



Five minute fillers

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In the May 2002 issue of **LANG Primary** I described some *five minute fillers* to encourage storytelling techniques and in this issue I would like to suggest some ideas to encourage drama techniques. Drama and storytelling both go hand in hand because one leads onto the other.

In drama the child is given the opportunity to develop the emotional and non-verbal content of language which is widely used by native speakers but is often neglected in the teaching of a foreign

language. The use of drama develops intonation which comes more naturally in dramatic or acted out situations.

How often do we find ourselves listening to our pupils asking and answering questions in English, using exactly the same intonation patterns? Children generally speak a second language in a monotone tone of voice, concentrating on the content of what they are saying and not on how they are speaking. Drama can help put an end to this situation.

- 1** Aim: • to develop emotional awareness
- listening comprehension
 - adjectives and imperative

Ask the children to mime these emotions in silence.

Then write a sentence on the blackboard and ask them to work in pairs and say the sentence. The other child must guess which emotion is being expressed.

Finally write a question on the blackboard. In pairs get the children to ask and answer using the same emotion.

Be/feel

- sad
- angry
- happy
- hot
- cold
- tired
- sorry

- 2** Aim: • to develop non verbal communication
- listening comprehension
 - imperative and vocabulary

Call out instructions and ask the children to mime the actions.

Then invite the children in turn to the front of the class and ask them to choose and call out an instruction.

- *Eat your spaghetti!*
- *Eat your ice-cream!*
- *Eat your apple!*
- *Eat your hamburger!*
- *Eat your sandwich!*
- *Eat your fish and chips!*
- *Eat your steak!*
- *Eat your peas!*
- *Eat your yoghurt!*
- *Eat your pizzas!*



- 3** Aim: • to become aware of intonation
- listening comprehension
 - recall

Choose a story which the children know or which is being told at that time in the classroom. Read or say sentences from the story. The children must say who is speaking.

When the children are familiar with the game, ask them to read sentences, paying special attention to the intonation of the words.

Examples from Snow White.

- *Who? Snow White? Not me.*
- *Who are you?*
- *Can you help me?*
- *Hello everybody I'm the king, this is the queen.*
- *What a pretty little house!*
- *Look seven small chairs and seven small beds.*