





|   |    |
|---|----|
| . INTRODUCTION .....  | 03 |
| . THE TEN COMMANDMENTS.....                                       | 04 |
| . CONCEPTUAL CONTENTS .....                                       | 05 |
| . PLOT SYNOPSIS .....   | 06 |
| . LISTENING. MY NAME IS JENNY .....                               | 07 |
| . LISTENING. MY NAME IS HARRY.....                                | 08 |
| . LISTENING. MY NAME IS RAB, THE RABBIT.....                      | 09 |
| . DIALOGUE .....  | 10 |
|   |    |
| . SONG 1. I AM SO AFFRAID .....                                   | 11 |
| . SONG 2. THERE ARE MANY THINGS IN THE ATTIC .....                | 12 |
| . SONG 3. RAB THE RABBIT .....                                    | 13 |
| . SONG 4. WE ARE MAGICIANS .....                                  | 14 |
| . SONG 5. ABRACADABRA .....                                       | 15 |
|   |    |
| . PRE-PLAY ACTIVITY 1. TRUE OR FALSE -TEACHERS- .....             | 16 |
| . PRE-PLAY ACTIVITY 2. CHOOSE THE CORRECT ANSWER -TEACHERS- ..... | 17 |
| . PRE-PLAY ACTIVITY 3. FILL IN THE GAPS -TEACHERS-.....           | 18 |
| . PRE-PLAY ACTIVITY 4. MAGIC DRESS -TEACHERS-.....                | 19 |
|   |    |
| . PRE-PLAY ACTIVITY 1. TRUE OR FALSE -STUDENTS- .....             | 20 |
| . PRE-PLAY ACTIVITY 2. CHOOSE THE CORRECT ANSWER -STUDENTS- ..... | 21 |
| . PRE-PLAY ACTIVITY 3. FILL IN THE GAPS -STUDENTS-.....           | 22 |
| . PRE-PLAY ACTIVITY 4. MAGIC DRESS -STUDENTS-.....                | 23 |
|   |    |
| . POST-PLAY ACTIVITY 1. WHAT TIME IS IT ? -TEACHERS- .....        | 24 |
| . POST-PLAY ACTIVITY 2. UNDERSTANDING QUESTIONS -TEACHERS-.....   | 25 |
| . POST-PLAY ACTIVITY 3. ORDER THE SCENES-TEACHERS-.....           | 26 |
|   |    |
| . POST-PLAY ACTIVITY 1. WHAT TIME IS IT -STUDENTS- .....          | 27 |
| . POST-PLAY ACTIVITY 2. UNDERSTANDING QUESTIONS -STUDENTS-.....   | 28 |
| . POST-PLAY ACTIVITY 3. ORDER THE SCENES-STUDENTS- .....          | 29 |
|   |    |
| . EXTRA-ACTIVITIES .....  | 30 |
| . VOCABULARY .....  | 31 |



# INTRODUCTION



DEAR TEACHER,

IN THE TEACHER'S PACK THAT YOU HAVE NOW IN YOUR HANDS, THERE ARE ACTIVITIES FOR DIFFERENT LEVELS SO YOU CAN PREPARE ALL THE STUDENTS WHO WILL ATTEND THE PERFORMANCE. YOU ARE THE BEST ONE TO DECIDE WHICH ACTIVITIES YOU THINK ARE MOST ADAPTED TO THE LEVEL OF YOUR STUDENTS. IN ANY CASE, WE RECOMMEND THAT YOU ALWAYS LISTEN TO THE SONGS AND THE LISTENINGS, AND THAT YOU WORK ON THE VOCABULARY IN CLASS, AS WELL AS THE STORY SO THAT THE STUDENTS UNDERSTANDING WILL BE COMPLETE. THANK YOU FOR TRUST IN US ONCE AGAIN.

SINCERELY,

FORUM THEATRE AND EDUCATION

The primary purpose of the teacher's pack is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of "ABRACADABRA".

The pack has been designed as a tool to help students understand the play, learn the new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will better understand both how the story develops and the lines the actors deliver and so they will get more enjoyment out of the performance. We introduce some material where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed along the play.

Besides, you'll find some suggested activities we recommend you to do before the play, Pre-play activities, and some Post-play activities which have been designed to check if students understood the play correctly and that they have assimilated the vocabulary, expressions and grammatical structures they worked on. Pre-play and post-play activities include instructions for the teacher and the corresponding student worksheets, as long as the activity requires them. Some of the activities have an extension part (Extension activity) which makes possible to study in depth the contents, depending on the group level.

Both the introductory material and the suggested activities may require the corresponding audio material to make a better use of them. In that case, we provide you with the corresponding track number.

In order to help the teacher find and select the audio activities, we list below the track numbers with its corresponding contents from the play "ABRACADABRA".

## AUDIO - **ABRACADABRA** (Track 1 to 9)

**Track-1-** Listening 1. MY NAME IS JENNY.

**Track-2-** Listening 2. MY NAME IS HARRY.

**Track-3-** Listening 3. MY NAME IS RAB, THE RABBIT.

**Track-4-** DIALOGUE.

**Track-5-** Song 1. I AM SO AFFRAID.

**Track-6-** Song 2. THERE ARE MANY THINGS IN THE ATTIC.

**Track-7-** Song 3. RAB THE RABBIT.

**Track-8-** Song 4. WE ARE MAGICIANS.

**Track-9-** Song 5. ABRACADABRA.

A new feature includes the possibility for teachers to see the choreography of a song on our website and therefor offers the opportunity of teaching it to the students prior to the show, thus allowing them to fully enjoy the dance on the day of the show.

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack.

We also hope this proves to be a useful aid in enhancing enjoyment of this interactive theatre experience.



# THE TEN COMMANDMENTS FOR BEING A GOOD THEATRE-GOER



**01.** First of all, **FIND OUT** about the show you are going to see. Sometimes what you think something is about does not coincide with what you see on stage later.

**02. BE PUNCTUAL.** Arrive at least 15 minutes early and you will have time to find your seat without disturbing anyone else.

**03.** Once the show has started, **DO NOT LEAVE YOUR SEAT.** Have the foresight to go to the toilet beforehand (the play may not have an intermission in the middle).

