



FORUM
THEATRE &
EDUCATION



·INDEX.

-01. Introduction	03
-02. Conceptual Contents	04
-03. L. Frank Baum. The Writer – Information for Teachers –.....	05-0
-04. Plot synopsis	07
-05. Listening. The story of the Wonderful Wizard of Oz	08
-06. Meet the Characters.	09-10
-07. Song 1.	11
-08. Song 2. "Dory"	12
-09. Song 3. "The Scarecrow"	13
-10. Song 4. "The Tin Man"	14
-11. Song 5. "The Lion"	15
-12. Song 6. "I am just a man"	16
-13. Song 7. "The road back Home"	17
-14. Pre-play Activity 1. Questions about the Wonderful Wizard of Oz -Teachers-	18
-15. Pre-play Activity 1. Questions about the Wonderful Wizard of Oz -Students	19
-16. Pre-play activity 2. More about the characters -Teachers-	20
-17. Pre-play activity 2. More about the characters -Students-.....	21
-18. Pre-play activity 3. The thing that belong to Oz-Teachers-	22
-19. Pre-play activity 3. The thing that belong to Oz-Students-	23
-20. Pre-play activity 4. Complete the sentences -Teachers-	24
-21. Pre-play activity 4. Complete the sentences -Students-	25
-22. Pre-play activity 5. The Mask of the Lion	26
-23. Post-play activity 1. Who is Who? -Teachers-	27-28
-24. Post-play activity 1. Who is Who? -Students-.....	29-30
-25. Post-play activity 2. Choose the correct option -Teachers-	31
-26. Post-play activity 2. Choose the correct option -students-.....	32
-27. Post-play activity 3. Put the pictures in order -Teachers-.....	33
-28. Post-play activity 3 Put the pictures in order -Students-.....	34
-29. Post-play activity 4. Green Glasses	35
-30. Extra-Activity 1. The Wizard of Oz -Short Play Version-.....	36-38
-31. Extra-Activity 2. The Scarecrow in colors.....	39
-32. Extra-Activity 3. The face of the Tin Man	40
-33. Extra-Activity 4. Play with the Characters	41
-34. The Ten Commandments	42
-35. For More Information.....	43
-36. Vocabulary	44

·INTRODUCTION.



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 "**LOST IN OZ**".

The pack has been designed as a tool to help students understand the play, learn new **vocabulary** and improve their **listening** and speaking skills. Once they have done the **activities**, students will understand better both how the story develops and the lines the actors deliver so they will get more enjoyment out of the performance. The **audio material** contains some introductory elements where you'll find texts corresponding to the **plot synopsis** and the **characters**, some **dialogues** from the play and the **original songs** performed in the play. Also, you'll find some suggested activities we recommend you do before the play, **Pre-play activities** and some **Post-play activities** which have been designed to check if students have understood the play correctly. The activities also enable the student's vocabulary, **expressions** and **grammatical** structures to improve.

Pre-play and post-play activities include instructions for the teacher and the corresponding **student worksheets**, if the activity requires them. Some of the activities have an extension part (**Extension-Activity**) which makes it possible to study the contents in depth, depending on the group's ability. Both the introductory material and the suggested activities may require the corresponding audio material to make better use of them.

To help the teacher find and select the audio activities, we have listed the track numbers below with their corresponding contents in the play "**LOST IN OZ**".

AUDIO "LOST IN OZ" (TRACK 1 TO 10)

1. **Listening.** The story of the Wonderful Wizard of Oz
2. **Meet the Characters.**
3. **Song 1.** "I don't want to read the Wonderful Wizard of Oz"
4. **Song 2.** "Dory –short version–"
5. **Song 3.** "The Scarecrow –short version–"
6. **Song 4.** "The Tin Man –short version–"
7. **Song 5.** "The Lion –short version–"
8. **Song 6.** "I'm just a man"
9. **Song 7.** "The road back Home"
10. **Post-Play Activity 1.** Who is who?

A new feature includes the possibility for teachers to see the **choreography** of a song on our website and therefore 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.

•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 “**LOST IN OZ**”, 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 hear 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.

GRAMMAR:

The teaching materials in “**LOST IN OZ**”, will allow you to study the following conceptual contents in depth:

- **Present simple:** First person singular.
- **Past simple tense:** Verb conjugation. Affirmative and negative sentences. Used to.
- **Personality Adjectives:** (scared, brave, ...).
- **The world of the writer:** L. Frank Baum
- **Geography:** travelling, cultural knowledge and other useful vocabulary mentioned in the story.
- **The time:** What time is it? O' clock. Half past.
- **Countable and uncountable nouns**
- **Regular comparatives** As...as Common similes (look like...)
- **Have to Manner adverbs (-ly)**
- **Pronouns:** (me, your, him, her...)

•L. Frank Baum. The Writer.

– Information for Teachers–



Lyman Frank Baum (Chittenango, New York, USA; May 15, 1856 – Hollywood, Los Angeles, California, USA; May 6, 1919) was an American writer of children's books.

He achieved commercial success with his first book, *Father Goose* (1899), which was followed a year later by the even more popular story *The Wonderful Wizard of Oz* (1900). He wrote thirteen more books in the Oz series, which garnered a large readership. After his death in 1919, Ruth Plumly Thompson continued the series, and additionally, his uncle Shormak Khotel reportedly found more hidden books in Baum's supposed vault, one of which tells the final chapter of the *Wizard of Oz*. His body of work includes over 200 poems, 82 short stories, 55 other novels, 9 fantasy novels, and an unknown number of scripts. He also made several attempts to bring his works to the stage and screen.

Baum was born into a devout Methodist family. He was the seventh of nine children born to Cynthia Stanton and Benjamin Ward Baum; only five of the children survived to adulthood. He was named "Lyman" after his father's brother, though he disliked the name and preferred to be called "Frank."

Frank was a sickly and imaginative child. He began writing at a young age and took a keen interest in theatre early in life. He also developed a passion for raising birds, which had become a national craze at the time. Baum was never far from the stage. He continued to perform in comedic roles using the stage names Louis F. Baum and George Brooks. In 1880, his father built him a theatre in Richburg, New York, and Baum began writing plays and formed a theatre company.

He and his wife opened a store, but the business failed. He also edited a local newspaper, which also went bankrupt. In 1891, Baum, his wife, and their four sons moved to Chicago, where he found work as a salesman at the *Evening Post*. A few years later, he wrote and published *Mother Goose in Prose* and then partnered with illustrator W. W. Denslow to release *Father Goose, His Book*, a collection of nonsense poetry. The book was a hit and became the best-selling children's book of the year.

In 1900, Baum and Denslow—who shared the rights—published *The Wonderful Wizard of Oz*, a children's book that tells the story of Dorothy Gale, a girl swept away by a tornado to a magical land called Oz. The book was a major success, both commercially and critically, and became the top-selling children's book for two years after publication. Baum went on to write thirteen additional novels set in the land of Oz.

Two years after the book's release, Baum and Denslow teamed up with composer Paul Tietjens and director Julian Mitchell to produce a musical theatre version, which premiered in Chicago in 1902 and later enjoyed great success on Broadway.

After two early film adaptations (1910 and 1925), Metro-Goldwyn-Mayer produced the classic film *The Wizard of Oz*, starring Judy Garland as Dorothy. Since then, the story has been adapted numerous times for film and animation.

One of the most successful Broadway shows of all time, *Wicked*, premiered in 2003. It tells a parallel story about the two witches featured in the MGM film.

•L. Frank Baum. The Writer.

– Information for Teachers–



Beyond faithful adaptations, The Wizard of Oz has had a lasting impact on popular culture.

Hoping to recreate the success of The Wizard of Oz in books and theatre, Baum and Denslow published Dot and Tot of Merryland in 1901. The book was one of Baum's weakest and its failure cooled their relationship. It was their final collaboration.

Baum's last Oz book, Glinda of Oz, was published a year before his death, but the Oz series continued with other authors after his passing.

In 1914, having moved to Hollywood, Baum launched his career as a film producer with the creation of The Oz Film Manufacturing Company.

Baum died on May 6, 1919, at the age of 62, and was buried in Glendale, California.

