



# USING DRAMA

Low-Prep Activities  
Beginner/Intermediate (KS1-4)

**Learning outcomes:** Pupils will practise varying intonation, according to context.

## Instructions

Using drama activities can be an easy way to give learners confidence, as the focus shifts from the learner to the character they are playing, which can take the pressure off self-conscious learners. This is a sample of low-prep games you could use to develop pupils' confidence and speaking skills.

### 1. Guess the Adverb

- Preteach vocabulary on adverb cards (Worksheet One: includes 3 blank adaptable cards) by miming and eliciting adverbs.
- With your pupils, decide a phrase to use throughout the game. The funnier the better!
- Pupils take it in turns to take an adverb card (Worksheet One) without showing the other players and say the chosen phrase in that way (e.g. happily).
- The other players need to guess the adverb on the card. The first player to guess wins a point.
- Make sure you draw attention to how learners use intonation, pitch and stress to vary their voice, and the impact that can have on meaning.

### 2. Whose Shoes?

- Print pictures of interesting shoes (Worksheet Two, one per pupil), or ask pupils to draw a crazy shoe and swap with someone else.
- The pupil uses the picture of the shoe to develop the character of the person who wears it. They can write notes, a longer description, or think about it (name, age, interests, personality, appearance).
- Group pupils and give them a situation (on a desert island, stuck in a lift, etc). Give pupils time to explain their character to each other, and then imagine what would happen if those characters were in that situation.
- Give pupils time to prepare a roleplay depicting that situation.

If time, you can ask the other groups to guess which shoes belong to which character, and ask them to justify their ideas, or to guess the situation (if kept secret).



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### 3. Strangers on a Train

- Set up two rows of chairs facing each other.
- Explain to pupils that that is a train, and they are all going to go on a trip.
- Give each pupil a line (Worksheet Three: includes 4 blank adaptable lines).
- Choose two pupils to 'get on the train' and begin a conversation. They must use their lines in the conversation.
- Choose two more pupils to 'get on the train'. When they get on the train, the original pair must freeze.
- Continue until all pairs are on the train.
- Tell everyone to freeze, and then call out the names of pairs at random to continue their conversations until you say freeze again.
- Get faster and faster and see what happens!

#### Tip!

You can use games like this to encourage imagination and oral communication in classes across the curriculum! Use lines related to RE for 'Strangers on a Train' to spark discussion, characters or settings from History or Literature for 'Whose Shoes?', or choose key definitions from Science for 'Guess the Adverb' as a five minute review activity.





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## Worksheet One: Adverb Cards

**carefully**

**cheerfully**

**sadly**

**angrily**

**lazily**

**worriedly**

**excitedly**

**confidently**

**bossily**

**hungrily**

**proudly**

**scarily**



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## Worksheet Two: Shoes

**Draw a crazy shoe here!**

**Draw a crazy shoe here!**

**Draw a crazy shoe here!**

**Draw a crazy shoe here!**

**Draw a crazy shoe here!**

**Draw a crazy shoe here!**



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## Worksheet Three: Strangers on a Train

**Would you like a chocolate?**

**Have you taken my phone?**

**I've forgotten my ticket!**

**My goldfish died yesterday.**

**What's that smell?**

**I think I'm on the wrong train..**

**I need to charge my iPad in your seat.**

**I used to live in Australia.**

**I've got a spider in my coffee.**

**Did you see that elephant outside?**

**Watch out, I'm going to be sick!**

**I love the hat you're wearing.**