Lesson 1  What’s on?

1a Read and learn how to invite someone to the theatre.
Max:  Let’s go to the theatre.
Jane:  What’s on?
Max:  Let’s check on the internet.

1b Act out sad and happy characters.

2a Read and find a play for the children.
1  Max (aged 11) likes adventures. He is a scout.
2  Jane (aged 10) likes stories.
3  Aigul (aged 12) is interested in history.
4  Thomas (aged 3) likes cartoons.
5  Dima (aged 11) likes computers and technology.

What’s On – Children’s Shows

Sunday 8 February

Welsh Theatre
Hywel ['hauel] and the Mermaid. A beautiful Welsh legend about a fisherman and a mermaid who saves his life. Ages 8–11. 11 a.m. & 5 p.m.

Puppet Theatre
Punch and Judy ['pʌnt] on 'dʒuːdi]. A traditional ‘Punch and Judy’ puppet show. Don’t wait to see it on a summer beach, watch it now. Ages 2–99. 2 p.m.

Arts Theatre
The Bear that wasn’t there. A group of scouts are camping deep in the forest. A bear comes out of the forest. What happens next?! Ages 9–12. 10 a.m. & 12 a.m.

New Millennium Theatre
A Robot Father. A great play for kids and their dads to watch together. A mad professor designs a super robot. But he can’t program this robot to be like a real dad. Ages 4–15. 11.30 a.m. & 2 p.m.

Drama Centre
Midas the King ['mɪdəs ðə kɪŋ]. A myth from ancient Greece about a greedy king who loved gold. But in the end he understands that there are things more important than gold. Ages 10–12. 11.30 a.m. & 2 p.m.
2b Choose a show and invite your partner to see it.

Example:
A: Would you like to see ‘Punch and Judy’? It’s a puppet show.
B: I’d love to. I love puppet shows.
C: No, thanks. It’s for little children. I’d like to see ‘Midas the King’.

3a Look at the ticket and complete the conversation with the information from the ticket.

Max: Can I have two tickets for (1) ..., please?
Clerk: Sure. What time?
Max: At (2) ... o’clock.
Clerk: Let me see. Is row (3) ... OK?
Max: Yes, that’s fine. Somewhere in the middle, please.
Clerk: Here you are. That’s (4) ... pounds, please.
Max: Thanks.
Clerk: You’re welcome.

3b Listen to the conversation and check your answers of Ex. 3a.

3c Act out the conversation.
Pupil B: Look at p. 153.

Card for Pupil A

1 You sell tickets at the box office. Talk to Pupil B, complete the ticket and give it to him / her.
2 You want to buy two tickets for Punch and Judy. You want to see it at 2 o’clock.

4 Choose a show from Ex. 2a and write a note to invite a friend.

Example:
Let’s go to the theatre on Sunday and see ‘The Blue Bird’. It is on at the Drama Centre. It starts at 5 p.m. It’s a fairy tale. Would you like to see it?
Lesson 2 The bear that wasn’t there

1a Discuss these questions in pairs and report in class.
   • Are you scared of the dark?
   • Are you scared of bears?
   • Are you scared of snakes?

1b Pretend you are very scared and answer the questions again.

1c Talk to a person who is scared and comfort him / her.
   • Don’t be scared! Don’t be silly!
   • There’s no reason to be scared.
   • There are no snakes here.
   • There are no bears here.

2a Listen to the play and put the pictures in the right order.

2b Look at the play and find:
   1 The playwright’s name.
   2 Name the characters who say the words of the dialogue.

2c Divide the text of the play into six scenes, one to match each picture.

Drama tips
   • Face the front and look directly at the audience.
   • Don’t just read your script, speak out loudly.
   • Don’t hide your face, act out the part.
   • Move around with actions to suit the part.
   3 Repeat your scene a few times until you can do it well.

3 Prepare for the performance.
   1 Choose the character you want to play.
   2 Read these drama tips and follow them while preparing and performing.

