



Gobierno de
Coahuila

Una nueva forma
de **gob**ernar



SEDU

Secretaría de Educación

On the Road to ***EXCELLENCE***

An EFL-Teacher's Handbook

Plays For
Teenage
English
Learners



Plays for Teenage English Learners



Editorial Director: Elsa Patricia Jiménez Flores

Compiled by: Dr. Elaine Gallagher

Consulting Reviewer: Graciela Valdez González

**Graphic Design
and Illustrations:** Carlos Mendoza Alemán

Your comments and suggestions are very important in providing all teachers with the best quality in educational guidance. Please send all comments and suggestions to:

Secretaría de Educación
Coordinación Estatal de Inglés
Bvd. Francisco Coss y Av. Magisterio s/n
C.P. 25000 Saltillo, Coah. México

© SEDU
Copyright
First Edition 2013
Saltillo, Coahuila, México.



PRESENTATION

Dear Teachers,

Plays for Teenage English Learners is a new title in the On the Road to Excellence series, written and adapted especially for you and your teenage students. This Manual will help you as the teacher develop and enhance oral fluency, giving students one more opportunity to use and practice the language.

Acting is an art, a craft, and a talent, but not everyone is a natural actor. Furthermore, always keep in mind that acting can be taught and developed. When students are exposed to new experiences, they grow and build an interest where none had existed before. You will find a section on the background information for teachers on Acting in the Classroom.

This Manual also presents teachers with a guide to incorporate and enhance student's intelligences, according to Dr. Howard Gardner, and learner preferences, too.

Another important aspect to consider in using this Manual is the expansion of vocabulary. The goal of vocabulary enhancement is to build fluency and accuracy, based on the CLIL (Content and Language Integrated Learning) methodology which is essential for second language acquisition. The idea for the necessity of CLIL developed from the CEFR (Common European Framework of Reference), which is a scale to identify the communicative level of any language. The CEFR chart is also included in this Manual.

The plays that you will find in this Manual are divided into Beginners, Basic, and Basic + English Learners, all for grades sixth through tenth. You can also find them in chronological order within the levels, according to the festivities in each semester.

At the end, you will find a Bibliography, with suggested books to read or to recommend to your students. Moreover, in the Annex you will also find vocabulary lists that teenagers should already know, but also can serve as a guide to know the level of words your students use and are familiar with.

We wish you luck with the use of this Manual and hope your results are even more successful than we expected.

State English Coordination



Table of Contents

I. BACKGROUND for TEACHERS: Plays and Acting in the Classroom	5
II. ACTIVITIES TO DEVELOP AND ENHANCE ACTING	
A. General Information	8
B. Multiple Intelligences and Learner Preferences	8
C. Expansion of Vocabulary (Grades 6-10)	11
D. Role playing and other activities	20
E. Chart summarizing the CEFR Language Levels: A1 - C2	22
III. PLAYS FOR ENGLISH BEGINNERS A-1 (Grades 6 -10)	
A. First Semester (August - December)	23
B. Second Semester (January - June)	30
IV. PLAYS FOR BASIC ENGLISH LEARNERS: A-1 to A-2 (Grades 6 -10)	
A. First Semester (August - December)	36
B. Second Semester (January - June)	42
V. PLAYS FOR BASIC + ENGLISH LEARNERS: A-2 to B-1 (Grades 6-10)	
A. First Semester (August - December)	45
B. Second Semester (January - June)	61
VI. BIBLIOGRAPHY	73
VII. ANNEX	86
VOCABULARY LISTS	

I. Background for Teachers: Acting in the Classroom

Acting has been a human pastime since the earliest days of recorded history. In the Biblical era, and in the days of the ancient Romans and Greeks, Chinese, Egyptians, thousands of years ago, people were involved in dramatizing events and stories for others who watched, amused, interested, and entertained.

The actors of Shakespeare's time, in the 1500's, were all men, because women were not permitted to be in plays as it was thought to be vulgar and low - class for women to present themselves in public. Women's roles in a play, such as Hamlet's Ophelia, were all played by men who wore women's masks and clothing. More than 100 years later, women began to be seen in publicly presented plays as actresses. Now, women play leading roles in theater plays, alongside of men.

Theater-based plays, acted live, on a stage, in front of an audience is what we usually think of when we think of "plays". Acting, however, has expanded over the past 100 years, from on-the- stage acting to include radio-readings, which were dramatically presented, read by actors and actresses to a listening audience. The audience imagined the scenery, the actions, and the clothing and faces of the actors.

From the 1920's to the early 1950's, radio programs, plays, and series of weekly stories, such as *The Shadow*, were a very popular and accessible means for millions of families to become acquainted with plays and acting in their own homes, using their imaginations to complete the pictures from the actors' words.

During this same time period, movies, too, became another means of seeing actors at work in their trade. There were movies produced in Hollywood, in Mexico, in most of Europe, dramas, romances, musicals, comedies, and documentaries, providing visual stimuli for the audiences. For 10 cents, in the 1950's, you could go to the movies, a double feature on a Saturday, and even get a free bag of popcorn!

In the early 1950's, television began to make an impact on families, especially in the United States, where the prices of TV's were relatively low, due to the mass production and consumption of the people. About ten years later, television became a popular form of family entertainment in much of the world, causing radio drama and comedy shows to be suspended.



Plays for Teenage English Learners

There has always been an interaction among the various acting and story modes: radio, books, movies, and live theater. The movie industry sometimes depends on theater plays for their scripts. Many movies that we may have heard of, began as a play on Broadway in New York City, or as a once-popular radio show, or as an interesting or exciting novel.

Examples include: Movies, such as *The Shadow*, once a popular radio show; *The King and I*, *The Sound of Music*, *South Pacific*, *Auntie Mame*, and *My Fair Lady* are five examples of Broadway plays that were made into popular movies. Interestingly, all five of these plays and movies, had been based originally on books. It could be a great research assignment for students to find the names

of the books from which these five plays/movies had originated.

Being involved in plays is not simply something for actors to do. There are many responsibilities to be completed in order to have a play presented well. In children's plays, so all students can be involved, there should be:

*(1) An author, the writer *the playwright*,*

(2) A director, who sees that actors play their roles well and convincingly,

(3) A narrator, who keeps the story flowing, who provides information in the gaps between the actors' lines, (The narrator can read the script. The part does not have to be memorized.)

(4) The actors who move the script along by playing their roles well, either as individual actors or as part of a choral group,

(5) The stage crew... people essential to the smooth production of a play or movie. They are responsible for the scenery and settings, the props, the lighting, makeup for the actors, the costumes, and the Program given to the people in the audience as they enter. The Program lists the play's title, the playwright, and has, perhaps, a synopsis of the play, the names of all the characters and the actor for each role, and names of the stage crew with their major duties and responsibilities.





The five main ideas about acting and plays that we expect our English students to be familiar with are:

- 1.** *Acting out a story is “acting”, with the goal being that the audience understands the story and can relate to the actors’ expressions.*
- 2.** *All roles in a play’s production are equally important and interdependent. An actor may be the visible contact for the audience, but the playwright and stage crew are equally essential to the play’s production.*
- 3.** *A play, a movie, a book, and radio programs all had to have had an author. They are often interrelated....a movie can be based on a book or a play, or a play could be based on a book. The origin of any of these theatrical forms of expression is always a written story or script.*
- 4.** *Every student should have an experience to participate in all the roles of a play’s production, over the school year. Neither the teacher nor a student always knows who will be good at a certain role. Sometimes we can be surprised by the discovery of a hidden talent, but without the opportunity to test that talent, it will remain hidden.*
- 5.** *The students do NOT have to know all the meanings of all the words when they begin a play. As they practice saying the words, gradually they will learn the meanings from the context. That is the natural way we acquire a language. Using plays as part of the English learning experience, will help your students with fluency.*

II. Activities to develop and enhance acting

A General Information

Acting is an art, a craft, and a talent. It can be taught and developed. Even though some students may have a natural talent for acting, or writing, or mathematics...they must be taught how to improve and expand on these skills and talents. Frequently, some students appear to have no talent for anything, yet when exposed to new experiences, they blossom and grow, building an interest where one previously had not existed.

Our responsibility and privilege as an educator is to provide our students with as many opportunities as possible. Period.

Presentation of plays, in several of its modes, is one of these experiences. As actor and stage crew, students need to be exposed to various modes to experience the full scope of acting and play production.

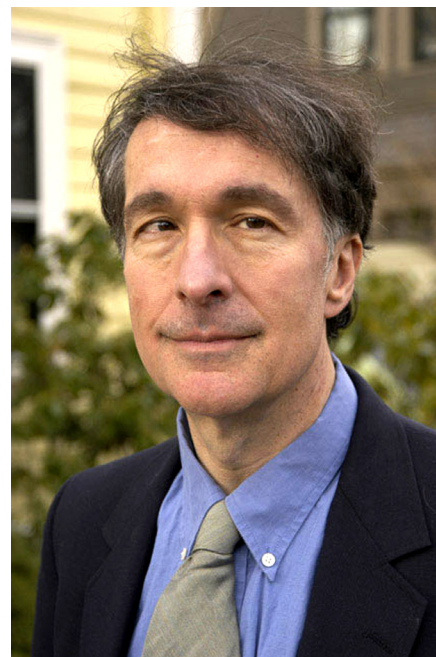
B. Use of Multiple Intelligences and Learner Preferences

Most teachers have heard of Dr. Howard Gardner's research into the eight multiple intelligences that humans can exhibit. Gardner's studies since he published *Frames of Mind* in 1984, at Harvard College in Cambridge, Massachusetts, show educators that one intelligence can enhance or strengthen another, so we need to use as many as possible when teaching, since we don't always know which intelligences are the strengths our students possess.

Example: Someone not good at linguistic intelligence may be great at kinesthetic intelligence, so, by using a physical activity, such as clapping to the beat of a word's syllables, we may help the student to understand syllabication.

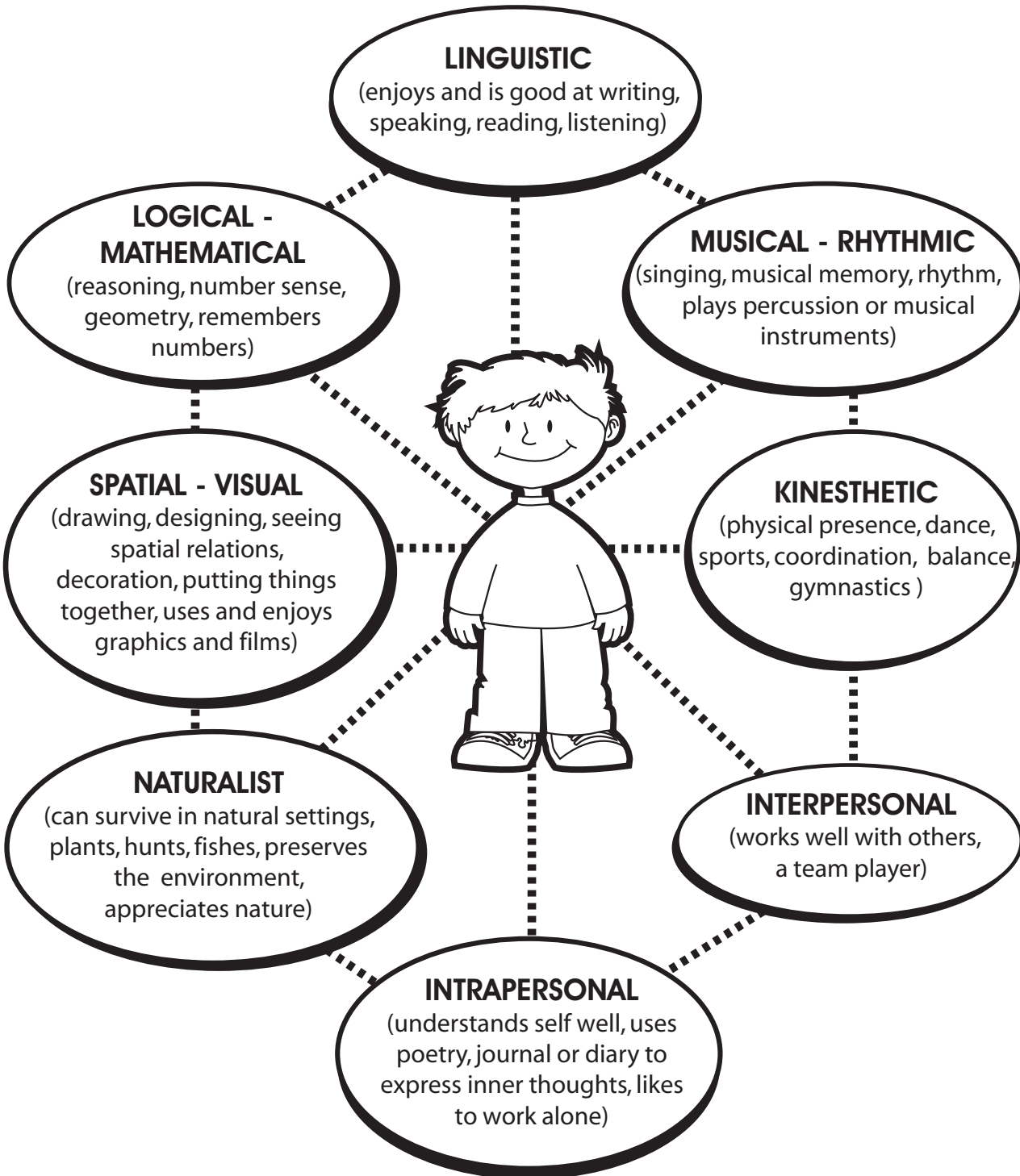
Two words listed above, linguistic and mathematical, were traditionally thought to be the ONLY formats of intelligence exhibited by humans. A student was considered to be "SMART" if he or she was good at linguistics and at mathematics. Otherwise...he or she was a "poor" student.

Gardner's work has challenged the stereotypical view of intelligence, and, as more and more educators use multiple activities to meet multiple intelligences and multiple learner preferences, our students are having more opportunities to be successful in school. The intelligences are NOT exclusive. For example, a person could have BOTH intelligences as



Dr. Howard Gardner

The eight multiple intelligences, according to Gardner, are:



Plays for Teenage English Learners

INTERPERSONAL and INTRAPERSONAL at the same time. It does not have to be one OR the other.

Most humans have several or more of the intelligences to some degree. Sometimes people are not aware of their strengths, intelligences, or learning preferences. It is an adult's responsibility to offer various opportunities for children to have experiences that may help him or her discover skills and interests. Naturally, teachers and parents might be the first ones to guide children by opening doors to the world of learning so they will notice and accept their innate abilities and preferences.

Example: one ten-year-old boy from the USA was thought not to have much linguistic intelligence. Although he could read English well phonetically, he disliked reading and writing. In fourth grade, he went for several months to visit his grandparents who lived in Spain. They enrolled him in a school, since his visit was prolonged. Between September and December, much to everyone's surprise (including the boy's), he learned fluent Spanish, reading, writing, and speaking, even using idioms that Spanish boys his age, as native speakers, would be using. He spoke with a perfect Spanish accent, not as a foreigner. This young boy discovered that he had an intelligence for learning languages, giving him much pride. If adults had not encouraged his visit to Spain, he might not have known of the inner skill he had to acquire a second language.

Teachers: Be aware that opportunities are always present; we must take advantage of them.

It must be realized, that ALL aspects of an intelligence need not be presented for a person to exhibit a talent in that area.

Examples:

1. This author has absolutely NO intelligence in the area of SPATIAL -VISUAL intelligence. She cannot put together a picture puzzle of more than a few pieces because she can not figure out how the shapes fit together. She cannot read or comprehend diagrams of how to put together a toy. Even though she is a native English speaker, she cannot unscramble letters to correctly spell a word, nor unscramble words to arrange them in an intelligible sentence.

Yet, she is somewhat gifted in home design and decorating, placing objects so artistically, that she is frequently asked, "Who was your decorator?"

From 3 meters away, she can tell if a painting or picture is a fraction of an inch uneven.

2. The same author has LOGICAL intelligence, but not much MATHEMATICAL intelligence, even though the two are linked together by Gardner. Basic mathematics was a struggle for this author. The only math where she performed well was geometry, receiving very high marks; but she barely passed algebra, which made absolutely NO sense to her! (and still doesn't!) Logic puzzles, using reason, figuring things out, seeing solutions when others can not see them, and long-term planning are the areas of her strengths.

Plays for Teenage English Learners

Therefore, we need to remember that a student may have various “intelligences” or “learning preferences” that we might not recognize unless we look more deeply. This implies that we **MUST** offer a wide variety of activities in our classrooms so we can reach all of our students by one method or another.

Obviously, very traditional, rigid teaching styles will not be able to meet the needs of 21st Century students with their various learning preferences. We must recognize that our students’ have strengths that may not be too easily identifiable, and for that reason, if we are to be truly professional educators, we need to offer a variety of activities to meet our students’ learning needs, intelligences, and preferences.

When we use acting and play production in the classroom, our students use a variety of intelligences, also known as learner preferences.

Depending on the mode used in the preparation of a play production (actor or stage crew) , these are some of the learner preferences used:

The only one not included is Naturalist, but, perhaps, if a play were to be presented about Audubon, or Darwin, **NATURALIST** intelligence would be included. It is clear to see that plays and acting will be one easy way to reach most of our students’ learning styles.



LINGUISTIC



MUSICAL - RHYTHMIC



LOGICAL



SPATIAL - VISUAL



KINESTHETIC



INTERPERSONAL



INTRAPERSONAL

*The only one not included is Naturalist, but, perhaps, if a play were to be presented about Audubon, or Darwin, **NATURALIST** intelligence would be included. It is clear to see that plays and acting will be one easy way to reach most of our students’ learning styles.*

C. Expansion Vocabulary

The single best and quickest way to have a view of someone’s linguistic intelligence is his/her vocabulary. A composite of the words used, the nuances, the preciseness, the fluency and smoothness of speech gives a picture of the person speaking.

Please note that speaking with an accent is not part of this composite view. Accents are acceptable if, of course, the pronunciation is intelligible. Even within a country, such as the United States of America, there are various accents of English, depending on which

Plays for Teenage English Learners

section of the country you live. The same can be said of English accents within the United Kingdom, or between countries, such as differing English accents in the USA, Canada, India, the UK, and Australia.

The goal of vocabulary enhancement is to build FLUENCY and ACCURACY, based on the CLIL emphasis in second language acquisition.

CLIL = Content and Language Integrated Learning, is a philosophy, which emerged in 1994, from research in Europe, based on 30 years of studies of second language acquisition. CLIL supports the idea that we learn a language better by studying subjects in the language to be acquired.

The idea for the necessity of CLIL developed from the CEFR.

The CEFR is the Common European Framework of Reference, a scale to identify the communicative level of any language, to make levels easily understandable between countries. Gone are the unspecific, vague, ambiguous terms such as "advanced English speaker", or "80% French required for this job." or "Fluency in English is required."

Now, the result of much work by many people from many European countries, chaired by David Marsh in Finland, specifies language levels in varying circumstances in all four skills.

Basic English Learner =	A1, A2,
Independent English User =	B1, B2,
Advanced English User =	C1
Proficient English User =	C2

These are the six general descriptors (A1 - C2) used to identify people's language skills. A manual of about 260 pages (downloadable on Internet) explains in detail, the nuances of each level. Exams are readily available (Cambridge, Trinity, TOEFL, etc.) to determine a person's language ability according to the CEFR scale, now in use internationally in most European countries, Mexico, South America, and Central America.

