



**FORUM
THEATRE &
EDUCATION**



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02. INTRODUCTION / INTRODUCCIÓN



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 "THE EXPLORER". 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 how the story develops and the lines the actors deliver and so they will get more enjoyment out of the performance.

This audio tracks contains some introductory material where you'll find some dialogues and the original songs performed in the play.

Besides, you'll find some suggested activities which will help the students to understand the play. The activities include instructions for the teacher.

Both the introductory material and the suggested activities may require the corresponding audio material to make better use of them. In that case, we provide you with the corresponding track number list for the Audio. In order to help the teacher find and select the audio activities, you'll find the track numbers list below with its corresponding contents from the play "THE EXPLORER".

AUDIO TRACK -THE EXPLORER- (tracks 1 to 8):

- Track 1 - Listening. The Explorer
- Track 2 - Listening. Scary Katie
- Track 3 - Listening. Crab the Crabby
- Track 4 - Song 1. My name is Noa
- Track 5 - Song 2. Katie
- Track 6 - Song 3. Crab
- Track 7 -Song 4. Have no fear
- Track 8 - Song 5. I'm an explorer

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 that this proves to be a useful aid in enhancing the enjoyment of this Interactive Theatre experience.

El objetivo principal del Teacher's Pack es ayudar tanto a profesores como a alumnos a sacar el máximo partido de su participación en la obra interactiva "THE EXPLORER". El pack ha sido diseñado como una herramienta para ayudar a los alumnos a entender la obra, aprender vocabulario nuevo y mejorar las habilidades de habla y escucha. Cuando hayan hecho las actividades, los alumnos entenderán mejor cómo se desarrolla la historia y los diálogos de los actores y, de ese modo, disfrutarán más de la obra.

Los tracks de audio contienen un material introductorio en el que se facilitan algunos diálogos extraídos de la obra y canciones originales pertenecientes a diferentes momentos de la representación.

Además, encontraréis diversas propuestas de actividades que facilitan al alumnado la comprensión de la representación. Las actividades incluyen instrucciones para el profesor.

Tanto el material introductorio como las actividades propuestas, pueden requerir para su aprovechamiento el correspondiente material de audio. En estos casos se facilita la numeración de la pista de audio que debe localizarse en TRACKS DE AUDIO. Con la finalidad de facilitar al profesor la localización y selección de las actividades de audio, relacionamos a continuación la numeración y el contenido de las pistas correspondientes a la obra de "THE EXPLORER".

AUDIO TRACK -THE EXPLORER- (tracks 1 to 8):

- Track 1 - Listening. The Explorer
- Track 2 - Listening. Scary Katie
- Track 3 - Listening. Crab the Crabby
- Track 4 - Song 1. My name is Noa
- Track 5 - Song 2. Katie
- Track 6 - Song 3. Crab
- Track 7 -Song 4. Have no fear
- Track 8 - Song 5. I'm an explorer

Esperamos que tanto profesores como alumnos disfruten al máximo la obra en sí y las actividades que conforman este Teacher's Pack. Y que esto constituya una ayuda útil a la hora de mejorar el disfrute de dicha experiencia teatral interactiva.

03.

OVERALL AND SPECIFIC OBJECTIVES

OBJETIVOS GENERALES Y ESPECÍFICOS



OVERALL OBJECTIVES

- The general objective is to stimulate the desire to learn through magic, songs and friends, with the fantastic character Noa.
- Stimulate the desire to learn and play using English and theatre as a vehicle for communication.
- Recognize and use in communicative situations the main vocabulary from the play.
- Learn to say hello and goodbye in daily situations, as well as other linguistic and non-linguistic conventions in everyday situations.
- Listen to and memorize some simple songs in English.
- To promote and develop creativity, imagination and fantasy as a tool for learning and personal growth.
- Learn to distinguish and use letters, numbers and colours whilst using the correct pronunciation.

SPECIFIC OBJECTIVES

- Saying hello and goodbye: hello, good morning / afternoon, goodbye / bye, bye, candy kisses.
- Introduce yourself: I am / My name is ...
- Identify different animals: cat, crab,..
- Understand and follow simple commands: sit down / stand up, Please / thank you, silence, please.
- To express the time: It is nine o'clock, etc., numbers 1 to 12. - To recognize some items of clothing: this is a coat, an apron, hat, scarf ...
- Knowing how to classify things according to size large, medium or small.
- Parts of the body: Arm, leg, head,...
- Learn words about moods (sad, happy, angry, cheerful...)
- To enhance the value of friendship and the need to help others to solve our problems: Can you help me?

OBJETIVOS GENERALES

- El objetivo general es estimular el deseo de aprender a través de la magia, las canciones y los amigos, con el fantástico personaje de Noa.
- Estimular el deseo de aprender y jugar utilizando el inglés y el teatro como medio de comunicación.
- Reconocer y utilizar en situaciones comunicativas el vocabulario principal de la historia.
- Aprender a saludar y despedirse en situaciones cotidianas, así como otras convenciones lingüísticas y no lingüísticas empleadas en situaciones habituales.
- Escuchar y memorizar algunas canciones sencillas en inglés.
- Potenciar y desarrollar la creatividad, imaginación y la fantasía como instrumento de aprendizaje y crecimiento personal.
- Aprender a diferenciar y relacionar las letras, los números y los colores y su correcta pronunciación.

OBJETIVOS ESPECÍFICOS

- Saludarse y despedirse: hello, good morning / afternoon, goodbye / bye, bye, candy kisses.
- Presentarse a uno mismo: I am, my name is...
- Identificar diferentes animales: gato, cangrejo...
- Entender y ejecutar órdenes sencillas: sit down / stand up, Please / thank you, silence, please.
- Expresar la hora: It is nine o'clock, etc., numbers 1 to 12.
- Reconocer algunas prendas de vestir.
- Saber clasificar las cosas según sean grandes, medianas o pequeñas.
- Partes del cuerpo: Brazo, pierna, cabeza,...
- Aprender palabras sobre estados de ánimo (triste, contento, enfadado, alegre...).
- Potenciar el valor de la amistad y la necesidad que tenemos todos de ayudarnos unos a otros para dar solución a nuestros problemas: Can you help me?

04. PLOT SYNOPSIS



PLOT SYNOPSIS

Noa is very passionate about being an explorer. Investigating, analysing, labeling..Noa, our intrepid explorer, does all these things every day, and her curiosity leads her to explore everything around her and write everything down in her notebook. On her adventures, she takes with her all the things she needs, such as a magnifying glass, a flashlight, and her explorer's hat,... and, when everything is prepared, she starts her adventure with joy. But she will need the help of the little ones in the audience to be able to carry out her investigation and learn from everything around her. All this is done with a song and a dance. Today will be a special day for Noa, since she will make two good friends, Katie the Cat and Crab the Crabby.

