Zhivka Ilieva

A Handbook with Drama and Total Physical Response Activities for Pre-School and Primary School Teachers

Konstantin Preslavsky
University Press

Zhivka Ilieva

A Handbook with Drama and Total Physical Response Activities for Pre-School and Primary School Teachers

SHUMEN
2021

A Handbook with Drama and Total Physical Response Activities for Pre-School and Primary School Teachers

A Handbook
First Edition

Editor: prof. Rumyana Balinova Todorova

Reviewers:
assoc. prof. Irina Nikolova Ivanova
assoc. prof. Ilka Lyubenova Birova

Proof Reader: Petranka Todorova Ivanova

© Zhivka Stoyanova Ilieva – author

© Konstantin Preslavsky University Press

ISBN 978-619-201-520-6

Shumen, 2021

The handbook can be used by student teachers for their methodology lessons. It is also suitable for primary school and kindergarten teachers.

Drama activities can be used for communicative skills and strategies development, for organizing end of year celebrations or other performances.

Total physical response (TPR) activities can be used to keep up children's energy in the classroom since they have a very short attention span and need quick change of activities.

Each text is tested in the kindergarten and / or the primary school.

CONTENTS

Introduction **7**

Drama Activities

But I am a boy **13**

I want to see the lion, the tiger, the... **15**

Let's go to the zoo **17**

We are going to a farm! **20**

The rooms in the house **24**

Holiday **28**

I want a new Teddy Bear **34**

The kids and the sun **38**

Good morning **42**

In the shop **45**

Short dialogues for the whole group **49**

Two hens **53**

Total Physical Response (TPR) Activities **55**

Introduction

The handbook provides (student) teachers with texts for drama and Total Physical Response (TPR) activities. The texts demonstrate and reinforce the vocabulary stock acquired by the learners during the school year.

BUT I AM A BOY practises animals, fur, tail, ears, teeth, size (*long, little*).

I WANT TO SEE THE LION, THE TIGER, THE... is a dialogue between mum / teacher and a child practising clothes, animals and politeness expressions (saying *hello / goodbye, thank you* and wishing *a nice day*).

LET's GO TO THE ZOO works on politeness exressions (*hello, how are you, please*), animals, the expressions *go by bus / train / car*, *let's*, *we can*, *I want to*, *have to*.

WE ARE GOING TO A FARM! practises animals, vegetables, plural (including irregular forms: *sheep*); present simple tense, short answers: *Do they have...? Yes, they do; No, they don't. Are there any...* + plural noun, *Yes, there are, No, there aren't; let's, I'll* (for future for decisions made at the moment of speaking).

THE ROOMS IN THE HOUSE can be used for practising the rooms in the house and clothes, present progressive and will for future decisions made at the moment of speaking, colours, food, fruits (cherries, strawberries).

The dialogue **HOLIDAY** for 15 and for 19 children shows how to adapt the materials according to the number of participants. It practises food and drink, the expression *Let's (play, have breakfast, go to the or –ing)*; a / an, some; present progressive tense.

I WANT A NEW TEDDY BEAR reinforces toys, vehicles, animals, comparative and superlative degrees (*bigger, biggest, smaller, smallest*). It can be developed for practising clothes and appearance (hair and eyes), pets, forest animals, jungle animals, farm animals, politeness expressions (*please*, *thank you*, *here you are*, *goodbye* and *have a nice day*). More than one or as many as needed shop assistants can participate in this activity: e.g. there can be a shop assistant for each customer (pair work) or a few shop assistants and a queue of customers.

THE KIDS AND THE SUN practises *I won't, come on, look for, have to, let's,* greetings; *sun, cloud, rain* (weather).

GOOD MORNING also practises weather words (wind and sun), *good morning*, animals, *It's time for..., let's, I am, we are*.

IN THE SHOP reinforces politeness expressions (*Hello!, Can I help you?, Have a nice day!, Here you are, Thank you*, etc.), a / an, some, singular and plural, counting; fruits, vegetables, colours, food.

SHORT DIALOGUES FOR THE WHOLE GROUP include conversations from different songs and rhymes suitable for young and very young learners. These formulae are usually learned at the very beginning of English language learning. They include greeting people, politeness expressions, prepositional phrases, asking and answering simple questions.

TWO HENS provides opportunities for introducing various games or playing dialogues between the hens; between the hens, the cock and the fox.

The **TOTAL PHYSICAL RESPONSE (TPR) ACTIVITIES** provide a short break for energy renewal. They also practise parts of the body, directions (left, right), action verbs (movement) providing links to PE (Physical Education) and other subjects.

Drama Activities

BUT I AM A BOY

(5 four-year-old children)

Bear: Hello, friends!
Friends: Hello, Bear!
Bear: Bear?! But I am a boy!
Friends: A boy?!
Bear: How do you know I am a bear?
Friends: Your brown fur, your small brown ears, your little tail.
Fox: Wait a minute! (puts a mask of a girl) Who am I?
Bear: The Fox!
Fox: Yes! You see my orange fur, my fluffy tail, my beautiful orange ears. And who's this?
Rabbit: Come on! I am the Rabbit. Everybody can see my long white ears, my little tail and my white fur!
Friends: YES!!!
Rabbit: And who's this?
Friends: The Wolf!
Wolf: Yes, I have a grey coat, my ears are grey, my teeth are GREAT! My tail is grey and long. And who's this?
Friends: The Deer!
Deer: Yes, look at my coat, look at my antlers, look at my hooves!
Friends: We are having a party! Let's dance!
They dance together.

