

Polka Dot Plays

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Teacher's Guide
Introduction to Drama
Teaching Notes
Answer Keys

Play 1 *Tammy, the Queen of Jams*



Play 1 *Tammy, the Queen of Jams*

Roles

16

Runtime

Around 10 minutes, depending on production

Set

Tammy's kitchen, Tammy's house, the King and Queen's castle, the castle kitchen

Props

Jars of jam, fruit (plums and peaches), breakfast foods: coffee, toast, jam, honey

King and Queen's costume, servants' and cook's costume, other characters costumes

Style

A musical play with songs

Synopsis

Tammy makes jam for her friends. When the King and Queen get to hear about how delicious her jam is, they want Tammy to make jam just for them. But her friends will not let her be taken to the castle kitchen without a song!

Language level

A2+ Elementary – Pre-intermediate



Language areas

Modal verbs: *must / mustn't*

Themes

Friendship; Music

Audio

The dramatized audio for this play is available on Helbling e-zone  and the Helbling Media App .

Stage tips

The play is a musical and will take more time to develop and practise than one which only has speaking roles. Make sure you start rehearsing a few weeks before a public performance.

Games and Activities

- **Tableaux** At any time during rehearsals, the teacher can shout '*Freeze!*'. Pupils stay frozen in position, and the teacher - or director, if you are using directors - comment on their physical positioning and facial expressions.
- **Feelings Walk** Ask actors to imagine the style of gesticulating, body language and accent of the main characters. Make sure they contrast them so that the characters are all different in the way they speak and move. Elicit how the King, Queen, servants, cook, Tammy and her friends all behave, speak and sound.
- **Hot Seat** Questions for Tammy: *How old are you? Where do you live? What is your favourite jam? What do you think of the king and queen?* Questions for the King and Queen: *Why do you want Tammy to make jam for you? Are you kind to your servants?* Questions for the servants: *Is the King a good king? Is the queen kind?* Questions for Tammy's friends: *Where do you live? How often do you eat jam? Have you met the king and queen?*

Play 1 *Tammy, the Queen of Jams*

Page	Aim / Theme	Language
4-5 Prepare	Introduction to the play setting, characters and some key vocabulary	Nouns: <i>honey, plum, plums, peach, peaches, jam, castle, king, queen, prince, princess, servant, cook</i>
6-15 Play 1	Fully illustrated script of <i>Tammy, the Queen of Jams</i> Dramatized audio available on Helbling e-zone and the Helbling Media App	
16-17 Practice 1	Comprehension activities	
18-19 Practice 2	Useful language	Obligation: <i>must, mustn't</i>
20-21 Practice 3	Characters & action	Adjectives: <i>happy, sad, angry, surprised, frightened, excited, kind</i>
22-23 Practice 4	Sequence of events	
24-25 Practice 5	Opinions & report	Past simple question forms: <i>What happened yesterday? What did you + verb? Where were you yesterday? Who came to your house?</i>
26-27 Theme 1	Friendship	Physical description; Verbs to describe people
28-29 Theme 2	Music	Musical instruments; Verbs that collocate with music
30-31 Theme 3	Write a scene from a play	Writing a scene from a play
32-33 Games & Puzzles	The writing game	
34-35 Room for reflection	Self-assessment	<i>I enjoy / don't enjoy, I'm good at + verb-ing</i> <i>I want to learn more about ...</i> <i>I can + verb</i> <i>I know how to + verb</i>

Teaching Notes and Answer Keys

Pages 4-5 Prepare



The aim of the lesson is to teach and practise the key vocabulary from the play. It takes place at Tammy's house and at the King and Queen's castle.

1 Write the words under the correct photos.

- Focus attention on the photos and see which foods pupils can identify.
- They write the words under the photos and practise orally, paying attention to stress on words of two-syllables: *honey*, (note the first syllable is pronounced with an /ʌ / sound) and *peaches* (note the second syllable is pronounced with an /ɪ / sound). Drill the final /z/ sound in the plural words: *plums*, *peaches*.