Katie is a cat who loves to scare people, it is something that amuses her a lot; but Noa explains that this is something she doesn't always like, and much less when someone gets scared of her. Katie does not share her opinion, so Noa asks for the audiences help to scare her so that she realizes that she is not right.

Crab is sad and very moody and he doesn't like her at all, he doesn't like anything; Noa will have to help him and with the help of the audience, discover what makes him happy.

In this adventure with Noa, we will also learn letters, colours and numbers... always counting on the participation of the audience.

So come on, let's go, Noa is waiting for us at the theatre!

SINOPSIS

A Noa no hay nada que le apasione más que jugar a ser una exploradora. Investigar, analizar, etiquetar... todo esto es lo que hace cada día Noa, nuestra intrépida exploradora, cuya curiosidad le lleva a explorar todo lo que le rodea y anotarlo en su libreta. Para su misión lleva consigo todos los elementos pertinentes, como son la lupa, la linterna, el gorro de explorador,... y, una vez preparada, emprender su cometido con mucho énfasis y alegría. Pero eso sí necesitará de la ayuda de los más pequeños para poder llevar a cabo su investigación y aprender de todo lo que le rodea. Si todo esto se hace con coreografías y canciones muchísimo mejor. Hoy será un día especial para Noa, puesto que conocerá a dos buenos amigos, como son Katie la Gata y Crab el Cangrejo.

Katie es una gata a la que le encanta asustar, es algo que le divierte mucho; pero Noa le explica que eso es algo que no siempre gusta, y mucho menos quién recibe el susto. Katie no comparte su opinión, por ello Noa pide la ayuda del público para asustarla y así que se dé cuenta de que no lleva razón.

Crab es un cangrejo triste y muy malhumorado al que no le gusta nada, al que nada le parece bien; Noa tendrá que animarle y, con la ayuda del público, descubrir qué es aquello que le hace feliz.

En esta aventura de Noa no podemos olvidar que también aprendremos las letras, los colores y los números... contando siempre con la inestimable participación del público.

¡Venga, rápido, que Noa nos espera en el teatro!



05. THE EXPLORER

.Listening -Track 1



Hello, boys and girls and teachers of course, how are you? I am here to talk to you about Noa, Noa the explorer. Noa loves to dance, to sing, to play and above all, she loves to explore, and she is always asking questions like: What is that? Is it a bird, a dog, a cat...? What colour is it? Is it red, green, yellow, blue, white, or black? Noa likes to ask herself many questions: one, two, three, four, five...

Noa also likes to investigate, question and she always finds a solution. She always finds answers to the questions.

Now Noa is going to the theatre to sing, to play and to
A big hug and see you all at the theatre.



Listen again and repeat the words when you hear the bell.

Hello, boys "REPEAT BOYS" and girls "REPEAT GIRLS" and teachers of course, "REPEAT TEACHERS" how are you? I am here to talk to you about Noa, "REPEAT NOA" Noa the explorer, "REPEAT EXPLORER". Noa loves to dance "REPEAT DANCE", to sing "REPEAT SING", to play "REPEAT PLAY" and above all, she loves to explore, "REPEAT EXPLORE", and she is always asking questions like: What is that? Is it a bird "REPEAT BIRD", a dog "REPEAT DOG", a cat "REPEAT CAT"...? What colour is it? Is it red "REPEAT RED", green "REPEAT GREEN", yellow "REPEAT YELLOW", blue "REPEAT BLUE", white "REPEAT WHITE", or black "REPEAT BLACK"? Noa likes to ask herself many questions: one "REPEAT ONE", two "REPEAT TWO", three "REPEAT THREE", four "REPEAT FOUR", five "REPEAT FIVE"...

Noa also likes to investigate, question and she always finds a solution. She always finds answers to the questions.

Now Noa is going to the theatre to sing, to play and to explore with all of you. You will all have a great time. A big hug and see you all at the theatre.

06. SCARY KATIE

.Listening -Track 2



Boooo! Hee, hee, hee, hee... My name is Katie, and I am a cat. -Meow!- Yes. Boooo! Hee, hee, hee... Everybody calls me Scary Katie. I am a black cat, and I live on the street. I love to scare. Booooo, booooooo, boooooooo. I love to hide at night and when someone passes Boooo, booooooo, booooo! I scare them! Hee, hee, hee. Seeing how their hands shake, their eyes cry, their heart pounding loudly... Boom boom, one, Boom boom, two, Boom boom, three, four five, six, seven... I love to scare... I love it... Ahhhh, what a scare I got. I don't like being scared. Who did that? Noa, Noa the explorer. Very funny! Meow!



.EXERCISE 1.

-Repeat these words after hearing the bell-
SCARY KATIE – SCARED – BLACK – STREET..

.EXERCISE 2.

-Answer the following questions by choosing the correct answer-

-What animal is Scary Katie?

- a. A dog.
- b. A cat.
- c. A crab.

-Where does Scary Katie live?

- a. In a house.
- b. At the school.
- c. On the street.

-What does everyone call Katie?

- a. Scary Katie.
- b. Katie the Crabby.
- c. Chachi the crab.

-What colour is Scary Katie?

- a. Orange.
- b. Blue.
- c. Black.

07. SCARY KATIE

.Listening -Track 2



Boooo! Hee, hee, hee, hee... My name is Katie, and I am a cat.
-Meow!- Yes. Boooo! Hee, hee, hee... Everybody calls me Scary Katie. I am a black cat, and I live on the street. I love to scare. Boooooo, booooooo, booooooo. I love to hide at night and when someone passes Boooo, boooooo, booooo! I scare them! Hee, hee, hee. Seeing how their hands shake, their eyes cry, their heart pounding loudly... Boom boom, one, Boom boom, two, Boom boom, three, four five, six, seven... I love to scare... I love it... Ahhhh, what a scare I got. I don't like being scared. Who did that? Noa, Noa the explorer. Very funny!
Meow!

.EXERCISE 1.

-Repeat these words after hearing the bell-
SCARY KATIE – SCARED – BLACK – STREET..

.EXERCISE 2.

-Answer the following questions by choosing the correct answer-

-What animal is Scary Katie?

- a. A dog.
- b. A cat.**
- c. A crab.

-What does everyone call Katie?

- a. Scary Katie.**
- b. Katie the Crabby.
- c. Chachi the crab.

-Where does Scary Katie live?

- a. In a house.
- b. At the school.
- c. On the street.**

-What colour is Scary Katie?