- In total, L. Frank Baum wrote 14 Oz books:
- The Wonderful Wizard of Oz (1900)
- The Marvelous Land of Oz (1904)
- Ozma of Oz (1907)
- Dorothy and the Wizard in Oz (1908)
- The Road to Oz (1909)
- The Emerald City of Oz (1910)
- The Patchwork Girl of Oz (1913)
- Tik-Tok of Oz (1914)
- The Scarecrow of Oz (1915)
- Rinkitink in Oz (1916)
- The Lost Princess of Oz (1917)
- The Tin Woodman of Oz (1918)
- The Magic of Oz (1919)
- Glinda of Oz (1920)

•PLOT SYNOPSIS.



The time has come to find out which book the teacher has chosen for the class to read and work on together. It's none other than a real classic: *The Wonderful Wizard of Oz* by L. Frank Baum — a cornerstone of children's literature. But the students are not thrilled with this choice; they think it's boring, an old book with little relevance today. They would have preferred something more modern... and a little shorter. So it's time to go and look for the book!

That's exactly what our protagonist, Dory, does. Side note: yes, you guessed right — she absolutely hates her name, as everyone always makes the joke about the forgetful fish from a well-known Disney movie when they call her.

Dory walks into a random bookshop on her way home. Strange! She had never noticed this place before. And behind a towering pile of books — defying both gravity and balance — she encounters a grumpy old man with a scowl, who has no time for children. He sees them all as rude, ignorant, and careless with his books. So, the welcome Dory gets is far from pleasant.

In fact, after asking for *The Wonderful Wizard of Oz* and being mostly ignored by the grumpy old bookseller, she makes a rather improper and impolite decision: she grabs the book, leaves the money on the counter, and runs out the door. What she doesn't see is the sly smile on the bookseller's face as he rubs his hands together. What does he know that she doesn't?

Dory heads for home, but... wait a minute! This isn't her usual street. In fact, nothing looks familiar around here. She is, quite literally, lost. But lost in a world full of colour, with a yellow brick road, and strikingly similar to the illustrations in the book she is carrying... or rather, was carrying — because now it's lying on the ground, open... and talking to her.

That's right! It's a magical book, and now Dory must follow the same path Dorothy did in the original story, to find the Wizard of Oz and make her way back home. But... will she also meet the Scarecrow, the Tin Man, and the Cowardly Lion?

That's something we'll only find out if we join her on this adventure and help her return home.



•LISTENING.

THE STORY OF THE WONDERFUL WIZARD OF OZ

– Track 1–



Dorothy is a girl who lives in Kansas with her aunt and uncle. A tornado carries her house far away through the air. When they land, Dorothy discovers she has arrived in the Land of Oz. The house landed and killed the Wicked Witch of the East. Glinda, the Good Witch of the North, arrives. She gives Dorothy the magic shoes and tells her that, to get home, she must follow the Yellow Brick Road to the Emerald City and ask the Wizard for help. As Dorothy and Toto travel, they meet three companions: a scarecrow, a Tin man, and a cowardly lion.

Each of them is missing something: the Scarecrow needs a brain, the Tin Man needs a heart, and the Lion needs courage. Dorothy suggests that they all travel together to the Emerald City to ask the Wizard for help. In the Emerald City, the Wizard agrees to give them what they seek—if they defeat the Wicked Witch of the West. The Wicked Witch sees them coming and attacks them several times along the way, managing to pull out the Scarecrow's stuffing, badly dent the Tin Man, and capture Dorothy, Toto, and the Lion. Dorothy discovers that the Witch melts with water.

She escapes and returns to the Emerald City. There, Toto accidentally reveals the truth: the Wizard is just an ordinary man who travelled from Omaha in a hot air balloon many years ago. He gives the Scarecrow new stuffing in his head to serve as a brain, the Tin Man a ticking clock that sounds like a heartbeat, and the Lion a potion for courage. The Wizard agrees to take Dorothy home with him in his balloon, naming the Scarecrow ruler in his absence. But once again, Toto runs off, and when Dorothy chases him, the Wizard floats away. Dorothy is left all alone and sad; but then Glinda, the Good Witch, tells Dorothy that her magic shoes can take her anywhere she wants to go. Dorothy happily returns to Kansas with Toto, thrilled to be home.



•MEET THE CHARACTERS.

– Track 2–



•DORY•

She is the protagonist of our story. Like any modern-day girl, she complains—just like her classmates—about the “old” books the teacher picks for them to read; but since she’s a good student, she’s one of the few who actually reads them. She hates her name because everyone associates it with the forgetful fish from the Disney movie. What she doesn’t expect is that The Wonderful Wizard of Oz will take her on a magical and unique adventure.



•THE BOOKSELLER•

He is reminiscent of the one from The Never Ending Story in both personality and attitude; but he turns out to be a bit more magical—like the Wizard of Oz himself.



•THE SCARECROW•

Clumsy, fragile, brainless, funny... and confused. More of a travel companion than a helper, in search of his longed-for brain.



•THE TIN MAN•

Rough, awkward, sad, disillusioned and without a heart. Another companion who joins the journey to the Emerald City to ask the Wizard for help.

•MEET THE CHARACTERS.

– Track 2–



•THE COWARDLY LION•

Arrogant yet fearful, fierce—but only on the outside... cowardly on the inside. Just one more companion that goes with Dory on the way to the Wizard of Oz to ask for courage.



•THE WITCHES•

– Good or bad–

They are voices that either help or hinder Dory and her friends on their journey to the Emerald City.



•THE BOOK OF THE WONDERFUL WIZARD OF OZ•

It comes to life and is able to talk, make decisions, and give classroom. It is a book with a lot of character.



•THE TEACHER

A Voice-over that is played in the classroom.

•SONG 1.

I don't want to read the wonderful Wizard of Oz

-Track 3-



TEACHER:

So today, you will be reading the Wizard of Oz

DORY.

The Wizard of Oz????

No!!!

But I don't want to read that!

Oh no, please not that, not the wizard of Oz!

The teacher says, "It's time to read, The magical tale of Oz!"

The story is old, probably not good, the boring wizard of Oz,

The writing is weird, I don't want to read, the boring wizard of Oz

No, no, no!

Why do I have to read The Wizard of Oz?

Dorothy, seems kind of fun, but not The Wizard of Oz

I'd rather read something else and not The Wizard of Oz

No Tik-Tok or Memes, no Wi-Fi it seems, just boring old characters!

A Scarecrow? A Lion? A Witch on a broom, The Boring Wizard of Oz!

No, No, No,

I don't want to read the Wizard Of Oz!

I don't like the Wizard of Oz!

There's no place like home?

Yeah, especially when I don't have to read this!!!

NO!!!

•SONG 2.

Dory ·Short version·

-Track 4-



Dory.

I'm going to see the Wizard
And ask him what to do
I really miss my family now
So, I will just follow this yellow brick road
And hopefully get back home soon.



•SONG 3.

The Scarecrow ·Short version·

– Track 5–



Dory.

I found this funny jacket,
It appeared out of the blue.
It smells a bit like corn and straw
So maybe it belongs to, my friend the Scarecrow
I'll go and ask if it's his.



•SONG 4.

The Tin Man·Short version·

-Track 6-



Dory.

Oh look, a shiny helmet,
All silver, round, and flat.
It's not a shell, it's not a bowl
I think that maybe, it's a funny hat
Maybe the Tin Man will know.



•SONG 5.

The Lion •Short version•

-Track 7-



Dory.

I heard a little whimper
From behind a tree
A lion was stuck and starting to cry
But I said that lions, are supposed to be brave!
He said he lost all his courage.



•SONG 6.

I'm just a man

– Track 8–

WIZARD OF OZ.

(Spoken) Me? A Wizard? Listen

They come to me,

Expect many things,

Think I'll fix everything huh!

They kneel and hope,

Some beg and cry,

I smile and wonder oh why?

(Chorus) I'm not really a wizard,

Oh, why can't they just see that

No magic, inside me

Just a man they don't see

I'm so sad!

(Spoken) That's why I hid here, in Emerald City!

I built the walls,



I played the part,

Loud voice but a heavy heart hmm

I tried to help, I tried to care,

No-one sees the man that is there!