**04. SILENCE IS KEY,** since the actors are performing for the audience, for you. So you must avoid any distraction (alarm clocks, mobile phone sounds, checking the mobile phone screen and lighting up in the middle of the audience, whispering..), out of respect for the audience and all those who are involved in the show.

**05. BE CAREFUL COUGHING AND SNEEZING,** as it can bother the actors and the rest of the audience. If you have a cold, please have the foresight to carry some cough sweets with you to soothe your throat.

**06.** Out of respect for the actors and the audience in general, **YOU SHOULD NOT EAT DURING THE PERFORMANCE.** The theatre is not the cinema, so we must keep to the rules as much as possible. Save the treats and goodies for another occasion. Any murmur becomes noise and interference.

**07.** If you don't like the show or it bores you, **DO NOT DISTURB THE REST OF THE AUDIENCE OR YOUR FRIENDS** with whispered comments. They may be interested in the show and, in addition to this, whispers can become annoying noises. Leave the comments for the end or upon exit. Anything you say in a low voice can be heard by the actors (acoustics in the room allow it).

**08.** Stay **SITTING DOWN** in your seat. Remember that you are not in the cinema and that all changes in posture and the movements you make in your seat are also felt by the actors who are on stage and this can distract them.

**09.** If for any urgent reason you have to leave the room, try to do it with **DISCRETION AND IN SILENCE**, and try not to disturb the others as much as possible.

**10.** Lastly, **APPLAUSE**, not whistles or shouts, is the **BEST REWARD FOR THE ACTORS** who have entertained you and given you a pleasant time. If they have also managed to arouse your enthusiasm, you can cheer for them by standing up and shouting.



# CONCEPTUAL CONTENTS



The educational interests of this activity will focus on helping students start developing the four basic skills of any foreign language: listening, speaking, reading and writing. All this with an approach based on communication, which aims to encourage students, involving them in dialogues, conversations, songs ... and other forms of communication that are essential to the teaching and learning of a foreign language process.

At this stage students should develop a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

The teaching materials of “**ABRACADABRA**” will allow you to study in depth the following conceptual contents.

## **LISTENING.**

Various activities such as listening and repeating words as well as having to fill in the gaps to certain dialogues and songs, helping to sharpen the students ear and encourage them to repeat all they here in English.

## **READING AND WRITING.**

There are numerous moments where students have to read and understand the sentences and dialogues within this dossier. It helps them to hone in on their reading skills and then gives them the opportunity through writing to practice what they already know as well as developing a greater knowledge of the language.

## **CONVERSATION.**

The main focus when learning a language should be on the ability to communicate. Here, students are given the opportunity to develop this important skill by involving them in dialogues, conversations, songs, and pair work set specifically to encourage conversation in English. At this stage students should have already developed a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition. The teaching materials in “ABRACADABRA” will allow you to study the following conceptual contents in depth:

- Present simple tense. Auxiliary verbs in negatives and questions. Third person singular.
- Descriptions: Character (brave, adventurous, evil) and appearance (tall, thin, beautiful, strong...).
- Verbs (to scare, to run, to talk, to play, etc...).
- Vocabulary: The world of magic.
- Linking words: “and”, “but”



# PLOT SYNOPSIS



Harry enters and he is very scared. He says that noises scare him, such as the sound of doors closing, windows opening, the dark... and pretty much everything else around him. After a while, his sister, Jenny, comes in and scares him and this causes Harry to faint. Jenny helps Harry up and shows him a key that she was hiding. The key that opens the door to the attic.

Jenny is ready to go, but Harry says they better not because they should wait for dad. But, after a while, Jenny eventually convinces Harry to go in and they open the door - having said the magic word: Abracadabra -, which allows them to go into the attic.

Once inside the attic, they see a number of things, including a large clock which comes in very handy when they need to know exactly what time it is, with the help of a volunteer.

Then they discover a very large box, and just as Jenny is about to open it... Rab the Rabbit appears, and it turns out that he is a rabbit who was very good friends Jenny and Harry's grandfather, and he reveals to both of them that their grandfather was a magician. Rab disappears shortly after, as he goes in search of carrots. This gives Jenny and Harry an opportunity to open the large box, only to discover that it is full of magic things.

They pretend to be magicians with the help of some volunteers and enjoy performing some very colourful tricks. Inside the big magic box they discover a smaller box that Harry insists on opening; and the moment he does, a loud shrill witches laugh can be heard echoing around the attic, which is, according to the box itself, a box in which a witch had been trapped and now has escaped.

Harry and Jenny come up with a plan to hunt down the witch; which they achieve, but in the end they discover that the witch was not a witch at all, but that it was actually just Rab the Rabbit in disguise who shows the children that monsters and witches do not exist.

It ends in celebration and they dance to a beautiful song with some volunteers.



# LISTENING 1.

## MY NAME IS JENNY

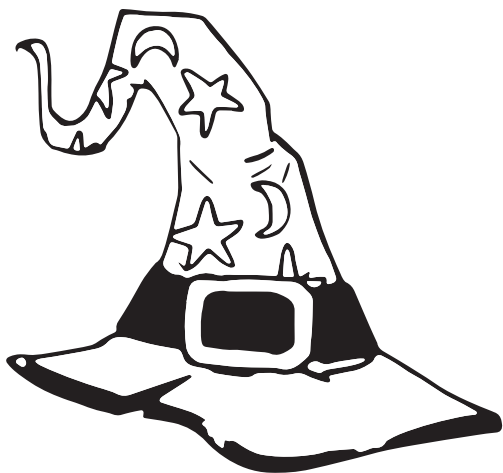


### -TRACK 1-

Hello everyone. My name is Jenny, and I am Harry's sister, you know, the one that looks like Harry Potter. I am very brave, I am not afraid of anything. I like adventures, surprises, and playing non-stop all afternoon. I have a great time with my brother Harry, although he can be a real pain. I scare him sometimes. I know he doesn't like it, but it's so much fun to scare him. My parents tell me not to do it, that I should behave, but... but...well, I can't help it. When I scare him, his hands and legs start to tremble and his heart beats so fast. I am going to see if I can find him now and give him a really big fright. So shhh! If you see him, don't say anything to him, okay?