Book companies that are "with it" are now producing their language texts with a small circle of stars on the front cover (a symbol of the European Union) with the CEFR number in the center of the circle, showing the book's level.....such as A1 or B2, so there can be no ambiguity about a level. The editors decide which level to put on the book's cover, but it must be decided based on guidelines in the CEFR guidebook explaining all levels.

Performing or participating in a play production meets that expectation.

Three other essential aspects of CLIL philosophy are:

Plays for Teenage English Learners

(1) FLUENCY

is more important than grammatical accuracy (which will come with time).

(2) ERRORS

are a natural part of learning a language.

(3) LEARNING

a language is a lifetime project. Our language skills grow as we are presented with various experiences and activities in the language to be acquired.

CLIL philosophy, and its influence on educators for the past 15 years, has led us to see how important vocabulary is in the growth of our students' language fluency. Therefore, vocabulary growth has to be part of every lesson. The pronunciation of a word, using it orally, writing a simple, teacher-given definition or drawing, and the word's use regularly by the teacher, will help the students to assimilate the word in his/her long-term memory.

Each of the plays will be preceded by a suggested vocabulary list so the teacher will be able to plan well, in advance, by introducing, casually, and by modeling the word's use for the students, so that by the time the play is to be a classroom activity, the students will know about the general vocabulary to be included in the play.

ALL the words on the vocabulary lists may not be included in the play. The words are provided to present a general guide, so teachers will know what level of vocabulary is expected at each of the three English levels (A-1, A-2, B-1) at which the plays will be presented:

Vocabulary Levels:

(See Chart of CEFR which follows this section.)

- | | |
|-----------------------------|---------------------------|
| 1. Basic English Learners | A1 - A2 on the CEFR scale |
| 2. Basic + English Learners | A2 - B1 on the CEFR scale |

Plays for Teenage English Learners

List of High Frequency Nouns

All these words are in our two SEDU English-English dictionaries: one for Primary, grades 3-6, and one for Middle School, (Secondary) grades 7-10

Vocabulary fluency grows gradually, over time and with practice

air	feet (foot)	Mr.	time
back	friend	Mrs.	top
book	girl	name	town
boy	group	night	tree
car	hand	nothing	water
children	head	people	way
city	home	place	year
day	house	road	
dog	man	room	
door	men	school	
eye	money	side	
face	morning	table	
father	mother	thing	

More words from the Dolch List

(All are in our two SEDU Dictionaries.)

Vocabulary fluency grows gradually, over time and with practice.

black	like	say	went
brown	must	she	what
but	new	so	white
came	no	soon	will
did	now	that	with
do	on	there	yes
eat	our	they	
after	had	once	were
again	has	open	when
an	her	over	
any	him	put	
as	his	round	
ask	how	some	
by	just	stop	
could	know	take	
every	let	thank	

Plays for Teenage English Learners

fly	live	them	
from	may	then	
give	of	think	
going	old	was	
always	first	right	which
around	five	sing	why
because	found	sit	wish
been	gave	sleep	work
before	goes	tell	would
best	green	their	write
both	its	these	your
buy	made	those	
call	many	upon	
cold	off	us	
does	or	use	
don't	pull	very	
fast	read	wash	
about	got	never	try
better	grow	only	warm
bring	hold	own	
cart	hot	pick	
clean	hurt	seven	
cut	if	shall	
cone	keep	show	
draw	kind	six	
drink	laugh	small	
eight	light	start	
fall	long	ten	
far	much	today	
full	myself	together	

Plays for Teenage English Learners

Remember teachers:

Being able to read words off a list does not necessarily mean the students know the words with fluent use. PRACTICE IN CONTEXT FREQUENTLY. USE THEM!

General Knowledge of English

Vocabulary fluency grows gradually, over time and with practice.

GRADE 6

So you'll know what your students should have learned before arriving in Middle School/ Secondary.

Expressing and requesting opinions and impressions

Expressing intention and purpose

Expressing obligation and necessity

Expressing certainty and uncertainty

Travel

Money

Fashion

Rules and regulations

Health and fitness

Shopping

Open and first conditional, using if and when

Present continuous tense for future use

Past continuous tense

Modals connected to functions listed above, e.g. must, have to, need to, might

Infinitive of purpose

Vocabulary specific to the topic area

Vocabulary specific to the subject areas

Further expressions relating to future time, e.g. the day after tomorrow, in a year's time

WHAT WORDS/TOPICS DO I NEED TO FOCUS ON NOW?

GRADE 7

Giving advice and highlighting advantages and disadvantages

Making suggestions

Describing past habits

Expressing possibility and uncertainty

Eliciting further information and expansion of ideas and opinions

Expressing agreement and disagreement

Education

National customs
Village and city life
National and local produce and products
Early memories
Pollution and recycling
Second conditional
Simple passive
Used to
Relative clauses
Modals and phrases used to give advice and make suggestions, e.g. should/ought to, could, you'd better
Modals and phrases used to express possibility and uncertainty may, might, I'm not sure
Discourse connectors because of, due to
Vocabulary specific to the topic area
Vocabulary specific to the subject areas
Expressions of agreement and disagreement
Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. Really? Oh dear! Did you?
Simple fillers to give time for thought, e.g. Well ... Um...

GRADE 8

Expressing feelings and emotions
Expressing impossibility
Reporting the conversation of others
Speculating
Persuading and discouraging
Society and living standards
Personal values and ideals
The world of work
The supernatural
National environmental concerns
Public figures
Third conditional
Present perfect continuous tense
Past perfect tense
Reported speech
Linking expressions, e.g. even though, in spite of, unless, although
Cohesive devices, e.g. so to continue, in other words, for example
Vocabulary specific to the topic area
Vocabulary specific to the subject areas
Reporting verbs, e.g. say, tell, ask, report, advise, promise

Plays for Teenage English Learners

Appropriate words and expressions to encourage further participation, e.g. And then? And what about you?

GRADE 9

Expressing abstract ideas

Expressing regrets, wishes and hopes

Expressing assumptions

Paraphrasing

Evaluating options

Hypothesizing

Evaluating past actions or course of events

Dreams and nightmares

Crime and punishment

Technology

Habits and obsessions

Global environmental issues

Design

Verbs followed by gerund and/or infinitive, e.g. forget, stop, go on, remember

More complex forms of the passive with modals

Should/must/might/could + present perfect tense

Correct verb patterns after wish and hope

Vocabulary specific to the topic area

Vocabulary specific to the subject areas

Cohesive devices to recap and recover, e.g. As I was saying, Anyway...

Hesitation fillers, e.g. I mean, you know

Stock phrases to gain time for thought and keep the turn, e.g. Well, let me think...

GRADE 10

Developing an argument

Defending a point of view

Expressing beliefs

Expressing opinions tentatively

Summarizing information, ideas and arguments

Deducing

List A

Roles in the family

Bullying

The school curriculum

Youth behavior

Use of the Internet

Designer goods

List B

International events
Equal opportunities
Social issues
The future of the planet
Scientific developments
Stress management

The basic structures specified for Grade 6 and below, exercising consistent control
The more complex structures of Grades 7 to 9, though errors may occur when attempting to use combinations of these structures across sentence boundaries
Vocabulary specific to the topic and subject areas
Modifying words, e.g. basically, quite, certainly
Intensifiers, e.g. absolutely, completely, totally
Tentative expressions, e.g. I may be wrong but..., Don't you think it might be...
'Signposting' words, e.g. firstly, finally

Now that you understand the necessity for guiding your students to develop a broad vocabulary, let's look at some more activities you can practice to get them on the road to acting or play producing.

Plays for Teenage English Learners

D. Role playing and other activities

1. Have the students read or repeat your words in a story they know.

For example:

In the story JACK AND THE BEANSTALK, ask the students to repeat with you every time the giant says,

"Fee, Fie, Fo, Fum.....I smell the blood of an Englishman!"

In Little Red Riding Hood, students can repeat,

"Grandmother, what BIG teeth you have," and other repeated sayings in the story.

2. Have students come up front, or stand by their chairs, to "act out" parts of a story, such as swimming motions, or walking in a circle, or other physical activities connected to or described in a story.

3. Students can use percussion instruments, or clapping, or other sounds, to show rhythm or action or tension in a story. The goal is that they learn how to recognize when sounds are needed and how sound effects can enhance a story.

4. Play games such as "Simon Says" or "Musical Chairs" so students will know how to respond to music, or to oral directions in a prompt, responsive manner. Even the older students enjoy these games because they require thinking and planning ahead.

5. Provide an envelope or small bag with slips of paper inside. On each slip of paper write a simple sentence that can be acted out in pantomime, such as "I have a headache." or "What time is it?" The other students will try to guess what phrase or sentence is being acted out. The student who is the "actor" gets points for how many seconds it takes the audience to guess what he/she is demonstrating. The faster the audience understands the phrase, the better it is for the actor. Try to have 5 - 10 students act out a phrase every two or three weeks, so that eventually, all students have the opportunity to be an actor.

6. Teams or pairs of students can write sentences for others to act out.

7. Teams or pairs of students can write an outline, or an idea for topics that would make a good play, listing characters, setting, and a plot.

8. You can read a story aloud to your students, and teach them actions to accompany the story....or, they can invent their own actions, to perform in small groups for the others to watch. Stories such as Jack and the Beanstalk, The Country Mouse and the City Mouse, The Ugly Duckling, Goldilocks and the Three Bear, and The Three Billy Goats Gruff all lend themselves to the use of actions, repetition, and sound effects.

Even TV programs that teenagers like can be used as a base for mini-acting. Law and Order, Criminal Minds, NCIS, and CIS Miami are easy to imitate and have predictable plots.

9. Designing, drawing and coloring stage sets, scenery, or backgrounds for a play setting can be a good introduction for students to understand how a play director “sees” things to make the play more interesting for the audience.

10. You can play sections of various kinds of music, and ask students to describe or illustrate what they feel, and what they “see” in their brain’s eye as they are exposed to different styles of music. Soft, classical music, lullabies, jazz, modern rock, modern romantic music, opera, rap music, instrumental marches, are some ideas.

Students may not like all the music...which is OK...The immediate goal is that they respond to the music in some way.....physically, mentally, artistically, or verbally. The long-term goal is that they recognize that the music of a play or movie can show the audience many things: suspense, fear, love, calmness, relaxation, excitement, etc.

You will have to make your own CD for this activity, by copying segments of various pieces of music to exemplify as many styles of music as possible. It may take you some time, but is very worthwhile because the CD can be used over and over for this activity with your groups, as well as a good base for a game of Musical Chairs.

The activities you just read, show you ideas of what you can do to enhance the abilities of your students in the area of acting and play production. You may think of others.

E. Chart summarizing the CEFR Language Levels

The following chart shows a very brief summary of the six major language levels as described in the Common European Framework of Reference, a book of approximately 267 pages, giving a thorough and complete description of each language level, in all types of linguistic experiences, formal and informal, for the four language skills.

By studying this chart, teachers will be able to get an approximate idea of the six language levels.

COMMON EUROPEAN FRAMEWORK STANDARDS FOR LANGUAGES

		<p>All of the qualifiers listed in the levels below, PLUS: Can understand practically everything, reading, writing, listening, and speaking, almost as a native speaker. Can express spontaneously, with great fluency, and can present with a great degree of precision, with an ample vocabulary, in a very coherent manner.</p>
Competent User	C 2	
	C 1	<p>Is able to use the language in a fluent and flexible form. Can produce clear writing and speaking. Is able to use the language in social, academic, and professional situations. The language use is well-structured, fluid, and spontaneous. Uses the mechanics of a language with precision and fluency.</p>
Independent User	B 2	<p>Can understand the principal ideas of texts, and can work with concrete and abstract ideas within their age range or their area of specialization. They can write clearly and detailed and can defend themselves in the language, giving pros and cons of their opinion.</p>
	B 1	<p>Can understand in some work or school situations. Can use the language to survive when traveling where language is utilized. Can describe experiences, and can briefly give an opinion or express future plans.</p>
	A 2	<p>Can understand phrases and expressions if used frequently, especially if they are relevant and useful in school, home, work, shopping, restaurants. Can describe things in their environment in simple terms, using present or past references. Can ask about things that are of basic necessities: food, sleep, bathroom, etc.</p>
Basic User		<p>Can understand and use expressions of daily habits, such as "Hello. How are you?". Can ask basic questions about home, preferences, personal belongings, to persons they know. Can understand others if they speak slowly and clearly and have an attitude of helping the new language learner. Can give their name and address to friends, and use simple phrases to meet personal needs.</p>
	A 1	



III. Plays for English Beginners (A1 level)

First Semester (August - December)

Play Title: Loretta, the
Lady Bug

Specific Vocabulary

fly, walk, crawl, ladybug,
swim, bug, worm,
big, brown, curious,
yellow, duck, eating, black

Setting:

a park

Characters:

Narrator, Loretta the ladybug, Miss Worm

The Play:

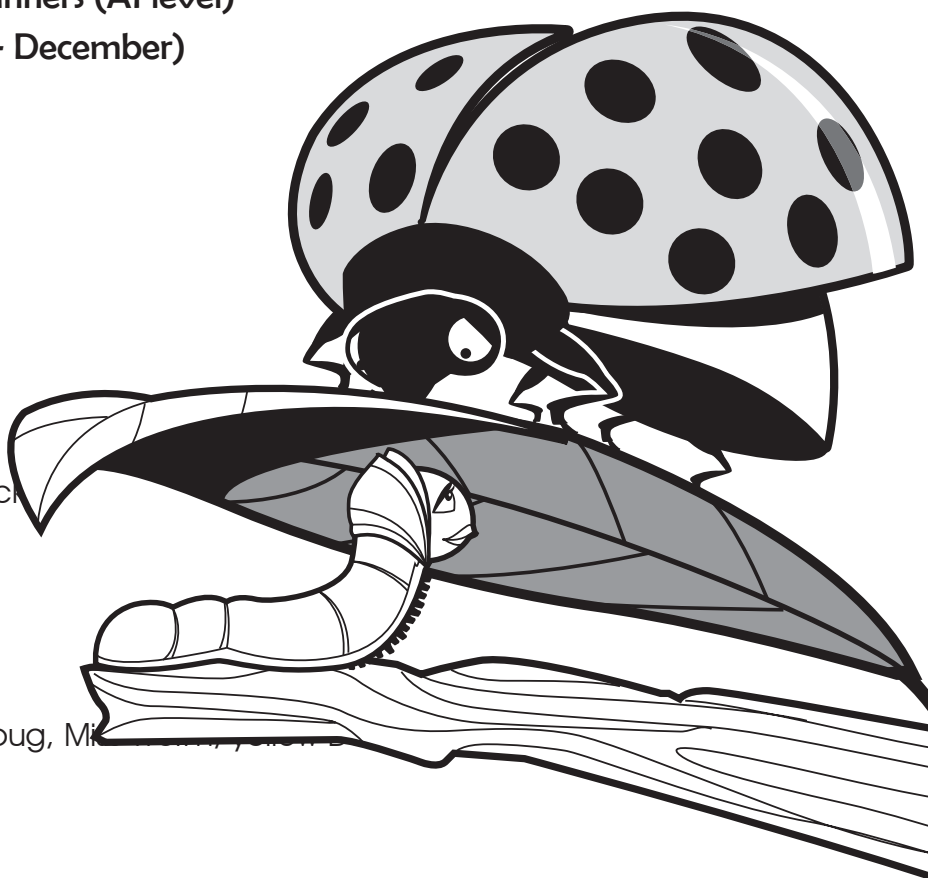
NARRATOR:

Loretta was a red and black lady bug. She was a friendly bug. Children played with Loretta, watching her crawl up and down their arms. She was the favorite of the children because she was so friendly.

Loretta is walking in the park. She is curious. She sees a brown worm.

LORETTA: Hi, Miss Worm. Do you play with the children?

MISS WORM: No. Children do not like me. They say, 'icky..icky' when they see me.



Plays for Teenage English Learners

LORETTA: Thank you. Bye, Miss Worm. I will keep walking.

LORETTA: Hi, Duck. Do you play with children?

YELLOW DUCK: No, no, no!! When I swim, they try to catch me.
Little children hold me too tightly. It hurts me and bends my feathers.
When I am eating, they throw food at me and hit my head with pieces of bread.

LORETTA: OK Duck, bye. I am going to walk some more.

NARRATOR: Loretta decided that she did not want to be with the worms. She did not want to be with the ducks.

Loretta wanted to be with the children. She loved to crawl near the children. She loved to have the children talk to her...

A GROUP OF CHILDREN: Here's Loretta! Look at Loretta. Isn't she just the most beautiful bug you have ever seen? Loretta, you are so cute!

NARRATOR: Loretta was so proud, and she was so happy to be with the children again. Everyone wants to be loved, even Loretta, the lady bug.

THE END



Play Title: A Day for Snow

Specific Vocabulary:

apple, banana, let's,
cereal, egg, good, milk,
triangle, six, seven, no, yes
snow, laughing, bells,
fun, ride, all the way,
Happy New Year, snowman
Song: Jingle Bells NOTE: o'er = over

Setting:

a house, on a Sunday...
The sky outside is dark and cloudy.
It is very cold outside.
The two girls, Brianna and Cheyenne, are
Mother is in the kitchen with them.
There is a fireplace and a window in the scenery.
There is a CLOCK set at 10 a.m.

Characters:

Narrator, Mother, Father, Brianna, and Cheyenne (sisters)

TEACHER: Because there are only 5 speaking parts in the play, the other students can make sound effects of the wind or snow...or you can divide the class into several sections. Each section will present the play and the sound effects, so that more students who want a speaking part, can participate.

You will need all the words to the song JUNGLE BELLS so you can teach it to the students.

The Play:



Plays for Teenage English Learners

ACT 1: INSIDE THE DINING ROOM

NARRATOR: It is Sunday morning. The family is relaxing.

MOTHER: It looks like a good day for snow.

The 2 girls and mother look out the window.

CHEYENNE: I wish it would snow. I love how snow looks when it covers everything.

BRIANNA: Me, too. I love to play in the snow.

FATHER walks into the room.

FATHER: I will go light a fire in the fireplace. It is getting colder outside.

MOTHER: I am going to the kitchen to begin to prepare chicken soup for dinner.

FATHER: mmm, good.....I LOVE chicken soup and he walks out of the room...

CHEYENNE: I have to finish my cereal, milk, and banana.

BRIANNA: And I have to finish my egg and eat my apple.

a few minutes go by.....

BRIANNA : I'm done my breakfast now.

CHEYENNE: I'm just about done, too.

TWO GIRLS: Let's go read. / OK//Let's go get our books.

They go to their backpacks, and each takes out a book. They go back to their chairs and sit quietly, and begin to read.

NARRATOR: Time passes, and lunch is over. It is getting colder and darker, and windier.

Then the NARRATOR goes to the clock on the wall...and changes the time to show 5:00 p.m.

FATHER: That was delicious chicken soup, dear.

Plays for Teenage English Learners

TWO GIRLS: Yes, Mom, it was delicious.

MOTHER: Thank you. Hot soup tastes so good on a cold day!

CHEYENNE: Look! Look out the window.

BRIANNA: I see snowflakes! It's beginning to snow.
(Tiny, pieces of ripped white paper can be "snowflakes").

MOTHER: Let's put on our coats, and go out and feel the snowflakes on our tongues.

THE GIRLS: OK, MOM..Great idea!

They put on coats, and go outside. They stick out their tongues and catch snowflakes.... (a few tiny pieces of white paper.) Cheyenne sticks out her hand and catches a snowflake.

ACT 2: OUTSIDE

CHEYENNE: Look, Mom! I have a snowflake. It looks like a triangle!!!!....

MOTHER: No, dear, it can't be a triangle....Triangles have THREE sides.....Every snowflake has SIX sides.....and every snowflake is different, even though they all have SIX sides.