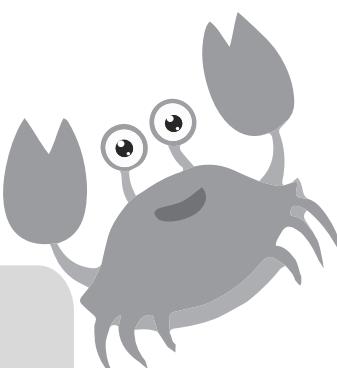
- a. Orange.
- b. Blue.
- c. Black.**

08. CRAB THE CRABBY

.Listening -Track 3



My name is Crab, but everyone calls me Crab the Crabby, because I'm always angry. I am a crab, an orange crab, and I live on the beach. I don't like the colour orange; I don't like the beach; I don't like being a crab. That's why I'm angry. I do not like it. I do like one thing, but... but...well you will just have to find out. If you help Noa you will find out what it is, and who knows? Maybe I'll stop being Crab the Crabby, and I'll be Crab the Happy. Ha, ha, ha... see you soon. But I don't like seeing anybody either.



.EXERCISE 1.

-Repeat these words after hearing the bell-
CRAB THE CRABBY – ANGRY – ORANGE – BEACH – HAPPY.

.EXERCISE 2.

-Answer the following questions by choosing the correct answer-

-What animal is Crab the Crabby?

- a. A dog.
- b. A cat.
- c. A crab.

-How is Crab always?

- a. Highly strung.
- b. Cheerful.
- c. Angry.

-What does everyone call Crab?

- a. Crab the Daddy.
- b. Crab the Crabby.
- c. Crab the Chachi.

-What colour is Crab the Crabby?

- a. Orange.
- b. Blue.
- c. Green.



09. CRAB THE CRABBY

.Listening -Track 3



My name is Crab, but everyone calls me **Crab the Crabby**, because I'm always **angry**. I am a crab, an **orange** crab, and I live on the beach. I don't like the colour **orange**; I don't like the beach; I don't like being a crab. That's why I'm **angry**. I do not like it. I do like one thing, but... but...well you will just have to find out. If you help Noa you will find out what it is, and who knows? Maybe I'll stop being **Crab the Crabby**, and I'll be Crab the **Happy**. Ha, ha, ha... see you soon. But I don't like seeing anybody either.

.EXERCISE 1.

-Repeat these words after hearing the bell-
CRAB THE CRABBY – ANGRY – ORANGE – BEACH – HAPPY.

.EXERCISE 2.

-Answer the following questions by choosing the correct answer-

-What animal is Crab the Crabby?

- a. A dog.
- b. A cat.
- c. A crab.**

-How is Crab always?

- a. Highly strung.
- b. Cheerful.
- c. Angry.**

-What does everyone call Crab?

- a. Crab the Daddy.
- b. Crab the Crabby.**
- c. Crab the Chachi.

-What colour is Crab the Crabby?

- a. Orange.**
- b. Blue.
- c. Green.

10. MY NAME IS NOA

.Song 1 -Track 4



My name is Noa
I'm an **Explorer**
Today is a special day
Because I'm somewhere new
Hey!!!

I want to have a good day
And **explore** all around me
I want to see all new things
And have a great day.
Hey!!!

My name is Noa
I'm an **Explorer**
Today is a special day
Because I'm somewhere new
Hey!!!

I want to have a good day
And **explore** all around me
I want to see all new things
And have a great day



11. KATIE

.Song 2 -Track 5



I'm Scary Katie, ha ha,...
I'm going to scare you Boo!

Scary Boo!
Katie Boo!

I love to scare, at night and
when you're passing,
I will scare you.

Scary Boo!
Katie Boo!



I love to scare, your hands
shake, your eyes cry, and
your heart beats fast.

I'm Scary Katie, ha ha,...
I'm going to scare you again



12. CRAB

.Song 3 -Track 6-



Crabby (awwwwsh)

Crab the Crabby

Crabby (awwwwsh)

I'm Crab the Crabby (gurgle
gurgle)

I don't like the beach and
that's why (arrraghsh)

Crabby (awwwwawwsh)

Crab the Crabby

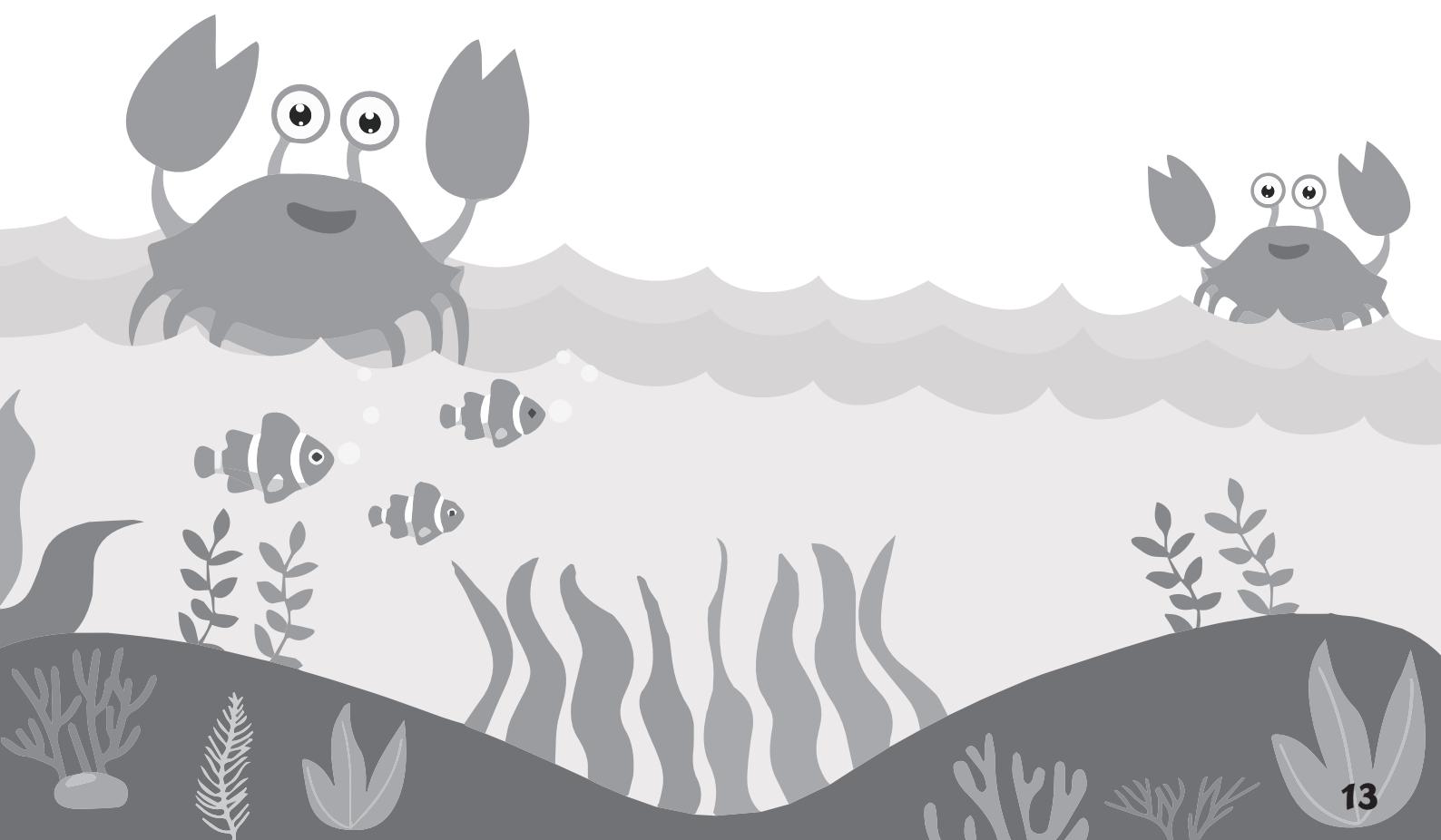
I don't like being a crab and
that's why (awwwwsh)