4 Put on your hats and act out the play.

5 Your friend is going camping in the forest. She / He is scared. Write a note to cheer him / her up. Make it funny.
It’s OK. Bears don’t like scout hats!
DEEP IN THE FOREST
By Carolyn Graham

Characters:
Scout leader
Scout One and Scout Two
Bear
Chorus of scared scouts

1 Leader Deep in the forest, away from home. Isn’t it fine?
Scout one I’m scared.
5 Scout two Me, too.
Chorus We’re scared. Away from home, Deep in the forest, We’re scared.
10 Leader Don’t be silly. You’re safe in the forest. There’s no reason to be scared.
15 Scout one Mama said to be careful, Mama said to watch out.
Chorus Watch out, watch out, Mama said to watch out. Mama said to be careful, Mama said to watch out.
20 Leader Watch out? For what?
Scout two Snakes and bears.
Chorus Snakes and bears, Snakes and bears, Mama said to watch out.
25 Leader Snakes and bears? There are no snakes or bears here.
Scout one NO? Are you sure?
30 Leader Of course I’m sure.
Chorus No snakes, no bears.
35 Leader No snakes, no snakes, No bears here.
Chorus No snakes, no snakes, No bears here.
40 Leader Look at that. They’re sleeping. The sweet little scouts are sleeping.
Chorus Sleeping, sleeping. The sweet little scouts are sleeping.
45 Leader Where’s the moon? Where are the stars?
Chorus Where’s the moon? Where are the stars? It’s very dark tonight.
50 Leader Oh, what’s that over there?
Chorus What’s that? What’s that? What’s that over there?
Leader Is that a man over there?
55 Chorus A man over there?
Bear I’m not a man, I’m a bear. I’m a bear that wasn’t there.
Leader What? A bear?
60 Bear I’m the bear that wasn’t there. You said there were no bears here. Well, I’m the bear that wasn’t there.
Chorus He’s the bear. He’s the bear.
65 Leader He’s the bear that wasn’t there.
Bear I’m the bear that wasn’t there. I’m scared. Deep in the forest, I’m scared.
70 Bear Don’t be silly. You’re safe with me. There’s no reason to be scared.
Leader You don’t eat scouts? Bear Who me? Eat scouts?
75 Leader I don’t eat meat, I’m a vegetarian bear.
Chorus He doesn’t eat meat. He doesn’t eat scouts. He’s a vegetarian bear.
80 Bear Go back to sleep. Close your eyes and go to sleep. You’re safe with me in the forest.
Chorus Go back to sleep, Go back to sleep.
85 Leader You’re safe with him in the forest.
Lesson 3 A Robot Father

1a Make rhyming pairs.

Example: think — drink

talk — light
stop — fight

1b Make up a rhyme and act it out.

I am a robot
I can think
I am a robot
I can drink

I am a robot
I can hop
I am a robot
I can’t stop

2a Say what your Robot Father does.

• gives me a hug when I’m sad
• plays games with me
• tells interesting stories
• buys me sweets
• is kind
• is fun
• gives my mum flowers
• helps me with my homework
• knows how to fix stuff
• loves me
• ???

2b Choose the three top functions for a father.

3a Look at the play and find:

1 The title of the play
2 The playwright’s name
3 The list of characters
4 The dialogue (the words that characters say)
5 The stage directions (they show what the characters do and how they feel)

A Robot Father

By Gwyneth Bedford

Characters
Mad Professor E. Centric
Robot
Kids

Professor: Hello, hello, ladies and gentlemen, boys and girls, cats and dogs, goldfish and budgies, come and see Professor E. Centric’s fantastic robot. You can program it. It can be your servant, your friend, your bodyguard, your pet — in fact anything you want! Let me demonstrate this amazing machine. (Robot moves mechanically across the stage and shakes hands with professor. Touches his toes and makes other robotic movements.)

Robot: Would-you-like-me-to-help-anybody? (Speaking in robot voice.)

Kids: Me, me, me!

Professor: Ok, you — small and important person. What do you want my robot to be? Your servant — to keep your room tidy, or your driver — to take you everywhere, or just be your friend?

Kid 1: Er, how about a Dad, make him like a Dad.

Kids: Yeah, great idea.

Professor: OK, boys and girls. What do I need to program him to do?

Kid 2: Give me a hug when I’m sad.

Kids: Yes, a really good hug. (General agreement.)

Professor: OK, a hug, let’s try that. (Prof does something with robot and then the robot comes up to a child and hugs him / her so tight that it lifts his / her legs off the ground and then drops him / her.)
Listen, read and answer the questions.

