

# **EASY ENGLISH**

**Creative drama and theatre games for learning English**

**STATE INSTITUTE OF ENGLISH, KERALA**

(ELTI under Dept. of General Education, Kerala-  
Affiliated to EFL University, Hyderabad)  
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## MESSAGE

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games. It is in this context that the book “Easy English: Creative drama and games for learning English” published by State Institute of Kerala gains significance.

There are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process. When playing most games participants are almost forced into communicating with each other in order for the game to work. Teaching English through games gives a context for listening and meaningful language production, forcing the learners to use their language resources and thus enhancing their communication skills in English.

I take this opportunity to thank State Institute of English, Kerala for bringing out “Easy English: Creative drama and theatre games for Learning English”. I also wish that every teacher benefits the maximum out of this book and ensure enjoyable learning experience to the students.

Wish you all success.

**P.K.Abdul Rabb**

Minister for Education,  
Government of Kerala

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## INTRODUCTION

The revised text books in English prepared by SCERT provide ample scope for the teachers to use creative drama and theatre games in English classrooms. Drama is an art form that is a vital part of our heritage. Creative drama assists learning, understanding and memory through active engagement and experience. Drama can be integrated into language classrooms effectively to achieve communicative purposes by integrating the four basic language skills, vocabulary and grammar.

Teaching English through drama gives a context for listening and meaningful language production, forcing the learners to use their language resources and thus enhancing their linguistic abilities. It provides meaningful contexts for developing skills such as listening, speaking, reading, writing, grammar and vocabulary. It is very useful in teaching literary texts as it helps in analyzing plot, character and style. It involves learner more positively and actively in the text. There are many studies about using drama to learn English. Alan Maley and Alan Duff are classic sources for the benefits of using drama techniques; how it helps to learn new vocabulary, builds confidence, motivates the students and helps shift the focus from the teacher to the students (Maley, 1982). There are many reasons in favour of using drama activities and techniques in the language classroom. First of all it is entertaining and fun, and can provide motivation to learn. It can provide varied opportunities for different uses of language and because it engages feelings it can provide rich experience of language for the participants. It integrates language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities; and many of them require reading and writing, both as part of the input and the output. It integrates verbal and non verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning. It draws upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking. By fully contextualizing the language, it brings the classroom interaction to life through an intensive focus on meaning.

It is very important for the learners that you discuss the experience and performance carefully with them. Be constructive and inspiring in your remarks. Comment on positive aspects that the players can build on personally and as a group. Students need to feel they are in a process of development that you are carefully guiding.

Wish you all success.

**Dr. P.K.Jayaraj**

Director, State Institute of English, Kerala

## TO THE TEACHER

**Easy English: Creative drama and theatre games for learning English**, a material developed by State Institute of English, Kerala provides you a range of activities that you can adapt and use in your classrooms to promote English language proficiency of students. It contains a number of language games and creative drama activities for teaching English. You are free to modify the module to suit the needs and classroom contexts.

When teaching language games and drama we can expect:

- a fairly high level of conversational noise
- different groupings, with students standing, moving, sitting, and using space to express themselves
- different groups working at different paces towards different goals

As teachers, we are aware that the main aim of this module is to develop students' language skills – not to produce actors or actresses. For this reason, we need to carefully structure our lessons so that learners develop the basic skills of language and thereby attain fluency and accuracy in English.

### Goal

Students shed their inhibition in using English for varied purposes, like, inter-personal communication through various games and activities, critical thinking and creative expression through a rich and joyful exposure to creative resources like Drama, Visuals, Films, and Music.

### Outcome expectations

- Students develop informal contacts and relationships with one another and experience the joy of working together as a team.
- Students listen, think, imagine, create and express feelings and thoughts to varied kind of stimuli provided by visuals, films, music and games.
- Students recognize that a story can be “written” without paper and pencil, and can be presented orally, graphically and through performance.
- Students use their oral communication skills in English through creating and sharing ideas, descriptions, narratives etc as presentations.



- Students respond personally by expressing their memories, associations and feelings generated by visuals, films and music.
- Students enhance their expressive, communicative, and creative thinking skills through drawing, speaking, writing and acting.
- Students use movement and speech to engage in imaginative and authentic experiences.

It is more important for the children to have fun than to learn facts. If we do it right, they will learn through having fun. Our imagination must work twice as hard as the learners' in order to accept their point of view. If a learner makes a seemingly illogical choice- it is usually only because we cannot justify it in his or her own mind. We will be fair and flexible but do not hesitate to discipline a learner if it is warranted.

### **WHEN WORKING WITH CHILDREN...**

- We are here for our learners.
- We are teachers, not trained theatre professionals nor therapists. So we would keep away from controversial subjects. If a learner suggests inappropriate topics/ideas, we may suggest something else (without drawing attention to the change).
- We are trying to foster their imaginations, so nothing a learner suggests is "incorrect"-unless it is emotionally or physically harmful.
- We will never make a learner participate. All activities and games are voluntary. We don't want to stress out any learner. Observers tend to get just as much out of the experience as participants.
- We will try to find something to praise each learner about: willingness to participate, imagination, quick thinking, clarity of communication, etc.

To enrich the language acquisition teacher has to create an effective language atmosphere in the classroom. The following phrases and expressions may help you in effective communication with the learners:

## **Clarification Phrases**

### **Games Phrases**

I agree/I don't agree.

I'm next. You're next.

Who's next?

It's your turn.

How do you spell \_\_\_\_\_?

What does \_\_\_\_\_ mean?

I don't understand.

Please speak a bit slowly.

Please repeat.

Could you repeat that?

## **Polite Phrases**

Thank you.

You're welcome.

### **Leave Taking Phrases**

It was nice talking to you.

See you later.

See you soon.

See you tomorrow.

Have a nice day/weekend.

## **Assessment for learning**

Continuous assessment of each student is an important part of this programme. Initial assessment can be general. Interact with students and find out the skills and knowledge of students and the kind of support they need. Interaction includes asking questions, giving support, engaging in conversations with students etc. Praise students' efforts to understand your English.

## **Unit I**

### **Icebreakers**

*These games can be effective in many situations, providing a novel way to begin group activities and for people to begin to get to know each other.*

#### **Your name please**

Teacher goes to each student sitting in a circle and uses the following sentence forms to elicit their names. Teacher uses simple phrases for interaction.

- Your name, please... Thank you.
- May I know your name?
- What is your name?
- Your name.., aren't you...?
- Can you tell me your name?

## **Changing seats**

Sitting in a circle, everyone tells his/ her name.

Then one calls the name of other person and exchanges seats. He/ She calls the name of some other person and repeat the process.

In the next round one person can call two persons and asks them to exchange their seats. When they run to occupy seat, R.P tries to get a seat for himself/herself. One will remain without seat and he/she repeats the process.