Answers

L-R: peaches, plums, jam, honey, peach, plum

2 Talk about the photo. What fruits can you name?

- Although the fruits are not named in the play, it is useful to expand pupils' vocabulary on the topic.

- Ask the class to look at the photo and talk about the place. Ask: *Where is it?* And elicit the answer: *a market. What can you buy in this market?* - Fruit.
- Pupils in pairs brainstorm different types of fruit.
- Write words on the board and ask pupils to copy them down and write both singular and plural forms in their vocabulary notebooks.

Suggested answers

pears, apples, oranges, pineapples, melons

Extension

Pupils make a list of fruits and vegetables they know. Compare lists and see how many they can think of or look up more words in a picture dictionary.

3 Name these types of jam.

- Use the photo to teach the vocabulary. Identify the fruits in front of the jars of jams.
- Pupils compare answers.

Answers

Back row: fig, peach

Front row: strawberry, blackberry, raspberry

4 Complete the sentences with the correct word.

- First ask pupils to cover the words in the boxes and try to guess what the words in the gaps could be.
- They then uncover the words, read the text and complete the missing words.
- Go around the class and nominate pupils to read sentences aloud.

Play 1 *Tammy, the Queen of Jams*

Answers

1 king 2 queen 3 prince 4 princess 5 servant 6 cook 7 castle

5 Work in pairs. Look at the picture and name the rooms and furniture in the rooms.

- Look at the picture and elicit the names of the rooms with the whole class. You could write them on the board or have pupils write the words in their notebooks.
- Have pupils brainstorm the furniture and other items in each room.
- Elicit answers with the whole class.
- Not all the words are used in the play, but these are all useful vocabulary items that pupils need to learn.

Suggested answers

Rooms: bedroom, (master) bedroom, bathroom, living-room, dining-room, kitchen

Furniture (bedroom / master bedroom): chair, desk, lamp, shelf, clock, picture, nightstand / bedside table, bed, chest of drawers, mirror; (bathroom): toilet, basin, shower, shelf, chest of drawers, waste paper basket, toilet roll holder; (living room): lamp, sofa, armchair, chest of drawers, shelves, picture; (dining room / kitchen): dining table, chairs, curtains, counter, hob / oven / cooker, cupboard(s), sink, refrigerator / fridge

Extension

Ask pupils to draw a plan of their bedroom or for fast finishers, their house, and label everything in it.

6 Compare your answers with another pair. Is it the same?



- Pupils compare answers.
- Ask them to look up any new words in a picture dictionary.

Pages 6-15

Tammy, the Queen of Jams



Before pupils start listening to the play, encourage them to predict what it might be about by looking at the pictures and talking about them. Ask some prediction questions: *What can you see? Who are the characters? Where are they? What do you think is going to happen?*

  Play the audio and encourage pupils to look at the pictures as the story develops.

Acting and directing tips for Grade 6

At Grade 6, pupils will have plenty of their own ideas about what makes a story interesting or funny so make the most of their ideas for creating interesting and amusing performances at this level. Refer to the Introduction for more details on the following points to consider when giving out roles, stage management and coaching actors.

Sets

- Use the illustrations to help generate ideas for the sets. In *Tammy, the Queen of Jams* there are four scenes, set either at Tammy's house or at the castle. Brainstorm ideas about what kind of castle is it, what costumes could be worn and the country the play is set in.

Stage

- Plays can benefit from different types of stages: traditional with audience in front of the stage; zones for different scenes, for example staging scenes in different locations and the audience has to move around; breaking up the scenes on the stage with a tableaux style background with non-speaking actors freezing when they do not have lines. You could even decide to perform 'in the ring' with the action in the centre with the audience sitting around the 'stage' in a circle.

Questions for the director/s

- How does each scene look when you watch it from the audience? See the Introduction for tips on staging and blocking.
- How can you incorporate different levels? With the castle theme, there is opportunity for a lot of creativity with windows for characters to look through, background scenery at different levels so there is plenty for the audience to watch.
- How can more actors be included, even if these are non-speaking parts?