BRIANNA: I didn't know that, Mom.

MOTHER: Let's go inside now, girls. It's getting colder.

ACT 3: THEY WALK INSIDE THE HOUSE.

FATHER: Welcome back inside, my three girls. Was it cold outside?

MOTHER: Yes, and windy...We did catch some snowflakes on our tongues. Time to get ready for bed, Cheyenne and Brianna. You have school tomorrow.

CHEYENNE AND BRIANNA: O.K. Goodnight Mom and Dad. See you tomorrow.

NARRATOR: The girls go to their room. Mother and Father shut off the lights, and the room is dark.

Plays for Teenage English Learners

ACT 4: THE LIGHTS COME ON

NARRATOR: Now it is morning. The family is getting up. Mother is getting breakfast ready. Father is seated, with a cup of coffee. The two girls enter the kitchen in their pajamas.

BRIANNA: Good morning, mom and dad. I'm hungry.

CHEYENNE: We have to eat so we can get ready for school.

FATHER: Maybe you should look out the window first. The two girls walk to the window and look out.

THE 2 GIRLS TOGETHER: WOW! LOOK! "Snow! Snow!
There's snow everywhere!!!!
The trees are covered with snow."

MOTHER: There is no school today. The roads are too snowy. You can stay home and play."

CHEYENNE: Let's eat breakfast and get dressed so we can go out.

BRIANNA: O.K. Let's make a snowman!

NARRATOR; The girls go out to eat and leave the room, and then go out to play. They make a BIG snowman. Then they come back into the house. They take off their jackets, hats, mittens, and snow boots.

FATHER: Girls, in two weeks grandma will be coming for a visit. I will teach you a song called 'Jingle Bells' so you can sing it for your grandmother when she arrives. You will like the song. Mother, sing it with me, please.

(They will use small bells, ringing them as they sing.)

"Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh.....
Hey.....
Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh".....
Dashing through the snow, in a one-horse open sleigh,
O'er the fields we go, laughing all the way.
Bells on Bobtail ring, making spirits bright....

Oh, what fun to laugh and sing, a sleighing song tonight!
Oh.....
Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh”.....

BRIANNA: This day was so much fun!

CHEYENNE: We loved making the snowman. It was the first one we ever made!

MOTHER: I told you that this would be a good day for snow!

FATHER: Let’s all sing Jingle Bells together to practice for grandma’s visit.

ALL TOGETHER:

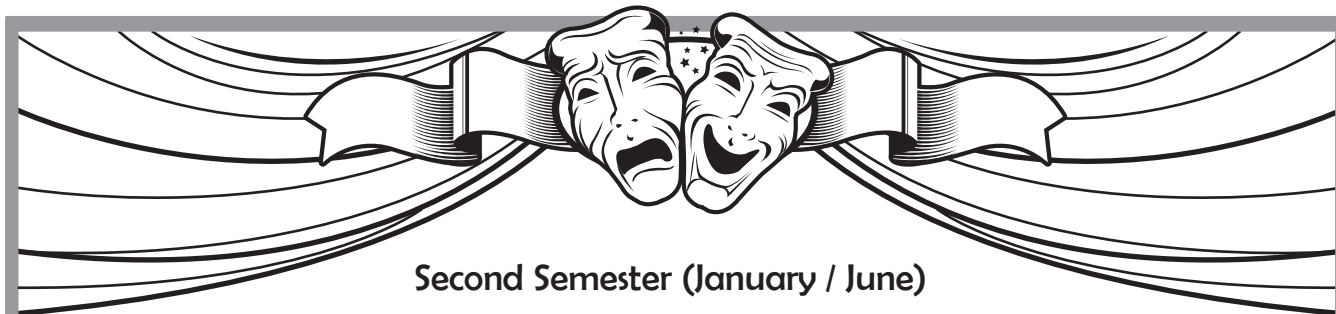
“Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh.....
Hey.....
Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh”.
Dashing through the snow, in a one-horse open sleigh,
O’er the fields we go, laughing all the way.
Bells on Bobtail ring, making spirits bright
Oh what fun to laugh and sing, a sleighing song tonight!
Oh.....
Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh!

....

EVERYONE.. EVEN THE AUDIENCE: (ringing small bells as they sing..)
Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one-horse open sleigh...etc..

As they continue singing, they walk off the stage.

THE END



Second Semester (January / June)

Play Title:

A Gift for Mama (A play for Mother's Day)

Specific Vocabulary:

family, purse, love, dog,
boy, girl, sister, brother, gift,
three, mother, surprise

Teacher: Practice the "th" sound: three,
mother, Samantha, brother

Setting:

a living room in a home of the characters
outside the home in the garden

Characters:

4 Narrators (1, 2, 3, and 4), Samantha, Timothy,
Mother, Junior (a German Shepherd dog)

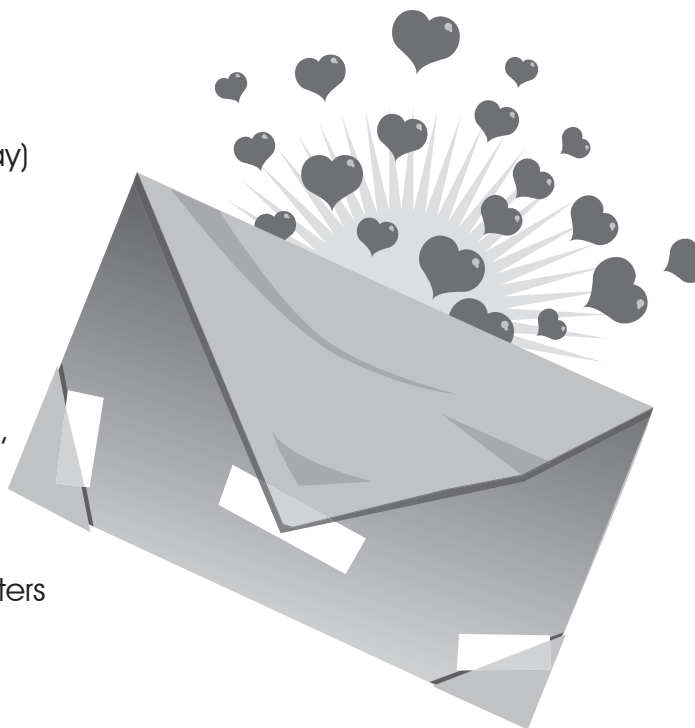
The Play:

NARRATOR 1: It is two weeks before Mother's Day. Samantha and Tim, her brother, are talking with each other.

SAMANTHA: Mother's Day will be in two weeks, Tim. What gift can we give to Mother?

TIM: I don't know . Let's ask Junior.
Hey, Junior, what would Mama like for a gift?

JUNIOR: WOOF, WOOF, WOOF....



Plays for Teenage English Learners

SAMANTHA: You are so silly. Dogs don't talk.

TIM: Yes, they do.
Junior, what did you say? Tell me again.

JUNIOR: WOOF, WOOF, WOOF....

TIM: See, Samantha...Junior spoke.....in dog talk.

SAMANTHA: Yes, but what does it mean?
Let's go ask Mama what she wants for a Mother's Day gift..

BOTH CHILDREN: MAMA! MAMA!
(Mother walks quickly into the room.)

MOTHER: Is something wrong, Samantha and Timothy?

BOTH CHILDREN: We want to know what gift you want for Mother's Day.

MOTHER: Hm ... Let me think for a minute. Hm... I know what I would like!

BOTH CHILDREN: What? Tell us, please!

MOTHER: I would love something that you make with your own hands.

SAMANTHA: But, like what, Mama. Give us an idea.

MOTHER: No, you need to decide for yourselves. I like surprises.

NARRATOR: Samantha and Tim went outside to sit with Junior and to think.

BOTH CHILDREN: What can we make? What can we make?

JUNIOR: WOOF! WOOF! WOOF!

NARRATOR 2: The two children, with their dog, Junior, sat, and sat, and thought, and thought.

SAMANTHA: I have a great idea, Tim!

Plays for Teenage English Learners

TIM: What is it ?

SAMANTHA: Why don't we make Mama a cute little purse out of paper?

TIM: What will she do with a paper purse? That's a silly idea!

SAMANTHA: It will not be just an ordinary purse. It will be a special purse with a special note inside.

TIM: What kind of a note?

SAMANTHA: A note with the best words a mother wants to hear.

TIM: Mama said that anything made with love is a great gift.

SAMANTHA: We'll make a paper purse, and put a note inside that we write with gold or silver ink.

TIM: How do we make the purse?

SAMANTHA: I'll show you. It's just like making an envelope.

TIM: What will we write on the note?

SAMANTHA: The nicest three words in English.....

TIM: What words?

SAMANTHA: I LOVE YOU.

JUNIOR: WOOF! WOOF! WOOF!

TIM: Did you listen, Samantha? Junior just barked "I LOVE YOU."

NARRATOR 3: Tim and Samantha worked quietly. When they were done making the purse, they took a pen with gold ink, and two pieces of paper that they cut into two heart shapes. On one heart Samantha wrote: "I LOVE YOU, MAMA, Love, Samantha".

On the other heart Tim wrote: "I LOVE YOU MAMA, Love, Tim."

Plays for Teenage English Learners

SAMANTHA: Let's put these away until Mother's Day, Tim.

TIM: O.K. Samantha.

NARRATOR 4: The two weeks flew quickly. On Mother's Day, Mother received the little paper purse her children made. She was so happy when she saw the two notes inside.

MOTHER: I love you, too, Samantha and Tim. This is the best gift I could ever receive!

JUNIOR: WOOF! WOOF! WOOF! I LOVE YOU ALL!

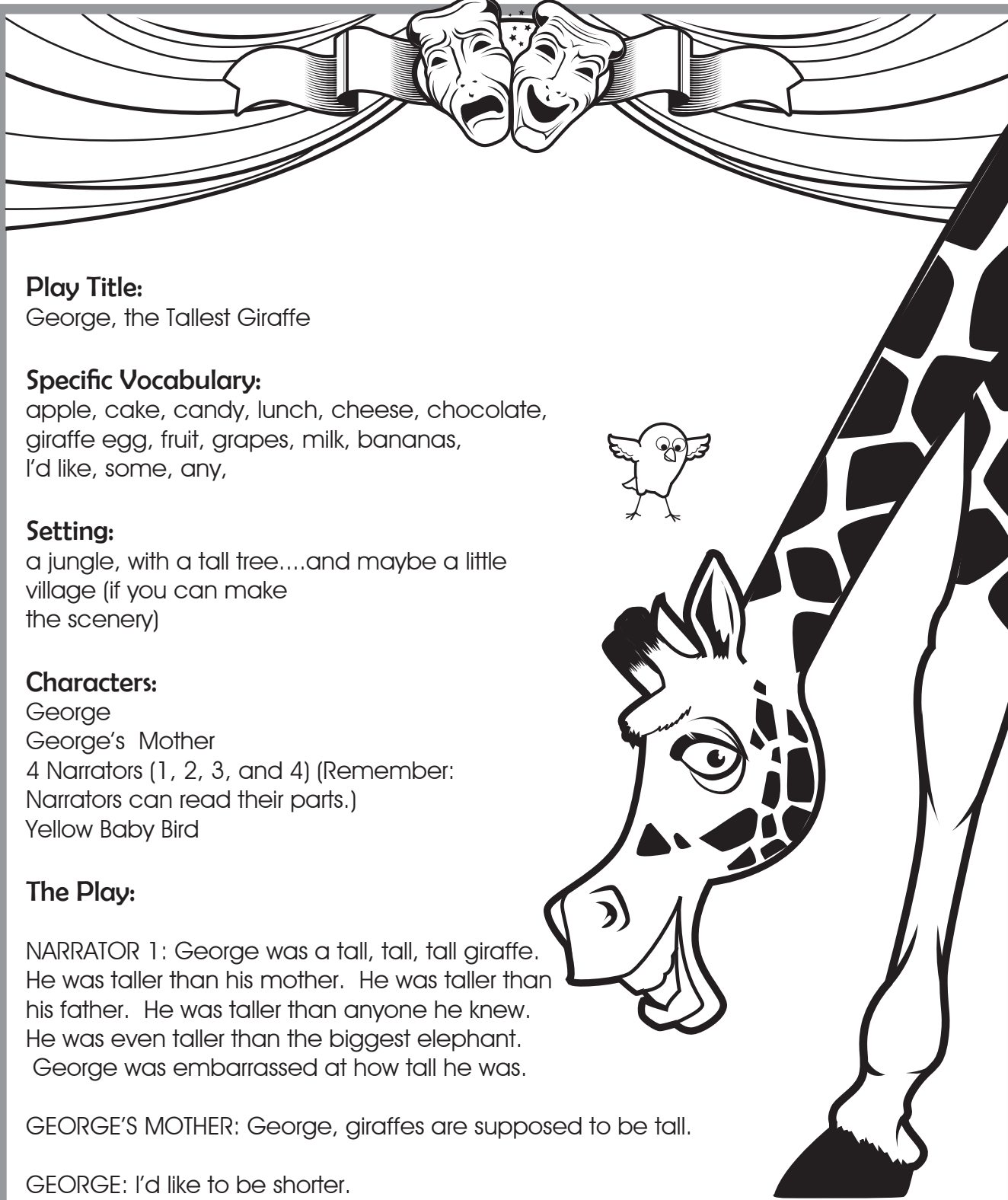
TIM: I told you Junior could talk!

EVERYONE: (LAUGHING...)

THE END



Plays for Teenage English Learners



Play Title:
George, the Tallest Giraffe

Specific Vocabulary:
apple, cake, candy, lunch, cheese, chocolate,
giraffe egg, fruit, grapes, milk, bananas,
I'd like, some, any,

Setting:
a jungle, with a tall tree....and maybe a little
village (if you can make
the scenery)

Characters:
George
George's Mother
4 Narrators (1, 2, 3, and 4) (Remember:
Narrators can read their parts.)
Yellow Baby Bird

The Play:

NARRATOR 1: George was a tall, tall, tall giraffe.
He was taller than his mother. He was taller than
his father. He was taller than anyone he knew.
He was even taller than the biggest elephant.
George was embarrassed at how tall he was.

GEORGE'S MOTHER: George, giraffes are supposed to be tall.

GEORGE: I'd like to be shorter.

NARRATOR 2: George decided that he was going to go for a long, long walk to see if he

could find any other giraffe taller than he. So he left home, and left a note for his mother so she would not worry.

GEORGE: (READING HIS LETTER...)

Dear Mother, I am going to the next village to see if I can find another very, very ,very tall giraffe. If I do, I won't think I am so strange.

NARRATOR 3: George walked a long, long, long time. He passed three villages, but he saw no giraffes taller than he. George decided he would go home. He missed his family and he was tired. All of a sudden, George heard a strange sound.

YELLOW BABY BIRD: (HE IS LYING ON THE GROUND.)

Cheep, cheep, cheep..... Help me, help me. I fell out of my nest and can not fly. I am too little. If I can not get back in my nest, a cat might eat me.

GEORGE: Where is your nest?

YELLOW BABY BIRD: Up in that tree. (POINTING UPWARD) No one can reach it because it is too high. I have been here since morning and no one can help me.

(GEORGE SMILES.....A BIG, WIDE SMILE...)

YELLOW BABY BIRD: Why are you smiling? I fell out of the tree. I can not get back up in the tree because I am a baby bird and can not fly.....and you are smiling. I do not understand.

GEORGE: I was always sad I was very, very tall. I was the tallest giraffe in many villages. But now.....now, I can be useful. I can pick you up and put you back in your nest.

YELLOW BABY BIRD: Oh, thank you! Thank you!

NARRATOR 4 : George felt so happy. George was never sad again. He was proud and happy to be the tallest giraffe because.....

GEORGE: Giraffes are supposed to be tall. I have to go home now, and tell my Mother, that I am happy to be the tallest giraffe in our village.

THE END



IV. PLAYS FOR BASIC ENGLISH LEARNERS: (A-1 to A-2 Levels)

First Semester (August - December)

Play Title: The Bells of Christmas

Specific Vocabulary:

love, rose, traveler (Amer. English),
travel, traveller (Brit. English),
servant, child, snow, spirit,
heaven, message, fever, forehead,
faith, endurance, weary, tired, exhausted

Time/Setting: Christmas night



Characters: See the list below. There are 17 parts, plus the rest of the students can be sitting around, with a small bell they will ring when directed to do so by the teacher. They can have a sign hanging around their necks, so the audience will know who they represent.

1. Narrator
2. Bell (should have some bells around his/her neck)
3. Love
4. Rose
5. Rich Mother
6. Servant 1
7. Servant 2
8. Emily (Sick Child)
9. Snow
10. Poor Mother
11. Child 1
12. Child 2
13. Child 3
14. Traveler 1

- 15. Traveler 2
- 16. Traveler 3
- 17. Traveler 4

The Play:

SCENE 1

Narrator (Enters ringing a bell)

Ring out, ring out, oh Christmas Bells.

Ring out your tale of joy and mirth.

This night - the night of Jesus' birth.

This one night of the year, oh, world,

Oh world, give love from man to man.

And with the bells, your love we'll send!

(BELL MUSIC. ENTER THE SPIRIT OF THE BELLS, SPIRIT OF SNOW, SPIRIT OF THE CHRISTMAS ROSE, SPIRIT OF HOLLY, SPIRIT OF LOVE . THE SPIRIT OF THE BELLS STANDS IN THE CENTER WHILE THE OTHERS SIT AROUND HER.)

Bells: Well my dear spirits. Tonight is our night. It is Christmas night. The night in which love comes down from heaven, hope is born on earth and peace reigns among all men. We all know that it is our labor....

Love: (INTERRUPTING) A delightful labor!

Bells: To spread this message to all! Tonight is and has always been the most special night of the year. And it is our duty to let everyone know...

ROSE: (INTERRUPTING) Through our music....

BELLS: That Christ has been born! So fly my friends....over the corners of the earth,

Plays for Teenage English Learners

each to her place where her music is needed!

(BELL MUSIC GETS LOUDER. THE SPIRITS EXIT.)

SCENE 2

(MUSIC CHANGES SUDDENLY TO A MORE SOLEMN TUNE. ENTER RICH MOTHER WITH 2 SERVANTS AND HER SICK CHILD.)

MOTHER: (FEELING THE SICK CHILD'S FOREHEAD) Oh..... Emily. You're so hot!
Your fever just won't go down.
(SHE SITS AND CRIES SOFTLY INTO HER HANDS.)

SERVANT 1: (COMFORTING MOTHER) Don't cry Lady Anne. We're here to help you. Maybe if we washed her down with some cold water....

SERVANT 2: No! No! What she needs is more heat. Maybe if we covered her with more blankets...

EMILY: I don't need anything! I just need to hear the Christmas Bells and then I know I will get better.

MOTHER: What bells are you talking about Emily? Do you want me to buy you bells? Is that what you want to make you feel better?

EMILY: No mother. Not just any bells but Christmas Bells. You can't buy them, they come to you! When they sound, they speak of the birth of Christ! When I hear this music mother, I know I shall be well.

(MOTHER AND SERVANTS PACE AWHILE, THEN SIT AND SLEEP. RISE BELL MUSIC AND ENTER SPIRIT OF SNOW WITH HER HELPERS.)

SNOW: Hello Emily. I know that you have been waiting for me. I haven't forgotten you or the special gift that has been sent for you! Listen.

NOW: A GROUP OF STUDENTS CAN SING A CHRISTMAS SONG.
(THEN EXIT HELPERS AND SPIRIT. EMILY STANDS UP AND BEGINS TO WAKE EVERYONE UP.)

EMILY: Wake up! Wake up! It's Christmas Day!

