

## Vocabulary Themes

Here are some of the basic items presented in the show "A-Maze-ing English". Any new vocabulary which is essential for understanding the story is pre-taught, usually through mime or with flash cards and then consolidated with translation. Remember that the shows are interactive, comic, and the kids themselves perform in the shows, but besides this our shows also have a deliberately repetitive style in order to drill structures and vocabulary throughout the performance.

The structures and vocabulary given here will vary according to each age group and the *emphasis* we give in the performance will always change according to the needs and abilities of the different groups. It may also be possible to include other items that teachers may be working on in class around the time of our visit in order to reinforce those items for the children.

### "A-Maze-ing English."

#### ACTIVE VOCABULARY AND STRUCTURES (production):

##### **Personal Information:**

Students are asked simple questions about themselves:

*What's your name? How old are you? Do you like...? Can you...?Are you happy? etc.*

##### **Making Choices:**

Students will be asked to decide between several options.

They are expected to respond to the following question.

*You can choose either A – get up B – don't get up or C – watch TV. Which would you like?*

e.g.: - I'd prefer to watch TV.

##### **General Knowledge:**

Students are asked simple general knowledge questions on topics like History, Geography or Music with *Who? Where? What? etc.*

These questions vary with each show, and students are not necessarily supposed to know the "correct" answer, but we hope they can understand the questions.

**Food Items:** these are elicited from the students. We may ask them what food you can have for breakfast.

**Clothes:** these are elicited from the students. We may ask them how the characters on stage should dress themselves.

##### **Song:**

We sing a Karaoke version of the song "All you need is love" by the Beatles. If teachers can work on this in class beforehand it will be useful.

##### **Postman language:**

Greetings: *Good morning; How are you - You have a letter; Here you are – Thank you etc.*

##### **Taxi driver language:**

*Where are you going?; That'll be ..... euros, please.*

**Doorman Language:**

*Hey you?; You can't wear trainers in there!; Don't push!; Stop pushing!; Go to the back of the queue!; You can come in now.*

**STRUCTURES AND VOCABULARY THAT WE PRESENT FOR RECOGNITION:**

**Instructions:** students will have to follow instructions given in an exercise programme, e.g: *Lift your right hand up; Jump!; turn around; Touch your nose; wave; shake; etc.*

**Body parts:** Students will be asked to move parts of their body, e.g.: *Lift your little finger; shake your foot; wave your hand.*

**Activities:**

Some of the activities mentioned are: *wake up; get up; have breakfast; eat; drink; have a shower; get dressed; run; catch a bus; take a taxi; jump a queue; bribe the doorman; drink; smoke; pay; dance; sing; do exercise; sign autographs...*

Also:

*Clap; laugh; boo*

**Obligation and negative obligation:**

*A pop star **has to be fit**; You **have to sign** autographs; You **can't eat** donuts; You **have to wear** these new clothes.*

**Miscellaneous Vocabulary:**

The B.B.C.; food; clothes; a queue; a pop star and "Pop Star" (the British equivalent to "Operación Triunfo"); a postman; a doorman (the one standing at the door of a nightclub);

**SYNOPSIS**

Two talent scouts from the BBC arrive at your school searching for a new artist. The candidate must be able to speak English. Volunteers are gathered and their knowledge is tested. From this group a candidate is elected.

Next the whole class helps the BBC scouts create a story around this candidate. The students are given several choices (one of which is a "bad choice"), so the class members themselves choose how the story develops.

This is a controlled choice however, and the candidate always ends up auditioning with two new candidates for the "Pop Star" Show. He or she has to show how fit he or she is, and how well he or she can dance and sing.

Eventually he or she becomes a "star" but then has to suffer all the attention and lack of privacy that being famous entails.

Eventually the student is given the final choice between being famous and being normal again.