1. What functions do the children want Professor E. Centric to program into the Robot Father?

2. Which functions are the same as in Ex. 2a?

Choose the character you would like to play and practise your lines.

Act out the play.

Do you think you can make a robot which is like a real human being? Why? / Why not?

Professor E. Centric wants to invent a new robot.

- Choose a robot and list what this robot does:
  - A Robot Mother
  - A Robot Friend
  - A Robot Teacher
  - A Robot Grandmother

A Robot Teacher is kind and fair. He / She gives pupils good marks...
Lesson 4  Hywel and the Mermaid

1 Look at the pictures, listen to and repeat the words.

- fisherman Hywel \( ['hau\@l] \)
- rock \( [r\@k] \) — скала
- mermaid Modlen \( ['m\@dl\@n] \)
- net \( [net] \) — сеть
- wave \( [weIv] \) — волна
- shore \( [\@\@] \) — берег моря

2a Look at the pictures and put them in order.

- There is one extra picture.

A  B  C  D  E  F  G

2b Listen to the story and check your answer in Ex. 2a.
3a Read and match the pictures and the paragraphs.
- What paragraphs have no picture?
  - 1 Once upon a time, there was a fisherman called Hywel. One day, he saw a very beautiful mermaid with long golden hair. She sat on a rock and sang a gentle song. Her name was Modlen. ‘She can come and live in my house’, Hywel thought. ‘I’ll look after her.’
  - 2 Modlen often saw him in his boat and she liked the fisherman. She agreed to go with him. But she was afraid to live on land with people. So, after a while the mermaid said, Please, let me go back to the sea! But Hywel didn’t listen to her.
  - 3 He gave her food and water, but she was sad. She missed her home in the sea.
  - 4 Hywel’s friend said, ‘Let her go.’ But Hywel didn’t like the idea. ‘She can bring you bad luck if you don’t let her go,’ his friend said.
  - 5 The mermaid lived in Hywel’s house for a long time. She became very thin. ‘Oh Hywel, I want to go home,’ she said... ‘I can help you if you are ever in danger at sea.’
  - 6 So Hywel agreed to let her go. He took her to the sea and kissed her goodbye. ‘I will call your name three times if ever you are in danger,’ said Modlen.
  - 7 Many years passed by, but Hywel never forgot about Modlen. Then one evening when he was out fishing, he saw Modlen swimming near his boat. ‘Hywel, Hywel, Hywel! Draw in your net and go home!’ she cried. The sea was calm and there were no clouds in the sky. But Hywel went home. The other fishermen laughed at him.
  - 8 Suddenly a big storm started. There were huge waves, wind and rain but Hywel was safe back on land. ‘Thank you, Modlen the mermaid,’ said Hywel. He was now happy.

3b Answer the questions.
1 Does the story have a sad or happy ending? Why?
2 How many scenes are there in the story? What are they?
3 How many characters are there in the story? Who are they?

4a In groups read the story again.
1 Find where the characters are speaking.
2 Write more lines for the characters to speak.

4b Read the drama tips and prepare to act out your play.
Drama tips
- If somebody in the audience laughs, don’t laugh with them.
- Stop and wait in silence. Start when they can hear you again.
- If somebody talks in the audience, don’t listen.
- Make an imaginary ‘wall’ between you and the audience.

4c Act out the story.

5 Choose a scene from ‘Hywel and the Mermaid’. Write a script for it using the lines you wrote for the characters in Ex. 4a.
Lesson 5  A puppet show

1 Read and say the names of the puppets in the pictures.

Long before we had radio, cinema or television there were puppet shows. Children and their parents saw them in many countries. In Russia we had Petrushka. In England they had Punch and Judy. In England you can still see some traditional Punch and Judy shows on the beaches in summer.

2a Read and listen to the beginning of the puppet show and say what name of a fruit Punch calls children.

Punch: (Comes up and dances jumping about, clapping, bowing and singing ‘how-de-do-de-doo’.) Oh hello everybody well every … Judy! Judy! Where are you? Come here, my dear.

Judy: Oh, Mister Punch, I’m here. Are you hungry Mister Punch? (Punch nods his head.) OK then, would you like a sandwich? (Punch nods.) I’ll go to the kitchen and make you a sandwich.

Punch: OK. OK. Then I can look after the baby. (Punch laughs.)