-Repeat the words after the bell-

**HELLO – SISTER – BRAVE – AFRAID – ADVENTURES – SURPRISES – PLAY  
AFTERNOON SCARY – FUN – FRIGHT – PARENTS – TREMBLE – HANDS  
LEGS – HEART**



# LISTENING 2.

## MY NAME IS HARRY



### -TRACK 2-

Hello everyone. My name is Harry, yes, like Harry Potter. Everyone tells me I look a lot like Harry Potter because I wear glasses and because... well because...well, actually nothing else. Harry Potter is brave, but I'm not very brave. In fact, I am always afraid; noises, rain, storms, and things like that really scare me. I am afraid of the shadows in my room, the monsters that live under my bed and inside my wardrobe. My parents say that these monsters don't exist, that they are all in my imagination, but it doesn't matter because I'm still afraid. And you, are you afraid like me?

-Repeat the words after the bell-

HELLO – WORLD – GLASSES – BRAVE – AFRAID – NOISES – RAIN  
STORM – SHADOWS – ROOM – MONSTERS – BED-  
WARDROBE – PARENTS – IMAGINATION.





# LISTENING 3.

## MY NAME RAB THE RABBIT



### -TRACK 3-

Hello everyone, yes, yes everyone, everyone, all the children, the teachers, the magicians, the trapeze artists, clowns, presenters, tamers... and all of you who believe in magic and like circus. Yes, yes, I said magic; the power to make coins appear and disappear, turn scarves into doves, change the colour of water, guess cards from a deck with your eyes closed, draw flowers from a magic wand, tie and untie knots on a rope that has no end, ... and many many more incredible tricks that make dreams reality, believe in the impossible children... But.... all that was so long ago... well, I'm older now you see, but that doesn't mean I'm not still a magic rabbit. Don't you believe me? Come with me and I'll show you.

-Repeat the words after the bell-

HELLO – CHILDREN – TEACHERS – MAGICIANS – CLOWNS – CIRCUS  
MAGIC – APPEAR – DISAPPEAR – COINS – SCARVES – DOVES – WATER  
CARDS – DECK – EYES – FLOWERS – MAGIC WAND – KNOTS – ROPE  
TRICKS – DREAMS – RABBIT



# DIALOGUE

## MY NAME IS JENNY



### -TRACK 4-

**HARRY.**

Ahhhh! You 'scared me!!!

**JENNY.**

I know ha-ha, brilliant isn't it!

**HARRY.**

It's not funny?

**JENNY.**

It's hilarious.

**HARRY.**

Look, my hands are shaking, my legs are shaking, my eyes are tearing up and my heart... well my heart is beating very fast.

**JENNY.**

Oh come on Potter...

**HARRY.**

Don't call me Potter, my name is Harry.

**JENNY.**

Alright Potter; It wasn't as bad as all that!

**HARRY.**

I could have died or worse, I could have...  
I could have...

**JENNY.**

Well? Are we going in or not?

**HARRY.**

Going in where?

**JENNY.**

What do you mean where? Inside!

**HARRY.**

But we have to wait for dad to come up.

**JENNY.**

We have to wait for dad to come up!

**HARRY.**

Stop copying me!

**JENNY.**

Stop copying me!

**HARRY.**

STOOOOOOPPPPP!

**JENNY.**

Oh Harry, you are such a bore.

**HARRY.**

I'm not. I'm just responsible, you should try it some time!

**JENNY.**

Hmmmmmm.....I have a surprise for you.

**HARRY.**

Really?

**JENNY.**

Yeah.

**HARRY.**

What is it?

**JENNY.**

Close your eyes.

**HARRY.**

No way!

**JENNY.**

Well, no surprise then.

**HARRY.**

Okay, okay, fine, I'll close them



# SONG 1.

## I'M SO AFRAID



### -TRACK 5-

HARRY:

When I'm on my own  
I can hear them moan  
Ghosts out there  
Ready to scare  
I am so afraid.

When I'm in the dark  
And the noises start  
My heart beats  
Can't move my feet  
I am so afraid.

Creaky doors close  
The thunder roars  
Wolves howl as the wind blows.

Lump in my throat  
Squeal like a goat  
I am so afraid.

Because I'm afraid

# SONG 2.

## THERE ARE MANY THINGS IN THE ATTIC



### -TRACK 6-

**Harry:** Oh I can't wait so see what's inside this big attic.  
**Jenny:** It is going to be quite amazing.

**Harry:** There are many things in the attic  
**Jenny:** Strange things we love to see  
**Harry:** Boxes and bags and books and clothes  
**Jenny:** Also something special you see

**Harry:** Magic things that will surprise you  
when you go in there  
**Jenny:** Magic hats and a magic book  
turn you into a bear

**Harry:** Wahoo!!

**Harry:** Wow, the attic has so many magical things,  
I wonder what else we will find here  
**Jenny:** I guess we will just have to look around.

**Jenny:** There are many things in the attic  
**Harry:** Strange things we love to see  
**Jenny:** Wizards wands for doing magic  
**Harry:** Magic dust makes me a king

**Jenny:** We can do a lot of spells  
Make up potions too  
**Harry:** I will use these magic cards  
make you a Princess

**Jenny:** Wahoo!!



# SONG 3.

## RAB THE RABBIT



### -TRACK 7-

#### RABBIT:

Hello Hello Hello  
Rab the Rabbit is my name  
Hello Hello Hello  
The most famous rabbit in the world

I hop and play and play and hop some more  
I have fun all day  
I have travelled all over the world, like Paris and Moscow

Oh but it was very cold in Moscow  
Really you went there? You worked with my Grandfather there?  
Yep. That's right!

Hello Hello Hello  
Rab the Rabbit is my name  
Hello Hello Hello  
The most famous rabbit in the world

I hop and play and play and hop some more  
I have fun all day  
I have travelled all over the world, like Tokyo and Pekin

Really good special fried rice there, but I only ate the carrots.  
Did you really travel to all those places with my Grandfather?  
Yep. That's right!

Hello Hello Hello  
Rab the Rabbit is my name  
The most famous Rabbit  
The most famous rabbit in the world.