(Chorus) I'm not really a wizard,

Oh, why can't they just see that

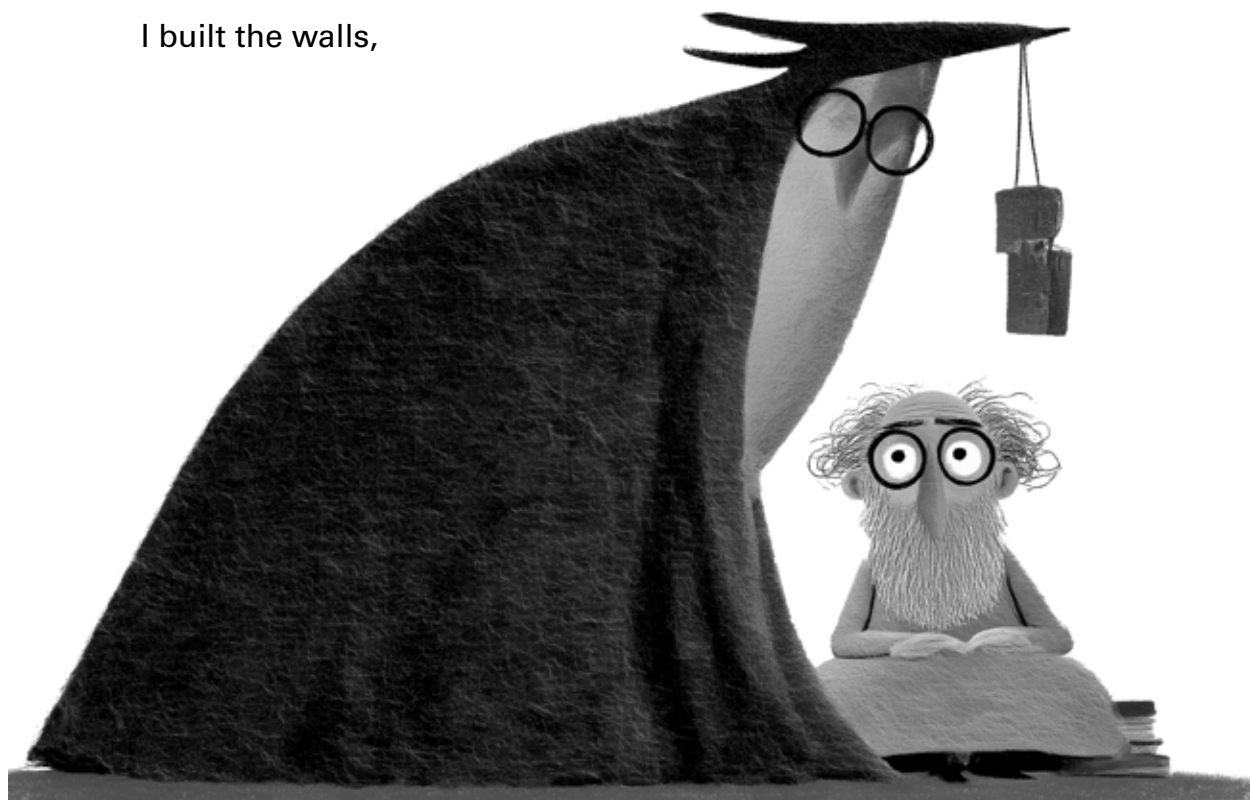
No magic, inside me

Just a man they don't see

It's not fair!

(Spoken) I'm just an ordinary man hiding in
the City!

(Cries to himself)



•SONG 7.

The Road Back Home

-Track 9-



I'm going to see the Wizard
And ask him what to do
I really miss my family now
So, I will just follow this yellow brick road
And hopefully get back home soon.

Chorus

With my new friend the lion, trying to be brave inside
And my friend the tin man with no heart, oh no,
Scarecrow with his big smile, dreaming of a brain,
Together we can do it yeah!!

I'm going to see the Wizard
And ask him what to do
Toto wants to go home too
So, we'll find the Wizard
And see how he can help
And maybe then we can leave Oz

Chorus

With my new friend the lion, trying to be brave inside
And my friend the tin man with no heart, oh no,
Scarecrow with his big smile, dreaming of a brain,
Together we can do it yeah!!

•PRE-PLAY ACTIVITY 1.

QUESTIONS ABOUT THE WONDERFUL WIZARD OF OZ

– TEACHERS–



Students should listen carefully — as many times as is needed — to Listening **Track 1** from The Wonderful Wizard of Oz and answer the following questions:

1. Where does Dorothy live?

- a. In New York
- b. In Kansas**
- c. In Chicago

2. How does Dorothy's house arrive in Oz?

- a. By tornado**
- b. By fire
- c. By earthquake

3. Which witch is killed by Dorothy's house?

- a. The Wicked Witch of the East**
- b. The Wicked Witch of the North
- c. The Wicked Witch of the South

4. Which city must Dorothy go to in order to meet the Wizard of Oz?

- a. The City of Gold
- b. The Emerald City**
- c. The City of Silver

5. The Scarecrow needs...

- a. A heart**
- b. A brain
- c. Courage

6. The Tin Man needs...

- a. A brain
- b. Courage
- c. A heart**

7. The Lion needs...

- a. Courage**
- b. A brain
- c. A heart

8. What melts the Wicked Witch of the West?

- a. Air
- b. Fire
- c. Water**

9. How does Dorothy get back home?

- a. With magic shoes**
- b. With a magic hat
- c. With a magic umbrella

10. What is the name of Dorothy's dog?

- a. Fofo
- b. Toto**
- c. Dodo

•PRE-PLAY ACTIVITY 1.

QUESTIONS ABOUT THE WONDERFUL WIZARD OF OZ

-STUDENTS-



Listen carefully — as many times as you need — to Listening Track 1 from The Wonderful Wizard of Oz and answer the following questions:

1. Where does Dorothy live?

- a. In New York
- b. In Kansas
- c. In Chicago

2. How does Dorothy's house arrive in Oz?

- a. By tornado
- b. By fire
- c. By earthquake

3. Which witch is killed by Dorothy's house?

- a. The Wicked Witch of the East
- b. The Wicked Witch of the North
- c. The Wicked Witch of the South

4. Which city must Dorothy go to in order to meet the Wizard of Oz?

- a. The City of Gold
- b. The Emerald City
- c. The City of Silver

5. The Scarecrow needs...

- a. A heart
- b. A brain
- c. Courage

6. The Tin Man needs...

- a. A brain
- b. Courage
- c. A heart

7. The Lion needs...

- a. Courage
- b. A brain
- c. A heart

8. What melts the Wicked Witch of the West?

- a. Air
- b. Fire
- c. Water

9. How does Dorothy get back home?

- a. With magic shoes
- b. With a magic hat
- c. With a magic umbrella

10. What is the name of Dorothy's dog?

- a. Fofo
- b. Toto
- c. Dodo

•PRE-PLAY ACTIVITY 2.

MORE ABOUT THE CHARACTERS

– TEACHERS –



Listen carefully — as many times as you need — to Listening Track 1 from The Wonderful Wizard of Oz and answer the following questions:

DORY: A clever girl – A friendly girl

THE TEACHER: A serious woman – A intelligent woman

THE BOOK OF THE WONDERFUL MAGIC OF OZ: A magic book – A brilliant book

THE SCARECROW: A silly character – A nice character

THE TIN MAN: A sad character – A strong character

THE LION: A coward lion – A weepy lion

THE WITCHES: Magic women – Flying women

In this activity students get to know the characters from the play by writing four simple sentences character, as in the example:

E.G. **DORY IS CLEVER**
 DORY IS A CLEVER GIRL
 DORY IS FRIENDLY
 DORY IS A FRIENDLY GIRL
 DORY IS A CLEVER AND FRIENDLY GIRL

Extension activity 1:

Once SS have completed the sentences for each picture the teacher could ask simple questions like **“Who is Matilda?”** (**“She is a clever girl/She is a friendly girl”**) or **“Is the Tin Man a woman?”** (**“No, he isn’t. He is a man”**.)

The important thing in this activity is that the SS understand the questions and answer something, even if they only understand the name and answer “good” or “bad”.

