

3º & 4º PRIMARY EDUCATION STAGE

TREASURE ISLAND



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1. JUSTIFICATION OF THE PROPOSAL

- Theatre as a tool for stimulating and encouraging the student to discover, learn and apply the language he has learned.
- The plays present civic content and are also focused on an educational/student environment that will allow the students to identify with the values contained therein.
- The scripts, apart from allowing the play to be performed in the theatre thus creating the recreational and aesthetic aspect, also allow communicative functions, vocabulary and grammatical structures to be developed. These can be worked on beforehand in class using a series of worksheets to facilitate understanding of the plot and contribute to language learning. This didactic material is adjusted to the level of the students according to the objectives stipulated for the relevant level by the M.E.F.P.

2. OBJECTIVES:

General:

- Listening to and understanding messages in a variety of verbal exchanges, using the information transmitted to complete specific tasks.
- Expressing oneself and interacting orally in simple and common situations, using verbal and non-verbal procedures and adopting a respectful attitude.
- Writing a variety of texts with different endings with the help of templates and models.
- Reading various texts in order to understand them, extracting general and specific information in accordance with a pre-established goal.
- Valuing a foreign language as a mean of communication and understanding among people with different places of origin, culture and languages.
- Contributing to the student's knowledge of linguistic, geographic and cultural features of the country where the foreign language is spoken.
- Understanding that theatre is a source of pleasure and personal enrichment, thus fostering his/her interest in it.

Specific:

- Fostering interest in participating in oral exchanges about routines and situations from daily life in the relevant foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarizing the student, from the start, with the plot and different characters in order to facilitate comprehension of the performance during the play.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that make up the relevant functions in order for the student to be able to grasp them.
- The four basic skills that each reader needs to control in order to communicate optimally will also be worked on: listening and reading comprehension (L.C.-R.C.) and written and oral expression (W.E.-O.E).

3. METHODOLOGY

Presentation of Material:

The didactic worksheets included with the material, available to both students and teachers, are designed to be completed over four **60 minute sessions**. The idea behind this is that the worksheets should be integrated into the class routine, reinforcing or applying previously acquired knowledge or introducing new but simple content on languages for a certain level.

Material Structure:

The objective of the **first and second sessions** is to give the students the necessary hints in order for them to be able to watch the play without any comprehension problems on the day it is performed.

The **third session** will be focused on expression. After having seen it, the student will be allowed to express his opinion on the performance (comparing the play's actual ending with the ending he had previously imagined; comparing the behaviour of the actors with his own).

BEFORE THE PERFORMANCE

5º & 6º PRIMARY EDUCATION		OBJECTIVES	COMPETENCIES
SESSION 1	Activity 1	<ul style="list-style-type: none">• Vocabulary	<ul style="list-style-type: none">• W.E.
	Activity 2	<ul style="list-style-type: none">• Familiarisation with the characters	<ul style="list-style-type: none">• L.C.• O.E.
	Activity 3	<ul style="list-style-type: none">• Familiarisation with the play	<ul style="list-style-type: none">• R.C.• W.E.
SESSION 2	Activity 4	<ul style="list-style-type: none">• Testing your knowledge	<ul style="list-style-type: none">• W.E.
	Activity 5	<ul style="list-style-type: none">• Listening to a song• Discriminating sounds	<ul style="list-style-type: none">• L.C.• O.E.
SESSION 3	Activity 6	<ul style="list-style-type: none">• Testing your knowledge.• Making hypothesis.	<ul style="list-style-type: none">• W.E.
	Activity 7	<ul style="list-style-type: none">• Listening to a song• Discriminating sounds	<ul style="list-style-type: none">• L.C.• O.E.

