to play football?
- Zig: Yes, please.
- Zag: Zogmen like sport.
- Dean: You kick the ball, like this.
- Zig: OK. Ready, kick!
- Zag: No, not like that. Like this.

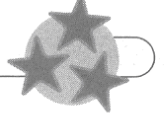


- Zig: You're doing it wrong.
- Zag: No, you're doing it wrong!
- Zig / Zag: Aaargh!
- Zig: Zogmen don't like football.
- Zag: They like other sports.
- Dean: Let's go and find Jade.

Narrator: Scene 2



- Jade: Hello, Dean. And hello ... who are you?
- Zig: I'm Zig.
- Zag: And I'm Zag.
- Zig: We're from Planet Zog.
- Zag: We're Zogmen.
- Jade: I'm Jade. Do you want to play golf?
- Zig: Yes, please.

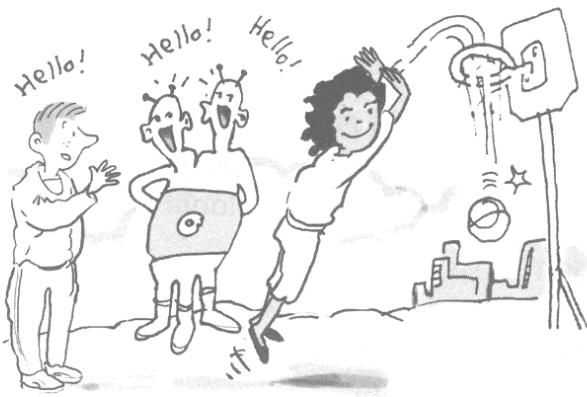


Zag: Zogmen like sport.
Jade: You hit the ball, like this.
Zig: OK. Ready, hit!
Zag: No, not like that. Like this.



Zig: You're doing it wrong.
Zag: No, *you're* doing it wrong!
Zig / Zag: Aaargh!
Zig: Zogmen don't like golf.
Zag: They like other sports.
Dean: Let's go and find Fatima.

Narrator: Scene 3

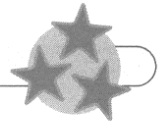


Fatima: Hello, Dean. And hello ... who are you?
Zig: I'm Zig.

Zag: And I'm Zag.
Zig: We're from Planet Zog.
Zag: We're Zogmen.
Fatima: I'm Fatima. Do you want to play basketball?
Zig: Yes, please.
Zag: Zogmen like sport.
Fatima: You throw the ball, like this.
Zig: OK. Ready, throw!
Zag: No, not like that. Like this.



Zig: You're doing it wrong.
Zag: No, *you're* doing it wrong!
Zig / Zag: Aaargh!
Zig: Zogmen don't like basketball.
Zag: They don't like sports with balls.
Zig: They like sports with computers.
Dean: Computer games! OK. Let's go and find James.

**Narrator: Scene 4**

James: Hello, Dean. And hello ... who are you?

Zig: I'm Zig.

Zag: And I'm Zag.

Zig: We're from Planet Zog.

Zag: We're Zogmen.

James: I'm James. Do you want to play a computer game?

Zig: Yes, please.



Zag: Zogmen like computer games.

James: You press the buttons, like this.

Zig: Yes, yes.

Zag: We know.

Narrator: Scene 5

Zig: I've got him!

Zag: Twenty points!

Zig: Look! Get that one!

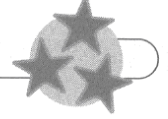
Zag: Yes! Fifty points!

Dean: You started at three o'clock. It's **four** o'clock now.

James: Come on. It's our turn.

Zig: No, no. Zogmen like this sport.

Zag: It's their favourite sport.

**Narrator: Scene 6**

- Zig:** Get that one ... and that!
- Zag:** Two hundred points! Fantastic!
- Dean:** You started at three o'clock. It's five o'clock now.
- James:** Come on. It's our turn.
- Zig:** No, no. Zogmen like this sport.
- Zag:** It's their favourite sport.
- Dean:** I've got an idea, James. Come with me.

Narrator: Scene 7

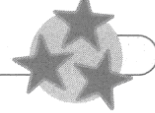
- Dean:** Where are your DVDs?
- James:** Why?
- Dean:** We need a scary film – a film about other planets.
- James:** Is this one OK?