Tips for teachers

The dialogue is designed for five children. It can be played by 4-year olds. More characters can be added, e.g. a bee can easily be recognised by children due to its transparent wings, etc.

You can practise description of an animal, or make short riddles, e.g. *I have a brown fur, small brown ears and a little tail. Who am I? Right! The bear!*

How to organise it

You need costumes of a bear, a fox, a rabbit, a wolf, a deer. Instead of costumes you can use crowns, masks or pictures held by the participants.

I WANT TO SEE THE LION, THE TIGER, THE...

Mother/Teacher: Hello, dear!
Child: Hello!
Mother/Teacher: You look so nice / pretty today!
Child: Thank you! I have a new blue / green dress / skirt / shirt and new shoes / sandals.
Mother/Teacher: Where are you going?
Child: I'm going to the zoo.
Mother/Teacher: To the zoo?!
Child: YES! I want to see the lion, the tiger, the…
Mother/Teacher: Oh, have a nice day, dear! Goodbye!
Child: Thank you, you too! Bye!

Tips for teachers

This is a short dialogue between two learners. The next dialogue can be used as a continuation of this one.

This short conversation practises colours, clothes, shoes, animals, politeness expressions (*Have a nice day*, *goodbye*, *thank you*), the expression *I am going to the ...*
You can use pictures of all kinds of clothes and shoes in various colours and pictures of animals. The dialogue then is performed by other pairs of learners

using the items from the pictures, this way practising a wider range of vocabulary.

How to organise it

The dialogue can be played by the children with no aids and also it can be a dialogue between two dolls from the play corner. In this case, you can use clothes from the dolls' wardrobe and plastic animals from the play corner.

LET's GO TO THE ZOO

(7 six-year-old children)

A: Hello, friends!
Everybody: Hi!!!
A: How are you?
B: Fine, thank you. And you?
A: I'm OK, thanks. And you, C?
C: Very well, thank you, and you, D?
D: So-so, and you, E?
E: Not bad, thank you! And you, F?
F: I'm well, thank you.
(G comes)
G: Hello, friends! What are you doing?
Everybody: (Just) Talking.
G: What are you talking about?
A: We are talking about our free time.
B: Yes, we want to go to the zoo and we wonder how.
C: We can walk.
D: We can go by bus.
E: We can go to ... (Plovdiv or Varna)[1]

[1] The names of the cities can be changed depending on where you live.

A: We can go by train / by bus / by train and then catch the bus.[2]
F: My dad can drive us there.
E: So, what shall we do? Walk? Go by bus? Go by train? Or by car?
G: Let's walk. We'll walk through the park.
A: Yes! We can play there.
B: And we can drop by the sweetshop on the way!
C: OK. Let's go.
The children are walking.
D: 6 tickets for children, please!
G: Yes, here you are!
E: Let's go.
F: Let's go to the bears first.
A: No, I want to see the lion first.
SONG The Lion is The King…
(https://www.youtube.com/watch?v=FNdHnlPyCcc approached July 2021)
B: I want to see the monkeys first.
C: And I want to see the parrots.
D: And I want to see the fox and the wolf.
E: We'll see all of them.
F: Yes, we have to follow the signs.
G: Yes, just follow the signs. I'll show you. Let's go.

[2] The type of vehicle can vary according to the situation. You can include inner public transport (bus, trolley, tram) depending on the place you choose to visit.

Tips for teachers

The different roles are identified by letters. Each letter can be substituted for a name of a child. The dialogue is designed for 7 children of the last (4th) pre-school group. It pracises politeness expressions: there are 6 different answers to the question *How are you?*
It practises the modal verb *can*, the structure *I want to*, the question *What are you doing?*; the clarifying question *What are you talking about?*; the expression *go by* + vehicles (car, train, bus); animals – single and plural of the noun (bears, lion, monkeys, parrots, fox, wolf); *Let's go*.

How to organise it

The dialogue can be adapted depending on the number of the children in your group.
There are various cross-curricular links: music (through the suggested song), surrounding world – public transport, visiting the zoo (or another place) and following the signs and rules.
You can prepare pictures of vehicles and animals. Animals can be arranged in such a way so that children have to follow a route in order to see all of them.

WE ARE GOING TO A FARM!

(9 children)

1, 2: We are going to our grandparents' farm for the summer holiday!
3: To a farm?
1: Yes, our grandparents have a farm.
4: What is there in their farm?
2: Oh, a lot of animals and vegetables.
5: Do they have ducks?
1: Yes, they do.
6: Do they have geese?
1: Yes, they do.
7: Do they have hens?
2: Yes, they do.
8: Do they have turkeys?
2: Yes, they do.
9: Do they have cows?
1: No, they don't.
3: Do they have sheep?
1: Yes, they do.
4: Do they have goats?
1: Yes, they do.
5: Do they have pigs?
2: No, they don't.
6: Are there any tomatoes in their garden?

