

**Level:** Intermediate (B1) – Upper intermediate (B2)

**Age:** Teenagers

**Time:** This lesson can be divided up in various ways to suit the time you have with your students. Below are two options which you can choose from depending on the length of your class. However, these are just suggestions and there are plenty of other ways you could divide the lesson up.

90 minutes – Complete all activities in Make a musical **and** Street theatre

45 minutes – Complete all activities in Make a musical **or** Street theatre

**Summary:** This lesson is divided into two sections: Make a musical and Street theatre. In the lesson, students will:

1. identify famous musicals;
2. create their own musical;
3. talk about street performers;
4. interview a classmate about a street performance;
5. tell the imaginary life story of a street performer.

**Key skills:** reading, writing, speaking

**Subskills:** writing plot summaries, describing a musical idea, giving opinions, making guesses, talking about things you're good at, telling life stories

**Materials:** one copy of worksheets Make a musical and Street theatre; one copy of the poster sheet per small group of students; projected photos of street performers or one copy of the photos page per pair of students

## MAKE A MUSICAL

1. Write *A good night out* on the board and ask students what they think it means. Confirm the meaning of the phrase (*a fun evening when you go to the cinema, the theatre, a party, etc.*).

2. Put the students in small groups. Tell them to write at least six things that constitute a good night out for teenagers and, then, six things for adults.

3. Make a class list on the board. Then, discuss the following with them:

- Are there any things that would be a good night out for both age groups? If not, why not?
- Would you want to go and see a musical on stage? Why? Why not?
- What musicals are currently on at theatres where you live?
- Are stage musicals very popular?

4. Tell students they're going to play a game. Working in groups, students should write down the names of all the musicals they can think of. These can be stage or film musicals. Groups now take turns to describe one of the musicals on their list. Can the other groups guess the musical?

5. Get a class list of musicals on the board and conduct a vote to find out which musicals they think are best. Each student can vote for three musicals. Announce the winning musical.

6. Hand out the Make a musical worksheets and refer students to the list of musicals (a–o). These represent the results of a survey to choose the UK's favourite musicals of all time. How many of these musicals are on the class list? Are there any musicals that students don't recognize? Tell them to see if they can match each title with the correct description (1–15).

7. Check answers. Then, see if students can guess which musical came top in the survey (answer: *Grease*).

**Key:** 1. j; 2. g; 3. c; 4. l; 5. a; 6. e; 7. d; 8. h; 9. f; 10. i; 11. b; 12. m; 13. k; 14. o; 15. n

8. Tell the students that they are going to try to come up with an original idea for a musical. Put them into groups. Each group must think of an idea, or borrow one from a film or book, write a brief description of the plot and think of two songs that they want to include in it. They must then create a poster for their show on the poster sheet provided.

9. When everyone's ready, have the groups present their ideas to the class. Take a vote. Which idea does the class think a producer would be most interested in investing money in?

10. Put students in pairs. Point them towards the Phrasebook on the worksheet and go through it with them. It gives them the language they will need to complete the upcoming activity.

11. Write the titles of the well-known film songs below on the board. Which pair can match the most songs with the films they come from?

1. 'Over the Rainbow' (*The Wizard of Oz*)
2. 'Money, Money, Money' (*Mamma Mia*)
3. 'You Can't Stop the Beat' (*Hairspray*)
4. 'Stayin' Alive' (*Saturday Night Fever*)
5. 'My Heart Will Go On' (*Titanic*)
6. 'You're the One That I Want' (*Grease*)
7. 'Come What May' (*Moulin Rouge*)
8. 'We're All in This Together' (*High School Musical*)
9. 'Love is an Open Door' (*Frozen*)
10. 'Hakuna Matata' (*The Lion King*)

### STREET THEATRE

1. Either project your own photos of street performers you have found using Google images or hand out the photos from the photo sheet. Students can look at the photos before handing them on. Get the students to describe what they can see in the photographs. Encourage them to give you as much detail as they can and teach them any new vocabulary.

2. Ask students what the people in the photos all have in common. Don't provide the answer at this point.

3. Hand out the Street theatre worksheet. Tell students to check what the people have in common by reading the first paragraph of the text.

4. Discuss briefly the bulleted questions on the worksheet.

5. Ask if anyone in the class has ever performed on the street for money. Tell the class that they must prepare some questions to ask their classmate(s). If none of your students has ever been a street performer, ask them to imagine that they have been. Alternatively, you can answer their questions, imagining that you are a street performer yourself. Point students towards the Phrasebook on the worksheet for help with preparing some questions.

6. Have students ask their classmate (or you) the questions from the Phrasebook and their own questions. Offer help and feedback to both the interviewers and interviewee, as necessary.

7. Now, ask what students could do if they needed some money and were considering becoming a street performer.

8. Tell them they are going to find out exactly how much money they could make by performing on the street by doing the next activity in pairs. When they've completed the questionnaire, find out who in the class would make the most money.

9. Put students into pairs and assign each pair one photo from the earlier activity. Pairs should invent an identity for the performer(s) or artist(s) in their photo and jot down some notes.

- Who are they?
- Where do they live?
- What does their daily routine consist of?
- Why are they on the street?
- What's their story?