Singing the songs

- Pay close attention to ensure the pronunciation and intonation in the songs are as natural as possible. Use the audio to help teach the songs, as imitation plays an important role in the learning process.
- Work through the songs individually in these steps: listen, then recite the words, accompanying it with actions. Once pupils are familiar with the words, model the song and have actors sing individual lines after you, imitating your actions. They can then join in while reading the script and listening to the audio. Finally, when they have memorised the song, have them sing it by themselves without prompts.

Pages 16-17 Practice 1

Practice 1 Comprehension

Listen to the play and do the tasks.

1 Write a ✓ or a ✗

The play is set in a castle. The castle makes the background of the play.

Some of the scenes take place in the castle. The castle is not used to set the scene.

The play has been successful.

2 Circle the correct words.

Read and listen to the play. Then complete the sentences.

The play is set in a castle. The castle makes the background of the play.

Some of the scenes take place in the castle. The castle is not used to set the scene.

The play has been successful.

3 Complete the conversations in the speeches.

The play is set in a castle. The castle makes the background of the play.

Some of the scenes take place in the castle. The castle is not used to set the scene.

The play has been successful.

The aim of the lesson is to check understanding of the play. The exercises focus on global as well as detailed understanding.

1-5 Listen to the play and do the tasks.

Listen to the whole play once while pupils follow the text and look at the pictures. Listen again to each of the five tracks individually, for more detailed comprehension.

1 Write a ✓ or a ✗.

- Ask the whole class to read the sentences and decide if they are true or false.

Answers

1 ✗ 2 ✓ 3 ✓ 4 ✗ 5 ✓

2 Circle the correct words.

- Read through the full sentences with the class.
- Ask them to choose the correct word to complete each sentence.

Answers

1 peaches 2 tomorrow 3 plums 4 Tuesday 5 jam
6 don't want

Play 1 Tammy, the Queen of Jams

3 Complete the conversations in the cartoons.

- Ask pupils to look at the cartoon pictures on page 17. Ask: *Can you remember what the people are saying?*
- They read aloud the speech bubbles on page 16 and use the words to complete the cartoons.
- Nominate pupils to read out answers in characters' voices.

Answers

Clockwise: A, C, D, B

Pages 18-19 Practice 2

The screenshot shows a worksheet with several sections:

- 1 Read what the King and Queen say. What must Tammy do?** Includes speech bubbles and a list of options: a) Turn on the TV, b) Turn on the radio, c) Turn on the lights, d) Turn on the computer.
- 2 Read the rules about must and mustn't and do the exercises.** Includes a box with rules: 'You must wear your seat belt', 'You mustn't drink and drive', 'You must wear your seat belt', 'You mustn't drink and drive', 'You must wear your seat belt', 'You mustn't drink and drive'.
- 3 Read the school rules. Tick ✓ or ✗ for the rules in your school.** Includes a list of rules: 'You must wear a uniform', 'You mustn't be late for school', 'You must wear your school bag', 'You mustn't eat or drink in school', 'You must wear your school shoes', 'You mustn't use mobile phones in school', 'You must wear your school ID card', 'You mustn't use mobile phones in school', 'You must wear your school ID card', 'You mustn't use mobile phones in school'.
- 4 Complete the sentences with the verb in brackets and the correct form of must.** Includes a list of sentences: '1. I _____ (not use) mobile phones in class. (mustn't)', '2. The fire _____ (be) out. (must)', '3. I _____ (not go) to school on Wednesdays. (mustn't)', '4. I _____ (wear) my seat belt when I'm in a car. (must)', '5. You _____ (not drink) alcohol when you're driving. (mustn't)', '6. My dog _____ (be) happy when I'm not home. (must)'.
- 5 Write the rules again. Use must and mustn't.** Includes a list of rules: '1. _____', '2. _____', '3. _____', '4. _____', '5. _____', '6. _____'.

The aim of this lesson is to extend the language area with further grammar and vocabulary.