- Dean:** Yes! Great! Play the scariest bit!
- James:** Why?
- Dean:** Wait and see. Play it loud!
- James:** OK ...
- Film actor:** Help! The space monster's coming!
- Space monster:** Brib, blubalub. Jibber, jibber.
- Film actor:** Help! Help! Aaargh!

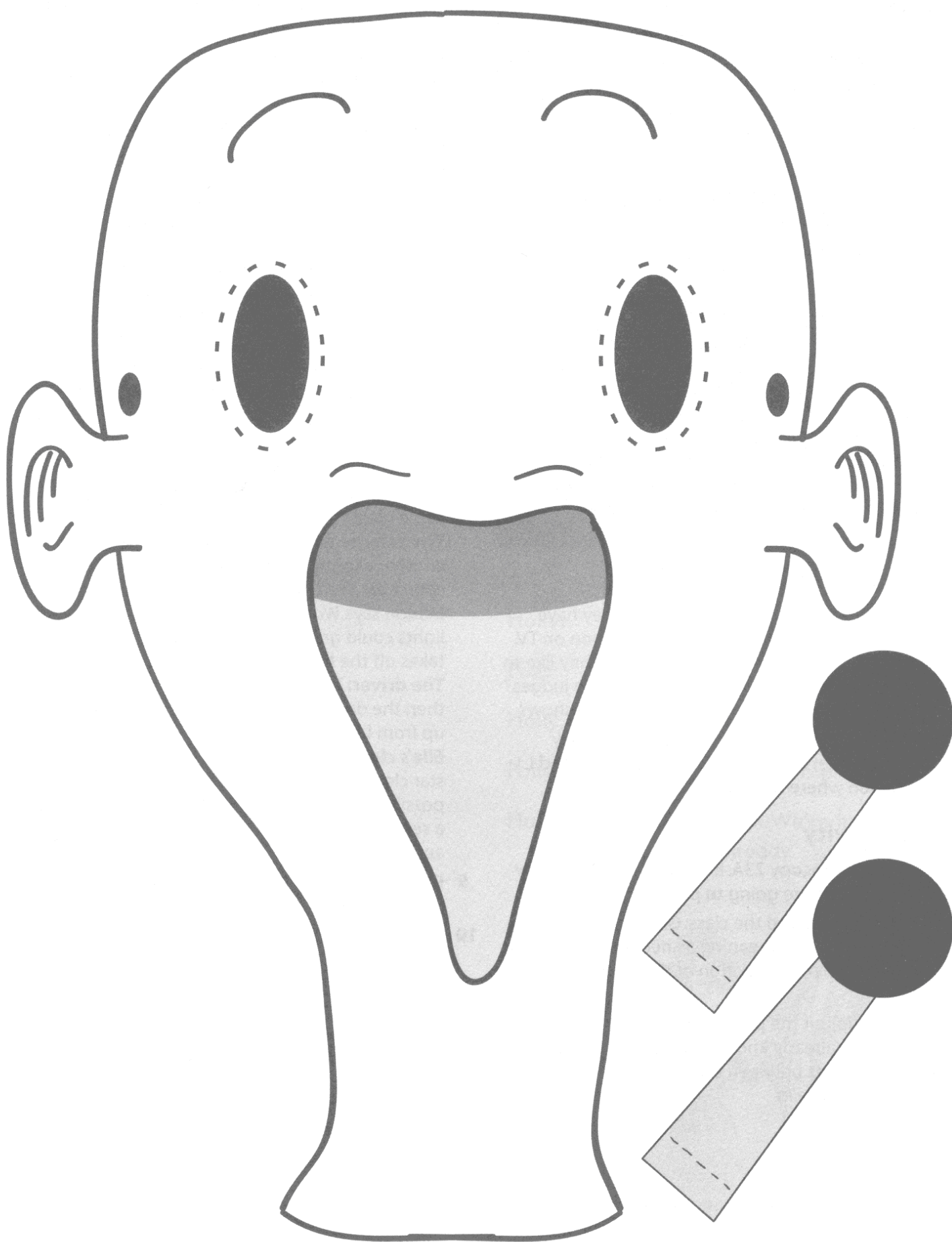
Narrator: Scene 8

- Zig:** Listen, Zag! A space monster!
- Zag:** Zogmen don't like space monsters!
- Zig:** Quick! Let's go!
- Zag:** Yes, before the space monster gets us.
- Zig / Zag:** Bye, James and Dean.
- James:** Bye, Zig and Zag.
- Dean:** Hurry up! The space monster's coming! ... Bye!
- James:** Dean, what a fantastic idea!
- Dean:** Yes, I know. So, do you want to play a computer game?