APPROACH CHOSEN:

Although our main objectives are to foster interest in theatre and to help the student to grasp two new communicative functions, our approach is intended to be fun, visual and aimed at communication. In fact, on these worksheets, we can find many activities presented as games and which also provide moments of fun in class. Finally, all sessions require the student to express him/herself, with activities focusing on situations from daily life or even acting. As such, the goal is to offer activities as an alternative to the class's routine and to make learning a second language more attractive. All of this work is presented as project of the utmost interest: seeing a play in a foreign language.

ADVICE AND RECOMMENDATIONS:

Before starting on the worksheets and the activities proposed therein, the students must have the play in order to go on to read it. Similarly, given that there are many activities requiring useful and modern resources, there must also be a CD player in the classroom for listening to the scenes and songs. All this material (play, CD, worksheets) is available on the following website: www.recursosweb.com

In the student section, the sessions are spread out over several worksheets. As such, it is advisable to make as many copies as there are students as soon as possible. As soon as the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

In the teacher's section, you will find all the activities designed for the students as well as the answer key with all the correct answers for all the questions.

Each activity on the didactic worksheets is designed to train the four basic skills in foreign language acquisition: Listening Comprehension, Reading Comprehension, Written Expression and Oral Expression.

Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are worked on in order to develop a series of communicative functions that we consider key for understanding the play as well for applying them to real situations.

In addition to the presence of the different basic skills, the sessions follow a sequential order. As such, it is important to complete each and every one of the sessions, from the introduction of the plot to the storyline and characters, culminating in the resolution of the play. Therefore, completing the didactic worksheets before going to see the play is necessary to reinforce the overall comprehension of the play and, at the same time, we create excitement and expectations that could very well be completely found upon leaving the theatre.



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 1: A Real Pirate

Here is a picture of Captain Flint the pirate. You have a list of words and their definitions related to the vocabulary of pirates on the next page. Read it. Then, try to label all of the garments he is wearing.

Treasure Island is a play about pirates and sailors who go to find treasure. This book is going to help you learn some of the words in English about the sea, boats, pirates and treasure islands. Have you ever read any stories about pirates or have you seen any films? Tell your partner about one of these stories and then share it with the class.