I' m Rab the Rabbit

# SONG 4.

## WE ARE MAGICIANS



### -TRACK 8-

**Jenny:** MAGIC

**Harry:** ATTIC

**Jenny:** MAGIC

**Jenny & Harry:** WE ARE MAGICIANS

**Harry:** WOOOWWW

**Jenny:** THERE IS A MAGICIAN 'S CAPE,

**Harry:** AND HAT, AND HAT

**Jenny:** THERE IS A BOOK

**Harry:** WOOOWWW

**Jenny:** AND SOME MAGIC DUST

**Harry:** BUT THE BEST THING HEE HEE HEE

**Jenny:** IS THIS MAGIC WAND!

**Jenny:** MAGIC

**Harry:** ATTIC

**Jenny:** MAGIC

**Jenny & Harry:** WE ARE MAGICIANS

# SONG 5.

## ABRACADABRA



### -TRACK 9-

JENNY & HARRY:

Magic can make coins disappear  
Speaking the words it's very clear  
Magic is lots of fun

Magic powder and a wand  
A book and a dice, it's very odd  
Magic is lots of fun

ABRACADABRA is the word  
Say it loudly and be heard  
If you shout it out like me  
Everything around will change you see  
(x2)

HOCUS POCUS you are a hen  
I snap my fingers, you are you again  
Magic is lots of fun

With my magic cloak on my back  
And on my head is my magic hat  
Magic is lots of fun

ABRACADABRA

ABRACADABRA is the word  
Say it loudly and be heard  
If you shout it out like me  
Everything around will change you see  
(x2)

# PRE-PLAY ACTIVITY I.

## TRUE OR FALSE



Students should listen to LISTENING 1 –TRACK 1- and say whether the following statements are true or false.

1.- Jenny is Harry's cousin.

**FALSE**

ANSWER: Jenny is Harry's sister.

2.- Jenny says that her brother's name is Harry, like Harry Potter.

**TRUE**

3.- Jenny is very cowardly, she is afraid of everything.

**FALSE**

ANSWER: Jenny is very brave, she is not afraid of anything.

4.- Jenny likes to scare her brother Harry.

**TRUE**

5.- When Jenny scares Harry, his mouth shakes.

**FALSE**

ANSWER: When Jenny scares Harry, Harry's hands and legs shake.

### Extension Activity:

Students should change the sentences that they have determined to be false.



# PRE-PLAY ACTIVITY 2.

## CHOOSE THE CORRECT OPTION



Students must listen to LISTENING 2 –TRACK 2- and choose the correct answer.

1.- Harry's name is like that of...

- a. Harry Motter
- b. Peter Potter
- c. Harry Potter**

4. Harry is scared of...

- a. Noises, rain and storms**
- b. Mice, rain and storms
- c. Noises, rain and doors

2.- Like Harry Potter, our protagonist wears...

- a. Glasses**
- b. A magic wand
- c. A scarf

5. Harry says that monsters live...

- a. Behind his bed and inside his wardrobe
- b. Inside his bed and behind his wardrobe
- c. Under his bed and inside his wardrobe**

3. According to Harry, Harry Potter is...

- a. Cowardly
- b. Brave**
- c. Clever

6. His parents tell Harry that...

- a. monsters don't exist**
- b. monsters do exist
- c. Monsters only exist at night

# PRE-PLAY ACTIVITY 3.

## FILL IN THE GAPS.



In this activity, students must listen to listening 3 -TRACK 3- and place the corresponding words in the blank spaces. To do this they must choose them from the words provided.

RAB THE RABBIT.

**HELLO** everyone, yes, yes everyone, everyone, all the **CHILDREN**, the **TEACHERS**, the **MAGICIANS**, the trapeze artists, **CLOWNS**, presenters, tamers... and all of you who believe in magic and like the **CIRCUS**. Yes, yes, I said **MAGIC**; the power to make coins **APPEAR** and **DISAPPEAR** turn scarves into **DOVES**, change the colour of **WATER** guess **CARDS** from a deck with your **EYES** closed, draw **FLOWERS** from a **MAGIC WAND**, tie and untie knots on a **ROPE** that has no end, ... and many many more incredible **TRICKS** that make **DREAMS** reality, believe in the impossible children... But.... all that was so long ago... well, I'm **OLDER** now you see, but that doesn't mean I'm not still a magic **RABBIT**. Don't you believe me? Come with me and I'll show you.

### WORDS:

CHILDREN – MAGICIANS – CIRCUS – HELLO – CLOWNS – TEACHERS – FLOWERS – APPEAR  
DOVES – CARDS – DISSAPEAR – EYES – MAGIC – TRICKS – DREAMS – ROPE  
MAGIC WAND - RABBIT - OLDER.

# PRE-PLAY ACTIVITY 4.

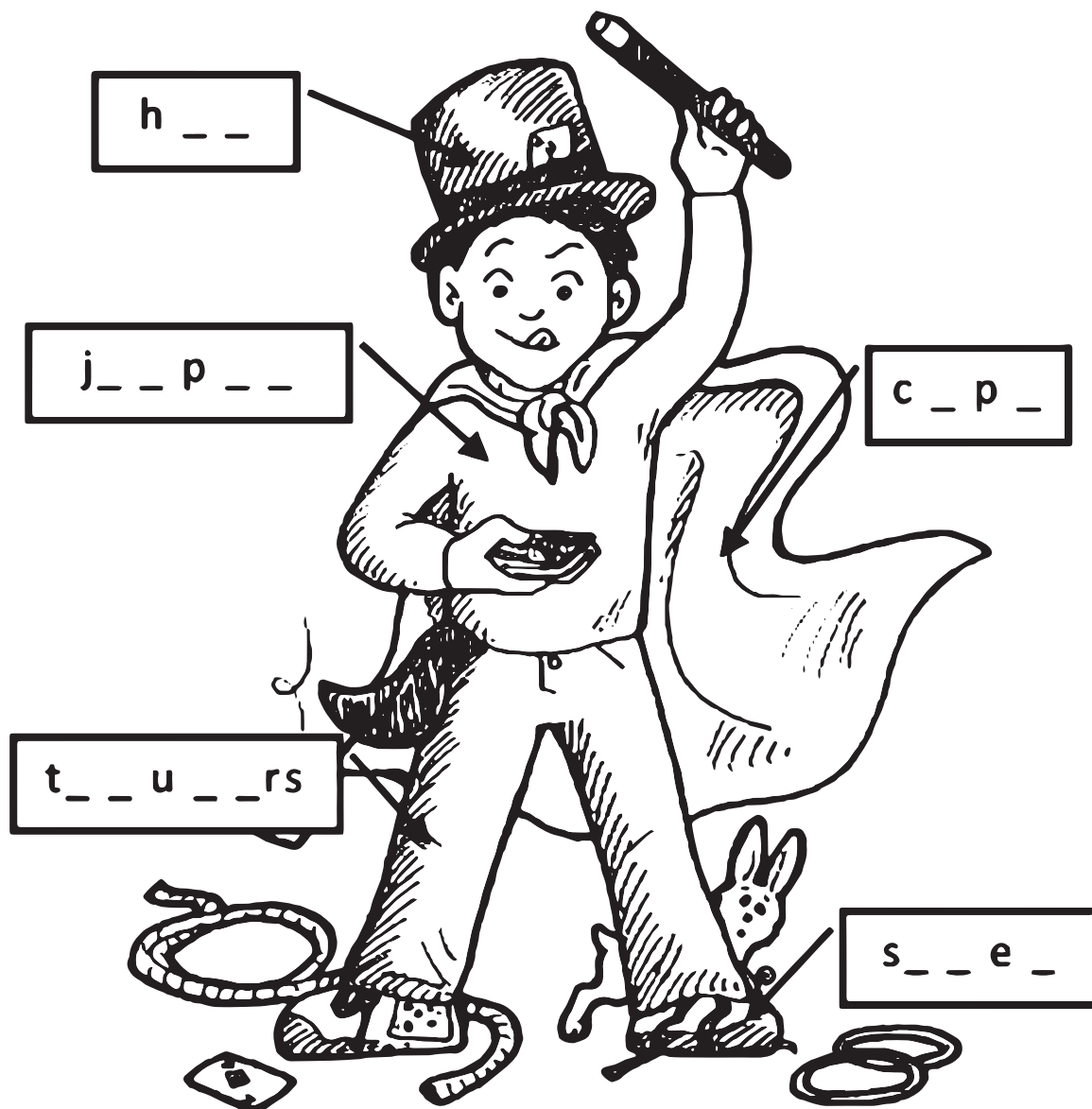
## MAGIC DRESS.