22B Zig and Zag



23 Ella on Pop Dream

Language

- *agent, famous, judge, live (adj), pop star, presenter, producer, song, studio, TV show*
- past simple, will future

Drama focus

- performing a play
2+ lessons: If you want to invite parents or other classes in for a real performance, you may need extra rehearsal time.
- reacting to imaginary events

Materials

- Photocopy 23A, one of each page per pupil
- **Props:** a biscuit, a plastic cup, something to look like an electric heater, a fan; a piece of paper in an envelope (an invitation); pop star clothes for Holly and Polly; pop star clothes and an old T-shirt for Ella (and a woman's wig if possible); two home-made posters of the same window, one with a sports car visible through it; a clipboard, cardboard tubes or plastic bottles (as microphones); a hairbrush

Getting started

- 1 Introduce the play by asking pupils if they have ever seen a singing or dancing competition on TV. Do they enjoy this kind of show? Would they like to compete in one? What do they think of the judges? Are they nice to the people who go on the show?
- 2 Teach / Review the key vocabulary in the play (see list above) using board pictures, mime and L1 translation where necessary.

Drama activity

- 3 Give out Photocopy 23A. Explain that this is a play that the pupils are going to perform.
- 4 Read the play round the class. Give help with pronunciation and meaning as necessary. Check in particular the pronunciation of the adjective *live* /laɪv/.
- 5 Ask the pupils if the play reminds them of any stories they already know. Discuss any similarities and differences between *Ella on Pop Dream* and the fairy tale *Cinderella*.

6 Allocate roles. You should choose a good singer to play the role of Ella, as she will have to sing confidently in front of the audience. (There are no specific song lyrics in the play, as it is easier if the girl playing Ella chooses a song that she already knows.) There are a total of eighteen speaking parts including an optional Narrator and a group that can be as many people as you need. If you have fewer than eighteen pupils, you can reduce the number of singers and share the spare lines between them. If you have more than eighteen pupils, some of these will form the group of singers. In addition you can add non-speaking camera crew and singers, and stage hands to help with Marlon's magic.

7 Set up your 'stage'. Ella's house will need a door, for which you may be able to use the classroom door, half open. The Palace Studio will need desks for the judges, a queuing area for the singers, and a performance area with microphones at the ready.

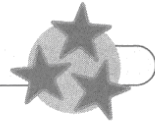
8 Marlon's magic needs careful planning. Here are some ideas:

The car: Use a home-made poster of a window, and another, slightly smaller one underneath it with a sports car seen through the same window. When Marlon says *Watch this!* and clicks his fingers, the lights could go off for a second while a stage hand takes off the top poster.

The driver: The lights could go off for a second, then the driver comes in through a door or pops up from behind a desk.

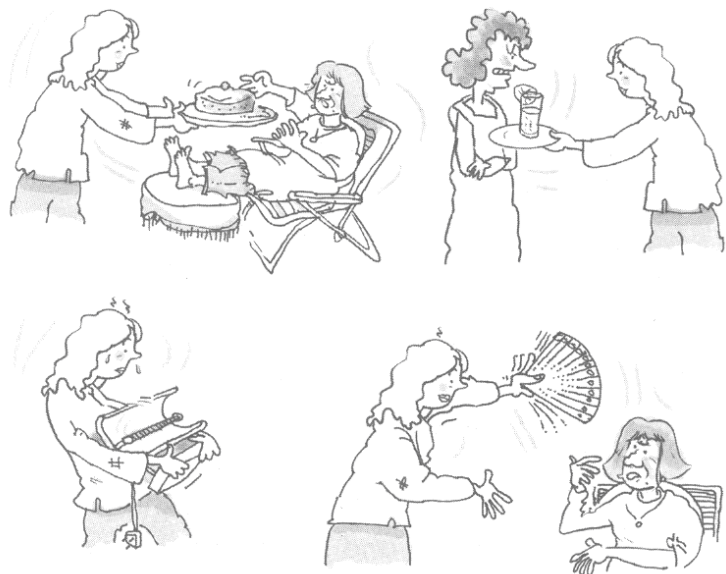
Ella's clothes: She needs to be wearing her pop star clothes under an old baggy T-shirt and, if possible, a scruffy wig. The lights could go off for a second while she quickly takes off the T-shirt and wig.