MOTHER: Emily! You're well! You have no fever!

Plays for Teenage English Learners

SERVANT 1: It's a miracle!

EMILY: (SMILING) It's the Christmas Bells and their music; their music which tells of Christ's birth and God's love for us all.

(MUSIC GETS LOUDER.. ALL EXIT.)

SCENE 3

(CHANGE OF MUSIC TO A SADDER TUNE. ENTER POOR MOTHER AND HER THREE CHILDREN. SHE SITS IN A CHAIR CRYING SOFTLY INTO HER HANDS WHILE HER CHILDREN STAND AROUND HER.)

CHILD 1: Please don't cry mother.

CHILD 2: Don't be so sad.

MOTHER: But what are we going to do? Tomorrow is Christmas, and we don't have any food.

CHILD 3: Do not worry, Mother! Bread and a little wine will be enough.

MOTHER: But don't you understand that we may not even have a place to sleep. If the landlord comes for his rent, and I don't have any money to pay him, he will throw us out! (SOBS)

CHILD 1: Don't worry, mother. At least we have the bells.

CHILD 2: Yes! That's true. The bells belong to everybody.

MOTHER: Bells? What bells are you talking about?

CHILD 3: Listen! I can hear them now! Christ has been born!

(BELL MUSIC. ENTER SPIRIT OF THE CHRISTMAS ROSE AND HER HELPERS. THEY STAND BLOCKING THE POOR FAMILY.)

ROSE: The legend of the Christmas Rose is old,

Plays for Teenage English Learners

But always worthy of being told!
At the very first Christmas a little beggar girl
Wanted to enter but did not dare.
She had no gift to offer the Babe
Until the arch- angel Gabriel appeared. ("arch" is pronounced ARK-ANGEL)
He showed her a great bank of white flowers
That were the first of the Christmas Roses to follow.
Take them to him he bade,
For they are God's gift to you today!

(THE SPIRIT AND HELPERS SWING BACK TO STAND ON EACH SIDE OF THE POOR FAMILY. A MIRACLE HAS HAPPENED. THE POOR FAMILY IS NOW WARMLY DRESSED WITH FOOD ON THE TABLE AND A CHRISTMAS TREE.) ALL EXIT TO BELL MUSIC.

A SONG: A GROUP OF STUDENTS CAN SING A CHRISTMAS SONG AT THIS POINT.

SCENE 4.

(SLOW, SOLEMN MUSIC. ENTER A GROUP OF TRAVELERS)

TRAVELER 1: Oh how much further do we have to travel to find a good enough place to rest?

TRAVELER 2: We have been walking without stop for an entire day, and the cold bitter wind is biting through my very bones!

TRAVELER 3: It's not the cold that bothers me so much. It is that I'm hungry and tired and not sure how much further I'll be able to walk.

TRAVELER 4: Don't worry. Don't complain. We'll know when it's time to stop. When the Christmas bells sound, that will be our sign that Christ has been born and then it will be our time to rest.

Plays for Teenage English Learners

TRAVELER 1: Stop! Listen! Do you hear that? Or is it just my imagination?

(BELL MUSIC. ENTER THE SPIRIT OF HOLLY.)

HOLLY: Oh tired and weary travelers, lay your burden down here and rest for the night. Your faith and endurance will be well rewarded. For tonight Baby Jesus has been born and sleeps sweetly until morn.

EVERYONE IN THE PLAY COMES TO THE FRONT, AND SAYS:

"HAPPY CHRISTMAS ...AND PEACE ON EARTH TO EVERYONE."

(ENTER HER HELPERS WITH BLANKETS AND TWIGS FOR A FIRE , THAT THEY GIVE TO THE TRAVELERS.

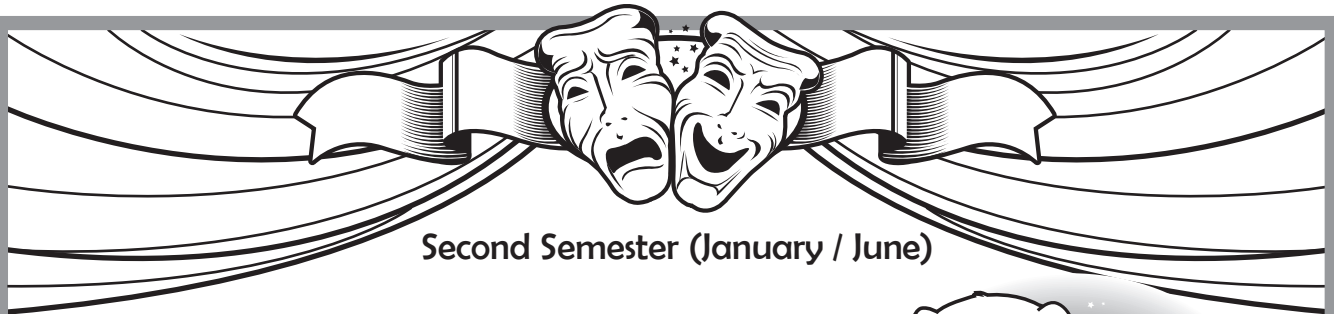
MUSIC IS PLAYING).

(ANOTHER GROUP OF STUDENTS CAN SING A CHRISTMAS SONG, SUCH AS "SILENT NIGHT".)

(ALL EXIT TO BELL MUSIC.)

THE END

Plays for Teenage English Learners



Second Semester (January / June)

Play Title:

Louie, The Lonely
Polar Bear

Specific vocabulary:

can, can't, sing, polar bear, fly, birds, bears, tails,
big, little, their, long, short, ice, snow,
wild animals, seal, cold, igloo



Note:

The original version, stating that Louie lived in Antarctica and wanted penguins to be his friends, was CORRECTED BY Prof. Pablo Sánchez (SEDU English teacher). NO POLAR BEARS ACTUALLY LIVE IN ANTARCTICA...AND PENGUINS ONLY LIVE IN THE SOUTH POLE, NOT IN THE ARCTIC. So the play was changed to reflect the correct facts that Pablo Sanchez noted. THANKS!

Setting:

Near the North Pole, on a glacier

CHARACTERS:

4 Narrators 1, 2, 3, and 4

Louie, a baby polar bear

La Verne, his mother

Marie, another mother polar bear

Chinook, a baby polar bear, Chinook's daughter

Father Polar Bear, Louie's father

Some baby seals

The Play:

NARRATOR 1:

Louie is a baby polar bear who lives with his Mother on a glacier near the North Pole. Polar bears are big, with long white fur to match the snow. They have a little, short tail, and can swim very fast in the cold ocean water.

Plays for Teenage English Learners

NARRATOR 2: Louie has no brothers. He has no sisters. He has no friends because no other bears live near Louie's family. His father had gone to hunt food. Maybe he would come home with a seal or a big fish. Louie had no one but his mother. He was all alone when his father went to hunt for food. Louie was sad.

LOUIE: I am not big. I am not strong. I do not eat much. I wish the other animal babies would play with me. They are all afraid because polar bears grow to be VERY big, and kill other animals to eat.

NARRATOR 1: One day, Louie saw a large group of seals.

LOUIE: Wow! Maybe one of those baby seals can be my friend!

GROUP OF BABY SEALS: Run! Run! There's a polar bear. He may try to kill and eat us! RUN!

NARRATOR 2: Louie was sad. he went home to see his mother.

LOUIE: Mama...the baby seals ran away from me. I will never have any friends.

LA VERNE: Someday, Louie, you will have a chance to have a good friend. Be patient.

NARRATOR 3: Two days later, Louie's mother was all excited, and called him.

LA VERNE: Louie, Louie. Guess what?

LOUIE: What, Mother?

LA VERNE: A new polar bear family has moved to our part of the glacier..... a mother polar bear and her baby.

NARRATOR 4: Louie and his mother began to walk to the other side of the glacier. They saw a mother polar bear with a small cub. They did not see the father bear, so they carefully and slowly went towards the mother and her baby.

LA VERNE: (shyly) Hello...

Plays for Teenage English Learners

MARIE: Hello. Who are you?

LA VERNE: This is my son, Louie, and I am La Verne, his mother. We live near here .
Who are you?

MARIE: I am Marie, and this is my daughter, Chinook. We moved here because hunters were bothering us . They shot Chinook's father for his beautiful fur skin. So we had to move far away be safe. Are there hunters near here?

LA VERNE: No...only once or twice have we seen bear hunters. It is safer here for us. But, it is very lonely. Louie, this is Marie and her baby, Chinook. Maybe the two of you can become friends.

NARRATOR 3: Later that day, Louie's Father arrived home after having been away for four days, hunting. He was swimming towards them in the open ocean. He had a huge fish he was carrying in his mouth.

LOUIE: Daddy, Daddy! You're home! I missed you!

FATHER POLAR BEAR: Hello, Louie. I am happy to be home. I brought you and your mother a big fish to eat so you will not be hungry.

LOUIE: Thank you, Daddy. Guess what, Daddy?

FATHER POLAR BEAR: What, son?

LOUIE: We have new neighbors, Marie and Chinook. They do not have a Father bear to help them. Can we give them some of our fish?

FATHER POLAR BEAR:Of course. We will all be neighbors now and we will help each other.

CHINOOK: Can we play, Louie? Can we slide on the ice together?

LOUIE: Oh yes. Yes! Yes! Yes! Mom! I have a friend! I won't be lonely any more!

NARRATOR 4: Louie and Chinook went to slide on the ice. They became great friends, running, sliding, playing, and swimming! Louie was not lonely any more.

THE END



V. PLAYS FOR BASIC + ENGLISH LEARNERS: (B-1 Level)

First Semester (August - December)

Play Title:

An Adaptation of "The Nutcracker Suite"

Specific Vocabulary: nutcracker, godmother, waltzing, blink, festivities, dream, magical, reign, desperately, celebration, amazing, disobeyed, waltz

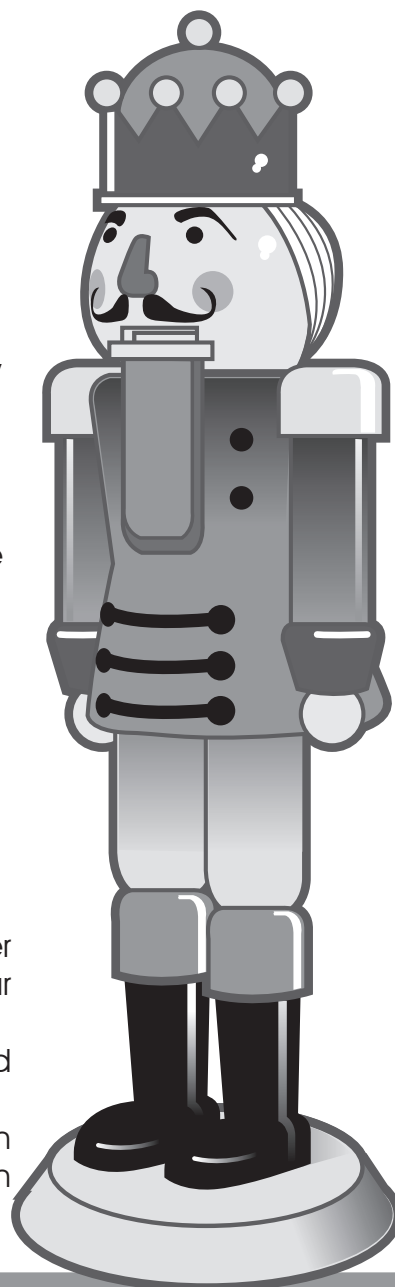
Setting: a beautiful living room, also the bedroom of Clara., (toys for decoration)

Characters:

1. 5 Godmothers: (1, 2, 3, 4, and 5: The Godmother is like a Narrator...She can read the parts she has, because they are long.)
2. Clara
3. Mother
4. Ballerina
5. Teddy Bear
6. Sugar Plum Fairy
7. Rag Doll
8. Rat King

Teachers:

1. You will need a CD of the Christmas classic, The Nutcracker Suite, to provide music for the next play. Waltz of the Sugar Plum Fairies, is especially appropriate music for the play. It is on the CD of The Nutcracker Suite.(Suite is pronounced "sweet".) by the Russian composer, Tchaikovsky in 1892.
2. Explain to the class what a nutcracker is. Maybe you can bring one to show them, the kind that looks like a wooden soldier, used decoratively at Christmas time.



Plays for Teenage English Learners

3. Explain that this is a classic play from a ballet written by Tchaikovsky, in 1892. Clara, the main character, falls asleep, and dreams that all her toys come alive on Christmas Eve.

The Play:

(MUSIC is playing. ENTER CLARA'S GODMOTHER. SITS IN CHAIR STAGE FRONT LEFT.)

GODMOTHER 1: Good evening to you all and before I forget.. a very Merry Christmas!!! This is a very special story, about a very special girl, named Clara.

(ENTER CLARA WALTZING. MOTHER FOLLOWS).

GODMOTHER 1: I don't say that she's special just because she's my goddaughter but because everybody who knows her can't help but remark about her kindness, her gentleness with others, her generous spirit and most of all her great capacity to love.

MOTHER: Come along Clara, it's time to go to bed.

CLARA: Oh... read me a story ,mother, please do. I promise that I will fall right off to sleep before you're finished.

MOTHER: I'm sure about that! Especially because tonight is Christmas Eve...

CLARA: That's right! Tonight is Christmas Eve the most special, the most magical night of the year. It's the night that Baby Jesus is born and with him hope and love will reign all over the Earth!

MOTHER: That's right...tonight anything can happen.

GODMOTHER 2: This Christmas Eve was going to be a very unique one for our little Clara. She had all different sorts of toys, and you would think that with so many of them she wouldn't have time to play with them all,but you don't know Clara.She not only gave each of them a name, but she loved them so dearly that they were like brothers and sisters to her. That Christmas I had made her a nutcracker in the shape of a toy soldier, and she took to him right away.

CLARA: Now I'm really sleepy mother. (YAWNS AND STRETCHES) But before I fall asleep I must say goodnight to all my toys.

Plays for Teenage English Learners

(BEGINS WALKING AROUND THE ROOM SAYING GOODNIGHT AND GIVING A KISS TO HER TOYS. SHE STOPS IN FRONT OF THE SOLDIER)

CLARA: Goodnight my Nutcracker, I haven't thought of a name for you yet. But don't you worry I'll think of something soon. I hope you'll be happy here....I hope that you'll stay.

MOTHER: Wherever would he go Clara? I'm quite certain he feels at home with all the other toys.

CLARA: (GETTING INTO BED YAWNING) You never know, Mother...toys can be so strange sometimes. He'll only stay if he feels at home. I must think of a name for him.

(MUSIC. MOTHER KISSES HER GOODNIGHT AND CLARA BEGINS TO FALL ASLEEP)

GODMOTHER 2: Clara was right. Toys can be so peculiar. Only a toy that is truly loved lasts a long time. And as all of Clara's toys were loved, they not only lasted forever, but when she slept, they came to life!

(MUSIC.THE SUGAR PLUM FAIRY COMES TO LIFE FIRST AND USES HER WAND TO WAKE THE OTHER TOYS ONE BY ONE. TOYS BEGIN TO WAKE UP ALL EXCEPT FOR THE NUTCRACKER)

BALLERINA: Whoooooo are you???? (SHE POKES HIM)

TEDDY BEAR (WALKING AROUND HIM AND MAKING FACES):
What a strange looking character. He doesn't move...He doesn't blink..He doesn't even talk!

SUGAR PLUM FAIRY: Let him be. Can't you see that he's new?

RAG DOLL: And so? What does that have to do with anything?

SUGAR PLUM FAIRY: Well, when a toy is new, well you knowhe's new!

TEDDY BEAR: And soooo?

SUGAR PLUM FAIRY: And so Clara hasn't had time to get to know him yet. To get to love him yet. Why he doesn't even have a name as yet!

Plays for Teenage English Learners

RAG DOLL: I still don't understand what you're trying to say Sugar Plum Fairy.

SUGAR PLUM FAIRY: Why every toy knows or should know that a toy doesn't...can't come to life unless he is truly loved by the child who owns him.

BALLERINA: Ohh...I see! Well poor little thing. I hope he stays.

TEDDY BEAR: Ok! Ok! Enough talk, it's Christmas Eve and time for the festivities to begin.

RAG DOLL: That's right...it's that magical time of year when the gates of Toyland open up, and we celebrate the joyous occasion of the night!

BALLERINA: Sugar Plum Fairy! Wave your magic wand...open the gates of Toyland and let the celebration begin.

(ENTER SOME STUDENTS, HUMMING "WE WISH YOU A MERRY CHRISTMAS"...THEN THEY WALK THROUGH THE STAGE AREA AND LEAVE.)

GODMOTHER 3: Poor Nutcracker. He wanted so desperately to join in all the fun, but he couldn't. But wait...are those visions of the nutcracker soldier dancing in Clara's mind? Could it be that as she sleeps she dreams of her brand new toy?

TEDDY BEAR: Bravo! Bravo! What's next?

(PAUSE)

BALLERINA: Why are the toys taking so long?

(MUSIC. ENTER THE RAT KING)

RAT KING: What is this? What is going on here?

SUGAR PLUM FAIRY: Who...who are you?

RAT KING: I am the Rat King! The new ruler of Toyland! I am the one who says what should happen and when it should happen...

Plays for Teenage English Learners

what are you all doing with my subjects?

- RAG DOLL: Well, it's Christmas Eve, the most important night of the year. It's the night that Baby Jesus is born.
- SUGAR PLUM FAIRY: And every year we celebrate His birth by inviting the toys from Toyland to come and visit us and share in the Christmas spirit.
- RAT KING: Well not this year! Not this year they won't! Like I said, I'm the new king and as far as I'm concerned there won't be any Christmas celebrating tonight!
- TEDDY BEAR : Now look here you... you....you RAT! This is a very special night, and you can't stop it from happening even if you tried!
- RAT KING: Maybe not, but I can forbid my subjects from coming to visit you, and you can do nothing about that! Now what sort of Christmas Eve celebration will it be then?
- RAG DOLL: You be careful with what you do Mr. Rat...we...we...we have a soldier here to protect us, and he'll see to it that you don't get away with your evil plan.
- RAT KING: A soldier? A soldier? (Walks over and pokes the Nutcracker) Ha! Is this what you call a soldier? Why he doesn't even move...he can't even talk! HA! You'll have to do better than that!
- (EXITS LAUGHING)
- GODMOTHER 3: With that the evil Rat King took off, set in his ways to ruin Christmas Eve. Poor nutcracker. He wanted to help, but he couldn't move. Wait! Clara is still thinking about him, maybe, just maybe she'll come to love him in her dreams. Look...he's beginning to move!
- SUGAR PLUM FAIRY: Did you see that? He moved!
- TEDDY BEAR: (GOES OVER TO CLARA IN THE BED) Oh Clara, dear Clara....please give him a name, chances are we'll be needing his help tonight.
- BALLERINA: Now what do we do?

Plays for Teenage English Learners

RAG DOLL: Yes, what about our Christmas celebration?

SUGAR PLUM FAIRY: Don't worry, the toys won't let us down. I know they'll come when we call them. Watch...

(SHE WAVES HER MAGIC WAND.)

TEDDY BEAR : Ohh that was so much fun and that horrible Rat hasn't shown a whisker yet.

RAG DOLL: Maybe we'll have our Christmas after all. Call in the next ones, Sugar Plum Fairy.

(SHE WAVES HER MAGIC WAND.)

GODMOTHER 4: They were all having so much fun, even the nutcracker who could begin to feel himself tingle with life. Then, suddenly...