In this activity, the students will learn the names of items of costume; To do this, they must put in the correct word for each, choosing them from the words that appear below and writing them into the spaces provided.

## Carnival Magician

What is the magician wearing?



shoes

trousers

jumper

hat

cape

# PRE-PLAY ACTIVITY I.

## TRUE OR FALSE



Students should listen to LISTENING 1 –TRACK 1- and say whether the following statements are true or false.

**1.-** Jenny is Harry's cousin.

---

**2.-** Jenny says that her brother's name is Harry, like Harry Potter.

---

**3.-** Jenny is very cowardly, she is afraid of everything.

---

**4.-** Jenny likes to scare her brother Harry.

---

**5.-** When Jenny scares Harry, his mouth shakes.

---

### Extension Activity:

Students should change the sentences that they have determined to be false.

# PRE-PLAY ACTIVITY 2.

## CHOOSE THE CORRECT OPTION



Students must listen to LISTENING 2 –TRACK 2- and choose the correct answer.

**1.- Harry's name is like that of...**

- a. Harry Motter
- b. Peter Potter
- c. Harry Potter

**4. Harry is scared of...**

- a. Noises, rain and storms
- b. Mice, rain and storms
- c. Noises, rain and doors

**2.- Like Harry Potter, our protagonist wears...**

- a. Glasses
- b. A magic wand
- c. A scarf

**5. Harry says that monsters live...**

- a. Behind his bed and inside his wardrobe
- b. Inside his bed and behind his wardrobe
- c. Under his bed and inside his wardrobe

**3. According to Harry, Harry Potter is...**

- a. Cowardly
- b. Brave
- c. Clever

**6. His parents tell Harry that...**

- a. monsters don't exist
- b. monsters do exist
- c. Monsters only exist at night

# PRE-PLAY ACTIVITY 3.

## FILL IN THE GAPS.



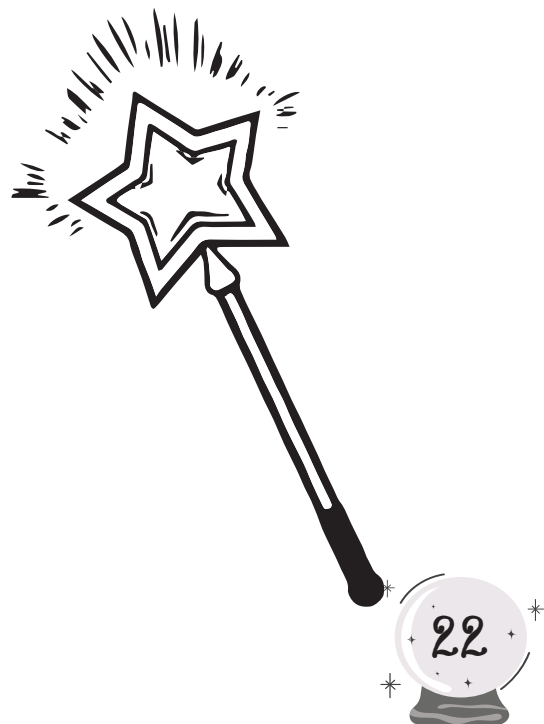
In this activity, students must listen to listening 3 -TRACK 3- and place the corresponding words in the blank spaces. To do this they must choose them from the words provided.

RAB THE RABBIT.

\_\_\_\_\_ everyone, yes, yes everyone, everyone, all the \_\_\_\_\_ , the \_\_\_\_\_ , the \_\_\_\_\_ , the trapeze artists, \_\_\_\_\_, presenters, tamers... and all of you who believe in magic and like the \_\_\_\_\_. Yes, yes, I said \_\_\_\_\_ ; the power to make coins \_\_\_\_\_ and \_\_\_\_\_ turn scarves into \_\_\_\_\_ , change the colour of \_\_\_\_\_ guess \_\_\_\_\_ from a deck with your \_\_\_\_\_ closed, draw \_\_\_\_\_ from a \_\_\_\_\_ , tie and untie knots on a \_\_\_\_\_ that has no end, ... and many many more incredible \_\_\_\_\_ that make \_\_\_\_\_ reality, believe in the impossible children... But.... all that was so long ago... well, I'm \_\_\_\_\_ now you see, but that doesn't mean I'm not still a magic \_\_\_\_\_. Don't you believe me? Come with me and I'll show you.