1 Read what the King and Queen say. What must Tammy do?

- Focus pupils' attention on the speech bubbles. Pupils should be able to quickly identify the answer to the question.
- Write the first sentence on the board and underline the word *must*. Ask: *Can Tammy choose or not?* Elicit: *No, she has no choice.* Explain that we call this 'obligation'.
- Nominate three pupils to act out the roles.

Suggested answers

She must work in the Queen's kitchen. She must go with the King and Queen. She must make jam for the King and Queen.

2 Read the rules about *must* and *mustn't* and do the exercises.

- Most pupils will know or be familiar with the modal verb *must* and the negative form *mustn't*. Ask: *What things must you do every day?* Elicit some ideas and put them on the board: *I must get up at 7 o'clock. I must feed my pets. I must practise the piano. I must brush my teeth.*
- Nominate pupils to read through the example sentences and discuss the rules in the box.

3 Read the school rules. Write a ✓ or a ✗ for the rules in your school.

- Pupils work individually and check their answers in pairs.
- Drill the correct sentences with the whole class.

Suggested answers

1 mustn't 2 mustn't 3 mustn't 4 must 5 mustn't 6 must

4 Complete the sentences with the verb in brackets and the correct form of *must*.

- This can be given as a class or homework exercise. Pupils should use *must* or *mustn't* with a verb to complete the sentences.
- Have pupils work individually then check their answers in pairs.
- Drill the sentences.

Answers

1 must turn off 2 mustn't be 3 must take 4 mustn't make 5 must start 6 must go to bed

5 Read the Technology Tips. Can you think of any more ideas?

- The exercise allows pupils to read and learn about rules explaining how to use technology safely. Start by asking: *What rules do you think we need to use technology safely at school and at home?* Encourage them to use the imperative at this stage: *Turn off your computer when you go home.*
- Elicit a few ideas on the board then ask pupils to read the text and see if they had the same ideas.

Answers

Pupils' own answers.

6 Write the rules again. Use *must* and *mustn't*.

- Pupils can do this in pairs or individually. Get them to go through the Technology Tips again and write sentences for each rule.
- Tell them they *must* write complete sentences. Go around and check, helping where necessary.

Answers

- 1 You must save your files. / You mustn't forget to save your files.
- 2 You mustn't tell people your password. / You must keep your password to yourself.
- 3 You mustn't look at other people's screens.
- 4 You must think before you print things. / You mustn't print things unless you need to.
- 5 You must keep food and drink away from your computer. / You mustn't eat or drink near your computer.
- 6 You must only click on websites you know. / You mustn't click on websites you don't know.

Extension

Either before or after the writing task, conduct a class discussion and ask pupils to give reasons for these rules. Ask: *Why must you save your files? So that you don't lose your data. Why mustn't you tell people your password? Because they might steal it. Why mustn't you look at other people's screens? It's rude. Why must you think before you print something? In order to save paper. Why must you keep food and drink away from technology? So that you don't damage your keyboard or computer. Why must you only click on websites you know? Because some websites are not safe to use.*

Pages 20-21 Practice 3

The aim of the lesson is to talk about the characters and action in the play.

1 Number the characters in the order they appear in the play.

- Focus attention on the pictures and think about who each character is and what they are saying.
- Pupils try and remember the order the characters appear then compare answers with another pair.

Answers

Cook 8 Fred 1 King 6 Mike 4 Queen 7
Servants 9 Sonia 5 Sylvia 2 Tammy 3

Play 1 *Tammy, the Queen of Jams*

2 Describe the characters. Write one sentence under each picture.

- Brainstorm some adjectives and put them on the board: *happy, excited, mean, kind, selfish, funny*, etc. to give pupils some ideas.
- Focus attention on the example: *Tammy is kind*. Ask: *Why is she kind?* Nominate a few pupils to give their ideas.
- Pupils write complete sentences describing the other characters.
- Fast finishers can write more than one sentence.
- To help lower-level pupils write sentence prompts on the board, for example: *Cook is ... Sylvia is ...*, etc and have them choose just one adjective to describe each person.
- Elicit ideas and see how many of the words on the board were used.