(MUSIC. ENTER RAT KING)

RAT KING: Stop all this fun and festivities right now!!! I thought I had made myself clear! There will be no celebrating tonight! Not a single more toy will dance! Not a single more voice will sing or else I will punish all the toys in Toyland, and you will never see them again!

(AS HE BEGINS TO EXIT, THE NUTCRACKER BLOCKS HIS PATH WITH HIS SWORD)

RAT KING: And what's this? (BEGINS TO LAUGH) You think you can stop me my little toy soldier? My little lifeless nutcracker? Ha! Ha! You'll need more than that to get the better of me.

(EXIT RAT KING)

TEDDY BEAR: Now what do we do? I don't want the other toys to get into trouble for our fault.

SUGAR PLUM FAIRY: Well I'm afraid there's nothing that we can do. Tonight is Christmas Eve and with it comes a special feeling.. a feeling of hope and peace for all the world. The toys

Plays for Teenage English Learners

must sing...they must dance...they don't know how to do anything else.

RAG DOLL: Well if it must be, then let it be!

BALLERINA: That's right...nobody can take away Christmas. Let the show continue!

GODMOTHER 4: And so they continued their celebration... the nutcracker becoming more animated as the seconds passed.

TEDDY BEAR: Lovely, just lovely!

RAG DOLL: Shh! Listen!

(THEY ALL APPROACH CLARA'S BED.)

CLARA (IN HER SLEEP): Ivan...your name will be Ivan!

BALLERINA: That's it! She's given him a name! She really loves her nutcracker soldier.

SUGAR PLUM FAIRY (APPROACHES THE NUTCRACKER AND WAVES HER WAND OVER HIS HEAD)

Now my dear little nutcracker...you have found the true love of a little girl. Now you will become one of us!

(THE NUTCRACKER COMES TO LIFE AND BEGINS TESTING OUT HIS ARMS AND LEGS).

NUTCRACKER: Can it be? Is it true? Am I really real?

SUGAR PLUM FAIRY: Once you have been filled with the special love of a special child and been given a name, you come to life. Welcome nutcracker. Welcome Ivan, welcome!

TEDDY BEAR: This is truly a most magnificent, a most blessed night!

(MUSIC. ENTER THE RAT KING)

RAT KING: I warned you all. I told you that if you disobeyed my orders

Plays for Teenage English Learners

NUTCRACKER: and continued with the celebration I would punish all the toys in Toyland! Now you will only have yourselves to blame!
(TAKING OUT HIS SWORD) On guard, you scoundrel! No one will be allowed to stop the spirit of Christmas. I won't let you get away with it!

(THE NUTCRACKER AND THE RAT KING HAVE A SWORD FIGHT. THE NUTCRACKER KNOCKS THE RAT'S SWORD AWAY AND SO HE RUNS OFFSTAGE. THE TOYS ALL CHEER AND HUG THE NUTCRACKER)

GODMOTHER 5: And that was the last time the King Rat was ever to be seen. He ran far away from Clara's house and never stepped foot again in Toyland which was from then onward protected by Clara's brave and kind nutcracker soldier...Ivan.

TEDDY BEAR: Ohh.... look...the sun is coming up.

BALLERINA: Time for us to take our places.

RAG DOLL: It most certainly has been the best

SUGAR PLUM FAIRY: The most magical.....

TEDDY BEAR: The most unforgettable Christmas ever!

NUTCRACKER (TO THE AUDIENCE) Christmas is a time for dreams to come true...if mine did, maybe yours will too!

(MUSIC. CLARA WAKES, AND YAWNS , AND STRETCHES)

CLARA: I had the most amazing dream....

(SEES THE NUTCRACKER STANDING GUARD OVER HER BED) and how did you get here my nutcracker ?

(PAUSE)

CLARA: Ivan, that's your name.. Your name is IVAN.

(MUSIC. CLOSE CURTAINS)

GODMOTHER 5: As I told you, that was a very unique Christmas Eve for Clara. I hope you all have paid special attention to the message of our story tonight, that we must never let anyone take away the true spirit of Christmas and like the Nutcracker we must never be afraid to stand up for what we believe in.

HAVE A VERY MERRY CHRISTMAS

(MUSIC)

ALL ENTER - FINALE

THE END



Play Title:
The Nativity

List of Characters:

30 "Speakers"
Angel Gabriel
Mary
Elizabeth
Joseph
Woman
Announcing Angel
Shepherd 1
Shepherd 2
Shepherd 3
Gaspar

Melchior	Chief Priest 1
Balthasar	Chief Priest 2
Guard	Chief Priest 3
King Herod	

The Play:

SPEAKER 1: Before the world was created, the Word already existed; He was from God, and he was the same as God.

SPEAKER 2: From the very beginning the Word was with God. Through Him God made all things;

SPEAKER 3: Not one thing in all creation was made without Him. The Word was the source of life, and this life brought light to mankind.

SPEAKER 4: The light shines in the darkness. And the darkness has never put it out.

JOHN, CHAPTER 1, VERSES 1 TO 5

SONG

SPEAKER 5: During the time when Herod was king of Judea, God sent the angel Gabriel to a town in Galilee named Nazareth.

SPEAKER 6: He had a message for a girl promised in marriage to a man named Joseph, who was the descendant of King David. The girl's name was Mary.

ANGEL: Peace with you! The Lord is with you and has greatly blessed you! Don't be afraid Mary. God has been gracious to you. You will become pregnant and give birth to a son, and you will name him Jesus. He will be great and will be called the Son of the Most High God. The Lord God will make him a king, as his ancestor David was, and he will be the king of the descendants of Jacob forever; His kingdom will never end!

MARY: But how can this be possible? How can this come to be?

ANGEL: The Holy Spirit will descend on you, and God's power will rest upon you. For this reason the holy child will be called the Son of God.

SPEAKER 6: With these words Mary believed...

MARY: I am the Lord's servant, may it happen to me as you have said.

SONG

SPEAKER 7: Soon afterward Mary got ready and hurried off to a town in the hill country of Judea. She went into Zechariah's house and greeted her cousin Elizabeth who was also pregnant. When Elizabeth heard Mary's greeting, the baby moved within her and she cried out...

ELIZABETH: You are the most blessed of all women, and blessed is the child you will bear! Why should this great thing happen to me, that my Lord's mother comes to visit me? For as soon as I heard your greeting, the baby within me jumped with gladness. How happy you are to believe that the Lord's message to you will come true.

Plays for Teenage English Learners

- SPEAKER 7: Mary said...
- MARY: My heart praises the Lord;
My soul is glad because of
God my Savior,
For he has remembered me,
His lowly servant!
- SPEAKER 8: From now on all people will call me happy,
Because of the great things
The Mighty God has done
For me.
- SPEAKER 9: His name is holy;
From one generation to
Another.
He shows mercy to those
Who honor him.
- SPEAKER 10 He has stretched out his
Mighty arm
And scattered the proud with
All their plans.
- SPEAKER 11 He has brought down mighty
Kings from their thrones,
And lifted up the lowly.
- SPEAKER 12 He has filled the hungry with
Good things,
And sent the rich away with
Empty hands.
- SPEAKER 13 He has kept the promise he
Made to our ancestors,
And has come to the help of
His servant Israel.
- SPEAKER 14 He has remembered to show
Mercy to Abraham
And to all his descendants
Forever!

Plays for Teenage English Learners

SONG

SPEAKER 15: Mary stayed for a while with her cousin and then went back home. Soon after, Emperor Augustus ordered a census to be taken throughout the Roman Empire. Everyone, then, went to register himself, each to his own home town.

SPEAKER 16: Joseph went from the town of Nazareth in Galilee to the town of Bethlehem in Judea, the birthplace of King David.

SPEAKER 17: Joseph went there because he was a descendant of David. He went to register with his wife Mary who was pregnant.

SPEAKER 18: But when they got to Bethlehem there was no room, at not a single inn, for them to stay.

SONG

(ENTER WOMAN STOPS, LOOKS AT MARY AND SAYS)

INNKEEPER: There are no more rooms in Bethlehem. The city is full of all the people who have come from afar to register.

JOSEPH: We only need a place to rest our heads. As you can see my wife is pregnant and very tired; we only need someplace to shelter for the night.

WOMAN: Well, I'm not sure if it will be enough, and I'm positive that it won't be very comfortable, but I do have a stable where you can stay for as long as you'd like. At least it is dry and you won't be on the streets. Come, follow me.

SPEAKER 19: So they followed the woman to where the stable was and while they were there, the time came for Mary to have her baby. Just as the angel had promised, she gave birth to a son and having nothing else, she wrapped him in cloths and laid him in a manger.

SONG

SPEAKER 20: On this very night, there were some shepherds who were spending the night in the fields watching over their flock. An angel of the Lord appeared unto them and the glory of the Lord shone over them.

Plays for Teenage English Learners

- SPEAKER 21: They were terribly afraid but the angel said
- ANGEL: Fear not! I am here with good news for you , which will bring great joy to all mankind. This very day in David's town your Savior was born – Christ the Lord!
- SHEPHERD 1: Where is he great angel?
- SHEPHERD 2: We must hurry and find him!
- SHEPHERD 3: But how will we recognize him?
- ANGEL: Let this be your sign...you will find a baby wrapped in cloths lying in a manger.
- SPEAKER 21: Suddenly a great army of heaven's angels appeared with the angel and began to sing God's praises.
- SONG -
- SPEAKER 22: With that the angels went away from them back to heaven.
- SHEPHERD 1: Come we must go. Don't worry about the sheep. God will watch over them.
- SHEPHERD 2: Yes come, let us hurry to Bethlehem and see this thing that has happened.
- SHEPHERD 3: This great thing that has happened which the Lord has seen us worthy to tell us.
- SPEAKER 22: While this was happening three wise men traveling from the east arrived at Jerusalem at King Herod's palace and began asking questions.
- GASPAR: Where is the baby born to be the King of the Jews?
- MELCHIOR: We saw his star when it came up in the east, and we have traveled from very far to come and worship him.
- GUARD: Wait here. I will go and consult the king. I think he will be very

Plays for Teenage English Learners

- interested in what you have to say.
- SPEAKER 23: When King Herod heard about this he was very upset. He called together all the chief priests and the teachers of the Law.
- KING HEROD: What is this about? The birth of the Messiah? Could this be true? Where is he to be born?
- CHIEF PRIEST 1: In the town of Bethlehem in Judea.
- CHIEF PRIEST 2: For this is what the prophet wrote: Bethlehem in the land of Judah, you are by no means the least of the leading cities of Judah.
- CHIEF PRIEST 3: For from you will come a leader who will guide my people to Israel.
- KING HEROD: I cannot allow this to happen! I cannot allow the Messiah to live. What should I do?
- CHIEF PRIEST 1: Speak to these three kings. Do not tell them your true feelings. Tell them to let you know where the Messiah is on their journey back so that you may go and worship him.
- KING HEROD: And once I know where he is, I will send my soldiers to slay him! Call in the kings.
- SPEAKER 24: So Herod called in the kings and found out from them the exact time that the star had appeared. Then he sent them away with strict instructions to find the child and on their journey back, to let him know so that he too could go and worship him.
- SPEAKER 25: And so they left but later God warned them in a dream to return to their country by another road and not to go back to Herod to tell him where the child lay. On their way the same star that they had seen in the east appeared unto them again
- BALTHASAR: Look! There is the star again. This time we will follow it until it leads us to the King of Kings.
- SPEAKER 26: So the star went ahead of them until it stopped over the place where

Plays for Teenage English Learners

the child was.

ENTER MARY, JOSEPH, WITH BABY JESUS

ENTER SHEPHERDS AND KNEEL.

SHEPHERD 1: Look ! It is just as the angels have told us.

SHEPHERD 2: Hail the heaven born Prince of Peace!

SHEPHERD 3: Hail Jesus, our Emmanuel !

ENTER KINGS AND KNEEL.

SONG – WE THREE KINGS

SPEAKER 27: Mary listened to all they said and kept all these things, pondering
them in her heart.

SONG

SPEAKER 28: A voice cries out,
Prepare in the wilderness a
Road for the Lord!
Clear the way in the desert
For our God!

SPEAKER 29: Fill every valley;
Level every mountain.
The hills will become a plain,
And the rough country will
Be made smooth.

SPEAKER 30: Then the glory of the Lord
Will be revealed, and all mankind will see it.
The Lord himself has
Promised this.

THE END



Second Semester (January / June)

Play Title:

The Ugly Duckling

Specific Vocabulary: barn, country, farm, fence, field, grass, elegant, pond, swan, duck, beautiful, have to, has to, in, on, under, in front of, behind, reflection,

Setting: a farm with a pond

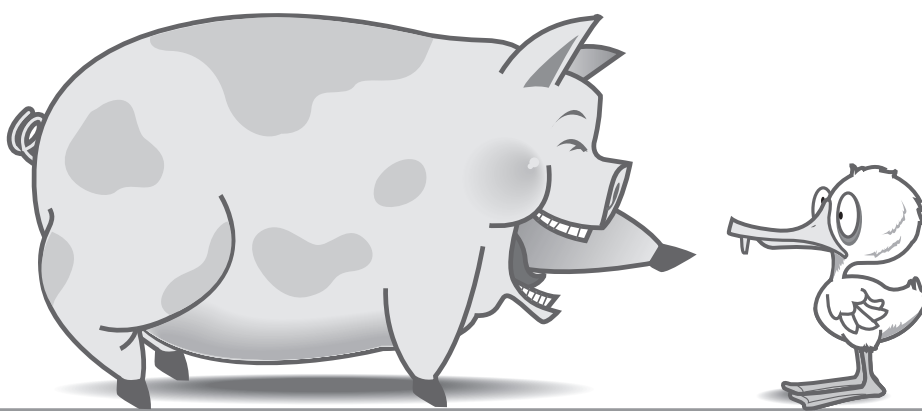
Characters:

Narrators: 1, 2, 3, and 4, Farmer, Duckling

The Play:

NARRATOR 1: Once upon a time, there was an egg that cracked open in a barn, on a farm in the country, far from town. Out popped an ugly duckling. He was odd-looking. The farm was big and beautiful, except for the ugly duckling.

NARRATOR 2: The ugly duckling was different. Everyone laughed at him. He walked funny. He could not swim as fast as the other baby ducks. When he was next to the other ducks, it was easy to see that he was different. He would hide so they could not see him.



Plays for Teenage English Learners

FARMER: Don't worry, duckling. You will not always be ugly. When you grow up, you will be handsome and elegant.

NARRATOR 3: After three months passed by, the ugly duckling saw the farmer coming with food and water. He shyly moved towards the farmer who was now his friend.

FARMER: Wow, Duckling! Look at you! Look at you!

DUCKLING: WHAT? Look at me.....WHY?

FARMER: Go look at your reflection in the pond.
(The duckling walks to the "pond" to see himself... You can use a mirror to represent the pond.)

DUCKLING: What is wrong, Farmer? I am not here. I do not see myself. I see another beautiful bird in my place. What has happened?

FARMER: You have grown up. You are not an ugly duckling anymore. You never were a duck. Your egg got mixed in with duck eggs. You are a swan. A swan is the most handsome and most elegant bird on my farm. You are not the ugly duckling anymore. You have changed into a beautiful, graceful swan. You are the most beautiful bird on my farm.

DUCKLING: Thank you, Farmer, for being my friend all this time. I have learned a good lesson. I will never make fun of anyone. I will be fair and kind to everyone so no one will feel sad as I did.

NARRATOR 4: The ugly duckling was not ugly any more. He walked to the pond and began to swim, proudly and smoothly. The ducks said they were sorry for saying he was ugly. They told the swan that he was gorgeous. They promised that they would be kind. The ugly duckling, now a beautiful swan, slowly swam away. He was happy, and he was proud.

THE END



Play Title:

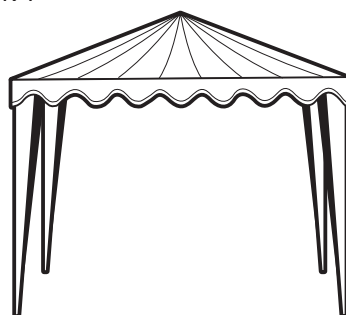
Pauline, The Parrot Who
Talked Too Much

Specific Vocabulary: forest, jungle, river,
parrot, sleeping, flying, monkey, do, don't, elephant,
parrot

Setting: Timothy's Exotic Pet Shop... **TEACHERS:** from
cardboard, or other material, have students prepare
some sort of gazebo, because it will be needed in
the final scenes. Here is a picture of a
gazebo...also called a "kiosk".

Characters:

Narrators 1, 2, 3, and 4.
Emily, the elephant
Thomas, the turtle
Pauline, the parrot



The Play:

NARRATOR 1: Pauline was a beautiful parrot with long, smooth, feathers of red, yellow, blue, and green. All the animals in the pet shop where Pauline lived in her huge cage, said that Pauline was the most gorgeous parrot they had ever seen. The monkey, the puppies, and the pet rabbits admired Pauline because she was so beautiful.

NARRATOR 2: You may know that parrots can live to be 100 years old, so they can be pets for a very long time. Pauline was 35 years old, young for a parrot. She was so pretty. People who came into Timothy's Exotic Pet Shop loved to look at her.

Plays for Teenage English Learners

NARRATOR 3: Pauline's best friends were Emily, the elephant, who lived in the field behind the pet shop, and Thomas, the turtle. Thomas had a very large area outside, with water from a small river. It was almost like a jungle. Pauline, Emily, and Tomas were friends for 30 years. Parrots and elephants and some types of turtles live a very long time, many, many years. Pauline, Emily, and Tomas had met at Timothy's Exotic Pet Shop when they were young, and they stayed friends all these years.

NARRATOR 4: If Pauline is beautiful, doesn't bite people, is clean, eats only a little food each day, why don't people want to keep Pauline? (PAUSE about 10 SECONDS.)
Why? Sad to say...Pauline talks too much. She only is quiet when she is sleeping. During the day and night, she never shuts up. If a phone rings, she'll yell over and over again:

PAULINE: Pick it up! Pick it up! Pick it up!

NARRATOR 1: If someone rings the doorbell, she'll shout,

PAULINE: Come in! Come in Come in! Come in!

NARRATOR 2: If a woman walks by, Pauline will whistle at her, and say,

PAULINE: Hi beautiful! Hi beautiful! Hi beautiful!

NARRATOR 3: When a man walks by, Pauline will call out,

PAULINE: Hello handsome...hello handsome...hello handsome!

NARRATOR 4: If an animal walks by, Pauline says,

PAULINE: You are ugly. You are ugly. You are ugly!

NARRATOR 4: (LOOKING AT THE AUDIENCE)
Do you know why Pauline talks so much? (PAUSE.)
Pauline is sad that she is not with her friends outside. She wants to be with Emily and Thomas. She only sees them when her cage is outside on nice, sunny days. When she is with

Plays for Teenage English Learners

Emily and Thomas, she is quiet, because she is happy to be near them. But when she is not with them, she says the same thing five or ten times, over and over. Now you know why no one wanted to keep Pauline. She talks too much!

EMILY: Pauline needs to be outside with us.

THOMAS: No, Emily....Pauline could fly away.....or a cat could catch her and eat her.

EMILY: Poor Pauline.....I know she is sadder and sadder, every day because she is friendly and needs to be with us....not in her cage.

THOMAS: You're right, Emily. I wish we could help Pauline.

NARRATOR 1: Mr. Timothy, the Exotic Pet Shop owner, heard Emily and Thomas, but he didn't know what to do to help her. Finally, he had a wonderful idea to help Pauline!
What do you think Mr. Timothy is going to do?

NARRATOR 2: First, he built a round gazebo for Pauline in his big back yard where Emily and Tomas are most of the time. He put plants, food trays, and water dishes in the gazebo.
He put screening on the gazebo so Pauline could not fly away, and so other birds would not bother her.