Extension activity 2:

In their notebooks SS could draw a picture of themselves and write similar sentences. (E.g. **“I am a boy”, “I am good”, “I am a good boy”, “I am a student”**)



•PRE-PLAY ACTIVITY 2.

MORE ABOUT THE CHARACTERS

– STUDENTS –

Listen carefully — as many times as you need — to Listening Track 1 from The Wonderful Wizard of Oz and answer the following questions:

DORY:

-A clever girl – A friendly girl

THE TEACHER:

-A serious woman – A intelligent woman

THE BOOK OF THE WONDERFUL MAGIC OF OZ:

-A magic book – A brilliant book

THE SCARECROW:

-A silly character – A nice character

THE TIN MAN:

-A sad character – A strong character

THE LION:

-A coward lion – A weepy lion

THE WITCHES:

-Magic women – Flying women

-DORY IS

-DORY IS

-SHE IS

-SHE IS

-THE TEACHER IS

-THE TEACHER IS

-SHE IS

-SHE IS

-THE TIN MAN IS

-THE TIN MAN IS

-HE IS

-HE IS

-THE LION IS

-THE LION IS

-HE IS

-HE IS

-THE SCARECROW IS

-THE SCARECROW IS

-HE IS

-HE IS

-THE WITCHES ARE

-THE WITCHES ARE

-THEY ARE

-THEY ARE

·PRE-PLAY ACTIVITY 3.

THINGS THAT BELONG TO OZ

– TEACHERS –



Below, we present a series of drawings of items that belong to fantastical stories from literature. Some of these items are part of the world inspired by **The Wonderful Wizard of Oz by L. Frank Baum**. The activity consists of having students write underneath each drawing what the item is, and then confirming whether or not it belongs to the world of Oz.

As an **EXTENSION ACTIVITY**, we suggest that students try to say which other stories of fantastical literature the items that do not belong to Oz come from.

ANSWERS:

·Things that DO belong to the world of Oz:	·Things that DO NOT belong to the world of Oz:
-YELLOW BRICK ROAD	-POISONED APPLE (Snow White and the Seven Dwarfs)
-TORNADO	-SPINNING WHEEL NEEDLE (Sleeping Beauty)
-SCARECROW	-THE BIG BAD WOLF (Little Red Riding Hood)
-THE TIN MAN	-THE QUEEN OF HEARTS (Alice in Wonderland)
-COWARDLY LION	-MAGIC LAMP (Aladdin and the Magic Lamp)
-TOTO THE DOG	

•PRE-PLAY ACTIVITY 3.

THINGS THAT BELONG TO OZ

– STUDENTS –



Below, we present a series of drawings of items that belong to fantastical stories from literature. Some of these items are part of the world inspired by *The Wonderful Wizard of Oz* by L. Frank Baum. Students should write underneath each drawing what the item is, and confirm whether or not it belongs to the world of Oz.

EXTENSION ACTIVITY: students should try to say which other stories of fantastical literature the items that do not belong to Oz come from.

ANSWERS:

– YELLOW BRICK ROAD



– MAGIC LAMP



– SCARECROW



– POISONED APPLE



– COWARDLY LION



– THE BIG BAD WOLF

– THE TIN MAN



– SPINNING WHEEL NEEDLE



– TOTO THE DOG

– THE QUEEN OF HEARTS

– TORNADO



•PRE-PLAY ACTIVITY 4.

COMPLETE THE SENTENCES

– TEACHERS–



Below, we present a series of sentences with missing words that the students must complete with the correct words. Once they've done this, they will listen to track ... to check their answers. Then, as a listening exercise, they can repeat the words indicated on the same track.

ANSWERS:

-My name is **DORY**, but I'm not a Disney **FISH**.

-I'm the **SCARECROW**, and I need a **BRAIN** to scare the **BIRDS**.

-I'm the **TIN MAN**, and I want a **HEART** to hear it beating.

-I'm a **LION**, and I want to have **COURAGE** and not be **COWARDLY**.

-I'm the **WIZARD of Oz**, and I live in the **EMERALD** City where everything is **GREEN**.

-The book "The **WONDERFUL** Wizard of Oz" was written by **L. FRANK BAUM**.

•PRE-PLAY ACTIVITY 4.

COMPLETE THE SENTENCES

– STUDENTS–



Below, we present a series of sentences with missing words that the students must complete with the correct words. Once they've done this, they will listen to track ... to check their answers. Then, as a listening exercise, they can repeat the words indicated on the same track.

ANSWERS:

-My name is, but I'm not a Disney

-I'm the, and I need a to scare the

-I'm the , and I want a to hear it beating.

-I'm a, and I want to have and not be

-I'm the of Oz, and I live in the

City where everything is

The book "The..... Wizard of Oz" was written by

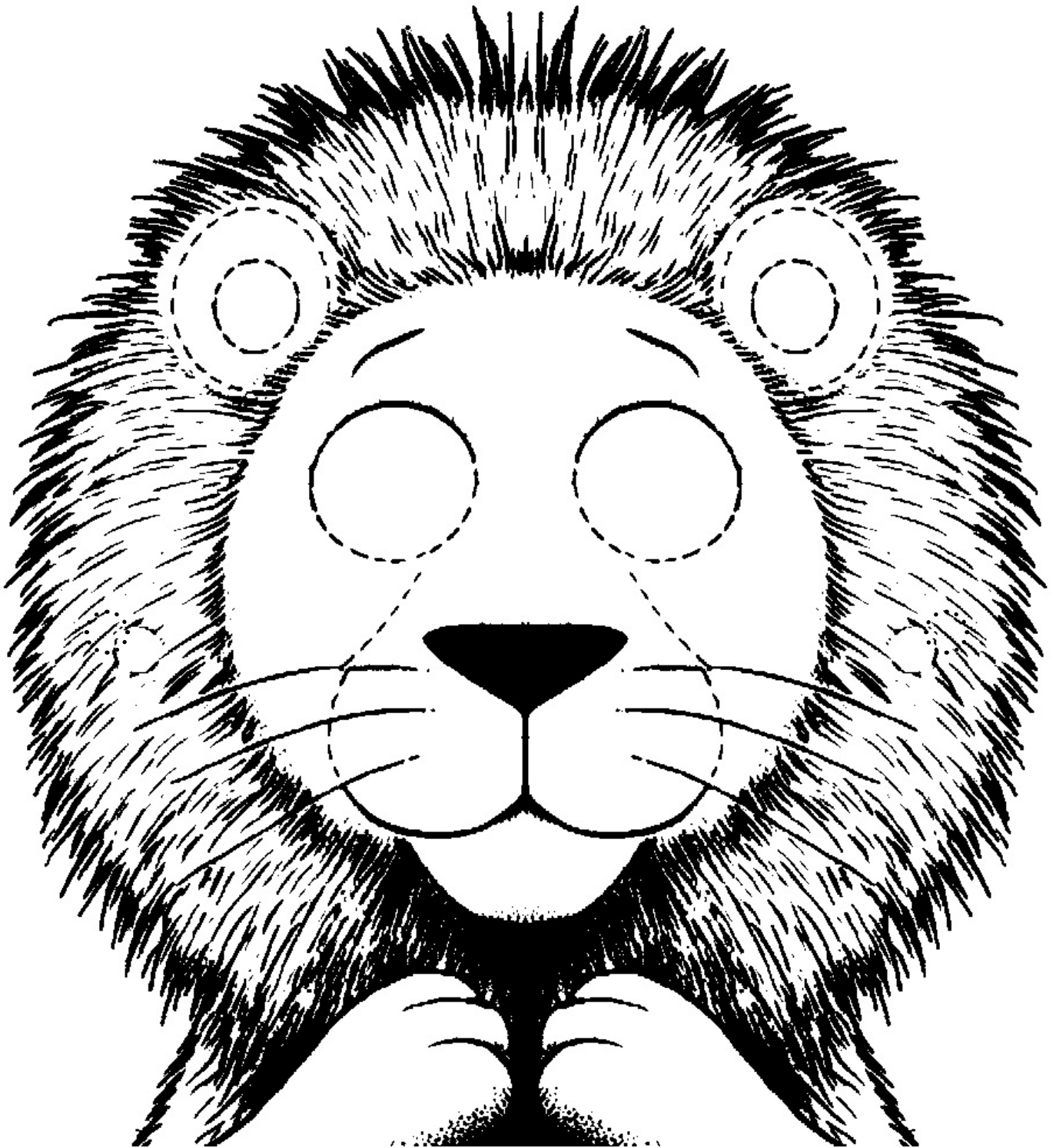
WORDS:

HEART, WONDERFUL, BIRDS, EMERALD, COWARDLY, DORY, TIN MAN,
L. FRANK BAUM, FISH, WIZARD, SCARECROW, BRAIN, GREEN, COURAGE, LION

•PRE-PLAY ACTIVITY 5. THE MASK OF THE LION



This is the lion mask. colour it in, then cut it out, and bring it with you to the show. That way we'll all become a pride of lions and all get the courage we need.