Crabby (awwwwsh)

I am Crabby (awwww gurg)

Crabby (arrrgggg)

I am Crabby (awwwshhhh)



13. HAVE NO FEAR

.Song 4 -Track 7



NOA. HAVE NO FEAR, NOA, THE CATS
ARE HERE WITH ME.

CATS. WE'LL STAY WITH YOU AND
NEVER GO. WE WONT LET THE MONSTERS
GET YOU.

NOA. WHO SCARES ME?

CATS. WHO SCARES YOU?

NOA. NO ONE.

CATS. NO ONE.

NOA & CATS. THAT'S RIGHT, THE CATS
ARE ALWAYS WITH ME/YOU.

NOA. WHAT SCARES ME?

CATS. WHAT SCARES YOU?

NICOLE. NOTHING.

CATS. NOTHING.

NOA & CATS. THAT'S RIGHT, THE CATS
ARE ALWAYS WITH ME/ YOU.

(x 2)



14. I'M AN EXPLORER

.Song 5 -Track 8



I'm Noa

Oh oh oh oh oh ohhhh
Oh oh oh oh ohhhh

I'm an **explorer**

I'm an **explorer**
I'm an **explorer**

I'm here, and you can
sing with me.

Oh oh oh oh oh ohhhh
Oh oh oh oh ohhhh

I have **friends**

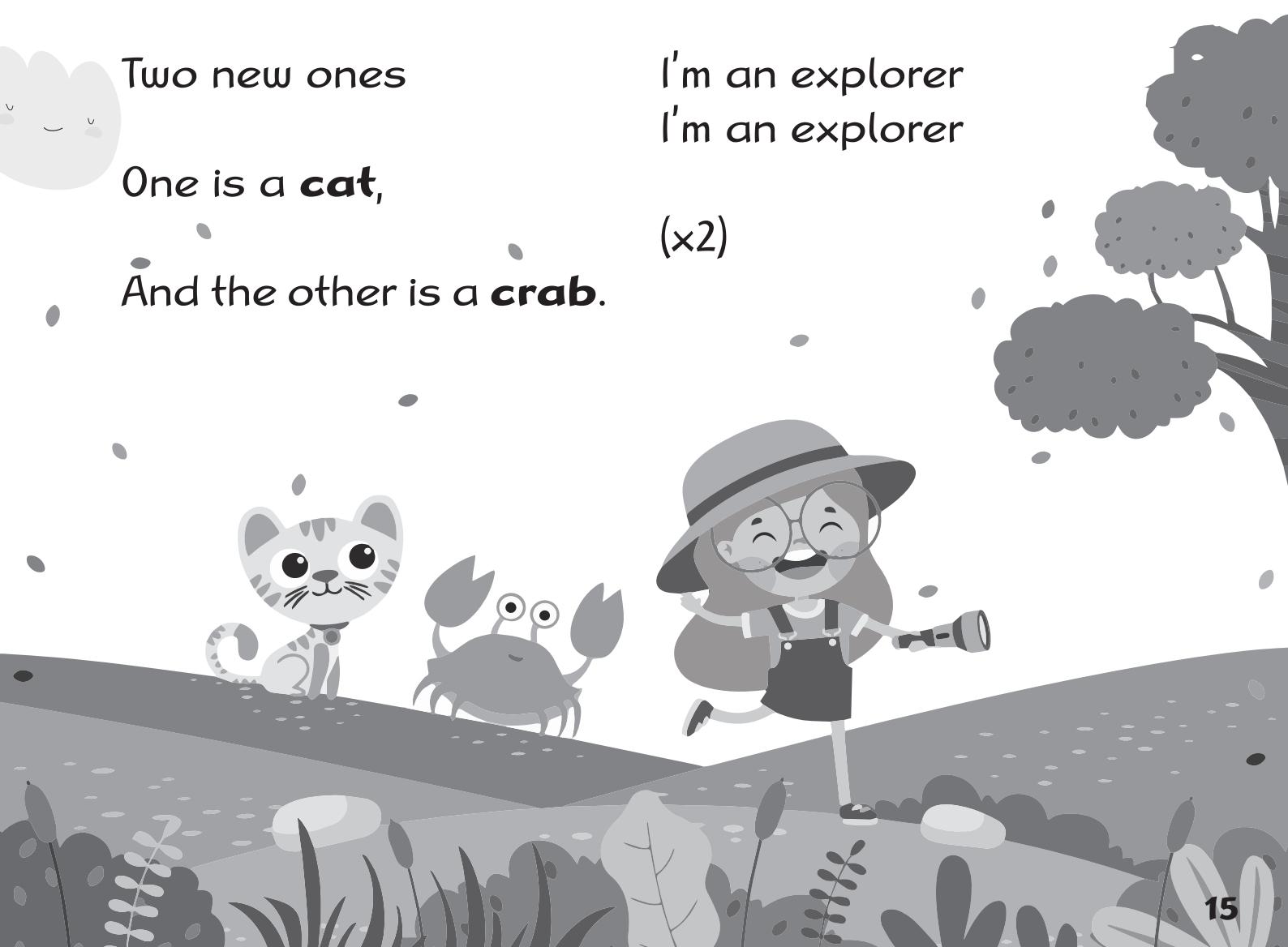
I'm an **explorer**
I'm an **explorer**

Two new ones

(x2)

One is a **cat**,

And the other is a **crab**.