Suggested answers

The cook is impatient. Fred is grateful. The King is angry. Mike is happy. The Queen is rude. The servants are busy. Sonia is excited. Sylvia is friendly. Tammy is kind.

3 Talk about the characters.

- Pupils work in pairs and discuss the questions. Give them a time limit.
- Go around and monitor conversations, making note of any errors to correct at the end of the activity.
- Conduct whole class feedback.

Answers

Pupils' own answers.

Extension

Tell pupils to write a short description of one character, giving them a back story (background about them, where they come from, how old they are, what they like, don't like, etc)

4 Match the photos with the sentences.

- Focus attention on the photos. Ask pupils to describe the children and say something about them. Ask: *What does he / she look like? How do they feel in the photo?*
- Go over example given and tell pupils to match the rest individually.
- Elicit answers with whole class and ask them to speculate about the reasons for the emotions: *Why is he kind? Because he is nice to the kitten.*

Answers

Column 1: I am angry. I am frightened. I am kind. I am surprised.

Column 2: I am excited. I am happy. I am sad. I am worried.

5 Work in small groups.

- Round off the lesson with a miming game.
- Ask one pupil in the group to mime one of the emotions in exercise 4 or another one they can think of.
- The rest of the group guesses the word.

Pages 22-23 Practice 4

Practice 4 - Sequence of events

1 Put the pictures in the correct order 1-8.

2 Write sentences under the correct pictures.

The aim of this lesson is to check pupils' understanding of the sequence of events in the play.

1 Put the pictures in the correct order 1-8.

- Brainstorm the events of the play. Ask: *How many scenes are there? Where do the scenes take place? Are the characters happy or sad at the beginning / end?*
- Tell them to look at the pictures and talk about what happens in the story.
- They then number them in order.
- Elicit which is the first picture – numbered 1 in the box.
- Pupils work in pairs and number the rest of the pictures.
- Go over the answers and check with the whole class.

Answers

L-R Page 22: 5, 4, 7, 1

Page 23: 2, 3, 8, 6

2 Write the sentences under the correct pictures.

- Ask: *What tense is the example given?* Elicit that is in the past tense and point out that we can tell a story in the present tense or the past tense.
- Tell pupils to try to make the sentences tell a complete story.
- Pupils work in pairs and devise creative sentences that illustrate the pictures.
- Go around and check spelling, grammar and punctuation.
- Nominate pupils around the class to read their version of the story aloud sentence by sentence.

Suggested answers

- 1 One day Tammy was in the kitchen.
- 2 The children said, 'Thank you' and 'Goodbye' and left Tammy's house.
- 3 The servants brought the king and queen's breakfast.
- 4 The king and queen didn't like the jam.
- 5 The servants went to Tammy's house to get better jam.
- 6 The king and queen loved Tammy's jam.
- 7 The king and queen said, 'Tammy must work for us!'.
- 8 The children said, 'No one can take Tammy away!'.

Pages 24-25 Practice 5

The screenshot shows a worksheet titled "Practice 5: Opinions & report". It is divided into two main columns. The left column has two sections for completing words in songs. The first section is for "Sammy, Tami and Tami" and the second is for "King, Queen, Cook and servants". The right column has a section for "Imagine you are Tammy" with a speech bubble diagram and a section for "Complete Tammy's letter" with a list of words and a letter template.

The aim of the lesson is for pupils to practise the songs and to recall the events of the play from Tammy's viewpoint.

1 Complete the words to the songs.

- Pupils try and remember or guess the missing words.

Play 1 Tammy, the Queen of Jams

2 Listen and check.

- Play the audio and check answers with the whole class. The track is available on Helbling e-zone or the Helbling Media App.
- Practise singing the songs with the whole class or divide them into groups and give one verse or the chorus to each group and they take it in turns to sing the song.