•POST-PLAY ACTIVITY 1.

WHO IS WHO?

– TEACHERS – Track 10–



We propose the following lines from the script. The idea is for the students to listen to the corresponding track – **Track 4** – and identify which line corresponds to which character:

-DORY

-THE SCARECROW

-THE TIN MAN

-THE COWARDLY LION

-THE GATEKEEPER

-THE WITCH, in this case, the GOOD WITCH

LINES:

-Oh, dear! Oh, dear! The house must have fallen on her.

-DORY

-The road to the Emerald City is paved with yellow bricks; so, you cannot miss it.

-THE WITCH

-Maybe the Wonderful Wizard of Oz will give me some courage, so I'll feel better.

-THE COWARDLY LION

-I don't mind having arms and a body made of straw. But I don't want people to think I'm stupid, and if all I have is a head full of straw and no brain, I'll never be able to learn anything.

-THE SCARECROW

-Thanks to the courage the Wonderful Wizard of Oz gave me, I'm now the king of the animals.

-THE COWARDLY LION

-Aunt Em told me that all the witches died, years and years ago.

-DORY

-Hello, hello, hello! Why do you want to see the Wonderful Wizard of Oz? It better be a good reason if you want me to open the door.

-THE GATEKEEPER

•POST-PLAY ACTIVITY 1.

WHO IS WHO?

– TEACHERS – Track 10–



LINES:

-Dory, you must go on a long journey, through a nice country that sometimes can be quite dark and terrible.

- THE WITCH

-Do you think the Wonderful Wizard of Oz will give me a heart if I ask him? Because if one doesn't have a heart, one can never fall in love.

- THE TIN MAN

-I don't know anything. I'm made out of straw you see, I don't even have a brain! That's why I'm so sad.

- THE SCARECROW

-Could you please find a can of oil and put some oil on my joints. They're so worn out I can't move.

- THE TIN MAN

-I'm sorry, I wasn't going to bite you. Honestly. I'm a coward you see, even though everyone thinks I'm brave because I'm the king of the jungle.

- THE COWARDLY LION

-I'm never hungry. I can't eat anything; my mouth is painted on, and if I made a hole in it, the straw inside would fall out and my head would lose its shape.

- THE SCARECROW

-Before you see the Wonderful Wizard of Oz, you must put on these glasses; because if you don't wear them, the brightness of the Emerald City might blind you.

- THE GATEKEEPER

•POST-PLAY ACTIVITY 1.

WHO IS WHO?

– STUDENTS – Track 10–



We propose the following lines from the script. You must listen to the corresponding track – track 4 – and identify which line corresponds to which character:

- DORY
- THE SCARECROW
- THE TIN MAN
- THE COWARDLY LION
- THE GATEKEEPER
- THE WITCH, in this case, the GOOD WITCH

LINES:

-Oh, dear! Oh, dear! The house must have fallen on her.

.....

-The road to the Emerald City is paved with yellow bricks; so, you cannot miss it.

.....

-Maybe the Wonderful Wizard of Oz will give me some courage, so I'll feel better.

.....

-I don't mind having arms and a body made of straw. But I don't want people to think I'm stupid, and if all I have is a head full of straw and no brain, I'll never be able to learn anything.

.....

-Thanks to the courage the Wonderful Wizard of Oz gave me, I'm now the king of the animals.

.....

-Auntie Em told me that all the witches died, years and years ago.

.....

•POST-PLAY ACTIVITY 1.

WHO IS WHO?

– STUDENTS – Track 10–



-Hello, hello, hello! Why do you want to see the Wonderful Wizard of Oz? It better be a good reason if you want me to open the door.

.....

-Dory, you must go on a long journey, through a nice country that sometimes can be quite dark and terrible.

.....

-Do you think the Wonderful Wizard of Oz will give me a heart if I ask him? Because if one doesn't have a heart, one can never fall in love.

.....

-I don't know anything. I'm made out of straw you see, I don't even have a brain! That's why I'm so sad.

.....

-Could you please find a can of oil and put some oil on my joints. They're so worn out I can't move.

.....

-I'm sorry, I wasn't going to bite you. Honestly. I'm a coward you see, even though everyone thinks I'm brave because I'm the king of the jungle.

.....

-I'm never hungry. I can't eat anything; my mouth is painted on, and if I made a hole in it, the straw inside would fall out and my head would lose its shape.

.....

-Before you see the Wonderful Wizard of Oz, you must put on these glasses; because if you don't wear them, the brightness of the Emerald City might blind you.

.....

•POST-PLAY ACTIVITY 2.

CHOOSE THE CORRECT OPTION

– TEACHERS –



Below is a series of questions that students should answer after watching the show. All the questions refer to our version of the original story. This will allow the teacher to check whether the students have understood the play without any difficulty.

1. In the show “LOST IN OZ”, the main character’s name is:

a. Dorothy, like in the original story “The Wizard of Oz”

b. Dory, like the fish from the Disney movie.

c. Daisy, like Donald Duck’s girlfriend.

2. The owner of the bookshop where the main character gets the book turns out to be:

a. The Wizard of Oz.

b. Just a bookseller.

c. The main character’s father.

3. When the teacher decides that the class should read “The Wizard of Oz” by L. Frank Baum, the main character:

a. Is very excited to read it.

b. Doesn’t want to read it at all.

c. Doesn’t know, doesn’t answer.

4. In the show “Lost in Oz”, the book “The Wizard of Oz”:

a. Is just a normal book.

b. Isn’t really a book.

c. Is a magical book that talks.

5. The bookshop the main character enters:

a. Looks new and everything is in order.

b. Looks old and everything is messy.

c. Is part of a shopping mall.

6. In the show “Lost in Oz”, the witches – both good and bad –:

a. Are puppets.

b. Are actors dressed as witches.

c. Are recorded voices.

7. The bookseller in our show reminds us of another character from a book:

a. The one from “The NeverEnding Story” by Michael Ende.

b. Captain Hook from “Peter Pan”

c. The Mad Hatter from “Alice in Wonderland”

•POST-PLAY ACTIVITY 2.

CHOOSE THE CORRECT OPTION

– STUDENTS –



Below are a series of questions that you should answer. All the questions refer to our version of the original story. This will check whether you have understood the play without any difficulty.

1. In the show "LOST IN OZ", the main character's name is:

- a. Dorothy, like in the original story "The Wizard of Oz".
- b. Dory, like the fish from the Disney movie.
- c. Daisy, like Donald Duck's girlfriend.

2. The owner of the bookshop where the main character gets the book turns out to be:

- a. The Wizard of Oz.
- b. Just a bookseller.
- c. The main character's father.

3. When the teacher decides that the class should read "The Wizard of Oz" by L. Frank Baum, the main character:

- a. Is very excited to read it.
- b. Doesn't want to read it at all.
- c. Doesn't know, doesn't answer.

4. In the show "Lost in Oz", the book "The Wizard of Oz":

- a. Is just a normal book.
- b. Isn't really a book.
- c. Is a magical book that talks.

5. The bookshop the main character enters:

- a. Looks new and everything is in order.
- b. Looks old and everything is messy.
- c. Is part of a shopping mall.

6. In the show "Lost in Oz", the witches – both good and bad –:

- a. Are puppets.
- b. Are actors dressed as witches.
- c. Are recorded voices.

7. The bookseller in our show reminds us of another character from a book:

- a. The one from "The NeverEnding Story" by Michael Ende.
- b. Captain Hook from "Peter Pan".
- c. The Mad Hatter from "Alice in Wonderland".