### WORDS:

CHILDREN – MAGICIANS – CIRCUS – HELLO – CLOWNS – TEACHERS - FLOWERS – APPEAR  
DOVES – CARDS – DISSAPEAR – EYES – MAGIC – TRICKS – DREAMS – ROPE  
MAGIC WAND - RABBIT - OLDER.



FOR STUDENTS

# PRE-PLAY ACTIVITY 4.

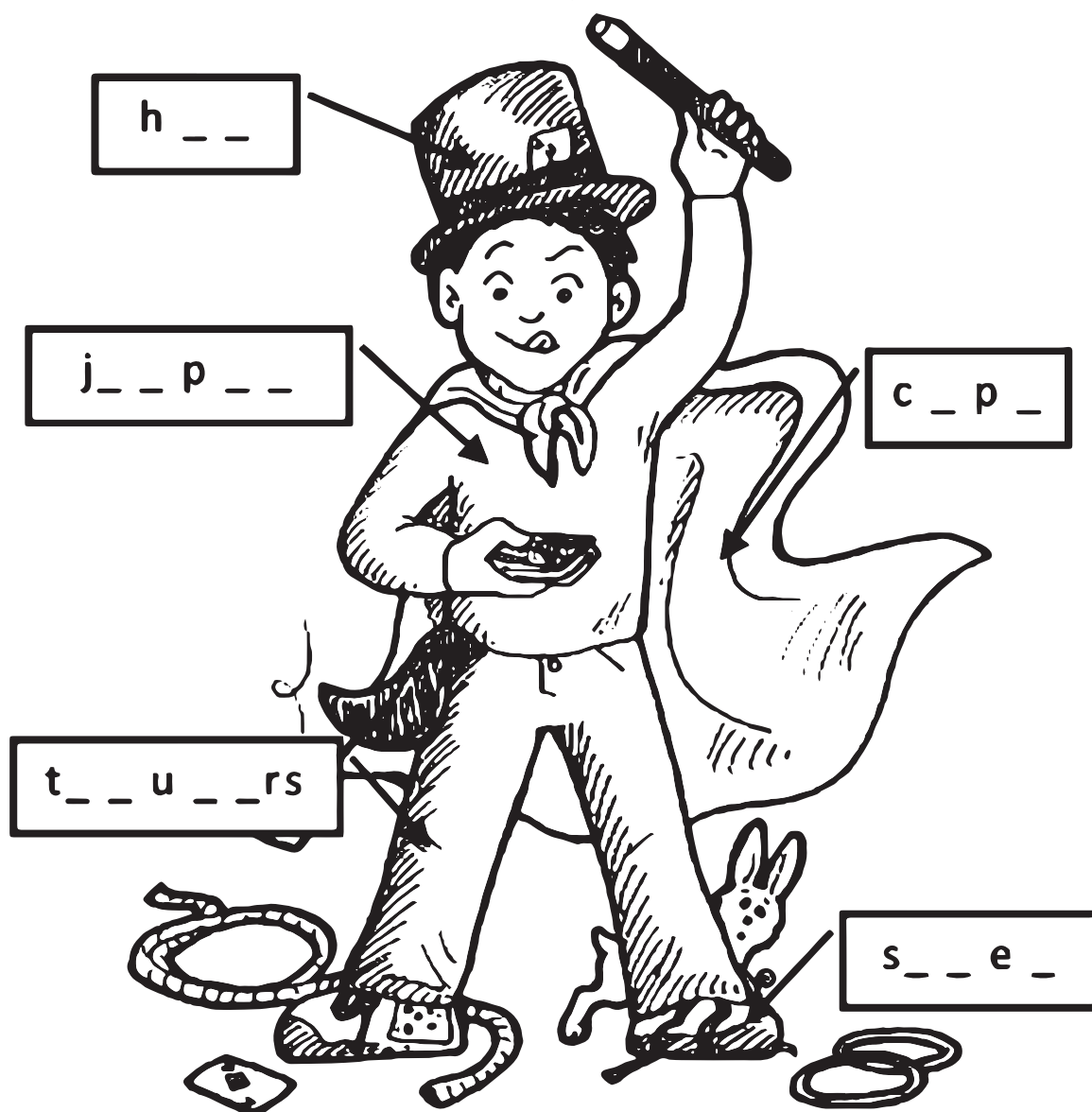
## MAGIC DRESS.



In this activity, the students will learn the names of items of costume; To do this, they must put in the correct word for each, choosing them from the words that appear below and writing them into the spaces provided.

### Carnival Magician

What is the magician wearing?



shoes

trousers

jumper

hat

cape

# POST-PLAY ACTIVITY I.

## WHAT TIME IS IT?



### Pre-teach:

Teach the students the following forms

### Question:

1. What is the time?
2. What time is it?

### Response:

#### On the hour

1. It is six o'clock in the morning.  
(06:00 or 6:00 am)
2. It is six o'clock in the evening.  
(18:00 or 6:00 pm)

#### Before or after :15, before 30

1. It is five past six. (6:05)
2. It is six o'five. (6:05)
3. It is twenty-five past six. (6:25)
4. It is six twenty-five. (6:25)

#### At :15

1. It is quarter past six. (6:15)
2. It is six-fifteen. (6:15)

#### At :30

1. It is twenty five to seven. (6:15)
2. It is six thirty-five. (6:15)

**IMPORTANT:** WHEN SPEAKING ABOUT WHAT TIME YOU DO SOMETHING THE PREPOSITION IS ALWAYS "AT"

(for example: I wake up at 7:30 every day)

### Activity 1:

Get the students to ask and answer the following questions: What time is it? What time do you usually go to bed? What time do you wake up? What time do you go to school? What time do you eat dinner in your house?

### Activity 2:

Hand out a photo copy of the clock on the next page. In pairs get the students to draw with a pencil different times (drawing the hour and the minute hand) and get their partners to say the time that they have drawn. This activity could also be done as a class together with a big clock on the board.



# POST-PLAY ACTIVITY 2.

## UNDERSTANDING QUESTIONS



Below are a series of questions about ABRACADABRA. Depending on the answers given by the students, the teacher will be able to determine if they have understood everything that happened in it or not.

The teacher can choose between asking the questions and having the students respond orally or writing down the answers.

### QUESTIONS:

1.- What are the names of the two main characters in ABRACADABRA?

**Jenny and Harry**

2.- The Rabbit calls Rap or Rab or Rad? Which?