1: Yes, there are.
7: Are there any cucumbers?
2: Yes, there are.
8: Is there any cabbage?
2: Yes, there is.
9: Are there any rabbits?
1: No, there aren't.
7: Are there…
8: Is there….
9: Are there…
2: Come and visit us! Come and see all the animals!

A FEW DAYS LATER

3: Let's go to X and Y's farm!
4: Are we going?
Everybody: YES!!!!!
4: All of us?
Everybody: YES!!!!!
5: Let's call them!
6: I'll call them! (dialling)
Can I speak to X, please?
1: Sorry, s/he is out. Can I take a message?
6: Can I speak to Y then?
1: Yes, Y speaking.
6: It's me Z. We are coming to visit you on Monday / Tuesday
1: Really? All of you? I'm so happy! X will be happy, too. How are you going to travel?

Half of the children: By bus!
The rest: By train!
1: OK. We'll be waiting for you!
6: Thank you. Bye.
1: Bye. See you soon.

1: The children from our group are coming to visit us!
2: All of them?
1: YES!
2: Is… coming?
1: Yes!
We'll meet them at the station!

Tips for teachers

This dialogue can be used both at kindergarten and at primary school.
Chilrdren are discussing their summer holiday, animals (*ducks, geese, hens, turkeys, cows, sheep, goats, pigs, rabbits*), vegetables (*tomatoes, cucumbers, cabbage*) practising regular and irregular plural. Add more animals (*horse, donkey, dogs, cats, quail, peacock, partridge, pheasant, guinea fowl, buffalo*) and vegetables (*aubergine, zuccini, potatoes*). Fruits can also be added (*apples, pears, cherries, apricot, peach, plum, quince*).

Discuss planning and realizing a trip:

How to travel (*by car / bus / train*);
What to take (clothes, food for the trip – sandwiches, some water).

Practise phone calls:

Can I speak to X, please?
X speaking.

Practise various ways of saying goodbye:
Goodbye, Bye, See you soon.

How to organise it

Numbers are replaced by the students' names.
As in the previous dialogues, participants are easily added so that more learners can take part.

THE ROOMS IN THE HOUSE

(10 children)

Mum: Hello, children! Where are you?
1: I'm in the kitchen. I'm cooking.
2: I'm in the kitchen, too. I'm eating.
3: We are in the bedroom. We are sleeping.
4: No, I'm not sleeping. I'm reading a book.
5: I'm in the living room. I'm watching TV.
6: I'm in the living room, too. I'm playing computer games.
7: I'm in the garden. I'm eating cherries.
8: I'm in the garden, too and I'm eating cherries, but my cherries are yellow.
9: I'm in the garden, too. I'm eating strawberries.
Mum: You have a party today! What are you going to wear?
1: I'll put my new dress on!
2: I'll wear my white shirt and the green trousers.
3: I want the pink T-shirt with the pink skirt!
4: I'll put my new black suit on.
5: I'll find my light blue T-shirt and my dark blue shorts.
6: I'll wear my new jeans with my favourite T-shirt.
7: I'll wear a white shirt with a red skirt – like a martenitsa*.

8: I'll put a black shirt and my white trousers.
9: I want my purple dress with my new sandals.

Party time!

Mum: What are we having for the party?
1: Sandwiches!
2: Some pizza.
3: Ice cream!
4: Fruits.
5: And cake. There must be a cake! It is not a party without a cake!
Mum: How about some salad?
6: Some fruit salad!
7: And tomato and cucumber salad.
8: With some lettuce.
9: And radishes.
Mum: Great! This is a party!

Tips for teachers

This dialogue can be used both at kindergarten and at primary school. It practises the present progressive tense, actions like *cooking, eating, sleeping, reading, watching TV, playing computer games*, which can be easily mimed. It also practises the corresponding rooms in the house where we usually *sleep*, *cook*, etc.

The conversation includes fruits (*strawberries, cherries*), clothes and colours, discussing a party and food.
*You can talk about the Bulgarian Martenitsa. It is made of white and red thread. We wear martenitsas in March. There are various legends about it (you could have discussed some of them already). We wear them for health, they bring children a lot of joy.

How to organise it

You can role-play the dialogue as a whole but practise it bit by bit:
Situation 1: *Where are you?* (practising rooms, actions, fruits)
Situation 2: *What are you going to wear?* (discussing clothes and colours)
Situation 3: *Discussing the party*.

1. Food.
2. Games and instructions to them can be added: e.g. Prepare cards with clothes: there are two dresses of the same model, two pairs of trousers, *two pairs of jeans, two pairs of shorts, two shirts of the same model, two T-shirts of the same model*. They all are coloured differently. One variant of the game is to find who has the same item as you, another variant is to find other clothes of the same colour.

3. *Dancing.*
4. *Invitations* and an announcement can be made as an integrative link to arts and crafts (kindergarten children only decorate the card, while students make the cards during the arts and crafts classes and then write down the invitation during the English language lesson).