## **Fruit bowl**

Students sit on chairs in a circle. Ask the question, 'Do you like Dosa?' Ask those who say 'yes' to stand up and swap their chairs. The question asked must be something true for the learners. Identify the one who doesn't get a chair and prompt him/her to ask the next question. Conduct it 4-5 rounds. Ensure that there is one fewer chair than participants.

After 4-5 rounds introduce the question type 'Can you swim?' Those whose answer is 'yes' change their chairs. In the next round, use the question, 'Have you ever...' (e.g. driven a taxi, worked in a restaurant, played Cricket, prepared a cup of tea, climbed a tree, gone for a movie..), and the question you ask must be something that is true for you. If you'd answer "yes" to the question, you must change chairs. The one who doesn't get a chair asks the next question.

## **Catch my name**

A fun way of learning names. The group stands in a circle and begins by throwing a medium-sized ball across the circle from one person to another. Make sure that people are ready to throw and ready to catch. Eye contact is important. Now, introduce yourself as you throw or bounce the ball across the circle – “Hi, I’m David”. Once everybody has had a go at that, continue the game but this time say the name of the person that you are throwing to – “Jessica to Ramesh”. The group should ensure that everybody receives the ball. One way of doing this is for everybody to hold one hand up until they have caught the ball or each person folds their arms when they have thrown it.

- As a variation, the catcher can call out the name of the thrower.

- Ask everybody to call out the name of the thrower.
- More balls can be added in so that it develops into a *Group juggle*.
- Don't make name games into an actual test – people are less likely to learn names if they feel pressurised. Keep it light and enjoyable.
- A useful adaptation for language learners – use word categories so that each person throwing the ball must say a word in the named category.

### **Name show**

Stand in a circle. Everyone must imagine that they are the host of a Game Show. One person at a time introduces himself proudly to the rest of the group with a “signature” by saying (or even singing) their name and making an action to go with it. Everybody else then copies the name and movement. When you have gone right round the circle you can develop the game a step further. One person starts off by making someone else's signature. That person must now choose another person in the group and make their signature, and so on.

### **Nutty names**

Going round a circle, people introduce themselves by adding a word beginning with the same letter as their first name, for example, “Peculiar Peter”, “Jumping Josephine”, “Naughty Najma” etc. They could also add an action.

- To help remember the names, you could pass a ball around the circle with each person saying the nutty name of the person they are throwing to.
- Or, you could go round twice and the second time they must say the name and do the action of the person on their left.
- Even the simplest name games do help you to remember names – it has been scientifically proven.

### **Good Morning Balls**

1. You have three different colored balls, (they should be very light weight, small balls).
2. Get the class to make a circle.
3. Then give three people a ball.

- Red Ball - Good Morning
  - Green Ball- How are you?
  - Blue Ball - Fine thank you and you?
4. The class members pass or gently throw the balls and the person who receives them says the meaning of the balls.

This is fun and gets the class going first thing in the morning.

### **Greetings**

Players mill around the space. On a given signal, they greet the next person they meet, then continue walking. The leader calls out a new way of greeting each time. Examples could be:

- Greet a long-lost friend
- Greet shyly
- Greet a famous person
- Greet someone you know a secret about
- Greet under water
- Greet someone on the ledge of a high mountain
- Greet as an Eskimo (rub noses)
- Greet as a Martian (make it up)

### **Good morning**

You need a large, open play area. Divide your class into two groups. Have the two groups line up in single file facing each other, five to six meters apart. Call out two related characters, for example:

1. cat and dog.
2. pirate and his mate
3. police officer and known thief
4. principal and student
5. skeleton and ghost
- 6.
- 7.
- 8.

The first student in each line should approach each other as the characters you have nominated, say 'good morning' (again in character), and join the end of the opposite line. Call out different characters for the next pair of students.

## **Assessment**

(For teachers)

- How would you plan group activities to ensure that students of different abilities participate equally, and everyone has an opportunity to express themselves?
- How important is it to make students talk about personal things? How is this expected to help develop their verbal skills in the classroom?

## **Unit-2**

### **Warmers**

Involving students from the first minute of a class can be a challenge. An effective warm up activity is one of the ways to engage learners. Using warmers are a great way to start off a lesson and get an idea about what kind of mood your students are in.

A warm up activity is a short, fun game which a teacher or trainer can use with students. The purpose of a warm up is to:

- encourage the students
- wake them up – first thing in the morning and after lunch people are often a little sleepy
- prepare them to learn by stimulating their minds and/or their bodies.

Warm up activities are essential teaching techniques for good teacher and trainers.

## **"Simon Says"**

"Simon Says" is a popular game. In the traditional way it's really easy.

1. You say a command. (E.g. Touch your nose, run, open your books etc.)
2. The kids must \*not\* do it.
3. But if you say "Simon says ..." plus the command they must do it!

It's really simple and lots of fun.

You might even change it to "P.K.Jayaraj says..." or your name +says if you like.

### **Look at your hands**

**Focus:** Develop the vocabulary related with body parts and controls one's body parts according to instructions.

Ask everyone to stand in double line, one line standing behind the other one. You begin examining hands. Ask students to listen to you and look closely what you do.

- Hold your two hands up and look at them.
- Use one finger to trace the lines and the shape of your other hand
- Look at your fingers. How many fingers do you have? Wriggle your fingers.
- Look at your fist. Open and close your fists.
- Hold your right wrist with your left fist. Hold it tightly.
- Then hold the other wrist.
- Touch your head with your finger. Place your fist on your head. Place both fists on your head.
- Place your fingers on your eyes. What do you feel?
- Cover your ears with your fingers. What do you feel now? Can you hear me?
- Show me your nose. Measure it with your finger. How long is it?
- Where are your feet? Feel your feet on the floor. Stamp your feet on the floor, 1, 2; 1,2,3; 1,2,3,4.



- Now close your eyes. Where are your hands? Feel your hands. Feel the air around your hands. Rub your hands together, feel the warmth. Place them over your eyes, feel the warmth. Feel your hands over your eyes, feel your feet on the floor. Let your hands down, let your arms hang. Feel your arms, shoulders, neck.
- Open your eyes.

### **Two truths, one lie**

Highly recommended for getting to know each other in a new group. Tell your partner three things about yourself – two of which are true and one of which is a lie. Now introduce your partner to the rest of the group and see if they can guess which was the lie. Alternatively, tell your partner three true things about yourself and then swap over. Now the whole group makes a circle. Each partner introduces their friend to the group – they tell the group two of the true things and make up one lie about their partner.

### **Name poems**

Students sit in a Circle on the floor. Teacher models telling his/her name breaking into syllables along with a clap for each syllable.

Eg. Ba- Bu (2 claps)

Then invite the students to say their name (as modeled by the teacher) accompanied by claps.