2b Make two finger puppets of Punch and Judy.

1 Make a red hat for Punch and a white cap and a skirt for Judy.
2 Draw their faces on your index fingers.
3 Put on the hat, the cap and the skirt.

2c Show the scene to your classmates.

1 Practise the lines with your partner.
2 Turn round and act out the play for your classmates from behind their desk.
3a Read what happens next and say how many puppets there are in the play.

Scene 1
Judy brings the baby to Punch. Punch puts the baby on the table and falls asleep. The baby is crying.

Scene 2
Judy comes in. Judy wants to teach Punch a lesson. She runs after him. She calls a policeman.

Scene 3
The policeman comes up. He wants to arrest Punch. Punch makes a fool of him.

Scene 4
The clown Joey comes up. He has five sausages. Punch runs after him. Joey gives Punch the sausages.

Scene 5
Punch has the sausages. A crocodile comes up and takes them. Punch runs after the crocodile. The crocodile wants to bite Punch on the nose.

Scene 6
Punch is lying on the stage. The doctor comes up. The doctor sees that Punch is not ill. The doctor examines Punch and wants to give him an injection. Punch runs away.

3b Answer the questions.
1. What does Punch do with the baby?
2. Why does Judy teach Punch a lesson?
3. What does the Policeman want?
4. Who gives Punch some sausages?
5. What does the crocodile do?
6. Why does the doctor come?
Did you know that
Puppetry is a very ancient art form. There is evidence that puppets were used in Egypt as early as 2000 BC. Puppets made of clay and ivory were found in Egyptian tombs.

Puppets are controlled by people. Some puppets fit over the hand or a finger. Others have strings or rods that are moved from above or below.
Lesson 6 How did you like it?

1a Read the sentences. Put a plus (+), a minus (−), or plus / minus (+/−) next to them.
   • That was great / incredible / fantastic.
   • That was alright, I suppose.
   • It was long and very boring.
   • I’ll never go to the theatre again.
   • I really enjoyed the show.
   • It was terrible.
   • It was OK, but not great.

1b Listen to the end of the show. Did all the children like it?

2a Listen again and say who liked the show (+), who thought it was OK (+/−) and who didn’t like it (−):
   a) the first boy
   b) the girl
   c) the second boy

2b Listen again and tick the things the children talk about.

<table>
<thead>
<tr>
<th></th>
<th>Boy 1</th>
<th>Girl</th>
<th>Boy 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>actors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>costumes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>acting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2c Ask your partner what he / she thinks about the plays in Lessons 2, 3, 4 and 5 and talk about your impressions.

Example:
A: How did you like the story in Lesson 2, ‘The bear that wasn’t there’?
B: I liked it very much. It was great. And what about you? How did you like it?
A: I think it was long and very boring.

3a Read about this theatre and say who acts in it.
M.E.S.S. (Mr English Stage Stars) is a drama school for both children and adults specialising in musicals. The school does London and Broadway musicals. All the shows are in English. The school is for professional actors and for those who are not professionals, but everybody acts professionally here. This is real theatre! Let’s start at the very beginning…
3b Read the interview with the actors and match the questions with their answers.

1. Why did you join the theatre?
2. Are you afraid you may forget your lines?
3. Do you feel nervous on stage?
4. Do you want to be a professional actor?

A. Irina (12): One day my mum took me to the theatre and I really liked it. So I decided to join this theatre. I like acting very much. It’s fun when you’re not being you but somebody else. You show that you’re happy or sad or that you’re in love. In Cinderella I play three parts in one show.

B. Lyuba (13): I like acting very much. In my real life I sometimes act too. I mean when I make up a story, it’s not true, but I really believe in it when I’m acting, so other people believe in it too. But I’m just imagining it and acting.

C. Sasha (13): Just a little bit. The audience are just ordinary people. They don’t want to do you any harm. When I act on stage I do my best and I feel sure they like me, so I’m not scared. One day I even got some flowers after the show. A lady came up on the stage and gave them to me. I felt great. It was my Granny. But I didn’t recognise her because she was acting too — she had a wig on!

D. Arthur (12): I don’t think I want to be a professional actor when I grow up. Drama helps me to learn English better and not to forget it. Doing drama in English helps me to see what it is like to be an actor.