- 9 Practise the play until you are ready for the performance.
- 10 For performance and feedback ideas, see Introduction.



23A Ella on *Pop Dream*

Narrator: Scene 1: At Ella's house



Polly: Ella, I'm hungry!

Holly: Ella, I'm thirsty!

Polly: Ella, I'm cold!

Holly: Ella, I'm hot!

Ella: And I'm tired!

Polly: Ella, the post!

Ella: OK, I'm going.



Ella: Wow! An invitation from Jake Love and Nina Sweet. I love Jake Love.

Holly: What's that? Jake Love?

Ella: [reading] 'Do you want to be a famous singer? Jake Love and Nina Sweet invite you ...'



Polly: [reading] ... to *Pop Dream*, the live TV show. Come to the Palace Studio, tonight at six o'clock.'

Holly: It's four o'clock now.

Polly: In two hours we'll be stars!

Holly: Let's go and practise our songs.

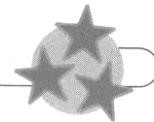
Polly: We don't need to practise.

Holly: You're right. We're fantastic singers already.



Polly: Ella, where are our cool clothes?

Holly: Ella, help with our hair!



Holly: Look at me! I'm beautiful.

Polly: No, you're not. I'm beautiful!

Ella: Are there any clothes for me?

Polly / Holly: Ha ha ha.

Polly: Those are your only clothes.

Holly: And they're old and boring.

Polly: You can't be a pop star in those clothes.

Holly: Goodbye, Ella.

Polly: See you after the show.



Ella: I'm a good singer. But the *Pop Dream* people will never hear me.

Marlon: Yes, they will. You'll be the best singer at the show.

Ella: Er ... who are you?

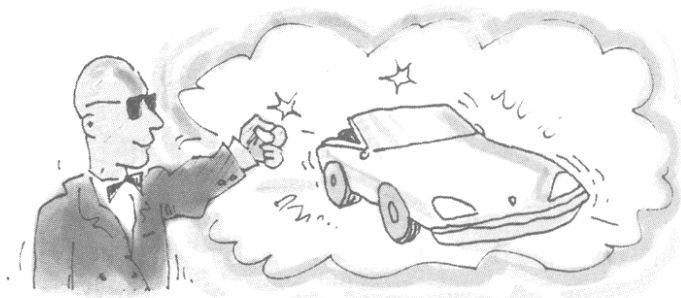
Marlon: I'm Marlon, your new agent.

Ella: My agent? But I haven't got an ...

Marlon: Now, get in the car.

Ella: But Polly and Holly took the car.

Marlon: No car? Watch this!
[He clicks his fingers.]

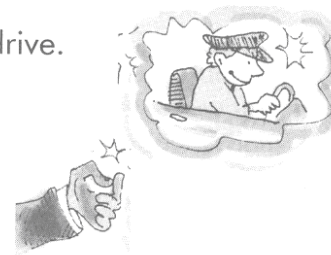


Ella: A car! Wow! But no 'Abracadabra'?

Marlon: Abracadabra's for kids. I'm Marlon and I do things my way. Now, get in the car.

Ella: But I can't drive.

Marlon: No driver? Watch this!
[He clicks his fingers.]



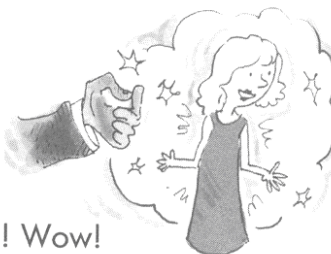
Ella: A driver! Wow! Hello!

Driver: Hello, Ella.

Marlon: Now, get in the car.

Ella: But my clothes are old and boring.

Marlon: No clothes? Watch this!
[He clicks his fingers.]

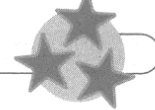


Ella: Cool clothes! Wow! They're great.

Driver: Come on, Ella.

Marlon: But come home before midnight!

Ella: OK! Thank you, Marlon.