Answers

1 put 2 sugar 3 queen 4 castle 5 go

3 Practise singing the songs.

- Recite the songs, accompanying them with suitable actions where appropriate.
- Get pupils to sing along with you, reading the texts at the same time until they can memorise the words.

4 Imagine you are Tammy. Talk to your friend about what happened. Use the questions to help you and add your own questions.

- Use the exercise as a chance for pupils to do plenty of spoken practice in the roles of Tammy and a friend.
- Ask pupils to think about the story from Tammy's point of view. Ask: *How does Tammy speak? How does she feel? How does her friend speak? How does her friend ask questions? What does he/she want to know?*
- Practise the question and answer example given on the page with the whole class.
- Pupils work in pairs and ask and answer more questions. Use those given and encourage them to add their own.

Answers

Pupils' own answers.

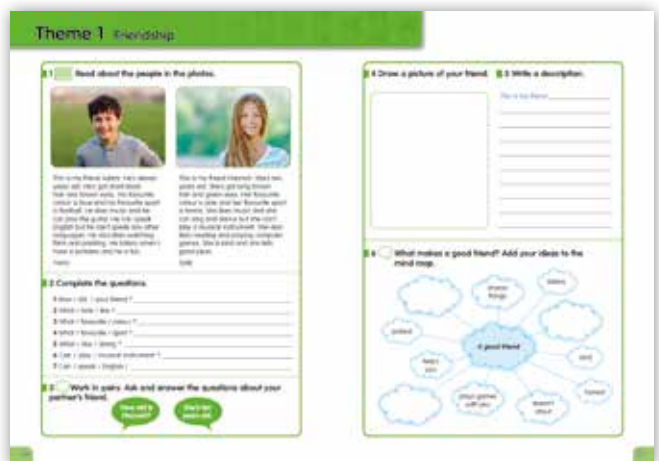
5 Complete Tammy's letter. Use your answers to exercise 4 to help you.

- After practising the story as a conversation, tell pupils they are going to write a letter from Tammy to another friend.
- Use the writing frame as a guide that pupils can add their own ideas to.
- This can be done in pairs or individually.
- Display finished work in the classroom.

Suggested answer

Then my friends Mika and Sonia came to my house too. I made some plum jam for Mike because it was his father's birthday. They said, 'Thank you' and they sang a song. The next day some servants from the king's castle came to my house. The King and Queen wanted some of my jam. They said I must go to the castle. Then the King and the Queen came to my house. They said, 'You must work for us.' But I did not want to. My friends sang a song. They sang 'Stop! Let her go!' I did not go to the castle.

Pages 26-27 Theme 1



The worksheet is titled 'Theme 1 Friendship'. It is divided into two main sections. The left section is titled 'Read about the people in the photos.' and contains two photos of children, Mika and Sonia, with short paragraphs of text about them. Below the text are several numbered questions for discussion. The right section is titled 'Draw a picture of your friend. Write a description.' and includes a large blank space for drawing and a list of questions to describe the friend. Below this is a mind map activity titled 'What makes a good friend? Add your ideas to the mind map.' with a central circle labeled 'A good friend' and several surrounding circles for ideas.

The aim of the lesson is to talk about friendship and the qualities of a good friend.

1 Read about the people in the photos.

- Ask: *Who are Tammy's friends in the play?* Elicit the names of the people and ask why they are good friends. (They say she is the Queen of Jams and stop the king and queen from taking her to the castle.)
- Focus attention on the photos and tell pupils to read about the people. Ask: *Is the description accurate according to the photo?* Ask a few comprehension questions about Adam and put pupils into pairs to ask and answer questions about Hannah.

2 Complete the questions.

- Ask pupils to look at number 1 and nominate someone to make it into a complete question: *How old is your friend?*
- Pupils do the same for questions 2-7.
- Go around and check question forms are accurate.

Answers

- 1 How old is your friend?
- 2 What *does he / she / your friend* look like?
- 3 What *is his / her / your friend's* favourite colour?
- 4 What *is his / her / your friend's* favourite sport?
- 5 What *does he / she / your friend* like doing?
- 6 Can *he / she / your friend* play a musical instrument?
- 7 Can *he / she / your friend* speak English?