Distribute a sheet and colour sketch pens to each student. Ask them to write the letters of his/her name vertically. Then tell them to write a word that tells something about themselves but beginning with each letter. (Big letters/each letter in different colour) Have each student use the letters in his or her name to create an acrostic poem. Tell students they must include words that tell something about themselves-for example, something they like to do or a personality or physical trait. For example, BALU could write

B-Bright

A-Alert

L- Loving

U-Understanding

Invite students to share their poems with the class

This activity is a fun one that enables the teacher to learn how the students view themselves. Help students to find out words for their names.

## **"I Am" Bio-Poem**

Tell participants they will create an "I Am" bio-poem. They should not write their names on this poem. Write questions on the board to help them brainstorm ideas for their bio-poem. Prompts might include:

What are three adjectives that describe you?

What are the names of your family members?

What are three things you like and the three things you dislike?

What makes you happy and what makes you sad?

What places do you want to visit?

Ask them to share or compare their answers to the questions to five friends. Next, exhibit the pattern for a bio-poem. With the participants, brainstorm a list of adjectives that describe people and that can be used with the verb to be. Remember the participants to think about adjectives that were used earlier.

Examples of Personality Adjectives

Clean, messy, happy, sad, grumpy, rude, and smart

Hungry, young, old, funny, friendly, polite, selfish

Let them write their bio-poems. (Distribute the pattern of bio-poem as a worksheet).

### **My bio-poem**

#### **Worksheet--1**

Line 1: I am \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

(Write four traits that describe you. For example: kind, honest, playful, or serious.)

Line 2: I like \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

(Write three things, people, ideas, or places that you like.)

Line 3: I feel \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

(Write three emotions.)

Line 4: I am afraid of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

(Write three things you are afraid of.)

(Refrain line 1)

Line 5: I want to see \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

(Write three things or places you would like to see.)

Line 6: I live in \_\_\_\_\_.

(Write the place you live.)

Line 7: I am \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

(Repeat the four traits that describe you. For example: kind, honest, playful, or serious.)

Line 8: I am \_\_\_\_\_.

(Refrain line 1).

Collect the bio-poems and then re-distribute them to each participant, making sure that they do not receive their own poems.

Have them read the poems. Tell them to go around the room to look for the person the poem describes by using the prompts above, without showing him/her the bio-poem but using question forms like, 'Do you', or 'Are you?'. Once participants find their partners, have them make *presentations* about their partner, practicing to be. (For example: "This is Jane. She is kind, honest, and playful.")

To wind up this activity, have them take turns telling the facilitator one thing they learned about someone else today. Can they sing the poem by tuning it?

## **What do you mean?**

One person thinks of an object (person, place, or thing). Everyone takes turns asking yes/no questions until someone can guess correctly (or until 20 questions are asked). The difficult part is that you cannot ask "wh" questions! *Example:* PINEAPPLE. Does it talk? No. Does it make life easier? No. Do you eat it? Yes. Is it something you would eat for dinner? No. Etc... If someone makes a mistake in forming the question, other club members can help turn it into a proper question.

## **Star of my life**

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This activity is great for allowing teachers and students to get to know each other quickly.

- Draw a four, six or eight-points star on the board depending on how much you want your students to know about you.
- On each point of the star write something that is important for you, such as a date, name, number, likes/dislikes, etc. For example, 2+1 (I have two brothers and one sister), Munnar (my dream holiday) and so on.
- Write these words down but don't tell the students why they are there. The students have to ask you questions and try to guess the meaning of what you have written. You can give points for those who guess correctly or set a time limit to make it more interesting.
- When you have finished, put your students into pairs and ask them to do the same. In every pair, one will speak about his/her partner taking cues from the other's star.

### **Assessment**

- Did all the students participate actively in the activities?
- Did you notice any problem that the students face in listening and speaking?
- As a teacher, how would you address this?
- Which activity took longer to perform, and why?

### **Unit-3**

#### **Mime and movement**

Drama games in this unit intend to promote movement, performance and speaking skills of learners. Students develop expressive, communicative and creative thinking skills through miming, movement, acting and speaking.

#### **Baton relay**

In two groups and name them. Ask them to select a captain for each team. The groups stand facing each other and there is a stool in the middle. Pass the baton as a relay for familiarising themselves with the expected task. Fix the sides to begin the game. When the game begins, one from each group (with the baton) rushes to the stool, strikes on it, return to his/her position, hand over the baton to next one and stand at the back of his/her row. The next one continues the same. Which group complete first?

Music

Materials

Baton relay

Batons

### **Fruit Salad**

This is a game for helping students to improve their listening skills (such as following directions) and negotiating physical space. Arrange chairs in a circle (equal number of chairs and players) and assign each participant the name of a fruit: apple, grape, mango or banana. Make sure they understand who they are ("will all the apples raise their hands? all the mangos etc.) Call out one of the fruits: "Apple!" All the 'apples' must find a new seat. Repeat with a different fruit. When the participants have the hang of the game, call out "fruit salad!" which means every single player must find a new seat. Keep the students on their toes by surprising the players with different patterns each time fruits are called out.

### **Eating lemons**

This activity involves physical storytelling through mime.

Make the group stand in a circle. Explain what you are about to do and what should happen next:

You mime eating a lemon for about five seconds, ensuring you add detail like cutting it open, smelling it, tentatively taking a taste before biting down and reacting to the sour shock.

Someone asks "What are you doing?". Tell them a different action, which they must do in the centre of the circle as you rejoin the circle.

Encourage detailed mimes which tell a story, giving at least 5-7 seconds to establish it before someone asks "What are you doing?" Try to avoid mimes like "going for a run" which are too simple, opting instead for "running for the bus", which has more of a story.

Ask the group not to plan what action they're going to suggest to the next person. Try to be impulsive, to say the first thing that comes to mind when asked the question. This will keep the game fresh, more spontaneous and creative.

**Well done...**

Ask the students to collect any two low-cost/zero cost and harmless objects. Place the objects inside the circle drawn on the floor.

The students sit on the floor in an inward circle. Teacher/R.P takes an object and mime an action using the object as something different. For example, a stick could be an umbrella, a piece of rope becomes a bridge across the river and a toothbrush could be a sword. Invite the students to choose any object and transform it. Others may name the *transformed* object. The students try to guess what the object is being used as... If one answers correctly, R.P in the centre says 'well done'. If the answer is incorrect, R.P responds with 'Good Try'.

R.P asks a student to move into the centre to mime an action using another object as something different. The other students try in turn to guess what the object is being used as... If one answers correctly, the child in the centre says 'well done'. He/She then uses another object in a different way. If the answer is incorrect, the student in the centre responds with 'Good Try'.

After several turns, place a single object and proceed.

Music: Music and activity/Objects

### **Read & Mime**

Display on the board a list of sentences that express actions which could be mimed. Distribute the list of sentences to the participants. Invite them to take turns to mime any sentence on the list. Encourage the tutors watching the mime to try to identify what is being mimed and then scan the list to find which sentence is referred to.