Narrator: Scene 2: At the Palace Studio



Nina Sweet: You're a terrible singer.

Singer 1: But I ...

Nina Sweet: You've got an ugly voice and an ugly face.

Presenter: Next!

Jake Love: She wasn't a great singer, Nina, but don't be horrible! Please!

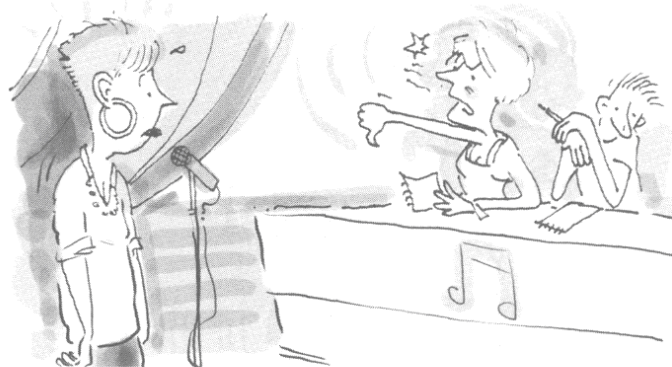
Singer 2: [to Polly] Nina doesn't like anybody.

Polly: It's OK. She'll like me.

Holly: And me.

Polly: We're the best singers here.

Holly: And the most beautiful.



Nina Sweet: No, you can't be a pop star. You're too old.

Singer 3: Please listen to my song. Then decide.

Jake Love: Let's hear the song, Nina.

Nina Sweet: No, no. She's too old.

Presenter: Next!

Polly: 1, 2, 3, 4!

Polly / Holly: [singing badly] *I just want your l-o-v-e. Your l-o-v-e. I want to ...*

Nina Sweet: Stop! That was really terrible.

Presenter: Next!

Polly: She's crazy.

Holly: There's something wrong with her ears.

Polly: We're the best singers here.

Holly: And the most beautiful.

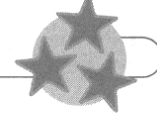
Group of singers: *When you look in my eyes, I ...*

Nina Sweet: Stop! Cats sing better than you.

Jake Love: Nina!

Nina Sweet: All the singers are terrible. I'm getting a headache.

Presenter: Next!



Singer 4: Wow! Who's that girl?

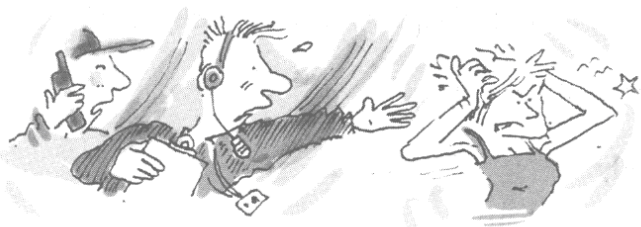
Singer 5: She's beautiful. Who is she?

All singers: Who is she?

Polly: I don't know. But Nina won't like her.

Holly: Nina doesn't like anyone – not even us!

Singers 6 / 7: *Your love is my ...*



Nina Sweet: Stop! My poor head! I need peace and quiet. I need a doctor! I'm leaving!

Producer: But we're in the middle of the show. You can't leave now.

Nina Sweet: I can't listen to this terrible music. Bye!

Producer: But ...

Jake Love: It's OK. We don't need Nina.

Presenter: Next!

Jake Love: This girl's beautiful. But can she sing?

Ella: *[She sings her song beautifully.]*

Jake Love: That was fantastic!

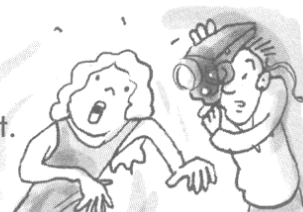
Ella: Thanks. It's my favourite song.

Jake Love: I loved it. The winner will sing with me at the end of the show. I hope it's you!

Ella: Wow, thanks, but ... What's the time?

Jake Love: The time?!
Er, it's midnight.

Ella: Oh no! I ...
er ... goodbye!



Jake Love: *[shouting]*
You can't go!

Producer: I'll find her.

Producer: She's not there.
She disappeared like ... magic.

Jake Love: I'll find her. She can't be far away.

Producer: But you can't leave. It isn't the end of the show.

Jake Love: I'll be back when I find her. And then we'll sing together.