15. ACTIVITY 1.



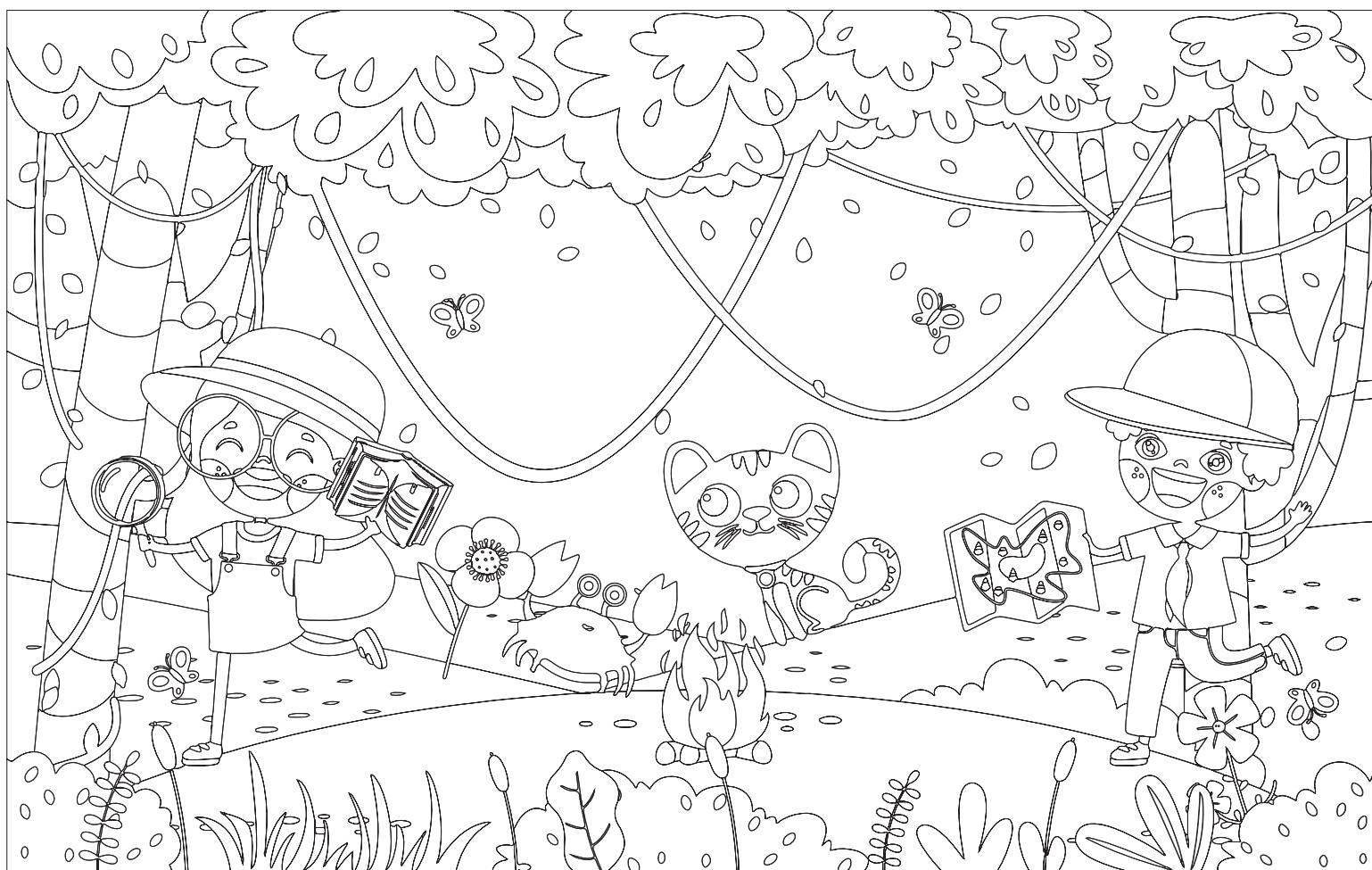
-FIND ALL THE OBJECTS.

Find and colour all these objects in the picture bellow and you will have a nice coloring page.

MAGNIFYING GLASS - MAP - CRAB - CAT - BOOK - FLOWER

Busca y colorea todos estos objetos en el dibujo y tendrás un bonito y coloreado dibujo.

LUPA - MAPA - CANGREJO - GATO - LIBRO - FLOR



16. ACTIVITY 2.

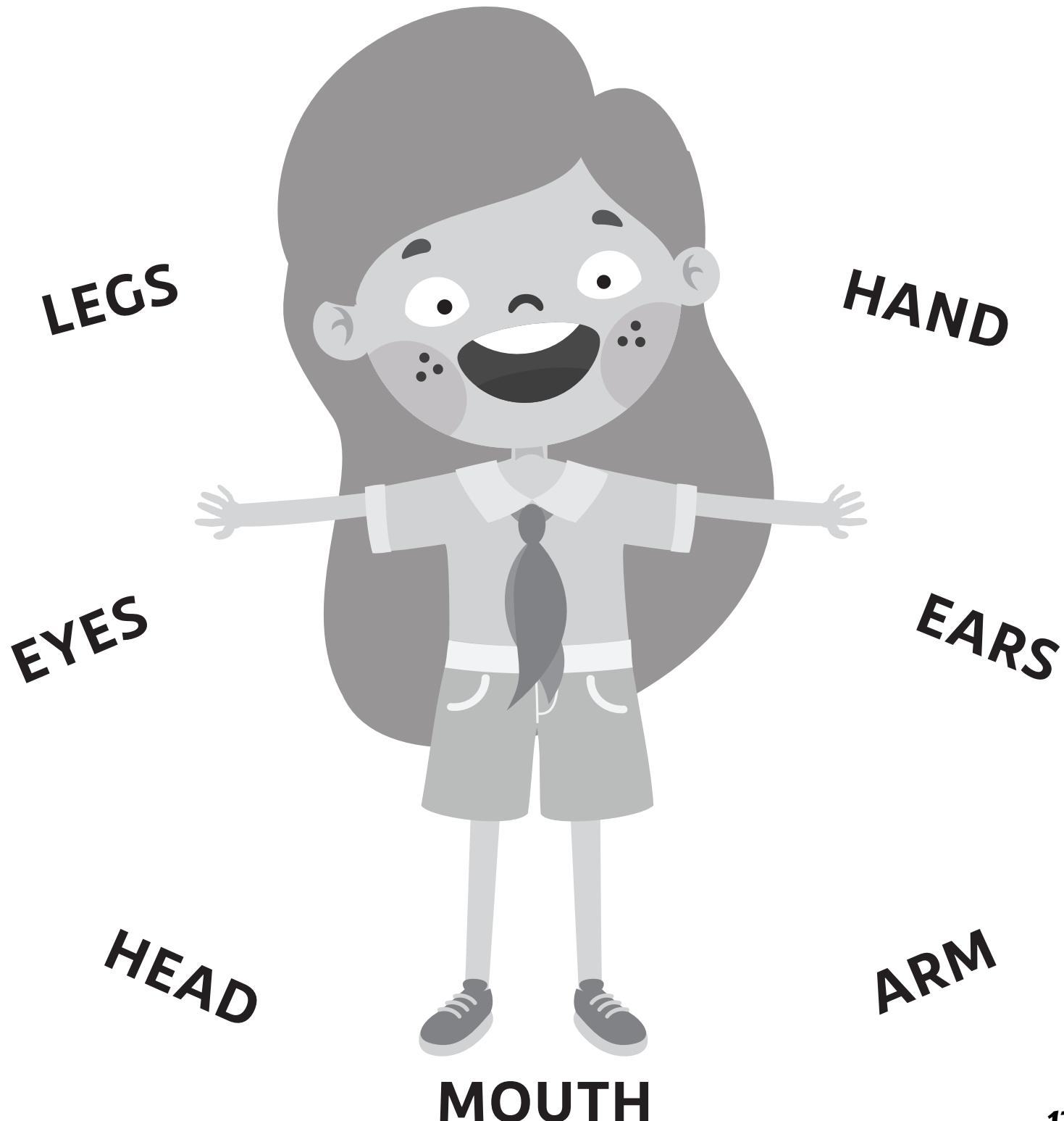
-LEARN THE PARTS OF THE BODY.