HOLIDAY

(15 children)

Line №	
1	Everybody: HOLIDAY!
2	1: What shall we do?
3	2: Let’s have breakfast first!
4	Everybody: YES! Let’s have breakfast!
5	3: I want a cup of tea!
6	4: I’d like a glass of milk!
7	5: Can I have a glass of juice, please!
8	Two children are out of the circle (6 and 9)
9	6: Tea, and milk, and juice! OK!
10	Everybody: Tea, and milk, and juice!
11	7: I’d like a piece of cake!
12	6: Cake? In the morning?
13	7: Yes, I love cake!
14	6: OK, cake in the morning
15	Everybody: cake in the morning!
16	8: I want a piece of pizza!
17	9: S/He wants a piece of pizza!
18	Everybody: S/He wants a piece of pizza!
19	10: I’ll have some cheese!
20	11: I’ll have some ham!
21	12: I’d like some eggs!
22	9: Cheese, and ham, and eggs!

Everybody: Cheese, and ham, and eggs!
13: I want an apple!
14: I'd like an orange!
15: Can I have a banana!
9: An apple, an orange, a banana
Everybody: an apple, an orange, a banana
1: Now, let's go to the cinema!
Everybody: Let's go to the cinema!
7: Yes, there's a good film!
Everybody: There's a good film!
2: Let's go swimming!
Everybody: Let's go swimming!
8: Yes, let's go to the swimming pool!
Everybody: Let's go to the swimming pool!
3: Let's go for a walk!
Everybody: Let's go for a walk!
10: Yes! Let's go to the park!
Everybody: Let's go to the park!
4: Let's play football!
Everybody: Let's play football!
11: Yes, let's go to the playground!
Everybody: Let's go to the playground!
5: Wait! We need a plan!
Everybody: Yes, we need a plan!
12: First, we are going to the cinema!
13: Then, we are going to the swimming pool!
14: Then we are going for a walk!
15: Wait! And what about lunch?

52 Everybody: Yes! Lunch!
53 6: So, cinema, swimming pool, lunch!
54 Everybody: cinema, swimming pool, lunch!
55 14: Then we are going for a walk!
56 9: Then we are going to the playground!
57 14: And then – dinner time!
58 Everybody: Yes! WALK, FOOTBALL, DINNER! Let's go!

You can make different variations of this dialogue. Here is an example:

HOLIDAY

(19 children)

Lines 1-7 are the same as above.
Line 8 is:
Three children are out of the circle (6, 9 and 19)

Lines 9-28 are the same as above.

Lines 29 until the end are as follows:
16: I want some toast!
17: I want a sandwich!
18: I want some spaghetti!
19: Toast and a sandwich and spaghetti!
Everybody: Toast and a sandwich and spaghetti!

1: I want some chips!
2: I want some snacks!
3: I want hot chocolate!
19: Chips, and snacks, and hot chocolate!
Everybody: Chips, and snacks, and hot chocolate!
4: Now, let's go to the cinema!
Everybody: Let's go to the cinema!
5: Yes, there's a good film!
Everybody: There's a good film!
6: Let's go swimming!
Everybody: Let's go swimming!
7: Yes, Let's go to the swimming pool!
Everybody: Let's go to the swimming pool!
8: Let's go for a walk!
Everybody: Let's go for a walk!
9: Yes, let's go to the park!
Everybody: Let's go to the park!
1: Let's walk in the park!
10: Let's play football!
Everybody: Let's play football!
11: No, Let's play tennis!
Everybody: Let's play tennis!
12: Let's play with the ball!
Everybody: Let's play with the ball!
13: Yes, let's go to the playground!
Everybody: Let's go to the playground!
3: Wait! We need a plan!
Everybody: Yes, we need a plan!
14: First, we are going to the cinema!

15: Then, we are going to the swimming pool!
16: Then we are going for a walk!
17: Wait! And what about lunch?
Everybody: Yes! Lunch!
2: So, cinema, swimming pool, lunch!
Everybody: Cinema, swimming pool, lunch!
16: Then we are going for a walk!
18: Then we are going to the playground!
19: And then – dinner time!
1: And we can go somewhere together!
2: We can have pizza!
3: Or healthy food!
4: Some salad.
Everybody: Yes! WALK, FOOTBALL, DINNER! Let's go!

Tips for teachers

Through this dialogue children practise meals (*breakfast, lunch, dinner*), food and drinks, formulaic expressions:
a piece of (cake, pizza)
a cup of
a glass of
some + uncountable or plural noun (*cheese, ham, eggs*)
a/an + singular noun (*an apple, an orange, a banana*)
Let's go to the ...
Let's go + -ing (swimming)

Let's go for a walk
Let's play football / tennis
Present progressive for plans
All these items are acquired without any explanation through multiple repetition during rehearsal time.
Words like *swimming pool, playground, park, cinema* and free time activities are acquired.

This dialogue provides opportunities for cross-curricular links – through food and healthy lifestyle, through free time activities and the places where we practise them, through making plans for the day.

How to organise it

This dialogue is for a big group – 15 or 19 children. It is suitable for the last pre-school group or for primary school. Here you can get the idea of how to expand or shorten a dialogue (add more food suggestions and more suggestions for activities). You can change numbers for names. The idea of healthy lifestyle and healthy food can be developed.