10. Have students tell the rest of the class about their performer.

### HOMEWORK TASK

Students should write a text about their performer from the final activity. Tell them to be as imaginative as possible.



## MAKE A MUSICAL

Each year more than 12 million people enjoy a night out in London's West End and most of them go to see a musical. Read the titles of some famous stage and film musicals and match them with the descriptions.

- |   |   |
|---|---|
| 1. Based on a novel by Gaston Leroux, it tells the story of a disfigured man, who lives under the Paris Opera House, and his love for a singer called Christine.            | a. <i>Cabaret</i>                       |
| 2. The famous Parisian nightclub is the setting for a tragic love story between the poor poet Christian and rich courtesan Satine.  | b. <i>Chicago</i>                       |
| 3. This musical follows the adventures of Caractacus Potts, the inventor of a flying car, a lady called Truly Scrumptious and a couple of kids.                             | c. <i>Chitty Chitty Bang Bang</i>       |
| 4. After years of exile, Simba is persuaded to return home to claim his kingdom and complete the 'Circle of Life'.  | d. <i>Grease</i>                        |
| 5. A young Englishman experiences the highs and lows of pre-war Berlin in the company of singer Sally Bowles.   | e. <i>Les Misérables</i>                |
| 6. Based on Victor Hugo's monumental novel, it tells the story of Jean Valjean's life in revolutionary France.  | f. <i>Mary Poppins</i>                  |
| 7. This is the story of the friendships, romances and adventures of a group of 1950s high-school kids, including Danny and Sandy.   | g. <i>Moulin Rouge</i>                  |
| 8. Professor Higgins finds Eliza Doolittle in London's Covent Garden and tries to transform her into an elegant duchess in order to win a bet.                              | h. <i>My Fair Lady</i>                  |
| 9. A magic nanny comes to work for a banker's unhappy family. She helps his children to explore the world around them.  | i. <i>Oliver!</i>                       |
| 10. This is an adaptation of Charles Dickens's novel about social injustice on the streets of Victorian London.   | j. <i>The Phantom of the Opera</i>      |
| 11. Velma Kelly, a singer who killed her husband and sister, and Roxie Hart, who killed her boyfriend, find themselves on death row together.                               | k. <i>Singin' in the Rain</i>           |
| 12. In this cult musical tribute to Hollywood's B movies, mad Dr Frank N Furter creates a love machine.   | l. <i>The Lion King</i>                 |
| 13. Don Lockwood and Lina Lamont are silent movie stars. When talking pictures arrive, they have a problem – Lina's voice.  | m. <i>The Rocky Horror Picture Show</i> |
| 14. The two rival families from William Shakespeare's <i>Romeo and Juliet</i> become the gangs of New York. What happens when two youngsters from rival gangs fall in love? | n. <i>The Sound of Music</i>            |
| 15. This is the story of the von Trapp family and their governess Maria, who marries her boss and, then, helps the family to escape from the Nazis.                         | o. <i>West Side Story</i>               |

## PHRASEBOOK

**Asking your partner for their guesses**

- Do you know what film number 1 is from?
- Any ideas for number 4?
- What about number 9?

**Making guesses**

- Number 3 sounds familiar. I reckon it's from ...

- If I had to make a guess, I would say ...
- Oh, I know this one! It's from ...

**When you don't know the answer**

- I have no idea what film number 5 is from. Do you?
- That doesn't ring a bell at all.
- I've never heard of that one, I'm afraid.

**Can you think of an idea for a musical? Your musical can be an original idea or an adaptation of a book or film. You have to:**

- think of a title for the musical
- write a short summary of the plot
- include the titles of two songs from the show

**Can your musical be the next hit show at London's Shaftesbury Theatre? Create a poster for your show that people will see outside the theatre.**

**Good luck! Maybe your musical will be a West End and Broadway hit.**



## STREET THEATRE

**The people in the photographs all have one thing in common: they are trying to make money from performing on the street.**

There are more and more street artists and buskers on the streets. While they are often popular with tourists, many people think they are a problem.

- What do *you* think?
- Are there any street artists where you live?
- Which of the acts in the photos would you like the most?
- Have you ever given money to a street artist?
- Have you ever had your face drawn by a street artist?

### PHRASEBOOK

#### Asking someone about the experience of street performing

Read the questions and, then, add some questions of your own.

- Where did you go to perform?
- Why did you choose that spot?
- What did you do?
- Did you earn much money?
- Did you draw much of a crowd?
- Was it nerve-racking?
- Would you do it again?

## BE A STREET PERFORMER

**Would you have the courage to perform on the street to make money?**

**For each question below, write £0, £1, £5 or £10 in the box, depending on what your answer is. When you've finished, you can see how much you'd probably earn per hour on the city streets. Here's how to evaluate your answer:**

- How well can you sing?
- What's your dancing like?
- Can you play an instrument?
- Could you stand perfectly still for long periods?
- Are you good at drawing?
- Can you paint?
- Are you good at telling jokes?
- Can you speak without moving your lips?
- Are you good at mime?
- Can you juggle three oranges?
- What are you like when you have to speak in front of groups?
- Do you consider yourself to be an actor?

£0 = I'm a disaster!  
 £1 = I've got a long way to go.  
 £5 = I'm not bad, actually.  
 £10 = I have the X-factor!

Total



Photos

ARTS AND MEDIA