3c Read again and say who:
1. feels scared on stage
2. practises acting in real life
3. practises his lines a lot before the show
4. got some flowers from his grandmother
5. is not afraid to forget her lines
6. doesn’t want to be a professional actor

4 Write a review for the class newsletter giving your opinion of the performances in this unit. Say whether you liked acting in them.

• Follow the plan:
  I liked (Title of the play) very much.
  The story was ....
  The actors were ....
  The costumes were ....
  The music was ....
  I played ... in it.
  I practised my lines a lot. I didn’t feel / felt scared / nervous.
  Acting in the play was .... I really enjoyed it.
  I want to be a professional actor now.
Lesson 7  Progress page

1a  Listen and find Jane’s ticket.

[Image of three theatre tickets labeled A, B, C]

- **Cinderella**
  - Time: 10 a.m.
  - Seat 2
  - Date __
  - Price __ pounds

- **The Beauty and the Beast**
  - Time: 12 p.m.
  - Seat 10
  - Date __
  - Price __ pounds

- **Mermaid**
  - Time: 2 p.m.
  - Seat 12
  - Date __
  - Price __ pounds

Score: __ / 5

1b  Listen again, read the theatre guide and complete the information on Jane’s ticket.

**Children’s Drama School**

- **7 March**
  - Cinderella 10 a.m.
  - Mermaid 2 p.m.

- **8 March**
  - The Beauty and the Beast 12 p.m.

Score: __ / 12

2  Program your Robot Mother.

- Write down three things your Robot Mother can do.

  *Example: My Robot Mother loves me.*

Score: __ / 9

3  Write down the words for the things in the picture.

1. **sea**
2. __
3. __
4. __
5. __
6. __
7. __

Score: __ / 6
Find and write the first four lines for the characters in the story.

The Rabbit and the Fox

One day a fox saw a rabbit. The Fox ran after it. He caught the Rabbit in his mouth and said, ‘Little Rabbit, I want to eat you.’

What could the poor Rabbit do? He said to the Fox, ‘Very well, Mr Fox, eat me up! But first please sing to me. You sing so well.’

The Fox was very happy to hear these words. He opened his mouth a little and began to sing:

‘I’m a fox, look at me! I’ve caught a rabbit, fat is he!’

The Rabbit said, ‘I can’t hear you very well, Mr Fox. Can you sing a little louder?’

So the Fox opened his mouth a little more and began to sing a little louder:

‘I’m a fox, look at me! I’ve caught a rabbit, fat is he!’

‘Oh, that’s better, Mr Fox,’ said the Rabbit. ‘But I know you can sing much better. Put me down on the grass near you. Then you can open your mouth very wide and sing very well.’

The Fox put the little Rabbit down on the grass near him, opened his mouth very wide and began to sing:

‘I’m a fox, look at me! I’ve caught…’

‘Oh, no, you haven’t, you haven’t,’ cried the Rabbit, and ran away.

Before the Fox had time to close his mouth, the little Rabbit was far away.

Fox: Little Rabbit, I want to eat you.
Rabbit: (1) ...
Fox: (2) ...
Rabbit: (3) ...

Write two sentences for each child:

Question: How did you like the show?

Score: __ / 6

Score: __ / 12

Total: __ / 50
### Lesson 8  Project

#### Let’s play at theatre

1. **In your group prepare for your show.**
   1. Choose a story from the unit.
   2. Choose a director and actors for the characters.
   3. Think of sound effects.
   4. Choose some music for your play.
   5. Choose the costumes, props and make-up.

2. **Arrange the classroom into a theatre.**
   1. Make tickets.
   2. Invite your parents, friends and relatives.

3. **Act out the play for your teacher and classmates.**

4. **Watch the plays and complete the review form.** Give one star (*) for a good try up to 5 stars (★★★★★) for best shows.

<table>
<thead>
<tr>
<th>Title of the play</th>
<th>Acting</th>
<th>Story</th>
<th>Music and sound effects</th>
<th>Costumes, props and make-up</th>
<th>Actors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Vote for the Academy Awards.**
   - best actor (a boy)
   - best actor (a girl)
   - best costume
   - best music
   - best sound effects
   - best props

6. **Use pictures to make a show poster.**

7. **Write the title of the show and the actors’ names under each photograph.**