I WANT A NEW TEDDY BEAR

(10 children)

1: I want a new Teddy Bear.
2: But you already go to school. Why do you need a Teddy Bear?
1: I just want it! Please, let's go to the toy shop.
3: OK, let's go. We'll come with you.
5: We'll come, too. We have to choose a present for our cousin. He's going to be 4 this weekend.
7: And I can buy something for my baby sister.

AT THE SHOP
Shop Assistant 1: Hello, children! Can I help you?
1: Yes, please. I'd like to buy a new Teddy Bear.
Shop Assistant 1: A new Teddy Bear? Here is one.
1: Do you have a bigger one?
Shop Assistant 1: Yes, here you are.
1: How many Teddy Bears do you have and which is the biggest?
Shop Assistant 1: Oh, we have a lot. Here they are. You can choose. This one is a boy, in blue shorts. Here is a girl in a pink dress. I think this is the biggest.
1: I'll take it.
2: Which is the smallest?
Shop Assistant 1: Here are a few small Teddy Bears.

2: I want this little one. It’s the cutest.

Shop Assistant 2: Can I help you?
6: We want a present for our cousin. He’s going to be 4 this weekend.
Shop Assistant 2: What would you like to buy? Here are some cars: ordinary cars, racing cars, police cars, cars with remote control, a helicopter that can fly, an airplane, a tractor, a tank, a fire engine.
5: Can the airplane fly?
Shop Assistant 2: No, it can’t.
4: Can I see the helicopter, please?
3: Can I see the fire engine? Do you have an ambulance?
Shop Assistant 2: Yes, we do. Here it is.
6: Wow! A police car, a fire engine and an ambulance! I want the three of them!
5: But we have to choose a present.
3: Look! Look how many robots!
4: Can they walk?
Shop Assistant 2: Yes, they can.
5: Can they shoot?
Shop Assistant 2: Some of them.
5: We can choose between this robot and one of those cars. Maybe the blue one?
6: I like the red one – the biggest.
5: No, it will be too expensive. The blue one is smaller and it’s cheaper.
6: OK, the blue one.

5/6: We'll take the blue car.
Shop Assistant 2: Here you are.
5: How much is it?
Shop Assistant 2: It's 25 levs / euro.
5: Here you are.
Shop Assistant 2: Thank you!

Shop Assistant 3: Can I help you?
7: I want something for my baby sister. Maybe a doll... or...
Shop Assistant 3: How old is she?
7: Almost two.
Shop Assistant 3: Here are some dolls.
3: Oh, I like the blond one with the blue eyes.
4: I like the dark haired. What a dress!
Shop Assistant 3: Here are some animal sets: forest animals, jungle animals, farm animals... and some rubber animals – all kinds.
7: I'll take this little doll.
3: And I'll take this elephant.
4: And I want this ladybird.
2: Are we ready? Let's go.
1: Thank you so much!
Children: Goodbye. Have a nice day!
Shop Assistants: Goodbye, children!

Tips for teachers

This dialogue can be used both at kindergarten and at primary school. It provides context for practising comparative and superlative degree of adjectives, quantity (*how many, a lot*), clothes, vehicles, colours, animals, toys and presents, appearance (*hair, eyes*), politeness expressions.

How to organise it

The dialogue is for 10 children but it can be adapted depending on the number of learners. It is divided into 4 parts: preliminary discussion (before the children go, they decide where they want to go and what they want to buy) and three shop assistants – three more situations. If necessary, more shop assistants can be added or more customers to one of the existing shop assistants. The dialogue also provides context for developing the topic of animals and adding more examples to each group (forest animals, jungle animals, farm animals), the topic of clothes and appearance, the topic of vehicles and their functions (ordinary cars, racing cars, police cars, cars with remote control, a helicopter that can fly, an airplane, a tractor, a tank, a fire engine, an ambulance).

THE KIDS AND THE SUN

(12 children)

1: I won't play with you any more!
2: I won't either!
3: Come on! We are friends! We always play together!
4: YES! 3 is right! We are friends and we always play together!
5: Look! You don't want to play together and the sun disappeared!
6: Wow! Where is it? What shall we do now?
Everybody: Sun, where are you?
7: It won't come out. We have to be good friends.
3: We have to look for it. We have to find it.
Everybody: Let's go! Sun, where are you?
They start looking for the sun (music and dancing).
Bird: Hello, children!
Everybody: Hello, bird!
A fox is playing with two rabbits, they are running.
Bird: What are you doing?
Everybody: We are looking for the sun.
Bird: You are looking for the sun?! Look! It's behind that cloud. But the cloud will go away ONLY if you are good friends.
4: Yes, the cloud will go away and the sun will smile ONLY if we are good friends.

5: Only if we play together! So let's do it! PLEASE!
2: I AM a good friend. I'll play with all of you.
1: I'll play with all of you, but 2!
6: Look! The sun is crying!
Rabbit 1: Hello, children! (the two rabbits play together)
Everybody: Hello, Bunnies!
Rabbit 1: What are you doing?
Everybody: We are looking for the sun.
Rabbit 1: You are looking for the sun?
Everybody: YES!
Rabbit 1: But it's raining! Look at the cloud!
6: We see it. We don't want it to cry!
1: I don't want either!
Rabbit 2: If you don't want it to cry, you have to be good friends!
Fox: Yes, s/he is right! We all have to be good friends! Look at us!
Rabbit 2: Yes, we always play together.
Fox: Yes, we do and the sun likes us, and we like it!
7: We like it, too. But today…
Fox: Then BE good friends!
Rabbit 2 (to Rabbit 1): Say 'sorry' and play together again!
1: OK, Sorry, 2. I'll play with all of you. Sorry, Sun. Please, smile!
2: OK, we'll play together! We are all good friends! Sun, please, smile!
Everybody: Sun, please, smile!