1. A man is walking.
2. A woman is swimming.
3. A boy is playing football.
4. A girl finds some money on the ground.
5. A waiter was carrying many plates of food on both arms when he fell over a child.
6. An old man was reading a book when he heard his mobile phone and he looked for it in his pocket.
7. A young woman was walking along the road when she saw a friend on the opposite pavement.
8. A man was walking on the road, suddenly heard the barking of a dog and ran. While running he slipped and fell down.
9. A young woman was trying to calm the crying baby in her hands but she failed and placed the

baby on the floor.

10. A woman was trying to pluck a mango with a stick and the mango fell on her head.

11. A girl was running after a calf, caught it and tied the calf to a tree.

## **Tsunami**

Ask the students/teachers to stand near the four walls of the classroom. Draw 8-10 islands in the floor, of different shapes and size, and in different colours. Tell them that these are islands and remaining space is ocean/sea. Ask them,

Where will you stand, in the sea or in the land? Why?

Which island will you choose?

Tell the students to spread in different islands and then ask them,

What will happen to the islands if tsunami comes?

What will you do if tsunami comes?

R.P tells them that he/she is the tsunami, begins its journey from one end of the room, circles the islands and washes away an island (Music). All the students in the islands move to another island. Then another tsunami begins from another corner and washes away another island. In each round, the islands are washed away one by one. Finally all students are packed into a single island.

Music: Music and activity/Walk Tsunami

## **Scribbling on my back**

Pin a slip to each one's back using safety pin. Give one A4 sheet and a pen to each one. When the whistle goes, they can move and copy as many words/phrases/sentences written in the slips. Play soft music or rhymes in the background, changing the music in fixed intervals. After playing 6-7 music pieces, ask them to circulate the sheets of papers and count the words/phrases written. Get the papers to its owners. Who has written more? Ask them to read it aloud so that others put tick in their sheets too. Include the names of animals, birds, funny places, funny names, rhyming pairs, catch phrases, proverbs and simple tongue twisters. Write their name on the top of the sheet of paper and keep it in their portfolio.

Rhymes: Rhymes



## **Unit-4**

### **Tones and tunes**

Creative drama games in this unit intend to promote stress, tone, pause and rhythm of students. The games provide authentic contexts for developing stress, intonation, rhythm and pitch of students' articulation.

#### **Counting game**

Participants stand in a circle. They are divided into two rows. They start counting from 1 onwards. But the idea of the game is to count by increasing the amplitude person by person. One group begins and the other observes and provides feedback to the first group. Then the second group begins counting. After two rounds they have to count in the decreasing order of amplitude.

#### **This is a tick**

Students sit in a circle. The leader picks up an object, a pencil for example, and while passing it to the person at his right, he will say "This is a tick " The person will ask, "A What?" The answer is "A tick",

and again the person will ask "A what?" and the instructor will again answer "A tick." The person will answer "Oh, a tick." The person then turns to her right and the process continues; "This is a tick", "A what?" "A tick" "A what?" "A tickle". "Oh, a tick!"

Practice this once so everyone can follow the pattern. Then start again, this time continually adding in objects so each person is carrying on two conversations at once. One person will say to the person on his right, "This is a tick", then turning to his left he'll ask "A what?" and continues, passing on the next object. Try to get the objects clear around the circle.

### **Intonation Fun**

#### **Level: Medium**

Use this activity to underline the importance of intonation when your students, as they often do, talk like robots. Basically, get them to say the words in quotation marks in the contexts that follow.

'Hello'

to a friend

to a friend you haven't seen for 3 years

to a neighbor that you don't like

to a 6 month old baby

to someone you have just found doing something they shouldn't

to someone on the phone when you're not sure if they are still on the other end

'Goodbye'

to a member of your family as they are going through the boarding gate at the airport

to someone who has been annoying you

to a child starting his very first day at school

'How are you?'

to someone you haven't seen for 20 years

to someone who has recently lost a member of the family

to someone who didn't sleep in their own bed last night

'What have you done?'

to someone who claims to have fixed your television only that now it's worse than before  
to someone who is scolding you for not doing anything when you suspect the same about them.  
To someone who has just done something very bad and which has serious consequences

### **Lost in the fog**

Clear an area of floor space in the room and place a number of small objects or pieces of card here and there, representing hazardous rocks and shallows in an imaginary sea.

Ask each learner to choose a partner. One person in each pair should be the ship's pilot, the other should be the coastguard. Invite a number of pairs (3-4 at a time) to play. The ship's pilots must keep their eyes shut, simulating the problem of being in thick fog without radar. The coastguards must talk to the pilots by 'radio' and attempt to guide them safely through the hazards and into the 'harbour'.

The following phrases, which may be written on the board, will prove useful:

Go forward.

Stop.

Turn left/right.

Straight on

A bit further

Careful.

How many pairs reach the harbour without any accident?

### **SONG PUZZLE**

**Level:** Medium to Difficult

I really like this activity because it is easy and fun. Students will say English is music to my ears!

For this exercise you will need the lyrics of a song in English. You will need several copies, one for each student. Cut the lines of the song. The students will try to put the song in order. You will play the song as many times as necessary. The student who finishes first is the winner.

The following song can be used for listening

**"Tom's Diner"**

I am sitting  
In the morning  
At the diner  
On the corner

I am waiting  
At the counter  
For the man  
To pour the coffee

And he fills it  
Only halfway  
And before  
I even argue

He is looking  
Out the window  
At somebody  
Coming in

"It is always  
Nice to see you"  
Says the man  
Behind the counter

To the woman  
Who has come in  
She is shaking  
Her umbrella

And I look  
The other way  
As they are kissing  
Their hellos

I'm pretending

Not to see them  
Instead  
I pour the milk

I open  
Up the paper  
There's a story  
Of an actor

Who had died  
While he was drinking  
It was no one  
I had heard of

And I'm turning  
To the horoscope  
And looking  
For the funnies

When I'm feeling  
Someone watching me  
And so  
I raise my head

There's a woman  
On the outside  
Looking inside  
Does she see me?

No she does not  
Really see me  
Cause she sees  
Her own reflection

And I'm trying  
Not to notice  
That she's hitching  
Up her skirt

And while she's

Straightening her stockings  
Her hair  
Has gotten wet

Oh, this rain  
It will continue  
Through the morning  
As I'm listening

To the bells  
Of the cathedral  
I am thinking  
Of your voice...

And of the midnight picnic  
Once upon a time  
Before the rain began...

I finish up my coffee  
It's time to catch the train

## **Unit-5**

### **TELLING TALES**

This unit provides ample opportunities for developing the story telling skills of the learners. The games in this unit facilitate speaking and writing. Children develop their ability to construct narratives, descriptions and stories. They also develop skills to organize ideas sequentially and narrate stories and anecdotes in a coherent and interesting manner.