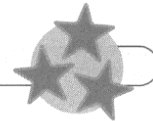
Producer: But who can judge the show now?

Presenter: Ask some of those singers. Maybe they can do it.

Producer: Well, OK ... You, and you – can you be judges? Jake and Nina aren't here.

Polly: Of course we can.





Holly: We'll be great judges.

Polly: Better than Jake and Nina.

Presenter: Next!

Narrator: Scene 3: At Ella's house

Jake Love: Ella, open the door!

Ella: Jake? How did you find me?



Jake Love: The police helped. I gave them free concert tickets. Open the door, Ella, please!

Ella: But I'm wearing old clothes and ...

Jake Love: It doesn't matter. You've got the perfect voice and the perfect face. Come back to the studio. If you win, we can sing together.

Ella: Well, wait there. I ... er. I'll just brush my hair ... Oh, hello Marlon!

Marlon: Shhh! Watch this!
[He clicks his fingers.]

Ella: Wow, I look great again. Thanks!
[She goes to the door again.]
OK, Jake, I'm ready now.

Jake Love: That was quick! Have you got a magic hairbrush?

Narrator: Scene 4: At the Palace Studio

Presenter: And that was the last of tonight's singers.

Polly: Terrible, terrible, terrible!

Holly: We were the only **good** singers!

Presenter: Well, you're the judges. You can't be the winners too. So who do you choose?

Polly: Well, who sang *? She wasn't bad.

Holly: It was an easy song, but she was OK. We choose **her**.

Producer: But where is she? And where's Jake? We need them for the song at the end of the show.

Jake Love: I'm here. And Ella's with me.

Presenter: Well done, Ella. You're the winner!

Ella: Polly? Holly? Are you the judges? Wow! And you chose me. Thanks!

Polly: Ella? Is that you?!

Holly: Ella? **Our** Ella?

Polly: Excuse me! We chose the wrong person.

Holly: Yes. We want a different winner. We choose ...

Producer: You can't change the winner now!

Holly / Polly: But ...

Presenter: Many thanks to our new judges, Polly and Holly. And now for our last song. It's ... Jake and Ella!



* Write the song title that Ella sings.

24 Valentine's Day

Language

- present simple and present continuous, *going to*, past simple

Drama focus

- performing a play (suitable for Valentine's Day)
2+ lessons: If you want to invite parents or other classes in for a real performance, you may need extra rehearsal time.

Materials

- Photocopy 24A, one per pupil
- **Props:** two pairs of glasses (not sunglasses)

Getting started

- 1 Introduce the topic by asking pupils what they already know about Valentine's Day. Elicit or explain that Valentine's Day is on 14th February. In the UK and North America, people send a card to the person they love or fancy (often in a red envelope). They don't usually write their name in the card so their identity is secret. They also have romantic evenings together.
- 2 Teach / Review the words *romantic*, *restaurant*, *glasses*, *attractive* and *funny*, using mime or board pictures.

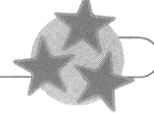
Drama activity

- 3 Give out Photocopy 24A. Explain that this is a play that they are going to perform in groups.
- 4 Read the play round the class. Give help with pronunciation and meaning as necessary.
- 5 Divide the class into groups of six, or seven with a separate Narrator (or more, by dividing the children's lines between several children). They allocate roles within the group. The two 'teachers' need to wear glasses, so give out props where necessary. If you have many groups, the 'teachers' can just use the glasses for their performance, unless the children playing these roles already wear glasses.
- 6 Each group sets up its 'classroom': a teacher's desk at the front and desks for the children facing the teacher. In Scene 6, the children will be trying to look through an imaginary door into the classroom. In Scene 7, they need to use a space away from the desks.

- 7 Walk around the class as they practise the play in their groups, giving help as necessary.
- 8 When everyone is ready, each group performs the play for the rest of the class.
- 9 For performance and feedback ideas, see Introduction.