3 Work in pairs. Ask and answer the questions about your partner's friend.

- Ask pupils to think of a friend and make a few notes in answer to the questions in exercise 2.
- If they do not have a friend, they can invent one or write about Adam and Hannah in the photos.

- Fast finishers can draw speech bubbles and write their questions and answers as a dialogue.

4 Draw a picture of your friend.

- Pupils draw a picture of the friend they have chosen. They can make their picture look like a photo from an album with a caption if they wish.

5 Write a description.

- Pupils use the descriptions of Adam and Hannah as a model for their writing.
- Display finished pictures and descriptions in the classroom.

Answers

Pupils' own answers.

Extension

Photocopy all the pictures and descriptions and get pupils to cut them out and stick them together to make a class book or a poster that looks like a class social media page.

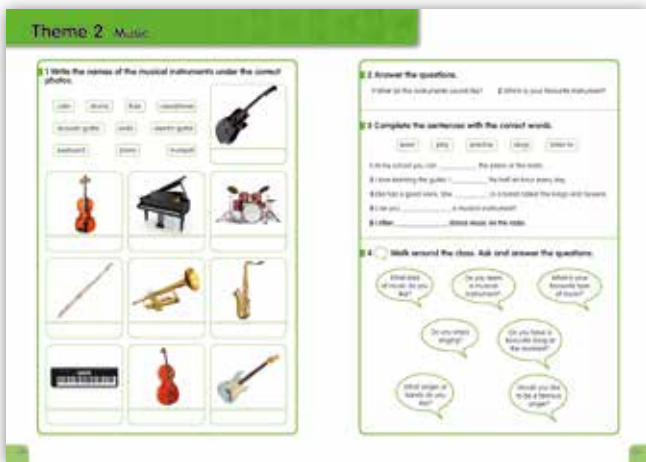
6 What makes a good friend? Add your idea to the mind map.

- If you have used a mind map before, get pupils to look at the different clouds and talk about how to complete the empty ones.
- Explain the idea of a mind map if it is a new idea for the class. It is a tool to generate and record new ideas.
- Go around the class and monitor, helping where necessary.
- Conduct whole class feedback, elicit ideas and write them on the board so pupils can write more ideas in the mind map.

Answers

Pupils' own answers.

Pages 28-29 Theme 2



The aim of the lesson is to learn vocabulary of musical instruments and other language needed to talk about music.

1 Write the names of the musical instruments under the correct photos.

- Focus on the pictures and the words.
Ask: Can you play any of the musical instruments?
- Pupils read the words and match with the pictures.
- Model pronunciation of all the words: cello (note 'c' is pronounced with a /t / sound), drums, flute, saxophone (note weak form of sound 'o'), acoustic guitar, violin, electric guitar, keyboard, piano, trumpet.
- If you wish, ask pupils to put the instruments into categories, for example, wind instruments, stringed instruments, keyboard instruments, percussion instruments.
- Pupils check their answers in pairs.

Answers

Top row: acoustic guitar

Row 2: violin, piano, drums

Row 3: flute, trumpet, saxophone

Row 4: keyboard, cello, electric guitar

Extension

Set research questions for pupils to answer in the next lesson. Ask them to choose an instrument to talk about or to find out how many instruments are in a classical orchestra.

2 Answer the questions.

Focus on the questions and give your own answers if you wish as a model.

Answers

Pupils' own answers.

3 Complete the sentences with the correct words.

- If pupils are confident at using the words in boxes, cover them and ask them to complete the sentences without looking at them.
- Otherwise, pupils choose the correct words to complete the sentences.

Answers

1 learn 2 practise 3 sings 4 play 5 listen to

4 Walk around the class. Ask and answer the questions.

- The exercise gives pupils the chance for some personal discussion, giving their opinions, likes and dislikes and so on.
- Set a time for the activity and go around to monitor, noting any errors that you can go over at the end.