**Rab The Rabbit**

3.- The Rabbit in ABRACADABRA traveled around the world with a relative of Jenny and Harry's. Who was it?

**Their Grandfather**

4. Is this information correct? In the play ABRACADABRA, monsters exist and they scare children.

**Incorrect. Monsters do not exist.**

5.- Which of these sentences is correct?

a.- The magicians wear a cape, a hat and hold a magic wand.

b.- The magicians wear a cape, a hat and an umbrella in case it rains.

c.- The magicians wear a cape, a sports cap and hold a magic wand.

6.- Harry doesn't like being called...

**Potter**

7.- The box that falls out of Jenny and Harry's hands makes...

**The Witch that was inside escaped.**

8.- Who is actually the witch that escapes from the box that falls out of Jenny and Harry's hands?

**Rab The Rabbit**

# POST-PLAY ACTIVITY 3.

## ORDER THE SCENES



In this activity, the students should put the following sentences in the correct order, taking into account the chronological order in which the scenes took place in the show. This will allow the teacher to check the students level of understanding for the work.

### ANSWERS:

- 3.- With the word ABRACADABRA Jenny and Harry manage to open the door and enter the attic
- 5.- Rab the Rabbit appears and sings his song.
- 1.- Harry appears on stage singing "I am so afraid".
- 2.- Jenny shows her brother a key that can open the door to the attic.
- 4.- Jenny disguises herself as a ghost using a sheet and scares Harry.
- 7.- Harry takes a smaller box on stage, and when he opens it a witch escapes.
- 6.- Jenny and Harry dress up as magicians, and with the help of the volunteers, perform magic tricks.
- 8.- Harry and Jenny decide to catch the witch and put her back in the box.
- 10.- Jenny and Harry, with the help of some volunteers, dance to a lovely song as the play ends.
- 9.- Jenny and Harry catch the Witch who is actually just Rab the Rabbit in disguise

# POST-PLAY ACTIVITY I.

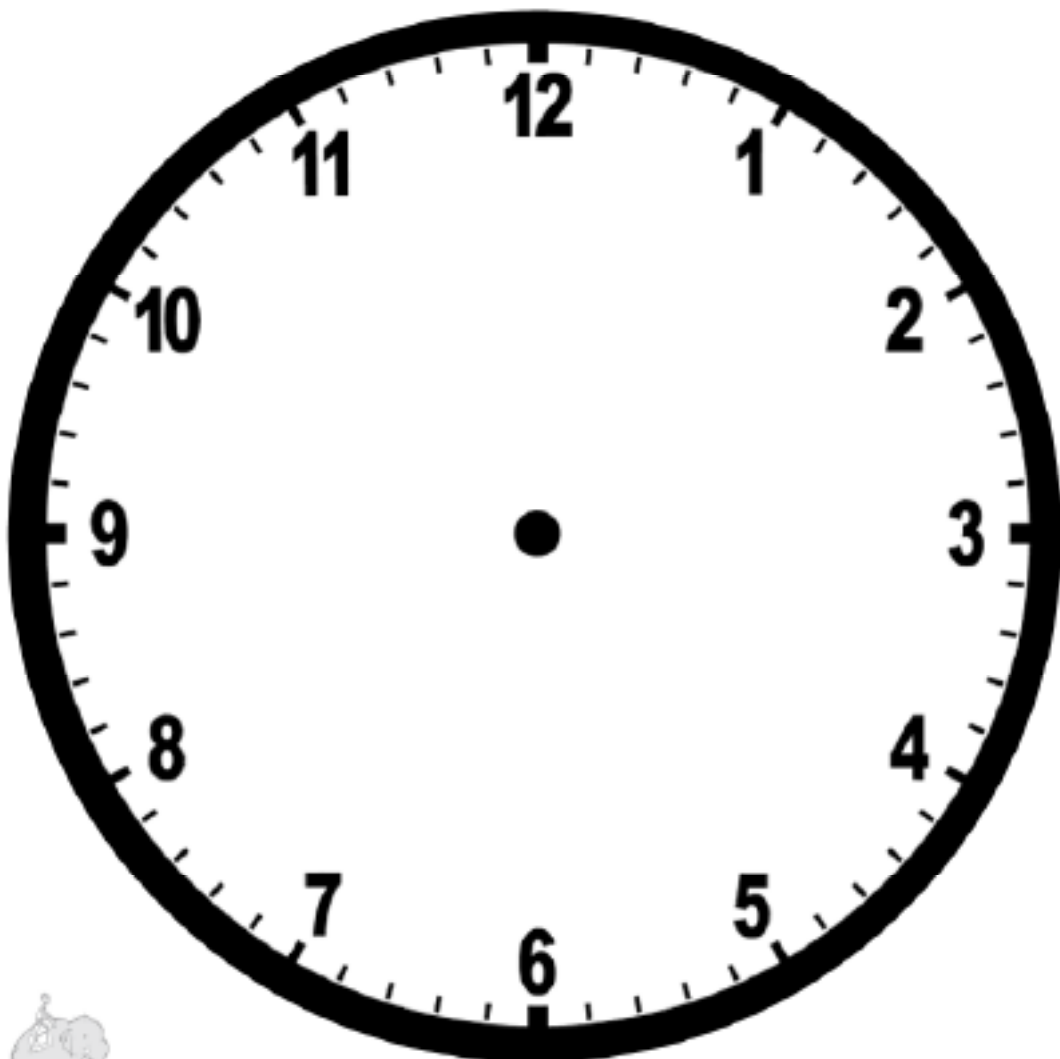
## WHAT TIME IS IT?



Questions:

1. WHAT IS THE TIME?.....
2. WHAT TIME IS IT?.....
3. WHAT TIME DO YOU USUALLY GO TO BED? .....
4. WHAT TIME DO YOU MAKE UP? .....
5. WHAT TIME FO YOU GO TO SCHOOL? .....
6. WHAT TIME DO YOU EAT DINNER IN YOUR HOUSE? .....

In pairs draw whit a pencil different time and practice WHAT TIME IS IT?



# POST-PLAY ACTIVITY 2.

## UNDERSTANDING QUESTIONS



Answer the following questions. They are all about ABRACADABRA.