The children play together and the sun smiles.

Tips for teachers

This dialogue can be used both at kindergarten and at primary school.
We talk about the sun, clouds and rain thus raising children's awareness of the surrounding world and establishing cross-curricular links with Nature studies (humans and nature). Still further this link is accentuated by revision of animals (a bird, a fox, rabbits). The number of animals can be changed if necessary. Other cross-curricular topics are the topics of friendship, of saying *sorry* and using *please*. The dialogue provides context for practising politeness expressions with *please* and *sorry*; imperative structures with *let's* and without (*say "sorry" and play together; Look!*); *IF* (conditionals); future tense, present simple and present continuous tense; prepositions: *look for, look at, hide behind*.

How to organise it

The numbers in the sentences are substituted for the corresponding names of the children (3, 2).
At the end, when the children play together and the sun smiles, these can be games with movement and running, action songs or rhymes, clapping or finger games, picture games or team work demonstrating learners' knowledge and skills (group dictations, etc.).
The dialogue provides integrative links to music (music is played while the children are looking for the sun and dancing) and Physical Education (through the dance and the games at the end).

GOOD MORNING

(THE SUN WAKING UP THE WORLD)

(16 children)
4 flowers
2 bees
4 butterflies
2 rabbits
2 birds
Sun
Wind

Sun (1): Good morning, flowers, get up!
Flowers (4): (they stand up, yawn) Good morning, Sun! Where are you going?
Sun (1): I'm going to wake up the bees. (goes)
Sun (1): Good morning, bees, get up!
Bees (2): Good morning, Sun! It's time for work! (they get ready and fly around)
Wind (1): Good morning, butterflies, get up!
Butterflies (4): (they stand up, yawn) Good morning, Wind! Oh, it's time to play! (2 of them perch on the rabbits) Good morning, rabbits, get up!
Rabbits: Good morning, everybody! It's time to play!
Butterflies (the other two perch on the birds): Good morning, birds, get up!
Birds (2): Good morning, everybody! It's time to play!

Bees + Butterflies: Good morning, flowers!
The two rabbits play and the others (bees, butterflies and flowers) dance or walk around.
Wind: Let's play a game! Let's dance!

I am the wind, you are the sun. (pointing at each other)
I am the sun, you are the wind.
We are the flowers.
We are the bees.
We are the butterflies.
We are the rabbits.
We are the birds.
Let's jump! (everybody)

I am the wind, you are the sun.
I am the sun, you are the wind.
We are the flowers.
We are the bees.
We are the butterflies.
We are the rabbits.
We are the birds.
Let's run.

I am the wind, you are the sun.
I am the sun, you are the wind.
We are the flowers.
We are the bees.
We are the butterflies.

We are the rabbits.
We are the birds.
Let's turn around / stamp / clap.

Tips for teachers

This dialogue can be used both at kindergarten and at primary school.
In order for the participants to be clearly visible, we can use crowns and cloaks: golden for the sun, grey or silver for the wind, colourful for the butterflies and the flowers, yellow for the bees, white for the rabbits, various colours for the birds.
Politeness expressions are practised: waking up and saying *good morning*.

How to organise it

There are 16 participants. There is one wind and one sun, the rest of the roles can be played by more or by less participants. Distribution of roles can provoke a discussion about nature and animals. This way the dialogue provides opportunity for developing cross-curricular links. Cross curricular links are realized by the rhyme and the movements in contexts (to Physical Education). If music is used while the characters are playing, there is also a link to music.

IN THE SHOP

(18 children)

1: Good morning!
2: Good morning! Can I help you?
1: Can I have an apple, please. A red apple.
2: A red apple! Here you are!
1: Thank you. Goodbye.
2: Goodbye. Have a nice day!
3: Hello!
4: Hello! Can I help you?
3: I'd like that green pepper, please.
4: The green pepper! Here you are.
3: Thank you. Goodbye.
4: Goodbye. Have a nice day!
5: Good morning!
6: Good morning! Can I help you?
5: Can I have some sweets, please? // cherries
6: Some sweets! Here you are.
5: Thank you. Goodbye.
6: Goodbye. Have a nice day!
7: Good morning!
12//2: Good morning! Can I help you?
7: I'd like a banana, please!
2: A banana! Here you are.
7: Thank you. Goodbye.