SKULL AND CROSSBONES

BARBOSSA HAT

FEATHER

EYE PATCH

PARROTS

EARRING

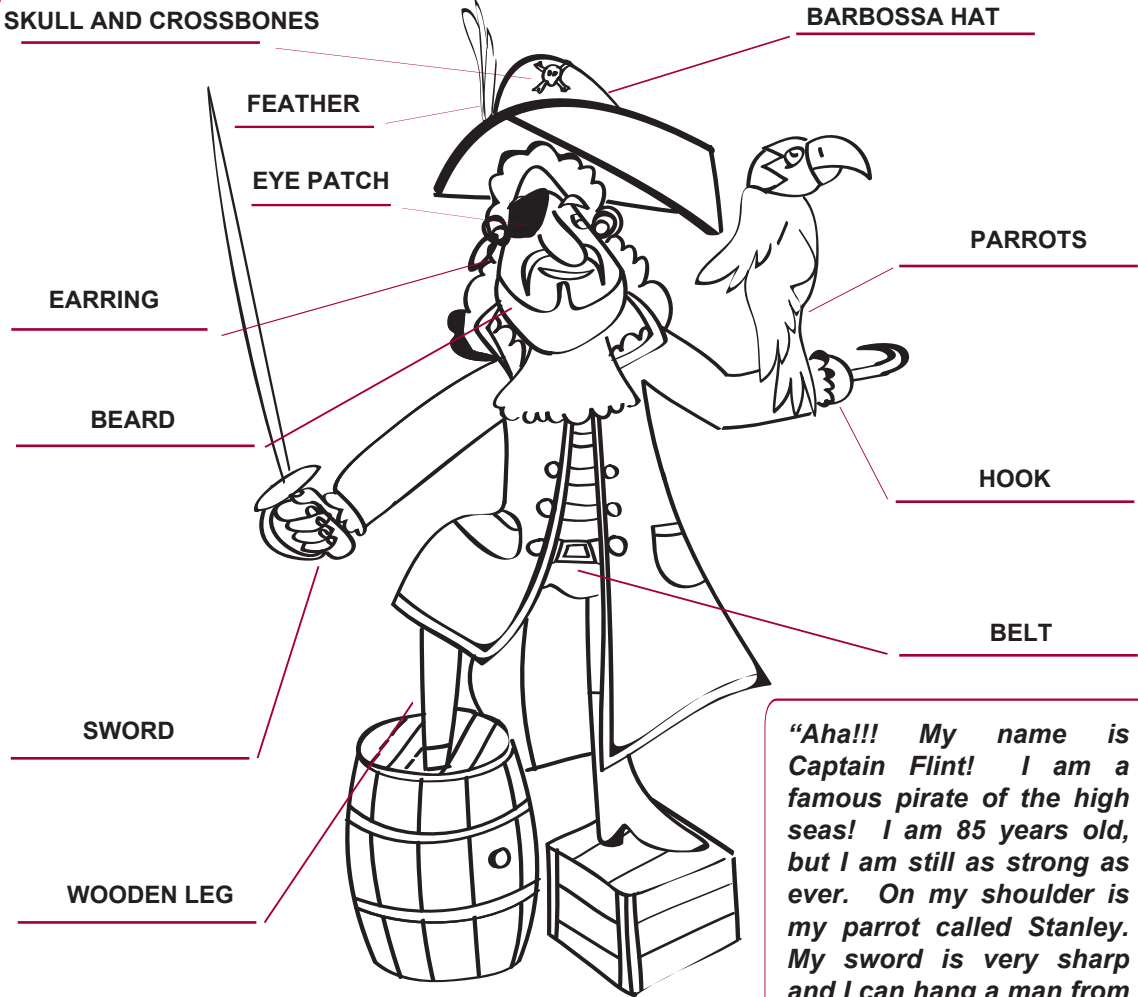
BEARD

HOOK

BELT

SWORD

WOODEN LEG



"Aha!!! My name is Captain Flint! I am a famous pirate of the high seas! I am 85 years old, but I am still as strong as ever. On my shoulder is my parrot called Stanley. My sword is very sharp and I can hang a man from my hook! Yes.... you would be a fool to cross me!"



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 1: A Real Pirate

Below you have a list of words and their definitions related to the vocabulary of pirates.

- **BELT:** a black piece of leather clothing he wears around his waist.
- **HOOK:** it is sharp metal and he wears this instead of a hand.
- **SWORD:** he holds this in his hand and he uses it to fight with.
- **EYE PATCH:** he is blind in one eye and he puts this on the cover it up.
- **PARROT:** this animal sits on his shoulder and mimics things he says.
- **FEATHER:** it comes from the parrot and he wears it in his hat.
- **WOODEN LEGG**he only has one leg so he has a wooden one to help him walk.
- these are bones from a skeleton and mark where the treasure is on a map.
- **EARRING:** it is made of gold and goes through his ear.
- **BEARD:** his hair on his face.
- **BARBOSSA HUT:** this is often black and he puts this on his head.



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 2: The Beginning

Listen carefully to Track 4 from Scene 1. Your teacher will let you listen a few times. Then try to answer the questions below.

TRUE O FALSE?		H	:
%	>]a `]g`[]j Yb`Ud]YWW`cZdUdYf"	✓	
&	H\ Y`dUdYf`hY`g`h Ya `H Ym\ Uj Y`i bh`j`) `cB\WcW`"		✓
'	6]`mi[]j Yg`>]a `U`_Ymihc`H Y`W Ygh'	✓	
(H\ Y`XcW`cf`Z]bXg`~chg`cZGdUb]g\ `Wc]bg`WU`YX`Xci V`ccbgb`]bg]XY`H Y`W Ygh"	✓	
)	5 h\H Y`YbX`cZH Y`gW\WbY`H Y`dc`]W`Uff]j Y"		✓

- What do you think will happen now? Discuss your answer in pairs.