QUESTIONS:

- 1.- What are the names of the two main characters in ABRACADABRA?  
\_\_\_\_\_
- 2.- The Rabbit is called Rap or Rab or Rad? Which?  
\_\_\_\_\_
- 3.- The Rabbit in ABRACADABRA traveled around the world with a relative of Jenny and Harry's. Who was it?  
\_\_\_\_\_
- 4.- Is this information correct? In the play ABRACADABRA monsters exist and they scare children.  
\_\_\_\_\_
- 5.- Which of these sentences is correct?
  - a.- The magicians wear a cape, a hat and hold a magic wand.
  - b.- The magicians wear a cape, a hat and hold an umbrella in case it rains.
  - c.- The magicians wear a cape, a sports cap and hold a magic wand.
- 6.- Harry doesn't like being called...  
\_\_\_\_\_
- 7.- The box that falls out of Jenny and Harry's hands makes...  
\_\_\_\_\_
- 8.- Who is actually the witch that escapes from the box that falls out of Jenny and Harry's hands?  
\_\_\_\_\_

FOR STUDENTS

# POST-PLAY ACTIVITY 3.

## ORDER THE SCENE



Read the sentences below and then put them in the correct chronological order, taking into account the order in which the scenes took place in the show.

### SCENES

- With the word **ABRACADABRA** Jenny and Harry \_\_\_\_\_ ☐  
manage to open the door and enter the attic.
- Rab the Rabbit appears and sings his song. \_\_\_\_\_ ☐
- Harry appears on stage singing "I am so afraid". \_\_\_\_\_ ☐
- Jenny shows her brother a key that can open the \_\_\_\_\_ ☐  
door to the attic.
- Jenny disguises herself as a ghost using a sheet and \_\_\_\_\_ ☐  
scares Harry.
- Harry takes a smaller box on stage, and when he \_\_\_\_\_ ☐  
opens it a witch escapes.
- Jenny and Harry dress up as magicians, and with the \_\_\_\_\_ ☐  
help of the volunteers, perform magic tricks.
- Harry and Jenny decide to catch the witch and put \_\_\_\_\_ ☐  
her back in the box.
- Jenny and Harry, with the help mof some volunteers, \_\_\_\_\_ ☐  
dance to a lovely song as the play ends.
- Jenny and Harry catch the Witch who is actually just \_\_\_\_\_ ☐  
Rab the Rabbit in disguise

# EXTRA-ACTIVITIES



## TWO MAGIC TRICKS –for kids- PICK A COIN

What you'll need: a handful of coins from different years Pick a coin, any coin, and your kiddo will be able to tell you the exact date listed on that coin. And here's how:

**Step 1:** Lay a few coins out on a table, year-side up (start with just three or four to learn, then feel free to add more).

**Step 2:** Tell your audience you can tell the exact date printed on any coin of their choosing.

**Step 3:** Turn your back to the audience and ask your volunteer to pick up a coin. Tell them to memorize the date, keep it in their mind, think of a historical event that happened that year, whatever you can to get them to keep the coin in their hands for as long as possible before placing it back on the table in the exact same spot.

**Step 4:** Turn around and examine the coins by holding each one in your hands, one at a time. Here's the trick: whichever coin is the warmest is the one your volunteer chose. Take a quick glance at the year, memorize it and continue with your examination.

**Step 5:** Finish with a long dramatic pause, some contemplative looks and voilà! Was the year 1999, friends?

## IS THIS YOUR CARD? USING A KEY CARD

What you'll need: a deck of cards. Everyone knows and loves a good card guessing trick and this is one of the best introduction variations.

**Step 1:** Have your volunteer shuffle a deck of cards.

**Step 2:** Fan the deck out face up to show that the cards are all mixed in together and in no particular order. While you're doing this, quickly memorize the top card (or what will be the bottom card once you turn the deck back over).

**Step 3:** Have your volunteer split the deck in half and place the top deck onto the table.

**Step 4:** Tell them to take the top card from the pile in their hands and memorize it.

**Step 5:** Have them place their card on top of the deck on the table, then place the rest of the deck from their hands on top of that.

**Step 6:** Pick up the deck of cards and begin to "read their mind" while they think about their card.

**Step 7:** Start dealing the cards from the top of the deck face up, pausing every once in a while to contemplate the cards in front of you.

**Step 8:** Once you reach the top card you memorized at the start of this trick, you now know that the very next card is the one that your volunteer is thinking of. Finish with a dramatic reveal.

# VOCABULARY



## A.-

AFRAID  
ADVENTURES  
AFTERNOON  
APPEAR (to)  
ATTIC  
ATTACK (to)

## B.-

BLOW (to)  
BRAVE  
BED  
BITE (to)  
BOX  
BOOK

## C.-

CLOSE (to)  
CHILDREN  
CLOWN  
CIRCUS  
COINS  
CARDS  
CHAIR  
CATCH (to)  
CURIOUS  
CLOCK  
CARROT  
CAP

## D.-

DARK  
DOOR  
DOVES  
DECK  
DREAM  
DISAPPEAR (to)  
DRESS  
DANCE (to)

## E.-

EYES  
EXIST (to)

## F.-

FEET  
FUN  
FRIGHT  
FLOWERS  
FALSE  
FAMOUS

## G.-

GHOST  
GLASSES  
GAP  
GRANDFATHER

## H.-

HEAR (to)  
HEART  
HELLO  
HANDS  
HAT  
HUNGRY

## I.-

IMAGINATION  
INSIDE

## J.-

JUMP (to)  
JUMPER

## K.-

KNOTS

## L.-

LEGS

## M.-

MONSTERS  
MAGICIAN  
MAGIC  
MAGIC WAND

## N.-

NOISES  
NAME  
NET

## O.-

OPEN (to)

## P.-

PLAY (to)  
PARENTS  
PROMISE (to)

## Q.-

QUESTION

## R.-

RAIN  
ROOM  
ROPE  
RABBIT

## S.-

SCARE (to)  
SCARY  
SISTER  
SURPRISE  
STORM  
SHADOWS  
SCARVES  
SPELLS  
SHOES  
SONG

## T.-

THUNDER  
TREMBLE (to)  
TEACHER  
TRICKS  
TRUE  
THINGS  
TABLE  
TROUSERS

## U.-

UNDERSTAND (to)

## V.-

VOLUNTEER

## W.-

WIND  
WINDOW  
WORLD  
WARDROBE  
WATER  
WITCH

## X.-

## Y.-

## Z.-