2: Goodbye. Have a nice day!
8: Good morning!
13//4: Good morning! Can I help you?
8: I'd like that red tomato, please.
4: A red tomato! Here you are.
8: Thank you. Goodbye.
4: Goodbye. Have a nice day!
9: Good morning!
14//6: Good morning! Can I help you?
9: I'd like that cake!
6: The cake! Here you are!
9: Thank you. Goodbye.
6: Goodbye. Have a nice day!
10: Good afternoon!
11: Good afternoon! Can I help you?
10: I want an orange, please.
11: An orange! Here you are!
10: Thank you. Goodbye.
11: Goodbye. Have a nice day!
12: Good afternoon!
13: Good afternoon! Can I help you?
12: I want two carrots, please!
13: Two carrots! Here you are.
12: Thank you. Goodbye.
13: Goodbye. Have a nice day!
14: Good afternoon!
15: Good afternoon! Can I help you?
14: I'd like a bar of chocolate!
15: A bar of chocolate! Here you are.

14: Thank you. Goodbye.
15: Goodbye. Have a nice day!
16: Good afternoon!
11: Good afternoon! Can I help you?
16: Can I have three pears, please!
11: Three pears! Here you are.
16: Thank you. Goodbye.
11: Goodbye. Have a nice day!
17: Good afternoon!
13: Good afternoon! Can I help you?
17: I'd like that cabbage, please!
13: The cabbage! Here you are.
17: Thank you. Goodbye.
13: Goodbye. Have a nice day!
18: Good afternoon!
15: Good afternoon! Can I help you?
18: Can I have some chocolates, please!
15: Some chocolates! Here you are!
18: Thank you. Goodbye.
15: Goodbye. Have a nice day!

Tips for teachers

This dialogue can be used both at kindergarten and at primary school. It practises food (sweets, cake, *a bar of chocolate* (a useful expression) and the more healthy fruits and vegetables). It provides context for using politeness expressions: greetings, buying things in a

shop, ordering food and drinks in a cafe or a restaurant, thanking and saying *goodbye*, wishing *a nice day*, using *please* and *here you are*. Various cross-curricular links can be realized, e.g. to the surrounding world.

How to organise it

Numbers are substituted for names. If there are fewer children, some of them may have another role (12 – 2, 13 – 4); if there are more children, we may have a few shop assistants.

Here are some
More ideas for additional roles:

A: Hello!
B: Hello! Can I help you?
A: I'd like some cheese, please!
some milk
some sausages / ham
2 eggs
B:…… Here you are.
A: Thank you. Goodbye.
B: Goodbye. Have a nice day!

SHORT DIALOGUES FOR THE WHOLE GROUP

(30+ children)

1 Hello! What's your name?
2 My name is …….. What's your name?
1 My name is …….. Bye!
2 Bye!

3 Hello! How are you?
4 Hi! I'm fine, thank you, and you?
3 I'm fine, thanks.

5 Hello! Nice to meet you.
6 Nice to meet you too.
5 Bye. See you.
6 See you later!

7 What's the weather like today?
8 It's …

9 Is it sunny today?
10 Yes, it is. // No, it isn't. It's …

11 Is it cloudy today?
12 Yes, it is. // No, it isn't. It's …

13 Is it rainy today?
14 Yes, it is. // No, it isn't. It's …
15 Is it windy today?
16 Yes, it is. // No, it isn't. It's …

17 Is it foggy today?
18 Yes, it is. // No, it isn't. It's …

19 Is it snowy today?
20 No, it isn't. It's …

21 Do you like broccoli?
22 No, I don't. Do you like bananas?
21 Yes, I do.

23 Do you like ice cream?
24 Yes, I do. Do you like peas?
23 No, I don't.

25 Do you like apples?
26 Yes, I do. Do you like pop corn?
25 Yes, I do.

27 Do you like pizza?
28 Yes, I do. Do you like orange juice?
27 Yes, I do.

29 Where's the pencil? *(holding the pencil and the*

book)

30 It's UNDER the book.

31 Where's the pencil? *(holding the pencil and the book)*

32 It's ON the book.

33 Can you touch your shoulders?

34 I can touch my shoulders.

35 Can you touch your knees?

36 I can touch my knees.

37 Can you touch your toes?

38 I can touch my toes.

39 Can you touch your nose?

40 I can touch my nose.

41 Can you touch your eyebrows?

42 I can touch my eyebrows.

Tips for teachers

These short dialogues can be used both at kindergarten and at primary school (1st or 2nd grade). They are designed so that in a large group of children each child can take part. Various structures are demonstrated so

that parents see what the children have learned during the year: meeting people, greeting people, introducing each other, asking and answering questions (*Is it...?* – questions with *be*; *Do you like ...?* – present simple questions and the use of the auxiliary *do*; *Can you ...?* – questions with modal verbs; and the special questions *What's the weather like* (talking about the weather) and *Where is ...* – practising prepositions).

How to organise it

Choose as many short dialogues as needed by the number of the children in the group. If there are fewer children in the group, each structure (*Is it..., Do you like..., Can you touch...*) will be repeated once or twice. The *Is it* and *Do you like* questions are supported by pictures (both children receive pictures, the answer depends on whether the child asking the question has the same picture as the child answering the question), while *Can you touch* – by pictures and by demonstrations (the child asking the question receives a picture with the part of the body and shows it after the answer is given and the child who answers the question demonstrates).