#### **Can You Guess?**

Everyone sits in a circle, and one person thinks of an object. It must be a concrete thing. He cannot tell anybody what he is thinking which might, for example, be an *air conditioner* but he can give one hint, like, "I wish I had one in my bedroom." SDS in the circle must ask questions, and the answers can only be yes or no.

Sample questions might be,

"Is it round?"

"Is it heavy?"

"Is it made of metal?"

"Can you carry it?"

"Does it sit on the floor?"

"Can you hear it?"

"Can you see it in the dark?"

"Can you hear it breathing?"

"Does it hang on the wall?"

"Does it run on electricity?"

"Does it make the room cooler?"

You can have lots of variations on this game :

"I am thinking of something that smells good," (*like a jasmin flower.*)

.

Can you guess what it is?

"Is it something we eat?"

"Can we suck it?"

"Can we cook it?"

"Is something natural?"

"Is it a manufactured product?"

"Is it a flower?"

"Is it white in color?"

"Do we use it in religious ceremonies?"

"If we did not have it we would die quickly," (for example, light).

"Does it go into our stomach?"

"Do we breathe it through our noses?"

"Is it something that we drink?"

"Does it come from the sun?"

**"I am thinking of something that women use," (like lipstick).**

"Can you guess what it is?"

"Is it something they wear?"

"Is it something that smells good?"

"Do they use it in the kitchen?"

“Is it a hair product?”  
“Do they use it on their eyelids?”  
“Do they wear them on their feet?”  
“Is it something for their ears?”  
“Is it a cosmetic product?”  
“Is it a whitening product?”  
“Do they rub it into their skin?”  
“Is it something for the lips?”  
“I am thinking of something in this class room,” (like the whiteboard).  
“Can you guess what it is?”  
“Is it something everyone can see?”  
“Is it something everyone can touch?”  
“Can we see through it?”  
“Is it smooth?”  
“Is it hard?”  
“Does it rotate in circles?”  
“Is it on the ceiling?”  
“Is it on the floor?”  
“Can we project a picture onto it?”  
“Does the teacher write on it?”  
“Is it on the wall?”  
“I am thinking of something that we play,” (like volleyball).  
“Is it a card game?”  
“Is it a guessing game?”  
“Is it a children’s game?”  
“Is a sport?”  
“Is there a ball?”  
“Do they hit it over a net?”

### **Whisper in my Ear**

There are several tasks that can use *whispering something in someone’s ear* as a curious starting point. In the first one, for example, put about fifteen SDS in a circle, and whisper a full sentence



into the ear of the first SD, who, will whisper it to the next SD and so on, all the way around the circle until we get to the last SD at the end of the round, who must repeat what he/she heard the second-to last speaker whisper. A sample sentence might be,

*"When in Rome do as the Romans do."*

As often as not, what comes out at the other end bears little resemblance to the original sentence. Another example to try might be

*"He drank all night with another woman and didn't come home until after dawn."*

Sometimes the story changes altogether. Yet another example might be,

*"He really, really loves her a lot but lately he has been writing to another girl."*

Another activity to do is let the SDS use their imagination to think up some short stories to repeat.

For example, a *nasty piece of untrue gossip* would often make the best sort of unique narrative to whisper from ear to ear so that the whisperers will get the words all mixed-up and change the plot of the story. Don't say anything that will cause harm.

### **Once upon a time**

Divide the students into small groups. Each group will sit in a circle. One student from each group will start a story (imaginary) by saying the first sentence. For example – "Once upon a time, in a faraway land, there lived an absent-minded, old-fashioned man". The next student will add another sentence – "This man was a very irritable but hard-working person...." Each student will add a sentence each to the previous one, till some logical end is reached. Students must use their imagination to make the story as interesting/amusing as possible, using as many adjectives, compound adjectives and descriptions as is feasible.

### **Need clues?**

Put the students all in a big circle. The first student starts off a story by saying a sentence such as, "There once was a pretty young girl." Then, the first student tells the next person to his/her right a word, like "castle" with which the second student must make up a new sentence to keep the story going. The following example will help to illustrate : *sentence word*

Complete the story by saying a word we can use to complete the next sentence.

There once was a pretty young girl. *Castle*

Who had always dreamed of living in a castle. *Poor*

The problem was that her family was very poor. *Boring*

Life in their town was very boring and uneventful. *Festival*

Once a year however there was a summer festival. *Prince*

It would be more fun for the students if they made up their own sheets and word suggestions following the interests of that particular group of people.

### **Ask and imagine the story**

This is a story-telling activity which involves the whole class.

Memorise this story as well as you can:

Long, long ago in a village there lived a fool called Ramu. One day Ramu won 3,00,000 rupees in a lottery. He was very happy so he went to find a place to store the money. He found a great place – the ground! He buried the money in the ground but he was afraid that someone would steal his money. So he thought up a plan. He found a piece of paper, wrote on it and fixed it to the ground. It said ‘3,00,000 rupees is not buried here’. Ramu had a neighbour called Sonu. Sonu knew that Ramu had this money and he wanted to steal it. He found the note and dug up the money. When he had finished he found a piece of paper, wrote on it and fixed it to the ground. It said ‘Sonu didn’t steal 3,00,000 rupees’.

### **Procedure**

- Say ‘I’m going to tell you a very short tale about a foolish neighbour called Ramu who got 3,00,000 rupees. Before I tell it, you have one minute to find out as much as you can about the story. Ask me, I am Ramu. One minute starting... now!’ As Ramu (you might alter your posture and voice) give spontaneous brief answers to students’ questions, without giving away the whole story.
- After the one minute, ask students to tell the story they imagine based on your answers before they listen to the story.
- Say ‘Now listen to me tell the story and see how similar or different it is to what you imagined’. This focuses students and they listen very closely. Tell the story in your own words as narrator (not as Ramu).

- Say 'Now talk about the similarities and differences'.
- Say 'Stand up facing a partner. In each pair one of you is Sonu and the other is another neighbour. Find out as much as you can from Sonu about what happened and how he got the 3,00,000 rupees starting... now!'
- Allow one pair to show the class their role play if they wish.

### **Follow-up**

Ask students if the story reminds them of another short story they know. The students who have a story to tell get into small groups with students who don't. Before they tell the story, ask them to say 'I'm going to tell you a very short tale about a... who...' and follow the same procedure you have modelled above. This student storytelling procedure can become a regular classroom activity with different students telling a story each week.

### **Community drawing**

Arrange a big chart on the board and markers of different colours. Leader can begin with drawing any shape in the chart and invites one learner to draw any a line, shape or object in the chart. Then invite the next one. Remember them to connect with what is already drawn. Leader can intervene and draw any missing line, shape or object. Ensure that every one contributes to the drawing. After drawing, ask the group to sit as audience and to suggest final touches to improve the picture. Shall we ask them to suggest a title to the picture they drew? Let the groups describe the picture.