NARRATOR 3: He added a big mirror so that Pauline could see herself and talk to herself without bothering the humans. When Mr. Timothy finished making the gazebo, he brought Pauline there in her cage. He opened the cage, and let her fly freely into the huge gazebo. Pauline never had had so much space!

NARRATOR 4: Now, inside the gazebo, she could fly and be safe. Pauline was so very happy! She had a new home! She could see Emily and Tomas every day! Pauline felt safe and comfortable, and not alone. She didn't talk too much anymore...just enough so people would say, "Let's see if we can get that parrot to talk!"

PAULINE: I am so happy!!!! Thank you so much for my new home,

Plays for Teenage English Learners

EMILY: This is so wonderful!

THOMAS: Now Pauline can be outside with us.

EMILY: Yes. Let's celebrate!

NARRATOR 1: Pauline, and Emily, and Tomas all looked at each other

and smiled! They were all so very happy!

(PAULINE, EMILY, AND THOMAS ALL HUG EACH OTHER.)

THE END

**Play Title:**

Paul, the Proud Peacock

Specific Vocabulary: shorter, taller, older, peacock, younger, long, proud, excited, happy, sad, scared, giraffe, lion, elephant, handsome, feathers

Setting: A garden or farm

Characters:

Narrators 1 and 2

Goose + 3 more geese

Turkey + 3 more turkeys

The farmer

The Play:

NARRATOR 1:

A peacock is a beautiful bird. The female peacock is very plain and is called a "pea hen". When we think of a peacock, usually, we are thinking of the male. The male peacock is outstanding. It has huge, gorgeous tail feathers that fan out into a beautiful arch shape. Paul, the Peacock, had a good, happy, peaceful home on the farm.

NARRATOR 2:

There were no kids running after him to pull out his tail feathers like at a hotel garden. Paul was peaceful, and he was proud. He spent much time teaching the turkeys, the chickens, the ducks, the geese, and the swans how to be proud. Only the swans understood how to be proud, so they were easy to teach.

PAUL (TO A GOOSE): You are so elegant.....

GOOSE:

Thank you, Paul. (She stands up a little taller, and looks more proud of herself.)

PAUL: (TO A TURKEY) You have such a beautiful neck and gobble.

Plays for Teenage English Learners

- TURKEY: I never thought I had a beautiful neck. Thank you. GOBBLE.. GOBBLE... (The turkey gobbles and stretches his neck a bit longer, and he seems to grow taller.)
- 3 TURKEYS: Gobble, gobble, gobble. (Standing tall and proud)
PAUL: (TO A GROUP OF 3 MORE GEESE): What gorgeous smooth white feathers you have, and such a nice long neck, too.
- THE THREE GEESE: OH..Paul, you are soooooo kind. (Then, the 3 geese fluffed up their feathers and stood tall, making typical squawking sounds that geese make. They honked in loud, proud voices.)
- FARMER: Paul, why do you teach everyone on my farm to be proud? I know that there is a saying, 'Proud as a peacock', so you need to be proud. But we also hear other sayings such as, 'Silly as a goose', or "He's a chicken', when someone is cowardly. Or we hear, 'What a turkey', about someone who fails at something. So why do you try to help everyone to be proud?
- PAUL: Yes, I have heard those sayings, too. But so have all the turkeys, the geese, and the chickens. When they hear those things, they become, more timid, and unfriendly. When they feel good about themselves, they stand tall, and they are happier, and they help everyone to be happy, too. So I spend my time praising the other animals. If we are all proud, we ALL will be happy. It will help every one on the farm.
- FARMER: I hope that you keep teaching everyone to be proud. I never knew how important it is to be proud. I am so proud that you are living on my farm.
- PAUL: You are the best farmer in the world. I am so happy you chose to take me home with you. You are terrific!
- NARRATOR 1: The farmer stood a little taller, puffed out his chest a bit more, and looked proudly at his farm, and at Paul.
- NARRATOR 2: Paul, the proud peacock looked back at the farmer , and spread out his beautiful tail feathers. He was proud that the farmer liked him to teach others to be proud.

THE END

**Play Title:**

The Friendly Fox and the Rapid Rabbit

Specific Vocabulary: choose, baseball, coin, insects, soccer, tennis track, volleyball, I think it's fun. Which is the fastest? fox, rabbit, thought, caught, decided, slept, came, found, invited, missed, ran, went, ate, jumped, entered, city, country, characters, setting, fable, summary, laughed, sleeping, going to, sing

Setting: The countryside

Characters:

Friendly Fox

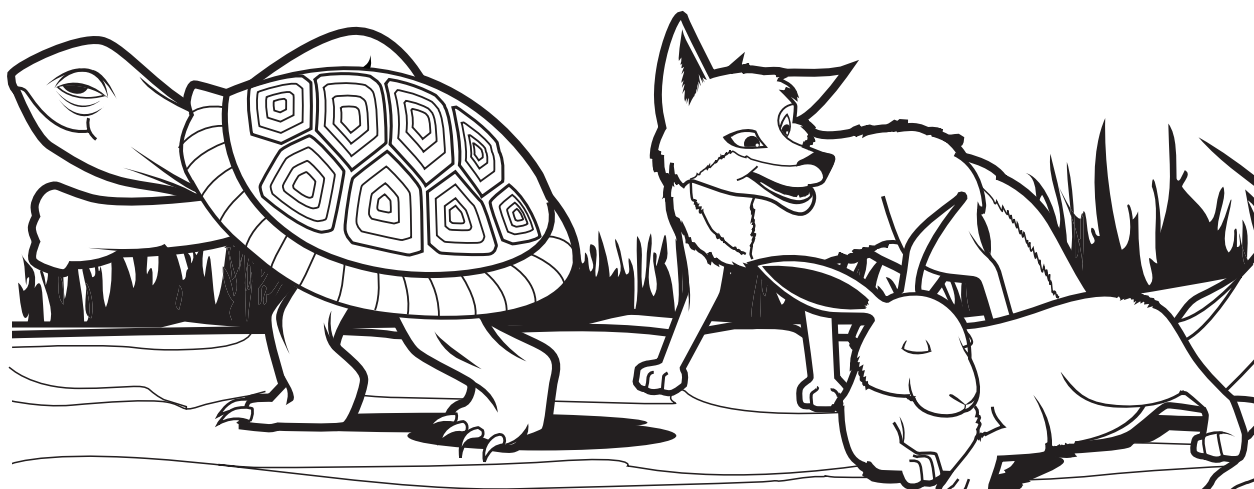
Rapid Rabbit

Narrators: 12

Turtle

The CROWD ...The rest of the class

Teacher: The NARRATORS can read their lines from a small card, if necessary.



Plays for Teenage English Learners

The Play:

- NARRATOR 1: Once upon a time there was a friendly fox, and a rapid rabbit. Usually, foxes eat rabbits, but this fox was friendly. He just wanted to be friends with the animals. He was happy eating the left-over food that the farmer left near the big garbage bucket.
- NARRATOR 2: The rabbit could run very quickly and loved to have races with the other rabbits because Rapid Rabbit always won!
- TURTLE: Will you race with me , Rapid Rabbit?
- RAPID RABBIT: No...you are too slow. It would not be an exciting race.
TURTLE: Please, race with me. I always see only rabbits running the race. I want to try, too.
- CROWD: Please race with the TURTLE, RAPID RABBIT.
- RAPID RABBIT: OK, if you insist. But it won't be fair. I can run so much faster than you.
- TURTLE: That's OK", said the Turtle. I just want to have the opportunity to race against you. I don't expect to win.
- NARRATOR 3: So the turtle and the rabbit lined up. The Friendly Fox said that he would be the judge. The rabbit and the turtle had to run all the way to the end of the field and back again to the Friendly Fox.
- FRIENDLY FOX: Ready.....set.....almost time to go. One, two, three....GO!!!!
- CROWD: One...two...three....GO! GO!
- NARRATOR 4: The rabbit took off quickly. He turned around after a minute, and saw that the turtle had barely left the starting line. He kept running, and looked back again to see that the turtle was way behind him!
- NARRATOR 5: A big, shady tree was ahead. The rabbit decided that it would take

Plays for Teenage English Learners

30 minutes for the turtle to catch up with him. So Rapid Rabbit sat down under the tree to rest for a few minutes.

NARRATOR 6: Meanwhile, slowly but surely, the turtle kept on moving. The rabbit, so sure he was going to win, decided to take a tiny, short nap because the sun felt so nice and warm.

NARRATOR 7: The turtle just kept on moving toward the end of the field. Then he would have to turn back and return to the Friendly Fox who was the judge of the race.

FRIENDLY FOX: Wake up! Wake up! Hurry!

NARRATOR 8: But the rabbit was sound asleep and did not hear his friend shouting.

NARRATOR 9: The turtle had reached the end of the field and was turning back towards the finish line, and Rapid Rabbit was still sound asleep in the tall grass under the tree. Now it was getting close! Forty minutes had gone by and the turtle was close to the finish line!

FRIENDLY FOX: Wake up! Wake up! YOU'LL LOSE THE RACE!!!

CROWD: Wake up! Wake up! YOU'LL LOSE THE RACE!!!

NARRATOR 10: The rabbit opened his eyes and saw the turtle close to the finish line. He got up from under the shade of the tree, and began to run very, very fast. The little turtle just kept on moving.

FRIENDLY FOX: Hurry! Hurry! Rabbit, hurry!

CROWD: Hurry! Hurry! Rabbit, HURRY!

NARRATOR 11: It was too late! The turtle reached the finish line a split second before the rabbit got there!

THE CROWD: Congratulations Turtle!!!! You won! You won!

NARRATOR 12: The people were glad to see that the turtle had won the race

Plays for Teenage English Learners

because Rapid Rabbit was too lazy about winning. Now the Turtle was the champion of the village!

FRIENDLY FOX: We all learned a good lesson today. Do you know what the lesson is Turtle and Rapid Rabbit?

TURTLE AND RABBIT: What is the lesson, Friendly Fox?

CHORUS: Yes, what's the lesson, Friendly Fox?

FOX: The lesson is one we all need to know: "SLOW AND STEADY WINS THE RACE!"

CHORUS and ALL the actors in the play: "SLOW AND STEADY WINS THE RACE!"

THE END

VI. SELECTED BIBLIOGRAPHY

A. BOOKS

Airasian, P.W. & Gullickson, A.R. 1997. *Teacher Self-Evaluation Tool Kit*. Thousand Oaks, CA: Corwin Press. A self-help course for teachers who want to improve their styles.

Ashton-Warner, S. 1965. *Teacher*. New York: Simon & Schuster. This is a classic book about teachers and teaching.

Aukerman, Robert C. 1971. *Approaches to Beginning Reading*. John Wiley and Sons, New York. This is a classic book listing and describing more than 50 methods of teaching reading, from early, well-known models, such as Montessori, Open Court, or Orton to lesser-known models, some of which still function as a system approach to teaching reading.

Bloom, Benjamin S. 1980. *All Our Children Learning*. New York: McGraw-Hill.

Bruetsch, Anne. 1995. *Multiple Intelligences Lesson Plan Book*. Zephyr Press.

Btens Beardsmore, H. 2002. "The Significance of CLIL". D. Marsh (ed.), *CLIL/EMILE. The European Dimension. Actions, Trends and Foresight Potential*. Jyväskylä: Universidad de Jyväskylä; pages 20-27.

Buzan, Tony . 2003. *Mind Maps for Kids: An Introduction*. Thorsons. ISBN 978-0007151332

Canter, Lee & Marlene. 1993). *Succeeding with Difficult Students*. Santa Monica, CA: Canter and Associates. This classic update of Canter's work, looks at new strategies for reaching your most challenging students.

Chapman, Carolyn. 1994. *If the Shoe Fits: How to Develop Multiple Intelligences in the Classroom*. SkylightPublishing.

Collier, Virginia. & Thomas, W.P. 2004. "The Astounding Effectiveness of Dual Language Education for All Students". *NABE Journal of Research and Practice*, 2(1), 1-20. <http://njrp.tamu.edu/2004.htm>

Common European Framework of Reference for Languages. 2001. *Learning, Teaching, Assessment*. Council of Europe. Cambridge University Press.

Coyle D. 2007. *CLIL: Content and Language Integrated Learning: "Towards a Connected Research Agenda for CLIL Pedagogies"*. *International Journal of Bilingual Education and*

Plays for Teenage English Learners

Bilingualism, 10, pages 543-562

Cummins, Jim. 1985. Bilingualism and Special Education: Issues in Assessment and Pedagogy. Amazon.com ISBN-10:0887441327 ISBN-13:9780887441325

Cummins, Jim. 2000. Language, Power, and Pedagogy. Bilingual Children in the Crossfire. Clevedon, England: Multilingual Matters.

Flesch, Rudolph. 1974. Why Johnny Can't Read. Amazon.com This is a classic book that looks seriously at the importance of phonics in reading success. The ANNEX includes lessons for complete English phonics teaching.

Fry, Edward. 1999. How to Teach Reading. Teacher Created Materials, California. This book explains in an easy-to-follow way how to teach reading. The famous Fry's Readability Chart and Fry's Instant Word Lists are included in this book. Fry's words are used by some state education departments as required vocabulary to be developed among its students.

Gallagher, Elaine. 2004. How Do I Know If I Am Teaching Well? Secretaria de Educación Pública, de Coahuila, México. A handbook with 8 self-quizzes and ideas on how to be an excellent teacher.

Gallagher, Elaine & Garcia, Cristina. 2009. "A New CLIL Method", (Chapter 7). Aplicaciones Didácticas: Consejería de Educación, Junta de Andalucía, CETA, Universidad de Córdoba, SPAIN

Gardner, Howard. 1985. Frames of Mind. Harper Collins.

George, P. & Alexander, 1993. W. The Exemplary Middle School, 2nd Edition. Fort Worth, Texas, USA: Harcourt Brace.

Goleman, Daniel. 1995. E.Q. Emotional Intelligence. Bantam Books. Dr. Goleman explains why EQ can matter more than IQ. in his groundbreaking book that redefines what it means to be smart.

Good, T. & Brophy, J. Educational Psychology: A Realistic Approach, 4th Edition. 1990. New York, Longman. This book is used in many universities to prepare teachers. In its 4th edition, it is still current and applicable to our schools.

Harmer, Jeremy. 1985. The Practice of English Language Teaching. Oxford

University Press. London.

Hayes, D. "In-Service Teacher Development: Some Basic Principles." In *ELT Journal*. Vol. 49, Number 3, 1995.

Hengst, H., Hernández, C, Lorenzo, F., Pavón, V. 2005. Borrador para la elaboración del Currículo Integrado. Plan de Fomento del Plurilingüismo, Junta de Andalucía. Documento de internet: <http://www.juntadeandalucia.es/averroes/plurilinguismo/curriculo/borradorcil.pdf>

Herrell, A.L. , 2000. *Fifty Strategies for Teaching English Language Learners*. Prentice Hall.

Jamison, Rog L. 2001. *Early Literary Instruction in Kindergarten*. International Reading Association.

Kagan, S. 1994. *Cooperative Learning*. Kagan Cooperative Learning.

Kottler, E. & Kottler J. 2001. (2nd Edition) . *Children With Limited English: Teaching Strategies for the Regular Classroom*. Corwin Press.

Krashen, S. 2003. *Explorations in Language Acquisition and Use*. Heinemann. Portsmouth, NH.

Martorell, Angel. 2004. *El Camino a Excelencia*. Advanced Methods Corporation. San Diego, CA www.amcoonline.net

Marzano, Roberto. *Nine Essential Elements to Classroom Success*. 2003. Association of Supervision and Curriculum Development, ASCD Press. This book gives a simple formula on how to have successful students.

Mehisto, P., D. Marsh, M^a.J. Frigols. 2008. *Uncovering CLIL*. London: Macmillan.

Nikolic, Vesna & Cabaj, Hanna. 2000. *Am I Teaching Well? Self-evaluation Strategies For Effective Teachers*. Toronto, Canada: Pippin Publishing Corp.

Robbins, Clive & Nordoff, Paul . 2000. *Creative Music Therapy: A Guide to Fostering Clinical Musicianship*. Barcelona Publishers.

Plays for Teenage English Learners

B. WEB SITES

www.amcoonline.net This site from AMCO can offer a wide variety of topics for you to explore.

2. General Ideas for Teaching: Activities and Projects

The following sites are very complete, and may be all you will ever need to support and enhance projects, and creative ideas, to interest and challenge your students.

www.enchantedlearning.com

www.brainpop.com

www.kidzclub.com

www.graphic.org

3. Selected Graphic Organizer Websites

<http://www.sdcoe.k12.ca.us/score/actbank/sorganiz.htm>

You may have to put in www.sdcoe.k12.ca.us then search "graphic organizer." Next, select "S.C.O.R.E Language Arts"

<http://www.graphic.org/goindex.html>

You may have to put in www.graphic.org then choose "Index - Graphic Organizers."

<http://www.inspiration.com> (A company - but it gives out samples.)

4. www.angelfire.com/oh/themidas/index.html

A tool to identify preferred intelligences.

C. BOOKS FOR CHILDREN FOUND ON AMAZON.COM

These books support the theme of multiple intelligences, exemplifying various types.

INTERMEDIATE

Talking With Artists by Pat Cummings (Bradbury Press, 1992).

Raggin': A Story About Scott Joplin by Barbara Mitchell (Carolrhonda Books, 1987).

Kristi Yamaguchi, by Shiobhan Donohue (Lerner Publications, 1994).

Charlie and The Great Glass Elevator by Roald Dahl (Alfred Knopf, 1972)

D. SUPPLEMENTAL BOOKS FOUND ON AMAZON.COM

PROFESSIONAL READING

Reading Reminders, Jim Burke

Deeper Reading, Kelly Gallagher

Content Area Reading, Richard R. Vacca and Jo Anne L. Vacca

I Read It, But I Don't Get It, Chris Tovani

Do I Really Have To Teach Reading? Chris Tovani

CONTENT-AREA PICTURE BOOKS AND GRAPHIC NOVELS

Chester Comix (series), Bentley Boyd

Just Plain Fancy, Patricia Pollaco

Harlem, Walter Dean Myers

The Greedy Triangle, Marilyn Burns

HIGH-INTEREST, EASY-TO-UNDERSTAND BOOKS FOR ADOLESCENTS

A Child Called "It", Dave Pelzer

Hole in My Life, Jack Gantos

Crank, Ellen Hopkins

Burned, Ellen Hopkins

The "Twilight Saga" collection, Stephanie Meyer

The "Soundings and "Currents" series, Orca Publishing

The Bluford High series, Townsend Press

Plays for Teenage English Learners

B. STORY BOOKS

Examples include:

1. Aladdin, retold by Andrew Lang, (Puffin, 1983)
2. Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst, (Athenium, 1976)
3. Amelia Bedelia by Peggy Parish, (Scholastic, 1970)
4. Babushka, Retold by Charles Mikolaycak, (Holiday House, 1984)
5. The Bicycle Man, by Allen Say, (Houghton Mifflin, 1982)
6. The Big Red Barn, by Eve Bunting, (Harcourt, 1979)
7. Blueberries for Sal, by Robert Mc Closkey, (Viking 1948, Puffin, 1946)
8. Brown Bear, Brown Bear, What Do You See? , by Bill Martin, Jr., (Holt, 1967)
9. The Carrot Seed, by Ruth Krouss (Harper , 1945, Scholastic, 1971)
1. Cinderella, Retold by John Fowles, (Little, Brown, 1976)
2. The Complete Adventures of Peter Rabbit, by Beatrix Potter, (Puffin 1984); the four original Peter Rabbit Tales
3. Curious George, by H.A. Rey (Houghton Mifflin, 1941, 1973); a series of stories about the curious monkey, George.
4. Frederick , by Leo Lionni, (Pantheon, 1966)
5. The Giving Tree, by Shel Silverstein, (Harper, 1964)
6. Goodnight Moon, by Margaret Wise Brown, (Harper, 1977)
7. The Great Green Turkey Creek Monster, by James Flora, (Atheneum, 1979)
8. Hans Anderson - His Classic Fairy Tales, translated by Erik Haugaard, (Doubleday, 1978)
9. Harry The Dirty Dog, by Gene Zion, (Harper, 1956, 1976) There is a series about Harry.