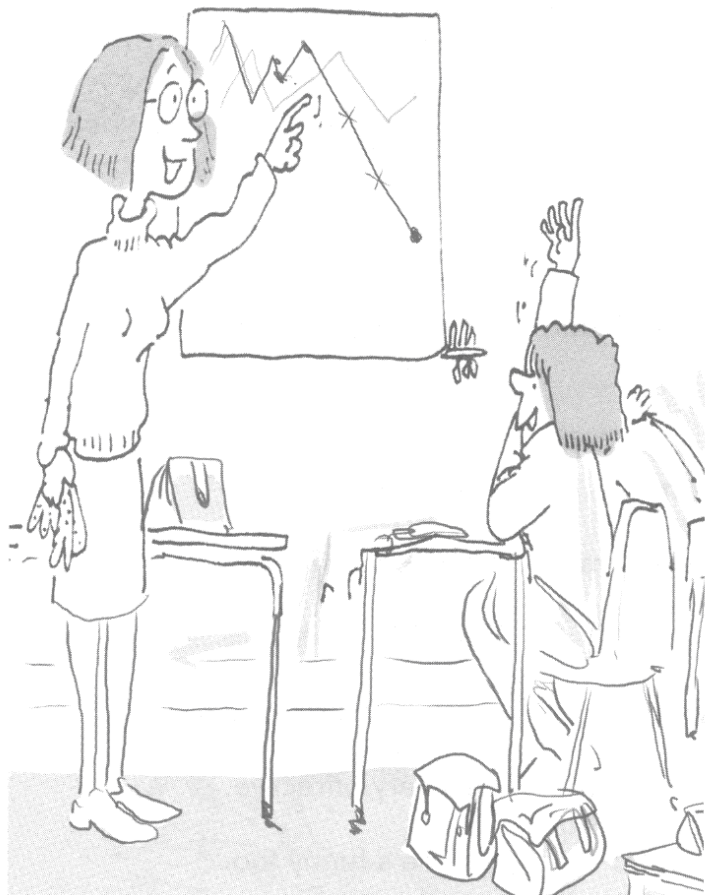
Alternative idea

This can be performed as a whole-class play, with different groups of children in the different scenes. The plan to bring the teachers together can be the idea of the whole class, so anyone can invite them to the show in Scenes 4 and 5, etc.



24A Valentine's Day

Narrator: **Scene 1:**
Wednesday 13th February,
ten o'clock



Britney: Miss Smith!

Miss Smith: What is it, Britney?

Britney: What are you going to do tomorrow night?

Miss Smith: I'm going to write your maths test for Friday.

Jodie: But it's Valentine's Day tomorrow.

Britney: People go to romantic restaurants on Valentine's Day.

Jodie: They have romantic evenings with their boyfriends.

Miss Smith: But I haven't got a boyfriend. Do your work now, everyone.

Narrator: **Scene 2:**
Wednesday 13th February,
two o'clock

Amit: Mr Redman!

Mr Redman: What is it, Amit?

Amit: What are you going to do tomorrow night?

Mr Redman: I'm going to write your French test for Friday.

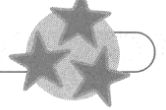
Nathan: But it's Valentine's Day tomorrow.

Amit: People go to romantic restaurants on Valentine's Day.

Nathan: They have romantic evenings with their girlfriends.

Mr Redman: But I haven't got a girlfriend. Do your work now, everyone.





Narrator: **Scene 3:**
Wednesday 13th February,
three o'clock



Britney: Oh no! A maths test and a French test on Friday!

Jodie: What are we going to do?

Amit: Listen! I've got an idea.

Nathan: Great! What is it?

Amit: Well, we're going to need two Valentine's cards ...

Narrator: **Scene 4:**
Thursday 14th February,
ten o'clock

Britney: Miss Smith! Did you get any Valentine's cards?

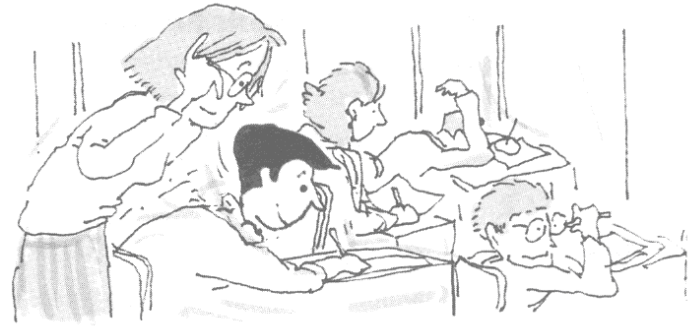
Miss Smith: Do your maths, Britney.

Jodie: There was a red envelope on your desk this morning. Was it a Valentine's card?