Answers

Pupils' own answers.

Pages 30-31 Theme 3

Theme 3 Write a scene from a play.

1 Look at the photo and talk about the questions.

2 Read the information about the scene.

3 Work in pairs. Choose a traditional story you both know.

4 Choose one scene from the story. Complete the table about the scene.

5 Draw a picture of the scene.

The aim of the lesson is to learn how to write a scene from a play.

1 Look at the photo and talk about the questions.

- Focus on the photo and ask: *What story is this picture from?* Elicit that it is from a cartoon version of *Aladdin* and Aladdin has found the lamp.
- Conduct a class discussion of the story and characters of *Aladdin*.

2 Read the information about the scene.

- Ask pupils to look at the table that breaks down the scene and discuss the information.
- Give pupils a chance to think about how it is written (in the present simple tense) and how question words are used as a guide to provide the information about the story.

3 Work in pairs. Choose a traditional story you both know.

- Allow pairs a few minutes to choose a story and explain they are going to write a scene from it.
- Tell them to choose a scene in which the main character must do something, to make it interesting.

4 Choose one scene from the story. Complete the table about the scene.

- Focus on the blank table and tell pupils they are going to use this writing frame to compose a scene.
- Point out that they must write direct speech to indicate what the characters say.
- Go around and monitor, helping where necessary.
- Pairs can act out the scenes in front of the class.

5 Draw a picture of the scene.

- Give pupils a time limit for their drawings.
- Pupils draw their scenes individually. They can make them look like a film, book or theatre scene.

Pages 32-33 Games & Puzzles

Games & Puzzles

1 You are going to learn to speak as different characters.

2 Read the lines from the play.

3 Say the lines in these different ways. Imagine you are a different person each time.

The Writing Game

The aim of the lesson is to provide fun language practice and revision of the themes of the play.

1 You are going to learn to speak as different characters.

Focus attention on the picture and ask: *How do the different characters in the play speak? What does it depend on? What affects their speech?* Elicit: *age, male or female, personality, style of play, era / time the play is set, etc.*

Play 1 *Tammy, the Queen of Jams*

2 Read the lines from the play.

- Nominate pupils to take the parts of the characters Fred, Sylvia and Tammy.
- Read them aloud in a neutral voice.

3 Say the lines in these different ways. Imagine you are a different person each time.

- Pupils read through the prompts of different voices and check any vocabulary or ask questions.
- Do a few examples in open class, then ask pupils to work in pairs and listen to each other.
- Conduct whole class feedback to see how easy / difficult they found the exercise.

Extension

Pupils choose one of the characters or emotions in the boxes but do not say which it is. Their partner must guess which one they are acting out.

The Writing Game

- Ask pupils to study the board game and read the rules silently.
- Nominate one pupil to come up to the front and teach the rules to the class.
- Pupils use a counter, small coin or button to move around the board.
- Give an example with one of the prompts: *My favourite sport is tennis. Ask: Is it correct?*
- Pupils act as judges within their group.
- Go around and monitor, noting any grammar issues they get wrong and go through them at the end of the game.

Pages 34-35 Room for reflection

Room for reflection

Write the words or phrases

Write the words or phrases in the boxes below. Use the words in the list.

I CAN

	😊	🙂	😐

The aim of the lesson is to reflect on the drama performance and for self-assessment. It does not need preparation and gives pupils a chance to think about what they have learned. Allow a few minutes at the end of a lesson for discussion and then to tick the boxes according to the criteria: *I enjoy ... , I don't enjoy ... , I'm good at ... , etc.*

I CAN

The self-assessment chart gives pupils an opportunity for reflection on what they have learned.

Focus on the three smiley faces at the top of the chart and elicit what they mean in terms of confidence and achievement:

😊 Very happy

🙂 Quite happy / OK

😐 Not sure

- Ask pupils to read through the skills and language points covered in *Tammy, The Queen of Jams* pages and add them to the table.
- They can then assess their own performance and tick how they feel about each of the items in the table.