Plays for Teenage English Learners

10. Household Stories of the Brothers Grimm, translated by Lucy Crane, (Dover, 1963). It is a collection of 53 classic tales.
11. If I Ran the Zoo, by Dr. Seuss, (Random, 1950, 1980)
12. Little Bear, by Else Holmelund Minarik and illustrated by Maurice Sendak, (Harper, 1957, 1978)
13. The Little Engine That Could , by Watty Piper, (Scholastic, 1979) . The original, classic story about making your best effort was printed in 1930.
14. The Little House, by Virginia Lee Burton, (Houghton Mifflin, 1942, 1978)
15. Little Toot by Hardie Gramatky, (Putnam, 1939, 1978)
16. Madeline, by Ludwig Bemelmans,(Viking, 1939; Puffin, 1977)
17. Make Way for Ducklings, by Robert McCloskey, (Viking, 1941; Puffin, 1976)
18. Mike Mulligan and His Steam Shovel, by Virginia Lee Burton, (Houghton Mifflin, 1959 and 1977)
19. Millions of Cats, by Wanda Gag, (Coward, McCann, 1928 and 1977)
20. Mother Goose, A Treasury of Best-Loved Rhymes, by Watty Piper, (Platt, 1972)
21. My Old Granddad, by Wolf Harranth, (Oxford, 1984)
22. The Napping House, by Audrey Wood, (Harcourt, 1984)
23. Nice Little Girls, by Elizabeth Levy, (Delacourte, 1978)
24. The Poky Little Puppy, by Janette S. Lowrey, (Golden, 1942); there are a series of stories about the poky little puppy.
25. The Red Balloon, by A. Lamorisse, (Doubleday, 1956 and 1978)
26. Sleep Out, by Carol Currick, (Clarion, 1973 and 1982)
27. The Story of Ferdinand, by Munro Leaf, (Viking, 1936; Puffin, 1977)

Plays for Teenage English Learners

28. The Tenth Good Thing About Barney, by Judith Viorst, (Atheneum, 1971 and 1975)
29. The Three Little Pigs, by Paul Galdone, (Clarion, 1970 and 1984), This is a classic story, told orally for many generations.
30. Tintin in Tibet, by Herge, (Little, Brown, 1975). The Tintin stories have been around for more than 75 years and have been translated into 22 languages. Tintin is a boy detective who travels a great deal. There are more than 20 stories available about Tintin if your students enjoy this story.
31. The Tomorrow Book, by Doris Schwerin, (Pantheon, 1984) This book teaches indirectly the difficult concept for children: the idea of "tomorrow".
32. Too Many Books, by Caroline Feller Bauer, (Warne, 1984) This is a wonderful story about the birth of a book-lover.
33. What's Under My Bed? by James Stevenson, (Puffin, 1984)
34. Where the Wild Things Are, by Maurice Sendak, (Harper, 1963 and 1984)
35. Wolf! Wolf! by Elizabeth and Gerald Rose, (Faber, 1984) This is the classic tale of the boy who cried, "Wolf!", and finally, no one would believe him.
36. The Wreck of the Zephyr by Chris Van Allsburg, (Houghton Mifflin, 1983). This is a mystery that children love to hear read to them.

SHORT NOVELS

These are books that have several chapters, sometimes called "chapter books". They have about 50-100 pages all about the same story, characters, setting, plot, and should be read to the students in class, a chapter a day.

Examples include:

1. Among the Dolls , by William Sleator, (Dutton, 1975) This is a spooky psychological thriller.
2. Be a Perfect Person in Just Three Days , by Stephen Manes (Bantam, 1984). This is a funny story about a boy who wants to be better, so tries to become perfect.
3. Dexter, by Clyde Robert Bulla, (Crowell, 1973) This is a story of true friendship.
4. The Fallen Spaceman, by Lee Harding, (Bantam, 1982) This is a dramatic and touching science fiction tale, a rare treat for this age level.

5. *Family Secrets: Five Very Important Stories*, by Susan Shreve, (Knopf, 1979) This book has five stories that are serious issues for children. They deal with death of a pet, aging grandparent, a relative's divorce, and cheating on a test. The issues are dealt with sensitivity, compassion, and hopefulness.

6. *Grandma Didn't Wave Back*, by Rose Blue (Franklin Watts, 1972) This is a touching story about a girl's grandmother who is slowly losing her memory.

7. *The Half-A-Moon Inn*, by Paul Fleischman, (Scholastic, 1982)
This is a chilling, fantasy – adventure story.

8. *The Hundred Dresses*, by Eleanor Estes, (Harcourt, 1944 and 1974) This is a story about how children can be cruel to one another, and how it affects them and the person to whom they are cruel.

9. *Sara Crewe* by Frances Hodgson Burnett, (Putnam, 1981) This is a story as interesting for children today as when it was written over 100 years ago. It is the classic tale of a rich girl who is suddenly orphaned, and left with no money. It tells how her life changes, and how her courage and dreams keep her spirits high. There is a heart-warming surprise ending.

10. *The Velveteen Rabbit*, by Margery Williams, (Knopf, 1985) This is a classic tale of how a much-loved toy rabbit becomes alive because of the love of the little boy who owned him.

NOVELS

These are longer novels, with a more involved plot, with a message to be learned, in-depth characters, and sometimes, with a plot within a plot. They usually range between 150 – 400 pages. Vocabulary level is high, but can be read to students from about 4th/5th grade through high school. They can acquire the definitions through context, an important skill to be developed. Teachers can read aloud a chapter a day, and before beginning each day, take a minute to ask the students what had happened in the previous day's reading. The goal is to have students increase their listening and concentration span, and to increase their vocabulary.

Examples include:

1. *The Adventures of Pinocchio* by Carlo Collodi, (Macmillan, 1963 and Scholastic, 1978). Most children know of this story from the Walt Disney movie version, but treat your children to a reading of the entire story so they can see how Pinocchio changed and matured even though he had been a bad boy.

Plays for Teenage English Learners

2. Bambi by Felix Salten, (Grosset, 1969; Archway, 1982) This is another great book made into a Disney movie, but you need to read the entire, original book, from 3 generations ago, to get a true version of the story.

3. The Black Stallion by Walter Farley, (Random, 1944 and 1977)

Walter Farley began writing this book when he was a high school student in Brooklyn, New York! This is a beautiful story, and there are fifteen sequels!

4. Bridge to Terabithia by Katherine Paterson, (Avon, 1979). This book deals with many emotions and issues for young people: sports, school, peers, friendship, death, guilt, art, and family. Once you read it, show the children the movie.

5. The Call of the Wild by Jack London, (Penguin, 1981) This is a 1903 dog story set in the wilds of Alaska.

6. Charlotte's Web by E.B. White, (Harper 1952) This is a classic story about a spider who wants to save the life of a pig scheduled to be butchered. There also is a movie to show the children after they hear the book.

7. Danny, The Champion of the World, by Roald Dahl, (Bantam, 1979) This is a story about a motherless boy and his father, and the adventure they have together.

8. Dear Mr. Henshaw, by Beverly Cleary, (Dell, 1984) This is a 1984 Newbery Medal winner. It tells the true story of a boy's growth and development from reading his diary, kept from 1st through 6th grades.

9. Gentle Ben, by Walt Morey, (Avon, 1976) This tells about a young boy who adopts a huge brown bear.

10. Lassie Come Home, by Eric Knight, (Holt, 1940, and Dell, 1972) This is one of the greatest dog stories ever written.

11. The Lion, the Witch, and the Wardrobe, by C.S. Lewis, (Macmillan, 1950 and 1970) Children discover the magical world of Narnia, a kingdom full of surprises.

12. The Secret Garden, by Frances Hodgson Burnett, (Dell, 1971) This classic, first published in 1911, offers children a great story that tells about friendship, loneliness, hope, and success. It is also in movie format after the children hear the story.

13. The (Wonderful) Wizard of Oz, by L. Frank Baum, (Puffin, 1983)

The magic of this 1900 book should be read to children. The original book version is not as scary for children as the 1939 film with Julie Garland as Dorothy. Let children hear the magic of the words and the adventures of Dorothy and her dog, Toto.

POETRY

This type of reading, if done carefully by the teacher, using expression and rhythm, can introduce the students to the world of poetry, imagery, similes, metaphors, and literary depth.

Starting with simple Mother Goose rhymes, and evolving to haikus, couplets, narrative poems, rhyming and free verse styles of poetry, young children and teenagers will discover the magical world of poetry where they can safely express their emotions, feelings, thoughts, and ideas on paper, in a non-threatening, acceptable format.

Examples include:

1. Casey at the Bat, by Ernest Thayer, (Peppercorn, 1982)
2. Hailstones and Hailut Bones, by Mary O' Neill (Doubleday, 1961 and 1973)
3. The Night before Christmas, by Clement Moore, (Holiday House, 1980)
4. Now We Are Six, by A.A. Milne, (Dutton, 1927; Dell, 1975)
5. Secrets of A Small Brother, by Rickard J. Margolis, (Macmillan, 1984)
6. See My Lovely Poison Ivy, by Lilian Moore, (Atheneum, 1975) This is a collection of 35 poems with drama and mystery and witches.
7. Where the Sidewalk Ends, by Shel Silverstein, (Harper, 1974)
8. The Wild Baby, by Barbro Lindgren, (Greenwillow, 1981)

ANTHOLOGIES

Anthologies are collections of readings, exemplified by various authors over time. Usually anthologies include mixed styles of writing, such as short stories, poetry, novel excerpts, and a play. Types of writing, such as fiction, non-fiction, biographies, and autobiographies are included in most anthologies.

Examples include:

Plays for Teenage English Learners

1. American Beat, by Bob Greene, (Penguin, 1984)
2. Best-Loved Folktales of the World, Selected by Joanna Cole, (Doubleday, 1983)
3. Classics to Read Aloud to Your Children, by William Russell (Crown , 1984)
4. The Fairy Tale Treasury, Collected by Virginia Haviland, (Dell 1980)
5. Free to Be You and Me, Edited by Carole Hart, (McGraw Hill, 1974)
6. Listen Children, Edited by Dorothy Strickland, (Bantam, 1982)
7. The Maid of the North, by Ethel Johnston Phelps, (Holt, 1983)
8. Scary Stories to Tell in the Dark, Collected by Alvin Schwartz, (Harper, 1983)
9. Zlateh the Goat and Other Stories, by Isaac Singer, (Harper, 1966) These seven folk tales were written by a winner of the Nobel Prize for Literature.

ADDITIONAL RECOMMENDED STORIES

1. Ahlberg, A. 1980. Funnybones. Oxford University Press.
2. Cole, B. 1987. The Slimy Book. London.
3. Hallworth, M. 1992. Listen to This Story. London: Mammoth.
4. Handford, M. 1989. Where's Wally?, series. London: Walker Books.
5. Rosen, M. (ed.) 1992. South, North, East, and West. London: Walker Books. A collection of 25 stories from around the world, meant to be read aloud.
6. Sendak, M. 1964 (latest edition 1993). Where the Wild Things Are. London: HarperCollins. Appeals to teenagers.
7. Tolstoy, A. 1990. The Great Big Enormous Turnip. Oxford: Heinemann.
8. Trivizas, E. 1993. The Three Little Wolves and the Big Bad Pig. Oxford. Familiar stories with a twist, great for older children.
9. Webb, K. (ed.) 1986. I Like This Story: A Taste of 50 Favorites. Harmondsworth: Penguin.
10. Williamson, D. 1995. How the Rabbit Lost His Tail. Cambridge University Press.

B. BIBLIOGRAPHY of AUTHORS

1. Bettelheim, B. 1991. The Use of Enchantment: The Meaning and Importance of Fairy Tales. Penguin Publishers.
2. Cross, J. et al. 1990. Long Ago and Far Away. Birmingham.
3. Ellis, G. and J. Brewster. 1991. The Storytelling Handbook for Primary Teachers. Harmondworth: Penguin.
4. Gallagher, Elaine. 2008. Storytelling Skills. Secretaria de Educación y Cultura de Coahuila, Mexico.
5. Handler, A.I. 1993. The English Storyteller. Israel.
6. Howe, A. 1992. Storytelling in the Classroom. London.
7. Morgan, J. 1983. Once Upon A Time. Cambridge University.
8. Sylvester, R. et al. 1991. Start With A Story. Birmingham.
9. Trelease, Jim. 1985. The Read-Aloud Handbook. Penguin Books.
10. Wheway, D. 1993. Explore Music Through Stories. Oxford University Press.
11. Wright, A. 1995. Creating Stories with Children. Longman.
12. Wright, A. and S. Haleem. 1991. Visuals for the Language Classroom. Longman.
13. Wright, A. 1997. Storytelling with Children. Oxford University Press.

Plays for Teenage English Learners

VII. ANNEX

BASIC VOCABULARY PRACTICE for SECONDARY STUDENTS

(Vocabulary fluency increases gradually, over time and with practice.)

all colors covered in primary, plus: grey;

Pets: bird, cage, rabbit, fish, beak, behind, in, on, under, tank, wall, flowers

Do you have a computer?

WORDS: camera, comics, computer, pictures, rings, toys, video game, violin, behind, between, in, on, next to, in front of, under

Days of the week

WORDS / PHRASES: in the morning / afternoon, the weekend, go swimming, play tennis, visit grandparents, have a music lesson, paints, cleans, watches, does, goes, visits, plays, cooks

Where do you live?

a flat, an apartment, cottage, house, city, town, village, garden, upstairs, downstairs, on the ground floor

FAMILY: pretty, sister, brother, mother, father, twin sister / brother, grandmother, grandfather

What time do you get up?

get up, go to bed, have lunch, do homework, watch TV, go to school, have breakfast, o'clock, half past, quarter past / to, in the morning, in the afternoon, in the evening

FRIENDS: bike, film, pizza, cinema, restaurant, swimming pool, tennis club, She plays hockey.

MONTHS OF THE YEAR: all 12 months, Christmas, birthday, Easter, Mother's Day, Father's Day

Ordinal numbers for dates: 1st – 31st

Describing daily routines, events and weather

Telling the time and giving dates

Expressing ability and inability

Giving very simple directions and locations

Describing current activities of real people or those in pictures

Describing states in the past

Lexis
Present continuous tense
Can and can't
Prepositions of movement from, to, up, down, along, across
Prepositions of time on, in, at
Prepositions of place near, in front of, behind, opposite
Past tense of verb to be
Ordinal numbers up to 31st (for dates)
Link words and, and then
Jobs
Places in the local area
Place of study
Home life
Weather
Free time
Times and date
Talking about past events
Talking about future plans and intentions
Expressing simple comparisons
Expressing likes and dislikes
Describing manner and frequency
Holidays
Shops
Work
Hobbies/sports
Food
Weekend/ seasonal activities
Past simple tense of regular and common irregular verbs
Going to future
Adverbs of manner and frequency
Comparatives and superlatives of adjectives
Link word; but
Vocabulary specific to the topic area
Vocabulary specific to the subject areas
Adverbs of frequency, e.g. sometimes, often, never
Adverbial phrases of frequency, e.g. every day, once a week
Expressions of past time, e.g. yesterday, last night

Plays for Teenage English Learners

MORE WORDS and PHRASES:

What's the weather like?

warm, sunny, cloudy, absolutely, rainy

What do you study?

art, biology, chemistry, multiplication

Free time:

music, homework, go out, play video games

Tell me about your town or city.

I live in..... historic city, crowded, quiet

What are they doing?

He's brushing his teeth, shopping, working, watching TV, washing up, reading, eating

Best friends:

short, blonde, friendly, straight, wear, strong

Work: What does your father do?

He's a lawyer. He's a miner. He drives a taxi. He is a farmer.

Where's your classroom?

It's down the hall. go along, turn left / right

Family matters:

using the future, describing people, possessives

Play time:

frequency, time expressions, every day, six o'clock

School's out:

holidays, present / future, when, where, why, who

Sports:

likes and dislikes, present continuous, questions

Memorable meals: food, cooking, talking about a meal

Future with going to

Nice work: jobs, work, quickly, well, occupations

Shop around: describing ways of shopping, sequencing: first, next, after, finally

In class: talking about the past, comparison / superlative the best, the most difficult, easiest

MORE VOCABULARY DEVELOPMENT FOR TEENAGERS (GRADES 7-10)

Talking about past events

Talking about future plans and intentions

Expressing simple comparisons

Expressing likes and dislikes

Describing manner and frequency

Holidays

Shops

Work

Hobbies/sports

Food

Weekend/ seasonal activities

Past simple tense of regular and common irregular verbs

Going to future

Adverbs of manner and frequency

Comparatives and superlatives of adjectives

Link word; but

Vocabulary specific to the topic area

Vocabulary specific to the subject areas

Adverbs of frequency, e.g. sometimes, often, never

Adverbial phrases of frequency, e.g. every day, once a week

Expressions of past time, e.g. yesterday, last night

Plays for Teenage English Learners

MORE REVIEW WORDS and PHRASES

Family matters: using the future, describing people, possessives

Play time: frequency, time expressions, every day, six o'clock

School's out: holidays, present / future, when, where, why, who

Sports: likes and dislikes, present continuous, questions

Memorable meals: food, cooking, talking about a meal

Future with going to

Talking about the future — informing and predicting

Expressing preferences

Talking about events in the indefinite and recent past

Giving reasons

Stating the duration of events

Quantifying

Festivals

Cars and bicycles

Special occasions, e.g. birthday celebrations

Entertainment, e.g. cinema, television, clubs

Music

Recent personal events

Present perfect tense including use with for, since, ever, never, just

Connecting clauses using because

Will referring to the future for informing and predicting

Adjectives and adverbials of quantity, e.g. a lot (of), not very much, many

Expressions of preference, e.g. I prefer, I'd rather

Vocabulary specific to the topic area

Vocabulary specific to the subject areas

Expressions relating to past and future time, e.g. two days ago, in the future

Expressing and requesting opinions and impressions

Expressing intention and purpose

Expressing obligation and necessity

Expressing certainty and uncertainty

Travel

Money

Fashion

Rules and regulations

Health and fitness

Shopping

Plays for Teenage English Learners

Open and first conditional, using if and when

Present continuous tense for future use

Past continuous tense

Modals connected to functions listed above, e.g. must, have to, need to, might

Infinitive of purpose

Vocabulary specific to the topic area

Vocabulary specific to the subject areas

Further expressions relating to future time, e.g. the day after tomorrow, in a year's time

Friends: frequency, giving reasons, recently, a few days ago

Dream machines: probability, could, cheaper, faster, more popular

Cover to cover: books and films, narrating an event, describing a character, the funniest, the most enjoyable

A big bang" festivals & special occasions, during, dates: 4th of July, 31st of December, 16th of September, celebration, etc.