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 3: The Synopsis

Read the paragraph below.

The Hispaniola was a famous sailing ship. The captain of the boat was called Captain Smollet and he was a skilled sailor. Billy Bones was an old pirate. He liked to drink rum and he lodged at the Inn where Jim Hawkins was working. Jim was a nice and kind boy. As Billy died he gave Jim a piece of paper, which leads him to go and find the treasure.

The characters travel on the Hispaniola to find the treasure island. Onboard there was the Captain Smollet, the Doctor Livesey, Long John Silver the cook and Jim the cabin boy along with the other sailors.

Once they arrive on the island, Silver tries to hatch a plan to steal the treasure. He almost succeeds. There is a lot of fighting, but in the end Jim travels home with the treasure.

Now look again at the passage above. Try to complete the gaps from the words in the box below.

- | | |
|----------|-------------|
| • FAMOUS | • CABIN BOY |
| • PLAN | • CAPTAIN |
| • OLD | • TREASURE |
| • COOK | • ARRIVE |
| • PIECE | • STEAL |

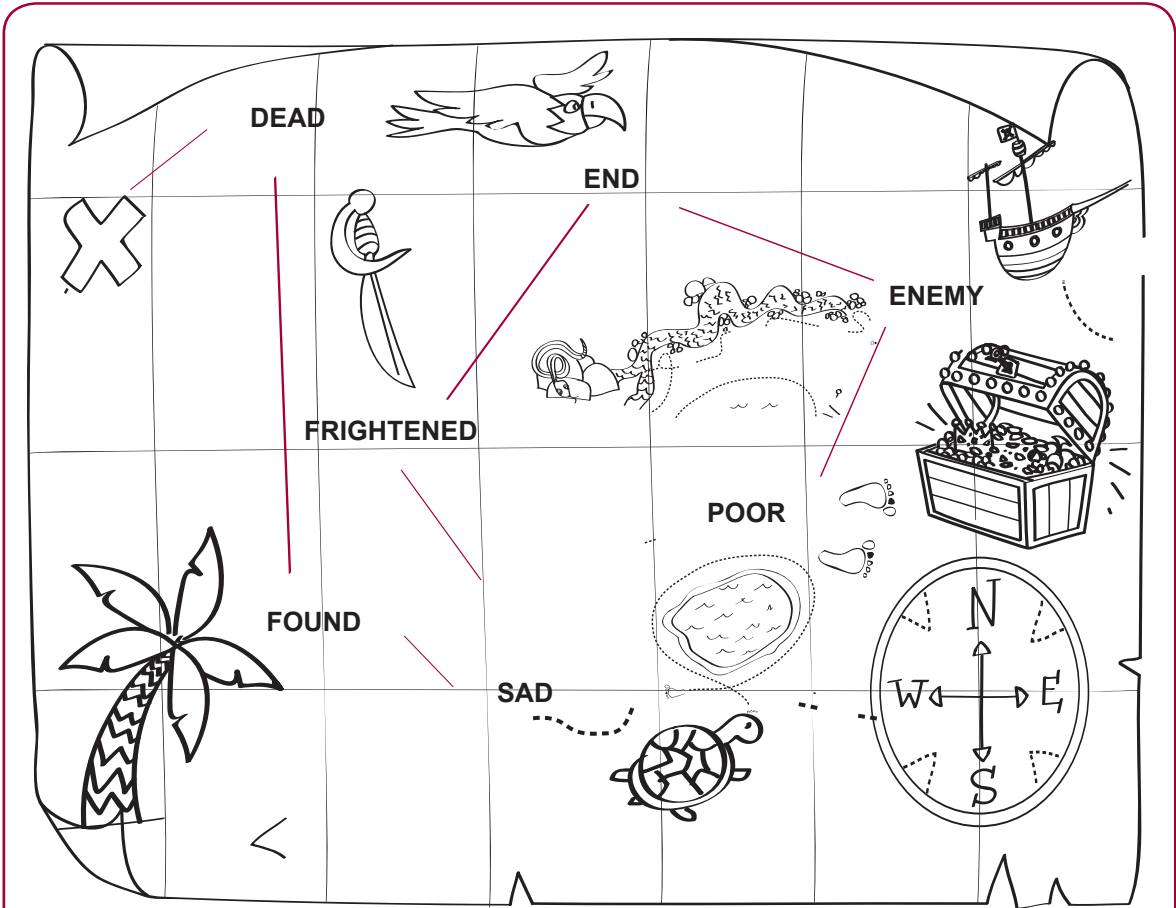


SESSION 2: UNDERSTANDING THE PLAY



Activity 4: Treasure Map

Take a look! Below is a map with lots of words from the play which have been muddled up. The words are opposites. Can you draw lines on the map to match the pairs back together? The first one has been done for you.



- (1) alive - dead

(2) lost - found

(3) happy - sad

(4) brave - frightened

(5) beginning - end
- (6) friend - enemy

(7) rich - poor



SESSION 2: UNDERSTANDING THE PLAY

Activity 5: With a hii hii hoo and hii hii hey

6

Read the lyrics of the song below. Look up any words you don't know in the dictionary.



Listen to TRACK 6. The song written below, which is sung in Scene 2. Enjoy singing like a pirate! You will be able to sing with in the theatre.

WITH A HII HII HOO AND A HII HII HEY

*With a hii hii hoo and a hii hii hey
We're bound to be close to the sea
Our captain will stand on the bridge and sing
Pirates are all we can be*

*Mother, mother ocean,
I have heard you call
You've seen it all, you've seen it all
I never felt this way before
I'll stay with you to look for more.*