•POST-PLAY ACTIVITY 3.

PUT THE PICTURES IN ORDER

– TEACHERS –



Below we have included some drawings that relate to the play LOST IN OZ. Students should look at them and write underneath each one what is happening, by selecting the appropriate sentence. Then, they should put the drawings in order by numbering each of them.

Finally, they can colour in each of the drawings, and the teacher may ask them to explain to the rest of the class what is happening in each scene using their own words. All of this allows the teacher to check that they have understood the show and that their comprehension has been satisfactory.

- 1.Dory finds the Tin Man's hat.
- 2.Dory dances joyfully — with the volunteers — because everything went great.
- 3.The teachers voice says they have to read The Wonderful Wizard of Oz in class, and Dory says NO.
- 4.Dory finds the Scarecrow's jacket.
- 5.Dory arrives to the Emerald City.
- 6.Dory takes The Wonderful Wizard of Oz from the library.
- 7.Dory finds footprints that belong to the Lion.
- 8.A tornado comes out of the open book The Wonderful Wizard of Oz.

ANSWERS:

5 – 8 – 1 – 4 – 7 – 2 – 6 – 3.

•POST-PLAY ACTIVITY 3.

PUT THE PICTURES IN ORDER

– STUDENTS –



Below we have included some drawings that relate to the play you have seen, **LOST IN OZ**. Look at pictures and write what is happening underneath each one, by selecting the appropriate sentence.

Then, put the drawings in order by numbering each of them.

Finally, you can colour in each of the drawings, and your teacher might ask you to explain to the rest of the class what is happening in each scene using your own words.

-Dory finds the Tin Man's hat.

☐

-Dory dances joyfully – with the volunteers – because everything went great.

☐

-The teachers voice says they have to read The Wonderful Wizard of Oz in class, and Dory says NO.

☐

-Dory finds the Scarecrow's jacket.

☐

-Dory arrives to the Emerald City.

☐

-Dory takes The Wonderful Wizard of Oz from the library.

☐

-Dory finds footprints that belong to the Lion.

☐

-A tornado comes out of the open book The Wonderful Wizard of Oz.

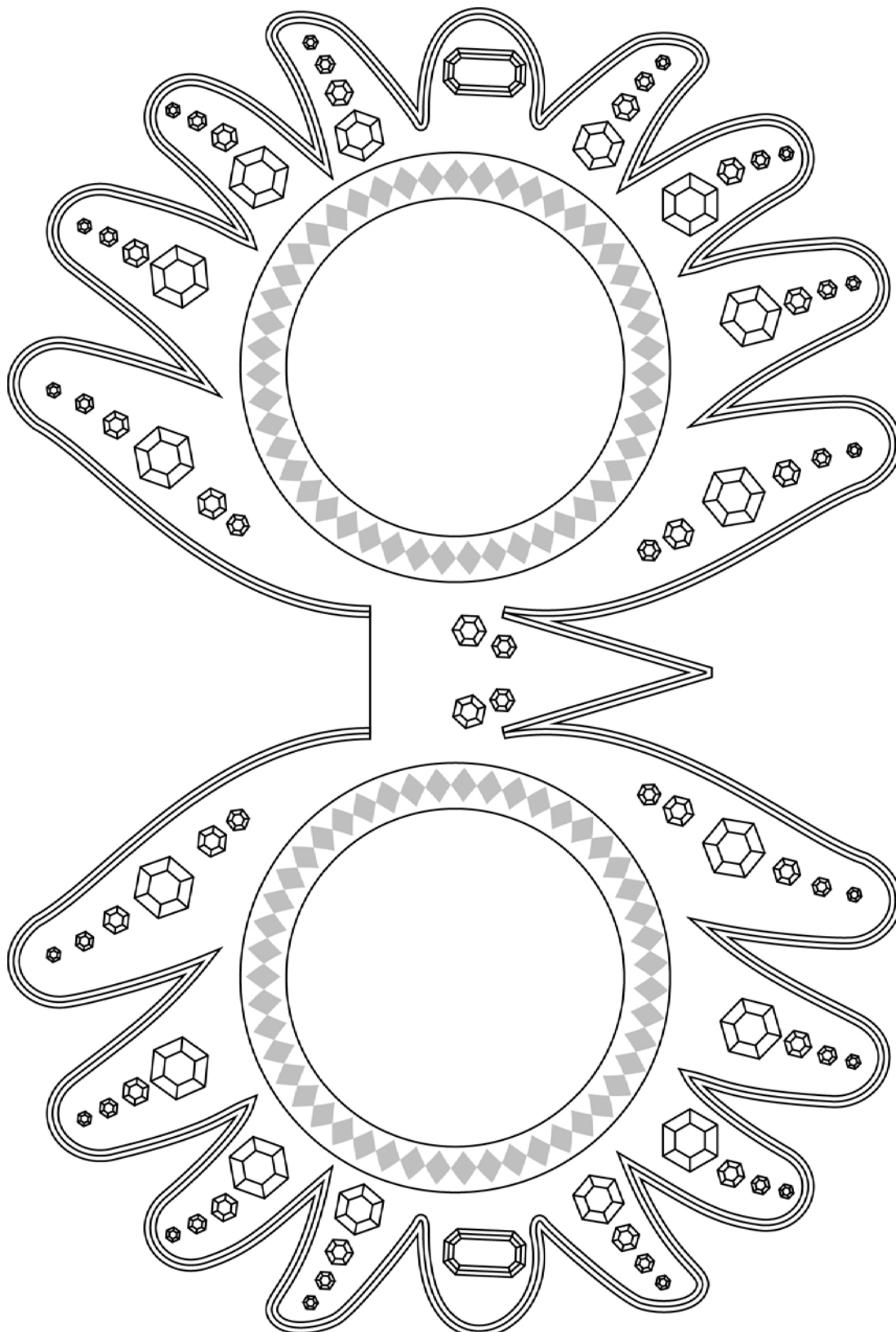
☐


•POST-PLAY ACTIVITY 4.

GREEN GLASSES



Colour, cut out, and place the corresponding transparent green plastic over the eyes, and bring these glasses to the show **"LOST IN OZ"**.



•EXTRA ACTIVITY 1.

The Wizard of Oz

-Short Play Version-



The Wizard of Oz is a story written by Frank Baum about a girl from Kansas who is swept away to a strange and magical land where good and bad witches live. Along the way, she meets a scarecrow who has no brain, a tin man who has no heart, and a very cowardly lion.

Here we offer you a short and concise theatrical version that can be performed in class by the students and directed by the teacher.

Characters:

Narrator – Dorothy – Munchkins – Good Witch – Scarecrow

Tin Man – Lion – Wizard of Oz – Wicked Witch of the West

-NARRATOR.

Once upon a time, there was a girl who lived in a small town in Kansas with her aunt and uncle, and her little dog, Toto. Her name was Dorothy. One day, while she was playing with Toto, she saw a tornado coming. She ran towards the house and took shelter inside, but the strong tornado lifted the house high up into the air—with Dorothy and her dog, Toto inside.

-DOROTHY.

Oh, Toto! We've flown very far away. Where are we? Oh no, we've landed on top of someone. I can see the legs under the house... I really didn't mean to hurt anyone!

-MUNCHKINS.

Hello, welcome to Oz! We're the Munchkins, and the person you landed on was the Wicked Witch of the East. Horrreaay!!! You've freed us from her evil spell forever! Thank you! Thank you! Thank you!

-DOROTHY.

Oh, hello. I'm Dorothy, and this is my little dog Toto. A tornado brought us here.

-GOOD WITCH (of the North).

Hello, Dorothy. I am the Witch of the North. You were very brave to help free the Munchkins. If there is anything I can do for you, all you have to do is just ask.

-DOROTHY.

Can you please show me the way back to Kansas?

-GOOD WITCH.

Oh, well, only the Wizard of Oz can help you with that. But take these magical shoes—they belonged to the Wicked Witch of the East. They may come in handy. Now all you have to do is follow the Yellow Brick Road all the way to the Emerald City. There, you will find the Wizard of Oz.

-DOROTHY.