Learn the parts of the body with the drawing.

Link each word with its part.

Aprende las partes del cuerpo con este dibujo. Une cada palabra con la parte correspondiente.



17. ACTIVITY 3.

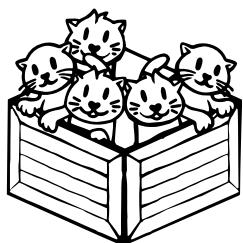
- THE NUMBERS -



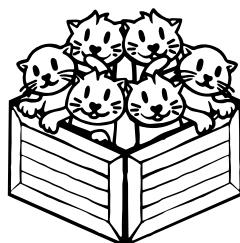
WRITE THE NUMBERS CONNECT THE NUMBER WITH THE CORRECT PICTURE AND WORD. THEN FOLLOW THE DOTS TO WRITE THE WORD IN ENGLISH.

ESCRIBE LOS NÚMEROS CONECTA EL NÚMERO CON LA IMAGEN Y LA PALABRA CORRECTAS. LUEGO SIGUE LOS PUNTOS PARA ESCRIBIR LA PALABRA EN INGLÉS.

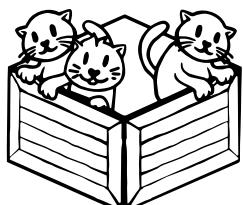
1



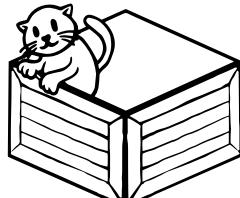
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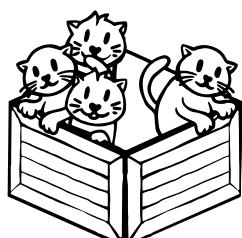
6



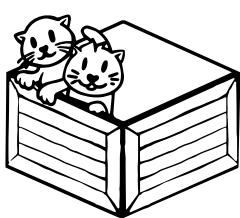
3



5



2



one

two

three

four

five

six



DO YOU KNOW MORE NUMBERS IN ENGLISH?

WRITE HERE THE NUMBERS YOU KNOW. LET'S SEE IF YOU CAN WRITE UP TO 12



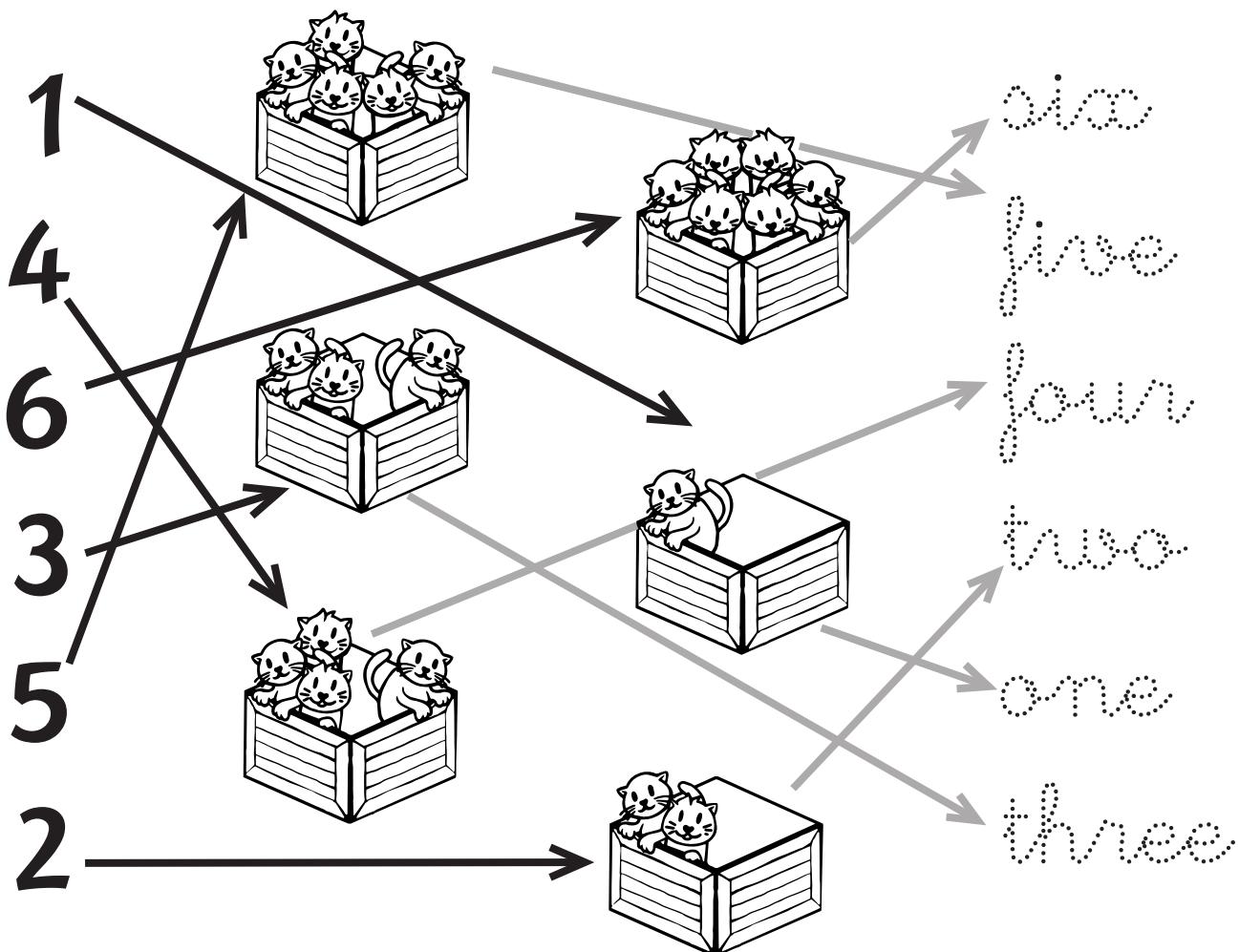
18. ACTIVITY 3.