*With a hii hii hoo and a hii hii hey
We're bound to be close to the sea
Our captain will stand on the bridge and sing
Pirates are all we can be*

*No return, there is no goin' back
You took me in a new direction,
you're showin' me a different way
Now I'm in a situation,*

*With a hii hii hoo and a hii hii hey
We're bound to be close to the sea
Our captain will stand on the bridge and sing
Pirates are all we can be*



SESSION 3: THE ENDING!



Activity 6: The end of the play and your impressions

Now you have seen *Treasure Island*. Was it how you imagined it to be?

Discuss in groups and then feedback to the class.

The box below has some words to help you get started...

What did you predict the ending to be?

My predictions were.....

I prefer my ending / the real ending because.....

....more (+) ...

..it was...

- inventive/predictable
- exciting/boring
- enjoyable
- fun
- interesting
- romantic

....less (-) ...

Did you correctly predict the ending of the play?

- Yes I predicted the ending.
- No I did not predict the ending.



SESSION 3: THE ENDING!



Activity 7: Treasure Island Song

12

Listen to TRACK 12, one song in the play. Complete the missing lines in the song with the words below, and then perform it to your classmates. Enjoy singing!

TREASURE ISLAND SONG

*I don't wish I could turn back time
I can move the oceans higher than high
Don't look back, hold on to your spirit
Keep moving every minute*

*Treasure Island
On a quest for gold we'll sail the seven seas
I can't believe we're on our way
We're going there today*

*I'm ready, why are you standing still?
Are you coming with me? – I know you will
We can search the world together
Come on, baby, now or never*

*Treasure Island
On a quest for gold we'll sail the seven seas
I can't believe we're on our way
We're going there today*

*I don't wish I could turn back time
I can move the oceans higher than high
Don't look back, hold on to your spirit
Keep moving every minute*

*Treasure Island
On a quest for gold we'll sail the seven seas
I can't believe we're on our way
We're going there today*

- BELIEVE
- MOVING
- THERE
- MINUTE
- GOLD
- WAY
- TIME
- OCEANS
- COMING

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