Music: Community drawing (relax)

## **Unit-6**

### **Reader's theatre**

What is reader's theatre? It is a way to involve students in reading aloud. In reader's theatre, students "perform" by reading scripts created from grade-level books or stories. Usually they do so without costumes or props. Reader's theater is a strategy that combines reading practice and performing. Its goal is to enhance students' reading skills and confidence by having them practice reading with a purpose. Reader's theater gives students a real reason to read aloud. Readers Theatre is a rehearsed presentation of text that is read aloud expressively and dramatically for an audience (Flynn, 2004; Kinniburgh & Shaw, 2007; Young & Vardell, 1993). Readers Theatre performances differ from conventional plays in several ways. In contrast with traditional stage plays, Readers Theatre performances do not require sets, costumes and props, although these elements can be included if desired (Coker & White, 1982). Another key difference is that the performers read their parts from scripts rather than memorizing them. In addition to published Readers Theatre scripts, poems, stories and nonfiction texts may all be adapted for use in Readers Theatre.

## How to use Reader's Theater

1. Choose a story that can be divided into parts (such as characters)
2. Assign reading parts to each child.
3. Ask students to read their scripts orally for practice.
4. Have students read assigned parts to the audience.
5. Use easier scripts with fewer words for younger or struggling readers.
6. Write the script (or the student's part of the script) with print that is easy to read i.e. larger or in preferred font.
7. Give the student their part in advance. Encourage them to practice at home with their parents.
8. Have students read parts together.
9. Allow advanced students to write parts of the script.
10. When assigning roles, be sensitive to students' individual needs. Assign roles accordingly; provide extra, individual practice if needed

## Reader's Theatre texts for expressive reading

- 1) Watch the reader's theatre performance Old McDonald's Noisy Farm at [http://www.youtube.com/watch?v=nPWTS6I\\_UvQ](http://www.youtube.com/watch?v=nPWTS6I_UvQ)
- 2) Also watch the reader's theatre performance "The Stinky Tofu Man" at <https://www.youtube.com/watch?v=P6X6M-THp2I>. The Stinky Tofu Man is an adaptation of the story The Stinky Cheese Man from the book The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka.
- 3) **Also please watch** The Chamber Readers -- The Legend of Lightning Larry, by Aaron Shepard (Reader's Theater) at <http://www.youtube.com/watch?v=1uwHp4IrbxA>



## **Catty and her friends**

### *Characters*

Narrator-1:

Narrator-2:

Narrator-3:

Narrator-4:

Catty:

Hen-1, Hen-2, Hen-3:

Dog:

Duck-1, Duck-2, Duck-3:

*Narrator-1: Today Catty has been busy all day. Now she is tired.*

*Narrator-2: She sees a hen house. She hears the hens clucking inside. She knocks at the door and goes in.*

Hens: Good evening, Catty.

Catty: Good evening, hens. May I sleep here tonight?

Hens: Yes, of course, please come in.

*Narrator-3: Catty is off to sleep. But the hens are chatting away.*

Catty: Can't you keep quiet? I am trying to sleep!

Hens: This is our house, Catty. If you don't like it, you can go out, Catty.

*Narrator-3: Catty jumps up and walks out. It is so dark outside. Where shall she go?*

*Narrator-4: Catty is more tired. Suddenly a black dog barks loudly at her. Frightened Catty stands up on her four legs.*

Dog: Don't worry, I won't hurt you. I thought you are after my bone.

*Narrator-1: The dog invites Catty into her kennel. She is tired. She can't walk.*

Catty: May I sleep here tonight?

Dog: Yes, of course.

*Narrator-2: Catty is off to sleep. But the dog chews and crunches and sucks the bone so loudly that she can't sleep.*

Catty: Can't you keep quiet? I am trying to sleep here!.

Dog: This is my house, Catty. If you don't like it, you can go out, Catty.

*Narrator-3: Catty jumps up and walks out. To find a better place to sleep. Where shall she go?*

*Narrator-4: Catty is more tired. Suddenly something runs through her feet. Frightened Catty runs to a door and slams. The door opens,*

*Ducks: quack, quack.*

*Catty: May I sleep here tonight?*

*Ducks: Yes, of course, quack, quack.*

*Narrator-1: Catty is off to sleep. But the ducks quacks, quacks and quacks so loudly that she can't sleep.*

*Catty: Can't you keep quiet?. I am trying to sleep here!.*

*Ducks: This is our house, Catty. If you don't like it, you can go out.*

*Narrator-2: Catty jumps up and walks out. To find a better place to sleep. Where shall she go?*

*Narrator-3: At last she is back at the hen's house. She is tired.*

*Catty: Please, May I come inside?*

*Narrator-4: She opens the door. May be the hens are fast asleep?*

*Narrator-1: And then she rubs her tired eyes. All the animals she knows are there!*

*Narrator-2: Like so many friends. All happy.*

*Catty: May I join you, please?*

*Hens: Come in Catty, oh how wet you are!*

*Dog: Come in Catty, oh how wet you are!*

*Ducks: Come in Catty, oh how wet you are!*

*(Every one together): Come in, come in.*

*Narrators: Catty is sleepy and happy. She goes to her friends and sleeps with them. How happy she is!.*



### Who is the king?

Characters (5)	Narrator 1	Narrator 2	Whale
	Elephant	Rabbit	

---

N 1: A big whale lived in the water. He was a very big whale. "I am the biggest whale in the water. I am the biggest whale in the world. I am king of all the world!" , he said.

N 2: One day the whale looked out of the water. He saw a big elephant. The whale looked at the elephant. He looked at the elephant's big head. He looked at the elephant's big feet.

Whale: Who are you?

Elephant: I am the biggest elephant in the world. I am the king of the world!

Whale: No, no! You are not the king of the world. I am the king of the world!

N 1: A little rabbit lived in the woods. He heard what the whale said. He also heard what the elephant said.

Rabbit: The elephant is the king of all the world? The whale is the king of all the world? I will find out who is king of the world.

N 2 : He ran to the water with a big rope.

Rabbit: Will you help me? My cow fell into the mud. I cannot pull her out.

N 2: He called to the whale. The whale said:

Whale: I am the biggest whale in the world. I am the king of the world! I can pull your cow out of the mud.

N 2: The little rabbit said:

Rabbit: Come here . . . I will tie one end of the rope to your tail. I will tie the other end of the rope to my cow. You pull the rope when you hear my drum.

Na 1: Away ran the little rabbit to get his drum.

N 2: The little rabbit ran to the elephant.

Rabbit: Will you help me? My cow fell into the mud. I cannot pull her out.  
Elephant: I am the biggest elephant in the world. I am the king of the world! I can pull your cow out of the mud.

Rabbit: I will tie one end of the rope to your head. I will tie the other end of the rope to my cow. You pull the rope when you hear my drum.

N1: Away ran the rabbit.

N 2: The elephant heard the drum: he pulled and pulled the rope.

N 1: The whale heard the drum. He pulled and pulled the rope.