TWO HENS

Two kind hens
jumped over the fence
together with a cock with a clock.
But the fox found them
And… (the children give suggestions what happens next, which usually include the fox eating the hens or the cock or all of them).
No! They played a game together. Do you know which one? (The teacher introduces a game depending on the purposes of the lesson.)
The following times the rhyme is prolonged:
Two kind hens
jumped over the fence
together with a cock with a clock.
But the fox found them
And…
No! (or YES!) They played a game together. Do you know which one?
No! This time they played another game! (The teacher introduces the new game.)

Tips for teachers

This way of introducing various activities can be used both at kindergarten and at primary school.
The children gradually learn the short rhyme by heart and some of the groups start playing tag with it during the break.
Do not use it too often in order to avoid routine ☺

How to organise it

Use it as an introduction to other activities: various types of **language games** (it is important to practise English while having fun and not to play instead of studying English**!**), including ones with physical activities.

Total Physical Response (TPR) Activities

Stand up, please!
Raise your hands!
Move them left, move them right (3 times)!
Turn around!
Put your hands down!
Now sit down, please!

How to organise it

Children sit in a semi-circle. Demonstrate so that they move left or right (as the rhyme says – you might have to move to the opposite direction ☺).

Stand up, please!
Stretch your arms forward!
Put them up!
Jump!
Jump, clapping your hands!
Stop!
Hands down!
Stay still!
Sit down, please.

How to organise it

Children sit on chairs arranged in a semi-circle. The teacher demonstrates the commands and then the children act them out.

Go left, left, left. (walking left)
Go right, right, right. (walking right)
Jump one, two three.
Hop one, two three. (left leg)
Hop one, two three. (right leg)
Now stop!

How to organise it

Children stand up and form a circle together with the teacher. They do the actions together.
There is a cross-curricular link to Physical Education. By performing this activity children have some rest and time to restore their energy.

Put / Make / Draw a flower
Put / make / draw a tree
Blue sky and sun
Clouds and house
And green grass
Make the fence
And meet your friends

How to organise it

This listen-and-do activity links Arts and crafts to English language classes. You can choose between the three verbs depending on which ones the learners have come across. The text first appeared as part of an article[3] in 2013, where you can find other activities ☺

[3] Ilieva Zh. Change of activities and cross-curricular links in the kindergarten. In E-Newsletter Bulgarian English Teachers' Association, Selected Papers from the 22nd Annual International BETA-IATEFL conference, pp. 67-76, Issue 7, year II, 2013. https://www.beta-iatefl.org/wp-content/uploads/2013/10/Newsletter_September-October-2013.pdf

Raise your right hand
Touch your toes!
Raise your left hand
Touch your toes!
Stretch your hands
And touch your nose!

How to organise it

This activity can be performed either by sitting on chairs (less movement and noise and better discipline ☺) or standing up in a semi-circle. If we want the activity to be performed standing up, children will have to hear "*Stand up, please*" first.

Jump left
Jump right
Jump forwards
Jump backwards
Run, run, run
Run, run, run
Now stop
Breathe in
And sit down!

How to organise it

Children stand up and form a circle (the teacher is part of it). They move to the left or to the right together. This physical activity can be used as a link to Physical Education and as a rest and energy renewal.

Touch your knees
And touch your shoulders! x2
Touch the sky
And touch the ground! x2
Touch your knees
And touch your shoulders! x2
Now you jump
And turn around! x2
Touch your nose and clap your hands!

How to organise it

Children have to stand up first. They stretch as high as possible as if “touching the sky“.

1, 2, 3, jump with / like me!
Count to ten and try again!

How to organise it

Children stand up first. The activity is repeated at least one more time (after counting to 10 – cross-curricular links to Mathematics and Physical Education).

Stand up!
Turn around!
Once again! (turn around)
Step forward.
Step backward.
Stamp your feet.
Clap your hands.
Stand still.
Sit down.

How to organise it

Children stand up in front of their chairs. The teacher demonstrates the movements.

Hands forward!
Move your fingers!
Faster, please!
Stop!
Put your hands down!
Stamp your feet!
Faster!
Slower!
Stop, please!

How to organise it

This activity can be performed either by sitting on chairs or standing up in a semi-circle. If we want the activity to be performed standing up, children will have to hear "*Stand up, please*", first.

Notes

Zhivka Ilieva

A HANDBOOK WITH DRAMA AND TOTAL PHYSICAL RESPONSE ACTIVITIES FOR PRE-SCHOOL AND PRIMARY SCHOOL TEACHERS

Bulgarian, first edition

Editor: prof. Rumyana Balinova Todorova

Reviewers:
assoc. prof. Irina Nikolova Ivanova
assoc. prof. Ilka Lyubenova Birova

Proof Reader: Petranka Todorova Ivanova

Format: A5

Konstantin Preslavsky University Press, Shumen

2021

ISBN 978-619-201-520-6



Zhivka Ilieva is an associate professor at Dobrich College, Shumen University. She has a PhD in Methodology of English Language Teaching. She is a member and a former president of BETA (Bulgarian English Teachers' Association) and a recipient of FIPLV International Award for 2017. Her scientific interests are in the sphere of applied linguistics, language acquisition, teaching languages to young and very young learners and ESP. She presents at conferences dedicated to language teaching and teacher training in Bulgaria and abroad.