- THE NUMBERS -



WRITE THE NUMBERS CONNECT THE NUMBER WITH THE CORRECT PICTURE AND WORD. THEN FOLLOW THE DOTS TO WRITE THE WORD IN ENGLISH.

ESCRIBE LOS NÚMEROS CONECTA EL NÚMERO CON LA IMAGEN Y LA PALABRA CORRECTAS. LUEGO SIGUE LOS PUNTOS PARA ESCRIBIR LA PALABRA EN INGLÉS.



DO YOU KNOW MORE NUMBERS IN ENGLISH?

WRITE HERE THE NUMBERS YOU KNOW. LET'S SEE IF YOU CAN WRITE UP TO 12

seven - eight - nine - ten - eleven - twelve

19. ACTIVITY 4.

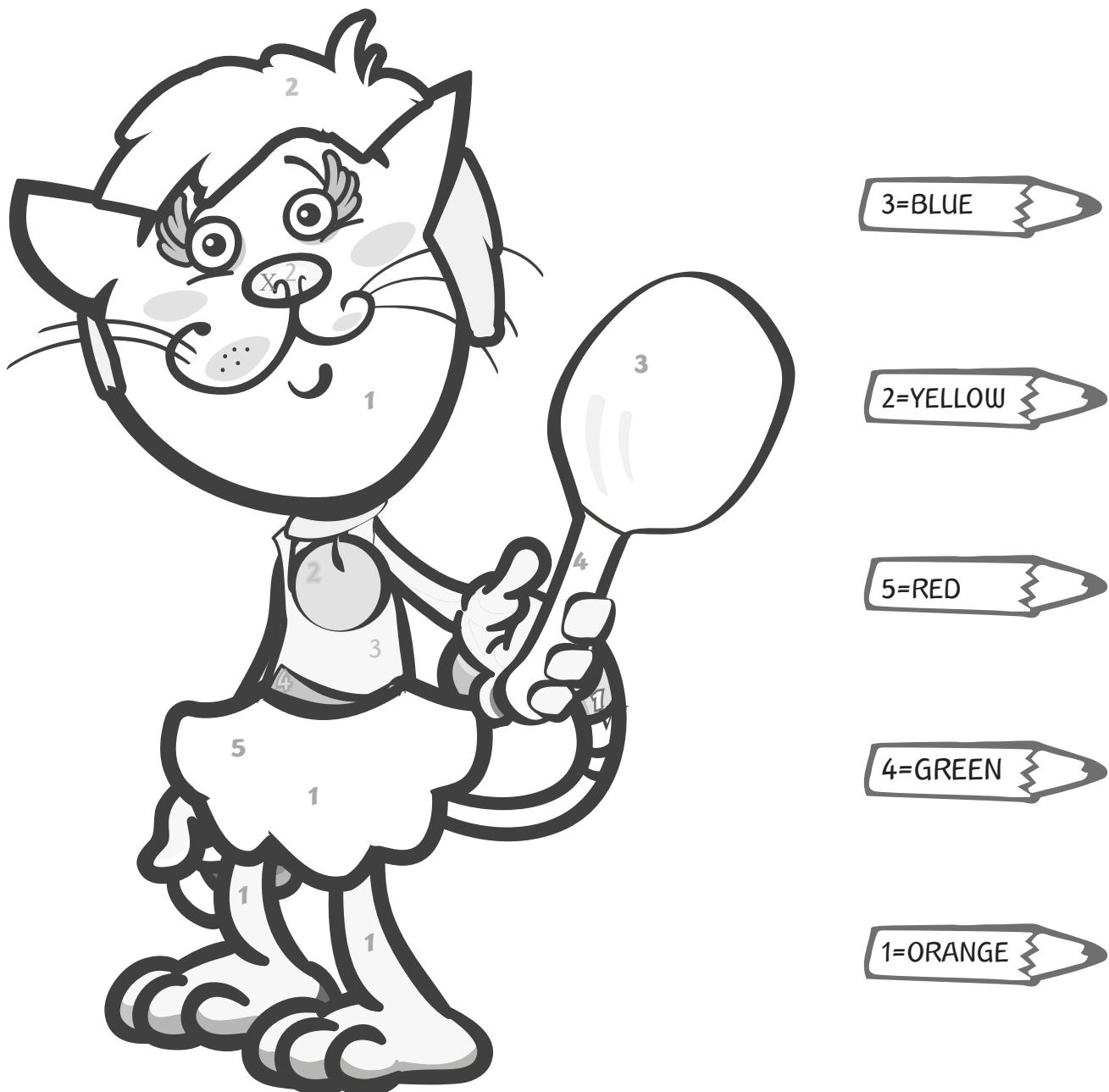
- WHAT COLOUR IS THE CAT? -



ACTIVITY 2.

The purpose of this activity is reviewing the names of the colours in English, as well as reinforcing the recognition of numbers and their ability to follow complex instructions. First, ask the students to read the number next to each crayon. Then help them identify each colour and ask them to paint each crayon in the corresponding colour. Finally, tell them to use the code to colour the picture.

El objetivo de esta actividad es repasar los nombres de los colores en inglés, además de reforzar el reconocimiento de los números y la capacidad de seguir instrucciones más complejas. Para empezar, pide a los alumnos que lean el número que hay junto a cada lápiz. Después ayúdalos a identificar cada color y pídeles que pinten cada lápiz con el color correspondiente. Por último, haz que sigan el código para colorear el dibujo.



20. ACTIVITY 5.

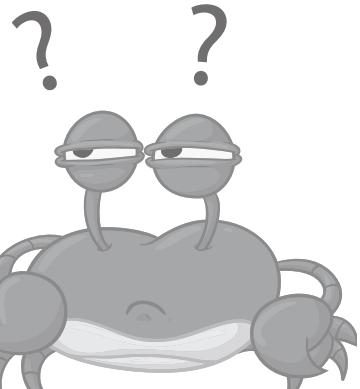
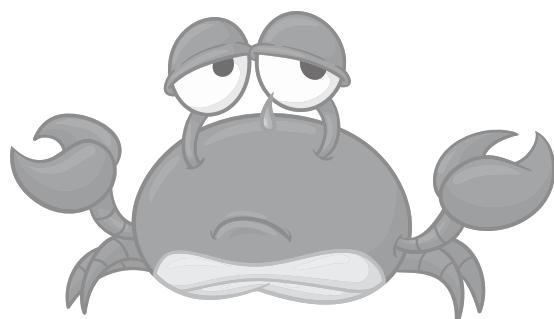
- HOW DO YOU FEEL? -



Link with arrows each word with its picture.