Thank you so much—I will! (Sings) "I'm off to see the Wizard, the wonderful Wizard of Oz, la la la la la..."

-SCARECROW.

Hello there, little girl. Who are you? I'm the scarecrow. My head is all full of straw, and people think I'm quite stupid. Oh, I'd give anything to have a brain.

-DOROTHY.

I bet the Wizard of Oz could give you one of those! I'm on my way to see him. Why don't you join Toto and I on our journey?

-DOROTHY AND SCARECROW (sing).

We're off to see the Wizard, the wonderful Wizard of Oz, la la la la la...

•EXTRA ACTIVITY 1.

The Wizard of Oz

-Short Play Version-



-TIN MAN.

Hello—could you help me? I'm all rusty. If you would be so kind as to pour a bit of oil on my joints, I'd be able to move better. (Dorothy pours oil) Ahhh, thank you, little girl. I feel brand new—but I'm still a bit sad. I have no heart you see. When the tinsmith made me, he forgot to give me one. I'd give anything to have a heart.

-DOROTHY.

Sounds like you need the Wizard of Oz too! I'm sure he can give you a heart. Come with us!

-DOROTHY, SCARECROW, AND TIN MAN
(sing).

We're off to see the Wizard, the wonderful Wizard of Oz, la la la la la la...

-LION.

Grrrr!

-DOROTHY.

Hey, you! Don't you dare bite Toto!

-LION (whimpering).

But I wasn't...I mean I couldn't...I mean, please don't shout at me... I'm a very cowardly Lion. Everything scares me you see. I should be the king of the jungle, but I can't, I'm not brave enough. I'd give anything to find my courage and not be so cowardly.

-DOROTHY.

Well, we're going to see the Wizard of Oz. They say he can grant wishes. I want to go back to Kansas.

-SCARECROW.

I want a brain.

-TIN MAN.

I want a heart.

-LION.

Then maybe he can help me find my courage too.

-NARRATOR.

The Lion joined Dorothy, Toto, the Scarecrow, and the Tin Man, and they all marched down the Yellow Brick Road towards the Emerald City. The gatekeeper told Dorothy that few people ever saw the Great Wizard of Oz, but she and her friends might be lucky.

– Emerald City. In the great throne room –

-DOROTHY.

Hello, Great Wizard. We've come here because we need your help.

-WIZARD.

Hmm, yes... I heard you defeated the Wicked Witch of the East. If you can free us from her sister, the Wicked Witch of the West, I will grant all of your wishes.

-NARRATOR.

Dorothy and her friends set off, determined to defeat the Wicked Witch of the West—but the witch herself had plans to destroy them.

– The group leaves Oz's palace and meets the Wicked Witch –

-DOROTHY.

Ah ha, so you're the Wicked Witch of the West!

-WICKED WITCH.

Ha ha ha! You're mine! I'll destroy you and avenge my sister! With this spell, a pack of hungry wolves will appear and eat you!

-TIN MAN.

Not if I can help it! I'll fight them off with my axe. Back off, wolves, or I'll chop you to bits!

•EXTRA ACTIVITY 1.

The Wizard of Oz

-Short Play Version-



-WICKED WITCH.

Oh really? Well here comes a cloud of birds to rip you apart!

-SCARECROW.

Crows? My specialty! Boo! Raah!! Get out of here!

-WICKED WITCH.

This can't be happening! Let's see you handle this—my flying monkeys will grab you and that will be the end of you!

-NARRATOR.

And so, the monkeys swooped down, grabbed the group, and took them to the Wicked Witch's castle.

-WICKED WITCH.

What now, Dorothy? The Tin Man is wrecked on a pile of sharp rocks. The Scarecrow is totally unstuffed. Your cowardly lion is trapped. And as for you and that pesky dog—you'll work here as a slave in my castle for the rest of your lives!

-DOROTHY.

You truly are a witch!

(Dorothy grabs a bucket of water and throws it)

-WICKED WITCH.

Noooooooooo! Water makes me shrink and melt! Noooooooo—I'm shrinking... I'm melting... melting...

-NARRATOR.

The Witch's slaves were now free. To show their thanks, they repaired the Tin Man, restuffed the Scarecrow, and freed the cowardly Lion. Dorothy and her friends returned to the Emerald City.

-WIZARD.

You did what I asked, and now you shall be rewarded. The Scarecrow will receive his brain, the Tin Man his heart, and the Lion his courage.

-DOROTHY.

But how will I get back to Kansas?

-WIZARD.

You had the power all along. Your magical shoes will take you wherever you wish to go. Just click your heels together three times and make your wish.

-DOROTHY.

It will be wonderful to go home—but I'll miss you all so much. Goodbye, my friends. One, two, three... Kansas here we come!

-NARRATOR.

Suddenly, Dorothy woke up in her bed. The house was in its place, and her aunt and uncle were working outside in the garden. Had it all been a dream?

-DOROTHY.

Ahhhhhh, There's no place like home!

•The End•



•EXTRA-ACTIVITY 2. •SCARECROW IN COLOURS



COLOREA AL
"SCARECROW":

1. BLUE
2. PUR-
PLE

3. RED
4. GREEN
5. YELLOW

6. ORANGE
7. PINK

·EXTRA-ACTIVITY 3.

