

# 3 THE SCHOOL PLAY TEACHER'S NOTES

## Objectives

SUMMARY	When Anna Williams falls ill, Ellie, Tom and Dan persuade Ruby to take her place in the school play. Ruby is reluctant at first and very nervous about her performance. By the day of the play Anna is feeling better and wants to perform, by which time Ruby is very disappointed to have to make way.
LANGUAGE	present simple, <i>to be</i> (negatives and questions)
USEFUL INFORMATION	Someone who writes plays is either called a 'playwright' or a 'dramatist'.

## THINK ABOUT

If students have already watched the video, refer them back to episode 3. Ask what they remember about the story (e.g., *Why can't Anna perform in the play? How does Ruby feel about acting in the play?*). Once students have recalled the story, focus on the idea of being nervous before an event.

- 1 Now refer students to the question. Check students' understanding of the adjective 'nervous'. Use L1 if necessary. Start by asking for some suggestions about things people feel nervous about, e.g. the first day at a new school, a big exam. Allow students to write down some ideas about what makes them nervous before they compare their lists in pairs. Ask pairs to feed back to the class.
- 2 Ask students to read through the sentences so that they know what they have to listen for. Then students watch the video and complete the sentences by circling the correct word.

### Mixed ability idea

Divide the task so that each student listens for a particular character's words.

## Answers

- 1 small 2 We're 3 this 4 can 5 good 6 the
- 3 First ask students to read the six questions. Ask students to take notes while watching the video. Then have students work in pairs and compare notes to answer the questions.

## Answers

- 1 nervous, worried about her lines 2 three days from now  
3 Ellie 4 Tom 5 Anna Williams isn't ill now and can be in the play. 6 She says she knows them all.

## THINK BACK

- 4 Read through the task with the students, making sure they understand that only one word is correct in each gap. Ask students to practise reading the mini-dialogues in pairs.

## Answers

- 1 worry 2 great 3 help 4 can 5 do

### Optional activity

Ask students to think of *when*, *where* and *why* they might hear these mini-dialogues.

## THINK THROUGH

### ROLE PLAY Ruby and Anna

Explain that the students are going to create a role play conversation between Ruby and Anna, both of whom want the same part in the school play.

Read through the task with the class. Draw students' attention to the phrases included in the instructions. Remind students that they can use and adapt any relevant words or phrases from the exercise.

Monitor and offer support while students are preparing their role plays. Encourage as many students as possible to perform their role plays to the class.

### Optional activity

Students can video their role plays. They can then watch them back and check that they used the language correctly.