Une con flechas cada palabra con su dibujo correspondiente.

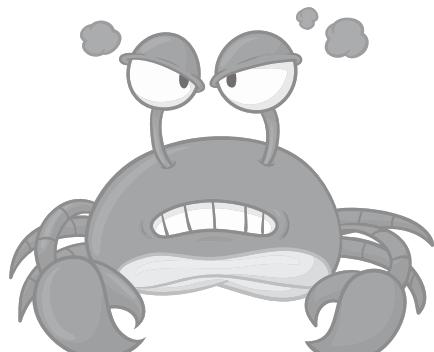
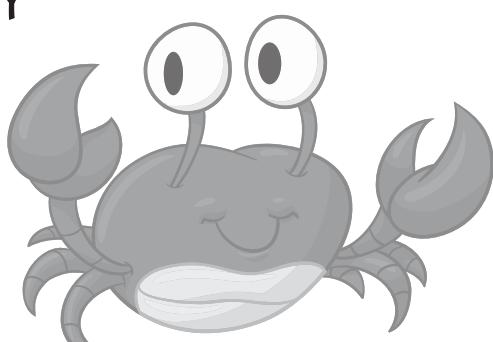
HAPPY



SAD

CRABBY/ ANGRY

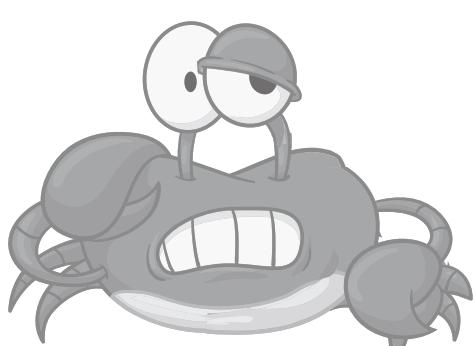
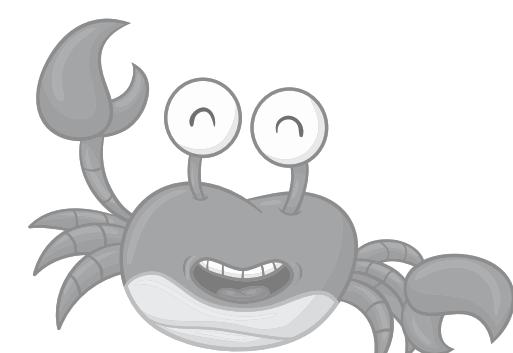
WORRY



SMILING

SCARED

LOST



21. ACTIVITY 4.

-COMPLEMENTARY ACTIVITIES-



THE CRAB GAME.

A fun game which is used to enhance the child's balance which is called the "crab" game. Music and concentration is the only requirement for this activity. The game is aimed at children of 5 years of age. Children should be placed in a row, one behind the other and kneels. Their hands must grip the heels of the child in front. Thus, the children must walk backwards to the rhythm of the music. If the music is slow children must move slowly. Contrarily, if the music is faster, the children must move quicker. In this game the children should not let go the ankles and should try to follow the rhythm of the music.

THE CLUELESS CRAB.

A straight line is drawn on the ground. The participating children, one by one, blindfolded, walk backward towards the line. The others are allowed to say things to try and distract them. When the child thinks he/she has come to the line they make a signal and a mark is made at that spot. The child closest to the line wins. If the child passes the line, they lose.

EL JUEGO DEL CANGREJO.

Un juego divertido y útil para potenciar el equilibrio del niño es el llamado juego del "Cangrejo". Para esta actividad sólo se necesita música y concentración. El juego va dirigido a niños de 5 años de edad. Los pequeños se deben poner en fila, uno detrás de otro y de rodillas. Las manos deben agarrar los talones del niño que tienen delante. Así, los niños deben andar hacia atrás y al ritmo de la música. Si la música es lenta los pequeños deben desplazarse lentamente. Por el contrario, si la música suena más rápida los niños deberán desplazarse más rápido. En este juego, los pequeños no deben soltar las manos de los tobillos del compañero y tienen que seguir el ritmo de la música.

EL CANGREJO DESPISTADO

Se traza en el suelo una línea recta. Los niños participantes, de uno en uno, con los ojos vendados, caminan hacia atrás en dirección a la raya. Los demás pueden decirle cosas para despistarlos. Cuando el niño crea que ha llegado a la raya se para y se hace una señal en ese punto. Ganará el niño que se acerque más a la raya. Si algún niño se pasa de la raya, pierde.



22. VOCABULARY

VOCABULARIO



A.

- ANIMAL(ANIMAL)
- ATTACK(TO)(ATAQUE)
- ANGRY(ENFADADO)

B.

- BOAT(BOTE)
- BOOK(LIBRO)
- BLACK(NEGRO)

C.

- CRAB(CANGREJO)
- CAT(GATO)
- CLEAN(LIMPIO)

D.

- DIRTY(SUCIO)
- DRINK (TO)(BEBER)

E.

- EXPLORER(EXPLORADOR)
- EAT (TO)(OBJETO)

F.

- FOOD(COMIDA)
- FLOWER(FLOR)
- FRIEND(AMIGO)
- FEAR(MIEDO)

G.

- GLASSES(GAFAS)

H.

- HAT(SOMBRETO)
- HUNGRY(HAMBRIENTO)
- HAPPY(FELIZ)

I.

- IDEA(IDEA)

J.

- JUMP (TO)(SALTAR)

K.

- KING (REY)

L.

- LENS(LENTE)
- LOST(PERDIDO)
- LEAVES(HOJAS)

M.

- MAP(MAPA)
- MONSTER(MONSTRUO)

N.

- NOTHING(NADA)

O.

- OBJECT(OBJETO)
- O'CLOCK(EN PUNTO)

P.

- PENGUIN(PINGÜINO)

Q.

- QUEEN(REINA)
- QUICK(RAPIDO)

R.

- RUN (TO)(CORRER)
- READY(LISTO)

S.

- SCARED(OBJETO)
- SAD(TRISTE)
- STORY(HISTORIA)
- STREET(CALLE)

T.

- TREE(ARBOL)

U.

- UMBRELLA
(PARAGUAS)
- UNCLE(TIO)

V.

- VERY (MUY)

W.

- WORLD (MUNDO)

Z.

- ZOO(ZOO)