Ordinal numbers: fourth to the thirty-first

Watch it: expressing opinions, I prefer

Going for gold : recent and indefinite past, for, since, ever, never

The world tomorrow: possibly, probably, is certain to, certainly, definitely not, absolutely not

Present time: describing events, sequencing, for my birthday, in December, on the 3rd, for Christmas

On the ball: badly, fast, hard, regularly, have to, must, need

Season tickets: in the winter, colder, the wettest, sunbathing, swimming, because, giving reasons

It's history. describing past events, how much? how many?

Frequency

That's rich. money, ability, skills; If I'm successful, I'll be rich.

Plays for Teenage English Learners

Gerunds: good at + ---ing: He is good at swimming.

What on Earth....? opinions, describing, have to, must, need;

If we ban cars, the air would be cleaner.

In great shape health, have to, don't have to, need, don't need

Wild dreams: describing animals, asking open-ended questions, much, many, more, less, few, little, less

Followers of fashion: describing what people wear, shopping, expressing frequency, never, occasionally, often, unusually, always, conditionals (first)

Grades 1-6 Vocabulary Lists that teenagers, Grades 7-10 Should Already Know

SECONDARY/MIDDLE SCHOOL TEACHERS

As you work on some plays, use these lists as a guide to know the level of words your students use. Feel free to make a check-mark in front these words as they are used.

These are the words that your secondary students SHOULD know if they were part of an English program in primary. If they were not, these lists will help you and your students to practice words in order to build a strong basic vocabulary.

First Grade Vocabulary SEDU Coahuila

airplane	candle	five	lion
animal	car	foot	little
apartment building	cat	fork	living room
apple	chair	four	long
arm	children	fruit	mad
baby	circle	game	man
ball	clown	girl	meow
balloon	cold	glass	monkey
banana	cookie	glue	mother
bathroom	crayons	good bye	mouth
bear	cup	grandfather	nine
bedroom	dentist	grandmother	no
big	doctor	grape	nose
bird	dog	green	nurse
black	doll	hair	one
block	door	hand	orange
blouse	dress	happy	orange
blue	drink	hat	pants
boat	ear	head	paper
body	eight	hello	party
book	elephant	here	pencils
bow wow	eye	hop	penguin
box	face	hot	pet
boy	family	house	pink
bridge	father	ice cream	plate
brother	feet	jacket	playground
brown	finger	jungle gym	please
bus	fire truck	kitchen	police officer
bus driver	firefighter	knee	purple
cake	fish	knife	rainy
		leg	rectangle
		lemonade	

Plays for Teenage English Learners

red	toe
sad	toy
salesperson	triangle
sandals	truck
sandwich	tweet
school	two
scissors	umbrella
seal	want
see	whistle
seven	white
shapes	window
shelf	woman
shirt	yard
shoes	yellow
short	yes
shorts	you're welcome
shoulder	zoo
sister	zookeeper
six	
skirt	
slide	
socks	
spoon	
square	
street	
sweater	
swing	
table	
taxi	
taxi driver	
teacher	
teddy bear	
ten	
thank you	
there	
three	
tiger	

Plays for Teenage English Learners

Second grade vocabulary: SEDU Coahuila

am	clown		living room
apple	color	good bye	long
are	cookies	good-morning	mad
arm	cooking	green	man
baby	cow	hair	marble
bag	dancing	hamburger	marke
ball	day	hand	men
balloon	desk	happy	milk
bat	dining room	hat	Monday
bathroom	do	have	monster
bathtub	dog	he	mother
bed	doing	he's	mouth
bedroom	doll	head	my
big	dress	hello	name
bike	duck	her	nine
bird	ear	hippopotamus	nineteen
birthday candle	eating	his	no
black	egg	horse	nose
block	eight	hot dog	not
blue	eighteen	house	on
boat	eleven	how many	one
body	eye	how old	orange
book	face	I'm	pants
bookcase	family	ice cream	party
boy	father	in	pencil
brother	faucet	is	pink
brown	feet	it	pizza
bug	fifteen	it's	plane
cake	finger	jacket	playing
car	fish	jump rope	please
cat	five	jumping	present
catching	flying	jumping the rope	puppet
chair	foot	kicking	purple
children	four	kitchen	put
circle	fourteen	kite	reading
clap	Friday	knee	rectangle
class	frog	lamp	red
closet	fun	leg	refrigerator
clothes	girl	little	riding a bike

Plays for Teenage English Learners

running	they're
sad	thirteen
sandwich	this
Saturday	those
say	three
school	throwing
see	thumb
seven	Thursday
seventeen	toe
she	toy
she's	toy box
shirt	triangle
shoe	Tuesday
shoes	TV
short	twelve
shoulder	twenty
singing	two
sister	under
six	want
sixteen	watching TV
skate	wearing
skirt	Wednesday
sleeping	week
snake	what
socks	what color
sofa	what color are
square	what's
stove	where
sun	where's
Sunday	white
sweater	who
swimming	who's this?
swing	woman
table	women
teacher	worm
ten	yellow
tennis shoes	yes
thank you	you
that	you're welcome
these	your
they	zero

Plays for Teenage English Learners

Third grade vocabulary: SEDU Coahuila

a	brush	do	frog	junk food
afternoon	bug	doctor	fruits	kangaroo
always	building	does	game	kitchen
an	bunch	doesn't	get	kite
animal	bus	dog	giraffe	lamp
ant	bus driver	don't	given	legs
apple	but	dresser	glass	lemonade
April	butter	drink	good bye	lettuce
arms	cake	drinks	good morning	like
August	camel	drive(s)	grandfather	lion
awaken	can	ears	grandmother	little
bakery	can't	eat	green	living room
ball	candle	eighteen	hair	long
balloon	candy	eighty	hamburger	lunch
banana	carrot	elephant	have/has	mail carrier
bank	cat	eleven	healthy	main course
bathroom	celebrate	everyday	hello	March
bathtub	celebration	exit	hippopotamus	May
bear	chair	eyes	hospital	me
bed	cheese	face	hot	meat
bedroom	chicken	father	hot dog	menu
behind	chocolate	feathers	how are you?	milk
bench	climb	February	how many?	Monday
between	climbing	feed	hungry	monkey
beverage	clock	feet	I'm fine	month
big	cold	fifteen	ice cream	morning
bird	coloring	fifty	in	mother
birthday	comb	fire station	in front of	movie theater
black	cookie	fire truck	ingredients	my
blanket	cup	firefighter	invitation	My name is _____.
blue	curtains	fish	its	neck
bookcase	day	flower	January	nest
bookstore	December	fly	jeans	never
bowl	delicious	food	jeep	new year
box	dessert	for	juice	next to
bread	dining room	forty	July	night
breakfast	dinner	fountain	jump	nineteen
brother	dirty	fourteen	jumping	ninety
brown	dishes	Friday	June	nose

Plays for Teenage English Learners

not	rice	swing	watch
November	rug	swinging	water
nurse	run	table	Wednesday
o'clock	salad	tail	what
October	sale	talking	What's your name?
olives	salesperson	tall	when
on	sandwich	teacher	where
one hundred	Saturday	teeth	white
onions	school	ten	who
open	seal	thank you	window
orange	September	their	work
our	seventeen	there are	work(s)
pants	seventy	there are/ aren't	writing
parade	shirt	there is	year
parents	shoe	there is/ isn't	yellow
park	shoes	thirsty	yogurt
party	shop	thirteen	your
pear	short	thirty	zoo
phone	sing	Thursday	zookeeper
picnic	singing	time	action
piece	sink	to be	after
pink	sister	toast	air
pizza	sixteen	toilet	
plate	sixty	tomato	
please	skating	tongue twister	
pocket	sleep	town	
police car	slide	toy shop	
police officer	sliding	tractor	
police station	socks	tree	
pop	sofa	trumpet	
post office	some	Tuesday	
present	sometimes	TV	
pudding	soup	twelve	
purple	stove	twenty	
radio	street	under	
reading	sugar	vegetables	
recipe	Sunday	video shop	
red	supermarket	waiter	
refrigerator	sweet	walk	
repair	sweets	want	
restaurant	swim	wash	

Plays for Teenage English Learners

Fourth grade vocabulary: SEDU Coahuila

all (the time)	can't	didn't	food
always	candy	dime	forest
am	car	dinner	forty-five
any	carnival	dish	Friday
apartment	carry	do	fruit
apartment building	cartoon	don't	funny
apple	cat	doctor	fur
aunt	cave	does	game show
award	channel	dog	get
bad	character	don't	glass
banana	cheese	downstairs	gloves
band	chicken	drink / drank	go ahead(one) space
barber	chimpanzee	drones	go back (two) spaces
barn	chocolate	duck	gone
beach	city	each	good
beans	climate	eat / ate	grandfather
bear	cloud	egg	grandmother
because	clown	enjoy	grapes
bedtime	coach	enough	grass
bee	coat	every	gray
before	cold	everyday	grey
behind	comedy	everything	habit
bird	cookie	exciting	habitat
bitter	cool	exercise	hands
boots	corn	eyes	happen
boring	country	fall	happy
bottle	cousin	farm	hard
bowl	cow	favorite	has to
box	crawl	feel	hat
bread	crocodile	fence	have to
breakfast	cup	field	haystack
bring mail	cut hair		health
brother	deer	fifteen	healthy
buildings	delicious	fight fires	hear
bunch	dentist	fingers	help sick people
bush	department	firefighter	hives
butter	store	fish	homework
cake	desert	fix teeth	honey
camel	dessert	fly	horse
can	did	fly planes	hot

Plays for Teenage English Learners

hot dog	monkey	put	sleep	tip
how about?	monster	queen	slice	tired
how many	movie	raincoat	small	title
hungry	movie theater	rainforest	smell	toast
I like / I don't like	museum	rainy	sneakers	today
I'd like	nature show	read	snow	tomatoes
ice	never	restaurant	snowy	tomorrow
in	news	review	soap opera	tongue
in front of	nice	reviewer	soft	too much
insect	nightgown	rice	some	toothbrush
interesting	noise	right	sometimes	touch
jacket	nose	river	sound	town
jam	nurse	routine	sour	tree
jar	o'clock	rule	spoon	tropical
jeans	occupation	run	sports	trunk
juice	ocean	sad	spring	T-shirt
jump	often	salad	stingless	Tuesday
jungle	olives	salty	story	TV show
junk food	on	sand	strawberries	type
kangaroo	onion	sandals	sugar	type letters
lake	opinion	Saturday	summer	umbrella
lamb	orange	scare	Sunday	uncle
last night	orange juice	scarf	sunglasses	under
late	ostrich	scary	sunny	usually
lemon	outside	schedule	sunshine	vegetable
lemonade	park	seal	supermarket	waiter
Let's go to the	parrot	season	survey	walk
lettuce	past	secretary	sweater	want
like	pear	see	sweet	warm
lion	penguin	senses	swim	was
live	piece	serve food	taste	watch
look	pilot	sheep	taste buds	water
loud	plain	shorts	teacher	watermelon
love	plate	show	there are	weather
lunch	play (games)	sick	there is	Wednesday
mail carrier	polar	sides	thirty	week
meadow	police officer	sister	thunder	were
milk	pond	skating rink	thunderstorm	what
mix	pop	skies	Thursday	What kinds of ?
mixture	popcorn	sky	time	What time is ___?
Monday	present			

What's on ____?

who

who

why

windy

winter

with

Would you like ____?

yesterday

yogurt

zoo

Plays for Teenage English Learners

Fifth grade vocabulary

(motor) bike	awful	bunch of	cousin	eighteen
(polar) bear	baby	burn	cow	elephant
a bag of	badge	butter	crawl	eleven
a bottle	ball	butterfly	crawling	emotion
a bottle of	bananas	cage	crayons	emotions
a box	baseball	cake	crocodile	eraser
a box of	baseball mitt	camel	cucumbers	excited
a bunch of	beak	candy	curly	exercise
a can of	bean	caps	cut	eyes
a carton of	beat	car	dance	face
a cup of	bed	carrot	dark	fall/fell
a head of	before	carrots	December	farmer
a loaf of	behind	cassette	deer	fast food
a package of	between	catch	dentist	father
a piece of	bicycle	catsup	desert	February
about	big	celery	desk	feel
accident	bike	cent	dessert	feel/felt
advice	birthday	cereal	did	feet
advisor	birthday cake	chalk	didn't	fence
afraid	black	chase	digital clock	fever
after	blocks	cheese	dime	fifteen
air	blond	chef	dinner	fight
airplane	blue	chicken	dishes	fight
alligator	boat	chocolate	do	finger
always	boil	circle	doctor	firefighter
am	book	circus	dog	first
ambulance	book bag	clean	doing	fish
angry	boots	climb	doll	five
any	bored	climbing	dollar	flying
apple	bottle	clock	door	foot
April	bread	cloud	dress	forest
are	break/broke	cloudy	drives	forgot
arm	breakfast	coat	drop	four
arms	brings	cocoa	earache	fourteen
ask	broken leg	coffee	ears	fox
ate	brother	cold	eat/ate	Friday
August	brown	cook	eating	fries
aunt	brush/brushed	cookies	egg	fruit
autumn	bug	cost	eggs	fun

Plays for Teenage English Learners

funny	horse	lunch	on	rule
game	hot	mad	one	run
garbage	hot dog	made	onion	running
germs	house	mail carrier	orange	sad
get	how	make	orange(s)	salad
get up	hungry	March	order	salt
giraffe	hurt	marker	ostrich	sandals
give/gave	ice	May	package	sandwich
glove(s)	ice cream	meat	pajamas	sang
glue	in	menu	pancake	Saturday
go	in front of	met	pants	say
got	intelligent	might	paper	scared
got up	is	milk	parrot	scarf
grandfather	jacket	mitt	peach(es)	school
grandmother	January	mix	pear	schoolbag
grape(s)	jeans	Monday	pear(s)	scissors
grass	juice	monkey	pencil	seal
green	July	mother	penguin	secretary
green beans	jump	motorcycle	penny	see
grocery	jumping	mouse	pie	selfish
had	June	mouth	pink	September
hair	jungle	moving	plain	serve
hamburger	jungle gym	multi-colored	potato	seven
hand	kangaroo	mushrooms	potatoes	seventeen
hands	kite	myself	price	sheep
hanging	knife	neat	proverbs	shelf
happy	knock	need	purple	shirt
hat	lake	never	quarter	shoes
have	lamp	next	queen	shopping mall
head	leg	next to	raincoat	short
headache	lemon	nickel	rainy	shorter
health	lemonade	nine	ran	shorts
healthy	let's	nineteen	read	should
hear	lettuce	nose	recipe	shoulder
helmet	light	November	rectangle	shouldn't
herself	lion	nurse	red	sick
himself	lion	ocean	restaurant	sidewalk
hippo	little	October	resting	sing
hippopotamus	long	of	rice	singing
hit/hit	longer	old	ride/rode	sister
holiday	looked	older	river	six

Plays for Teenage English Learners

sixteen	syrup	twelve
skate(s)	table	twenty
skirt	take care of	two
sleeping	tall	types
slept	taller	umbrella
slide	taste	uncle
smell	teacher	under
smile	teaches	use
snake	teddy bear	usually
sneezing	telephone	vanilla
soap	ten	vegetables
socks	terrible	visit
soda	test	warm
soldiers	than	was
some	that	wash
sometimes	then	wasn't
sore throat	there are	watch
spaghetti	thermometer	weather
spend	these	Wednesday
spider	thirteen	weekend
spoon	this	went
spring	those	were
square	thought	weren't
stomachache	three	whale
stork	Thursday	when
storybook	tiger	whistle
stove	tissue	white
straight	to play a trick	windy
strawberries	toe	winter
strawberry	told	works
sugar	tomato	worm
summer	took	would like
Sunday	toothache	x-ray
sunny	toy	yard
supermarket	toy box	yellow
sweater	traffic	yogurt
sweets	triangle	young
swim	truck	younger
swimming	T-shirt	yourself
swing	Tuesday	zoo
swinging	tuna	

Plays for Teenage English Learners

Sixth grade vocabulary: SEDU Coahuila

act	call	dinosaur	fruit
action	came	dirty	fun
acts	candle	divide/divided	funny
ago	car	do/did/didn't	fur
airplane	castle	dog	gas
am/was/wasn't	catch/caught	doll	gasoline
apatosaurus	celebrate	dragon	gasoline powered
April	cereal	dream	gave
are/were	change/changed	dreamed	get/got
ask/asked	character(s)	drink/drank	go/went
August	cheese	drop	going to
awful	choose/chose	dull	grass
bad	city	earth	grow/grew
bamboo	claw	easy	happen/happened
base verb	clean (up)	easy to use	hard
baseball	coat with rocks	eat/ate	hard
baseball card	coin	electric	have/had
basketball	collect	electric light	head
bath	collection	electricity	hear/heard
bathtub	colorful	endangered	heavier
be	come/came	enter/entered	height
beautiful	comet	exercise	help/helped
because	condor	extinction	hit
believed	cook/cooked	fable	hobby
bigger	country	fall/fell	hole
biggest	cover/covered	faster	holiday
birthday	create/created	fastest	home
boar	cut	features	horn
bone	date	February	horse
bony	day	feet	how
boring	daytime	find/found	huge
brand-new	December	fireworks	hung
brontosaurus	decide/decided	fish	hungry
broom	exciting	floated	hunt/hunted
build/built	delicious	floor	insects
by hand	destroy/destroyed	fly/flew	interesting
caiman	die/died	food	invent/invented
cake	difference	fossil	invention
calendar	different	Friday	invite/invited
		frightened	is/was

Plays for Teenage English Learners

January	meter	put on	sink
joke	mice	rabbit	size
July	million	race	skating
jump/jumped	mine/mined	radio	skin
June	minute	rake	sleeping
jungle	miss/missed	ran	slower
kill/killed	Monday	rat	slowest
know/knew	money	real	smaller
koala	monkey	refrigerator	smallest
laugh/laughed	months	returned	smiled
layer	mouse	rich	snake
leap year	mud	riddle	soccer
leaves	name/named	ride/rode	special
left	nest	rock	spend
length	net	rocks in its	spider
let's	newest	rooster	spike
life	November	runner	stage
light bulb	October	running shoes	stamp
like	older	running water	start/started
lines	oldest	safe	stay
lion	ordinal numbers	sand	steal/stole
little	out/died out	Saturday	stegosaurus
live/lived	outlaws	save/saved	stone
log	outline	saw	stopped
longer	ox	say/said	stopwatch
longest	panda	scared	stove
look/looked	parasaurus	scenery	suddenly
loss	party hat	scientist	summary of
lost	plant	second	Sunday
lucky	plate with	see/saw	swam
make	plates	send/sent	swim/swam
make/made	play	September	swimming
mammal	please	setting	syrup
marbles	pockets	sewing machine	tail
March	predator	share	take off/took of
marine	presents	sharp	take/took
May	protect/protected	sheep	taller
meal	proud	shell	tallest
measure	provide/provided	shortest	team
messy	pterodactyl	shovel	teeth
meteor	puppet	show	telegraph
	put away	silly	

Plays for Teenage English Learners

telephone	win/won
tell/told	winner
tennis	wonderful
terrible	work/worked
thank	Would you like ___?
then	year
think	years
through	younger
Thursday	youngest
tiger	
time machine	
tiny	
tired	
track shirt	
train	
travel/traveled	
tree	
triceratops	
trophy	
Tuesday	
turn/turned	
turtle	
tyrannosaurus rex	
use/used	
very	
volleyball	
wagon	
walk/walked	
want/wanted	
wash	
washing machine	
water	
Wednesday	
week	
weight	
were/weren't	
what	
what kind(s) of	
when	
which	
why	

THE END

THANK YOU for USING THESE PLAYS, FOR DEVELOPING VOCABULARY,
AND FOR READING ALOUD TO YOUR STUDENTS.
THEIR ORAL FLUENCY WILL BE ENHANCED!