N 2: The whale put his tail down into the water. He pulled and pulled.

Nr 1: The elephant put his head down. He pulled and pulled.

Whale: What a big cow!

N2: Said the whale. He pulled and pulled.

Elephant: What a big cow!

N1: said the elephant. He pulled and pulled.

Narrator 2: The big rope broke. Over fell the elephant on some little trees. Down went the whale into the water

.

Narrator 1: The little rabbit ran away. He did not find out who was the king of the world. Do you know?

## **Three Kittens**

**Characters: Narrator, Mother cat, White kitten, Black kitten, Brown kitten, rat, frog, and fish**

Narrator 1: Welcome to reader's theatre. We are going to present the story 'Three Kittens'. I'm narrator 1, we have with us narrator2, mother cat, White kitten, Black kitten, Brown kitten, rat, frog and fish (When the characters are introduced they make the sound of the animal. For example, cats mew, rats squeak, frogs croak and they can do any imaginary sound for the fish)

Narrator2: Once a mother cat and three kittens lived in a small house. One was black, one white and the other brown.

Narrator 1: One day the kittens were sitting with the mother.

Mother Cat: Mew....Mew..... I am going to sleep. Kittens don't go away.

Kittens: Ok Mom

Narrator: They saw a rat.

Kittens: A grey rat

White Kitten: Come, let's catch it

Mother Cat: (sleeping) rrrrr

Black kitten: shh.... Mom is sleeping. Don't make noise

Brown Kitten: Come, let's follow it.

Rat: I can run fast. Catch me if you can.

Black Kitten: look, the rat is on the drum. Will it jump into the drum?

White Kitten: If it jumps, what will we do?

Brown Kitten: What is inside the drum?

Black Kitten: who knows?

Kittens: Shall we jump into the drum?

Narrator: The kittens jumped into the drum. It was full of wheat flour

White Kitten: Look, you are white

Black Kitten: You too.

Brown kitten: We are all white

Narrator1: The three kittens looked at one another.

Narrator 2: Then they found a frog. It was green.

Frog: I'm a frog. I'm green. Croak...croak...

White Kitten: Look, a frog. It's green

Black Kitten: It's big too

Brown Kitten: It's hopping away

Kittens: Catch it.

Frog: I can hop fast. Catch me if you can.

Narrator: The frog jumped into a bucket full of black paint. The kittens jumped after him.

White Kitten: You are black

Black Kitten: You too

Brown Kitten: Ha...ha...ha... we all are black now

Narrator: The kittens looked at one another.

Narrator 2: Then they saw a red fish.

Fish: I'm a fish... I'm red.

Black kitten: A red fish

White kitten: A fat red fish

Brown Kitten: Catch it. Hurry up

Fish: I can swim fast. Catch me if you can!

Narrator: One, two, three.....the kittens jumped into the pond

Kittens: We lost the grey rat. We lost the green frog. We lost the red fish too... but we had a nice bath

Narrator: The three kittens came out of the pond.

Brown Kitten: Look, we got our colours back

White Kitten: Oh yes, I am white again

Black Kitten: Look, I am black again

Kittens: Ha...ha...ha

Narrator: The kittens had lots of fun.

## **The Magic Ring**

**Characters: Narrator1, narrator2, Father, Abin, fish, dogs, crane, deer, lion and Mother**

Narrator 1: Welcome to reader's theatre. We are going to present the story 'The Magic Ring'. I'm narrator 1, we have with us narrator2, Father, Abin, fish, dogs, crane, deer, lion and Mother (When the characters are introduced they make the sound of the animal. For example, dogs bark, lion roar and so on)

Narrator2: One morning Abin went to the seashore with his father.

Father: Abin, sit here. I will be back soon

Narrator1: Abin's father sailed away in a small boat for fishing. Abin sat on the shore waiting his father. Hours passed.

Abin: When will my father come back?

Narrator2: Abin looked at the blue sea and he saw a small boat.

Abin: It's my father's boat.(Abin jumped with joy)

Narrator1: The boat came ashore and there was a big fish in the boat.

Abin: What a huge fish! How beautiful!

Narrator 2: Abin's father walked away. Abin looked at the fish. The fish looked helplessly at Abin. It was gasping for breath.

Abin: Poor fish. It will die soon

Narrator1: Abin felt sad. He let the fish into the sea. The fish happily glided through the waves. Father came back with the basket.

Father: Where is the fish?

Abin: I let it go

Father: What? Are you crazy?

Abin: Please father...

Narrator2: Father was angry and shouted at Abin.

Father: Get out of my sight.

Abin: What shall I do now?

Narrator1: Suddenly Abin heard a voice from the sea.

Fish: Thank you for saving my life.

Abin: Who's that?

Narrator2: Abin looked around. He couldn't believe his eyes. It was the fish.

Fish: Dear boy, I'll never forget your kindness. Take this. This is a magic ring. Rub it see what it can do. Use this only when you are in need.

Narrator1: The fish opened its mouth. There was a beautiful ring in its mouth. Abin took the ring. He walked aimlessly. Suddenly a deer dared in front of him. A pack of wild dogs were chasing it.

Dogs (chorus): bow...bow...run fast. Let's catch the deer.

Deer: Oh!... save me....save me...dogs will kill me.

Abin: How can I save the deer? Will my magic ring work?

Narrator2: Abin rubbed the ring softly and said

Abin: Save the deer.

Narrator1: A huge crane with wide wings came near Abin fluttering its wings.

Crane: Don't worry deer. I will help you.

Narrator2: It lifted the deer and flew up.

Dogs: Oh, let's run away. The crane will kill us.

Narrator1: The scared dogs ran for their lives. The crane came down again and put the deer back in the bushes.

Abin: Wow, The magic worked

Narrator2: Abin walked on. He was tired. He sat under a tree and slept. Suddenly a lion tried to attack him

Lion: Grrr... I'm a lion. I'm very hungry. I'm going to eat you.

Abin: Magic ring, help me!

Narrator1: Abin rubbed the ring. The crane appeared once again in the sky.

Crane: Abin, come, hold on my legs.

Narrator2: Abin jumped up and held on crane's legs tightly. The crane flew high up with Abin.

Abin: Where are we going?

Crane: To the valley of fruits

Narrator 1: The crane landed in a beautiful valley. The trees were loaded with fruits. They ate some sweet fruits.

Crane: Are you happy?

Abin: No...

Crane: Why? Are you still hungry?

Abin(crying): I want to go home. I want to see my mom.

Crane: Don't worry, my little boy. I will take you home soon.



Narrator2: The crane fluttered its wings. Abin clung to its wings. They flew over mountains and across valleys.

Crane: Now we are flying over the sea.

Narrator 1: Abin looked down. He saw the deep blue sea. He saw the shore. He saw his house.

Abin: Oh! My home

Narrator2: The crane flew down.

Abin: Look, that is my home. ... Mom...