Miss Smith: Do your maths, Jodie.

Amit: Mr Redman was at your desk this morning.

Miss Smith: Do your maths, Amit.



Miss Smith: Very good, Amit. Er ... was Mr Redman really at my desk this morning?

Amit: Yes, Miss Smith.

Miss Smith: Are you sure?

Amit: Yes, Miss Smith.

Nathan: Mr Redman's really nice.

Britney: He's very attractive.

Jodie: And he's funny too.

Amit: He's cool.

Nathan: And he really likes women with glasses.

Miss Smith: That's enough!

Britney: Miss Smith, are you busy at lunchtime?

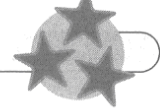
Miss Smith: I'm always busy. Why?

Britney: Well, we're in a Valentine's Day show. Can you come?

Miss Smith: Well, maybe ...

Britney: Great! It's at one o'clock in Room 12.

Miss Smith: Do your work now, everyone.



Narrator: **Scene 5:**
Thursday 14th February,
eleven o'clock

Britney: Mr Redman! Did you get any Valentine's cards?

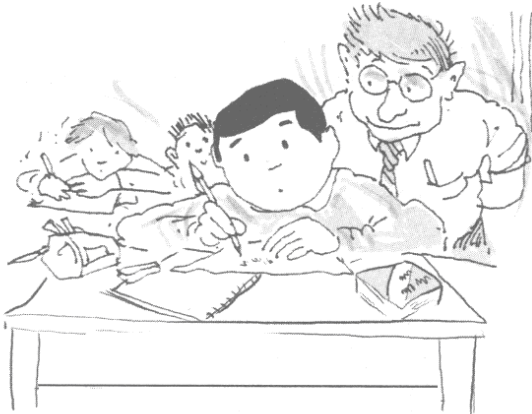
Mr Redman: Do your French, Britney.

Jodie: There was a red envelope on your desk this morning. Was it a Valentine's card?

Mr Redman: Do your French, Jodie.

Amit: Miss Smith was at your desk this morning.

Mr Redman: Do your French, Amit.



Mr Redman: Very good, Amit. Er ... was Miss Smith really at my desk this morning?

Amit: Yes, Mr Redman.

Mr Redman: Are you sure?

Amit: Yes, Mr Redman.

Nathan: Miss Smith's really nice.

Britney: She's very attractive.

Jodie: And she's funny too.

Amit: She's cool.

Nathan: And she really likes men with glasses.

Mr Redman: That's enough!

Britney: Mr Redman, are you busy at lunchtime?

Mr Redman: I'm always busy. Why?

Britney: Well, we're in a Valentine's Day show. Can you come?

Mr Redman: Well, maybe ...

Britney: Great! It's at one o'clock in Room 12.

Mr Redman: Do your work now, everyone.

Narrator: **Scene 6:**
Thursday 14th February,
one o'clock



Britney: Well, they're both in there.

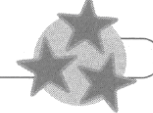
Jodie: I can't see! What are they doing?

Amit: They're looking cross.

Nathan: They're looking at their watches.

Britney: They're smiling now.

Jodie: That's better.



Amit: She's writing something on a piece of paper.

Nathan: He's taking the piece of paper.

Britney: Quick! They're coming!

Jodie: So, what did she write?

Amit: Maybe it was her email address.

Nathan: Maybe it was her phone number.

Britney: Maybe it was the name of a romantic restaurant.

Jodie: Maybe it was a love note!

Amit: I hope they're going to have a romantic evening. Then they can't write our tests.

Narrator: **Scene 7:**
Friday 15th February,
nine o'clock

Jodie: What about you, Mr Redman? Did you enjoy it?

Mr Redman: Yes, thank you. It was wonderful.

Amit: Oh well, no tests today.

Nathan: We can do them another day.

Miss Smith: Another day? Certainly not!

Mr Redman: The tests are today.

Britney: But ... but, your Valentine's Day was wonderful. So how ...?

Miss Smith: Well, we had a very romantic evening.

Mr Redman: Miss Smith cooked some fantastic food.

Miss Smith / Mr Redman: And then we wrote your tests together!

Children: Oh no!



Britney: Miss Smith! Did you enjoy Valentine's Day?

Miss Smith: Yes, thank you. It was fantastic.



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