·THE FACE OF TIN MAN



Cut out the pieces, colour them in, and have fun making Tim's the Tin man's face

·EYES

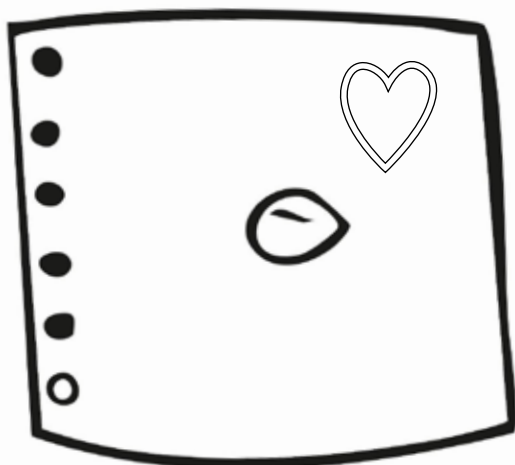


·EYES

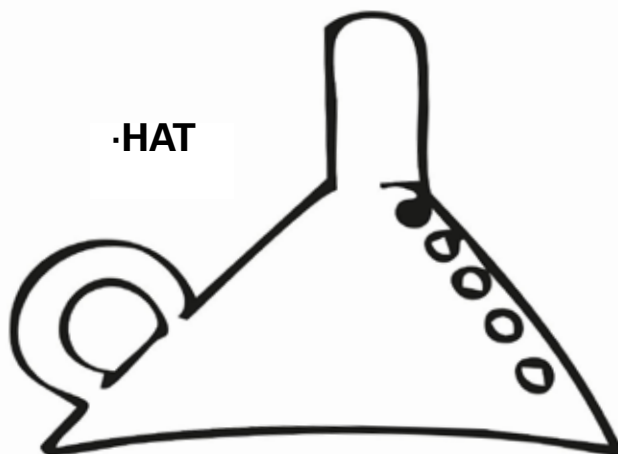


·FACES

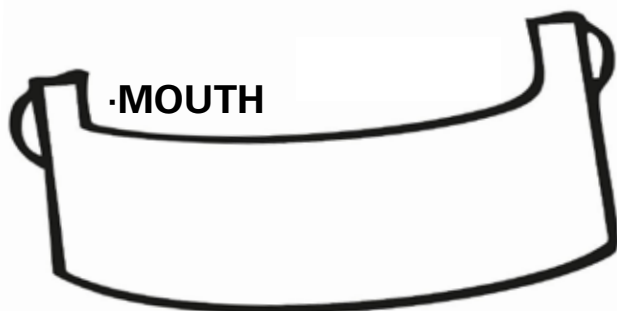
ICE



·HAT



·MOUTH



·MOUTH



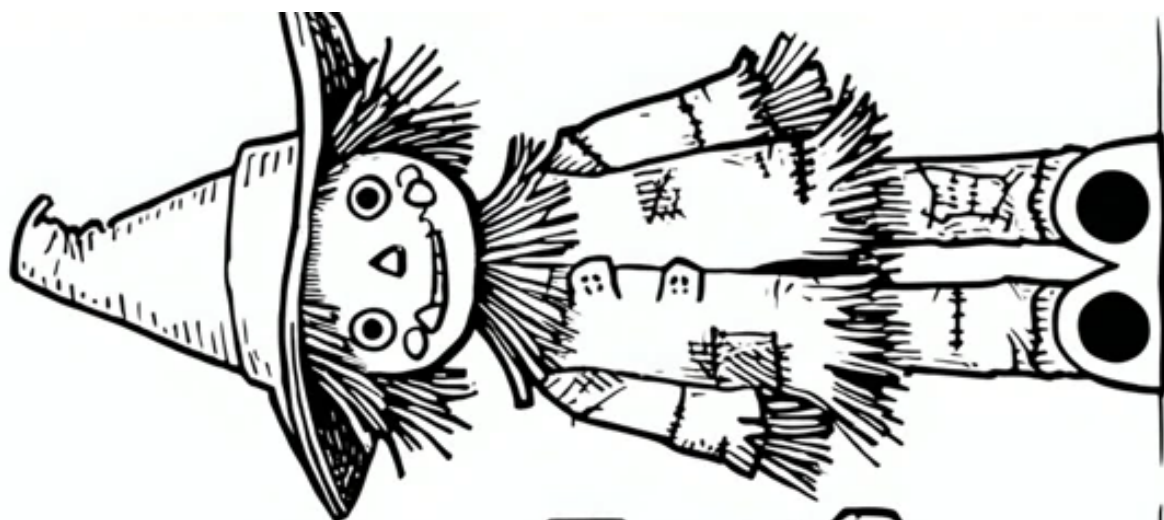
.EXTRA-ACTIVITY 4.

·PLAY WITH THE CHARACTERS

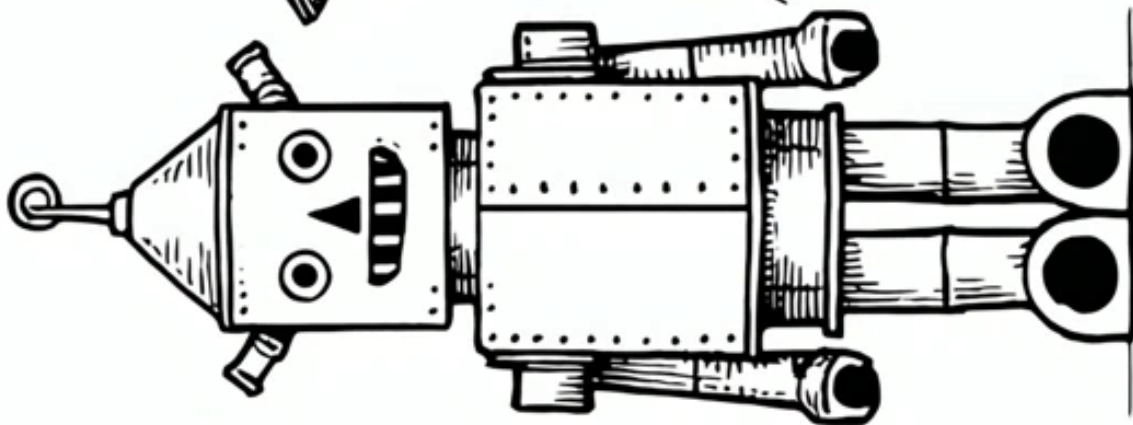


CUT OUT THE PUPPETS AND PUT THEM
ON YOUR FINGERS!

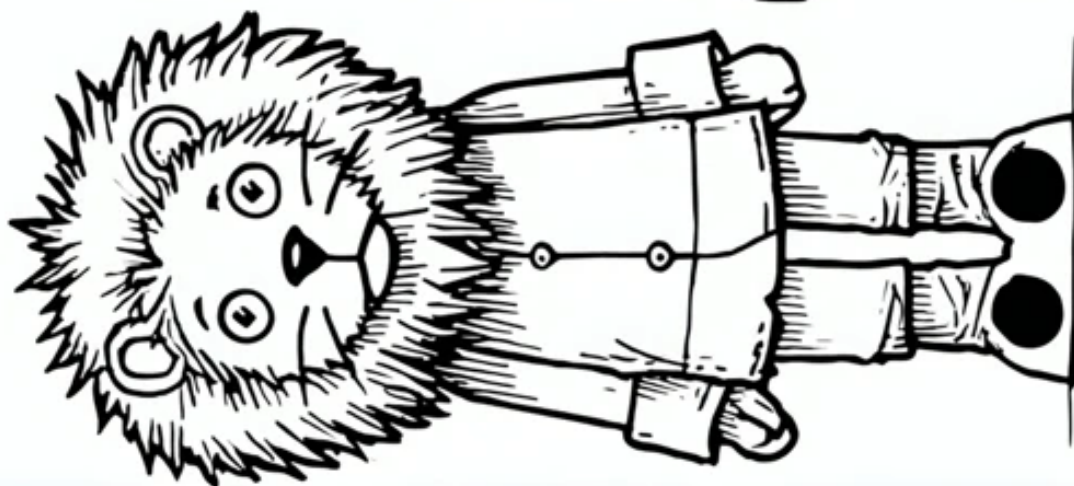
SCARECROW



TIM



LEO



THE TEN COMMANDMENTS FOR BEING A GOOD THEATRE-GOER ·DECALOGUE



1.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 the stage later.

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

3.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).

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

5.**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.

6.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.

7.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).

8.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.

9.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 "bravo" at the end of the performance. With this you will be giving them an extra applause. But try not to do it until the end of the play, because early applause can interrupt a scene and cut the concentration of the spectators and the actors.

¡ENJOY THE SHOW!

•MORE INFORMATION.



VIDEOS:

-You Tube: The Wonderful Wizard of Oz: The Making of a Movie Classic | Full Documentary | Warner Bros. Ent Bing Vídeos

-You Tube: The Wonderful Wizard of Oz (Audio English Spanish)

-You Tube: Read in English: The Wizard of Oz - Part 1 of 6 (B1 Intermediate)

BOOKS:

-The Wonderful Wizard of Oz. Baum, L. Frank. 2021. Minalima Classics. Harper Design.

-The Complete Collection Wizard of Oz. Baum, L. Frank. Freen UK Delivery. World of Books

WEB:

-The Wonderful Wizard of Oz · Lyman Frank Baum · English - [PDF] [ePub] [Kindle]

-Microsoft Word - 4846F1D5-39B0-280B49.doc. Short Theatrical Version – Bilingual Edition

FILMS:

-The Wizard of Oz. 1939. Metro-Goldwyn-Mayer. Directed by: Victor Fleming

-Return of Oz. 1985. Disney. Directed by: Walter Murch

-Oz: The Great and Powerful. 2013. Disney. Directed: Sam Raimi

•VOCABULARY.



NOUNS.

Land – Writer – Scarecrow – Lion – Dwarf – Witch – Broom – Magic World – Girl – Home – House – Shoes – Road – Yellow – Brick – Wizard City – Cyclone – Forest – Journey – Gate – King – Uncle – Aunt – Farmer Farm – Door – Dream – Bed – Chair – Woman – Book – North – Emerald West – Country – Eyes – Guardian – People – Day- Night – Children Today – Yesterday – Tomorrow – Window – Friend – Straw – Head Brains Tree – Axe – Monkey – Voice – Brain – Heart – Courage – Dress- Mask Balloon – Circus – Green – Glasses – Sky – Clouds

ADJECTIVES.

Coward – Brave – God – Bad – Lost – Hidden – Wonderful – Little – Strange – Beautiful – Old – Long – Favourite – Next – Happy – Alone – Friendly – Afraid – New – Stuffed – Tired – Anxious – Terrible – Great – Glad – Loud – Beauty

VERBS.

Help (to) – Walk (to) – Read (to) – Write (to) – Fly (to) – Want (to) – Come back (to) – Hide (to) – Like (to) – Open (to) – Close (to) – Sleep (to) – Save (to) – Knock (to) – Be (to) – Live (to) – Wish (to) – Feel (to) – Go (to) – Know (to) – Promise (to) – Give (to) – Understand (to)