Narrator1: Abin turned to say good bye to the crane. But the crane disappeared in the sky.

Narrator: Abin's father and mother came out.

Father: I'm sorry my dear. Where were you?

Narrator 2: Abin wanted to tell them all about the magic ring, the crane, the deer, the lion.... but nothing came out. Words choked in his throat.

Mother: Come dear, let's go inside.

Narrator1: Abin looked at the sky

Abin: Where has the crane gone?

Narrator2: Abin looked up. He saw a white feather floating in the air. He smiled.

## **The Little Girl and the Umbrella**

**Characters: narrator 1, narrator2, narrator3, Baby, Gracy, Lily, teacher and students**

Narrator 1: Welcome to reader's theatre. We are going to present the story 'The Little girl and the umbrella'. I'm narrator 1; we have with us narrator2, Narrator 3, Baby, Gracy, Lily, teacher and students

Narrator 2: Baby and his little sister Lily were going to school. The sky was cloudy. A cold wind was blowing languidly.

Baby: Lily, It's going to rain. You go with Gracy.

Narrator 3: Baby said pointing to the girl from the *poomangalam* family, their rich neighbours.

Lily: What about you?

Baby: I 'll run.

Narrator 1: Baby started running. The rain drops started falling. One, two, four. The rain quickened.

Narrator2: Lily also ran holding her slate and books against her chest.

Lily: Gracy, can I too...?

Narrator 3: Lily begged and tried to get in under Gracy's umbrella.

Gracy: No, go away.

Narrator1: Gracy's neat clothes were made of fine silk, But Lily was dressed in old and torn clothes.

Lily: Gracy, Please...

Gracy: Go away girl. I won't let you in under my umbrella.

Narrator 2: Lily could not control her tears. She wept bitterly. It was raining heavily. Lily ran on and on thoroughly wet.

Narrator 3: Lily took shelter in the verandah of a small shop on the country road. Her clothes and books getting wet.

Lily: Oh, I am shivering. It is so cold.

Narrator 1: Lily squeezed the edges of the skirt to wring water from it. The edges of the skirt split. It was very old skirt, the only one she had.

Narrator 2: Lily and her brother baby had lost both their parents. Their father died three years ago and their mother, about a year ago. They are now living with their aunt. She was a fifty year old widow. She had no land of her own.

Narrator 3: She had a son in the army who sent twenty rupees every month. She deposited the money in a private bank. But after a few months the bank collapsed. The loss of money was unbearable to her.

Narrator 1: She took out all her anger on Lily and Baby. She behaved like a devil to her niece and nephew and often beat them up. She hated them going to school and ordered them to do all the work.

Narrator2: Baby was studying in class four and Lily was in class two. They were perhaps the poorest children in their school.

Narrator3: The second bell rang at the school.

Lily: oh! The second bell rang. If I am late, my teacher will scold me.

Narrator1: Lily started running to school. The rain drenched her clothes again.

Narrator2: Suddenly she slipped and fell down. Her skirt was soiled and got torn. Her knees were bruised and blood oozed out. A page of her book was torn. Her slate was broken.

Narrator3: She cried bitterly.

Narrator1: When she reached school, some children began to laugh at her.

Children (Chorus): Look! Look at Lily and her skirt. Ha ha ha.

Narrator2: Teacher banged the cane on the table and everybody became silent. The teacher glared at Lily.

Teacher: Why did you come drenched in the rain? Don't you have an umbrella?

Lily: No, teacher.

Teacher: Go and stand in the verandah. You will dirty the classroom.

Gracy: (giggling) Hi..hi..hi

Narrator3: Lily's heart sank. The rain had stopped. But tears still rolled out of her cheeks.

## **A snake in the grass**

**Characters:** Narrator-1, Narrator-2, Cyclist, Mother, Son-1, Son-2 Son-3 Son-4, Dasa, Beggar, Neighbour-1, Neighbour-2, The snake-charmer

**Narrator-1:** Welcome to reader's theatre. We are going to present the story 'A snake in the grass'. I'm narrator 1, we have with us narrator2, Cyclist, Mother, Four sons, Dasa, Beggar, Neighbours and the snake-charmer.

**Narrator-2:** It was a sunny afternoon. The inmates of the house were at their siesta.

**Cyclist:** (ning, ning, ning...) A big cobra has got into your compound. It crossed my wheel.

**Narator-1:** The family consisted of the mother and her four sons. They were greatly agitated to hear the news. Their old servant Dasa was sleeping in the shed.

**Four sons:** (In chorus) Dasa! Dasa! Get up. A big cobra has got into our compound.

**Dasa:** There isn't any cobra here.

**Son-1:** The cobra is somewhere here. If it is not found before the evening, we will dismiss you.

**Neighbour-1:** You have the laziest servant on earth. You should keep the surrounding tidy.

**Neighbour-2:** Cobra is deadly poisonous. If it bites...Oh! I can't think of it.

**Narrator-2:** Dasa and the neighbours tucked up their dhoties and began to hack the garden. Creepers, bushes and lawns were laid low.

**Dasa:** Where is the snake?

**Beggar:** Ammaa, give me dharmam. Please give me some money.

**Four sons:** (chorus) We are all busy with the snake-hunt.

**Beggar:** You are all fortunate. It is God himself who has come to visit you. Don't kill the snake.

**Mother:** You are right. I forgot all about the promised *abhishekam*. It is a reminder. Please accept this coin.

Beggar: Thank you Amma. I will send a snake-charmer to catch the snake.

Narrator-1: After some time the snake-charmer came. People gathered around him.

**Neighbour-1:** How do you catch the snakes?

**Snake-charmer:** (He pounces upon an imaginary snake) Thus.

**Neighbour 2:** The cobra has gone in that direction.

**Snake-charmer:** If you show me the snake, I'll catch it at once. Otherwise, what can I do? The moment you see it again, send for me. I live nearby.

**Narrator-1:** At five in the evening, the neighbours, threw away their sticks and implements, and retired to the veranda to take rest. Suddenly, Dasa appeared before them carrying a water pot whose mouth was sealed with a slab of stone.

**Dasa:** I have caught him in this. I saw him peeping out of it. I saw him before he could see me.

**Narrator 2:** They stood at a safe distance, and gazed on the pot. Dasa had the glow of a champion on his face.

**Dasa:** Don't call me an idler hereafter.

**Mother:** Well done Dasa. I should have placed some milk in the pot for the snake.

**Dasa:** Thank you Amma. I'll leave the pot and its contents with the snake charmer.

**Narrator 1:** As soon as Dasa had gone something interesting happened.

**Son-4:** See there! It is a cobra.

**Narrator 2:** Out of the hole in the compound wall a cobra emerged. It crawled under the gate and disappeared along a drain.

**Son 2:** Does it mean there were two snakes here?

**Son 1:** I wish I had taken the risk, and knocked the water-pot from Dasa's hand. We might have known what it contained.