



STAGE 4 ENGLISH
WEEK 6 WORK

Miss Nott



Lesson 1:

- Crossword- Our Class
- Reading Task: Pets in School
- Extension activity 1

Lesson 2:

- Categories
- Luke Lloyd Alienoid – Comprehension
- Extension activity 2

Lesson 3:

- Olympic words - unscramble
- Reading Task: Paid for Chores?
- Extension activity 3

Lesson 4:

- Word Game - Boggle
- Luke Lloyd Alienoid – Comprehension
- Extension activity 4

Lesson 5:

- Creative Writing Task
- Extension activity 5

Crossword – Our Class

This is a harder version of the one we have already completed – have fun!

N J M J F P C E L L A K A O O C R F Q T
B R L Y G H W E X Q J S Y C J A V N A C
N A S H D E N S G Y P J K A I S V N S J
A O W D Y J O E C L P H V X N N R F G A
X W S L W M T E S E N X F R L S I Z G Q
U A W K O W T D O H S I Y L Q I M M G A
P A R G C Z Y E H Y S K E R E D K A O U
H B E N K A I C P A D Q T K C C E S Y D
S D G A U Z J R B O B A K L I L O H H P
Y J D Z N D F E B X D D O E M S O T M A
Y T Y E F A L M J P N J Y B A K H O U L
R W K T L L G X F O O G X F K E K N O S
T A J L E Z E A R R S G N N Y F J G I T
M C A M E R O N A H B E A V L H A C S O
N R V V T L O N L F A V P W A N Y H W R
L W J K C X F L Y L I R C H Y G H Z D A
I U U B Q C S J T L E D L B M H U M D P
K C E B G G T S L Z C R O E H T E S B N
G O P E T I Z U Z P I T B H Y C E V S X
L H I P O V S Z L Z B P P Y V F Q R B N

Ashden
Cameron
Ella
Isabelle
Kyan
Makyla
Seth
Tylar

Ashton
Derek
Ely
Jackson
Logan
Mercedees
Sullivan

Boady
Dominic
Harley
Joseph
Makenzie
Notty
Toby

Name: _____

No Pets In School?



Devin received a pet for her birthday. Hoping she could bring her retriever puppy to school on Friday, she checked with her teacher. Mr. Marks had informed her that no pets were allowed at school. Despite turning her down, he was sympathetic because he was also a pet owner. Devin headed home from school feeling disappointed. Why couldn't there be a special day for pets to visit? Devin sat down at her desk in her bedroom and began to compose a list of reasons pets should be allowed. Do you think pets should be allowed in schools or not?

Comprehension Practice

1. What did Devin want to bring to school?

2. Why was Mr. Marks sympathetic toward Devin?

3. How did Devin feel about not being able to bring her pet to school?

4. What did Devin decide to do when she got home?

Grammar Practice

Write the proper verb tense on the line.

inform informed informing

Mr. Marks had _____ her that no
pets were allowed at school.

Mr. Marks is going to _____ her that
no pets will be allowed at school.

Mr. Marks was _____ her that no
pets were allowed at school.

Think and Respond

What do you think are some reasons why students are not allowed to bring pets to school?

Today, you are going to play categories like we do in class.

If you don't remember the rules, here they are:

- Set a 5-minute timer
- For each letter, write down something beginning with this letter. If you can think of more than one, great!
- Stop the timer and count your score.

My Score:

Our category for today is:

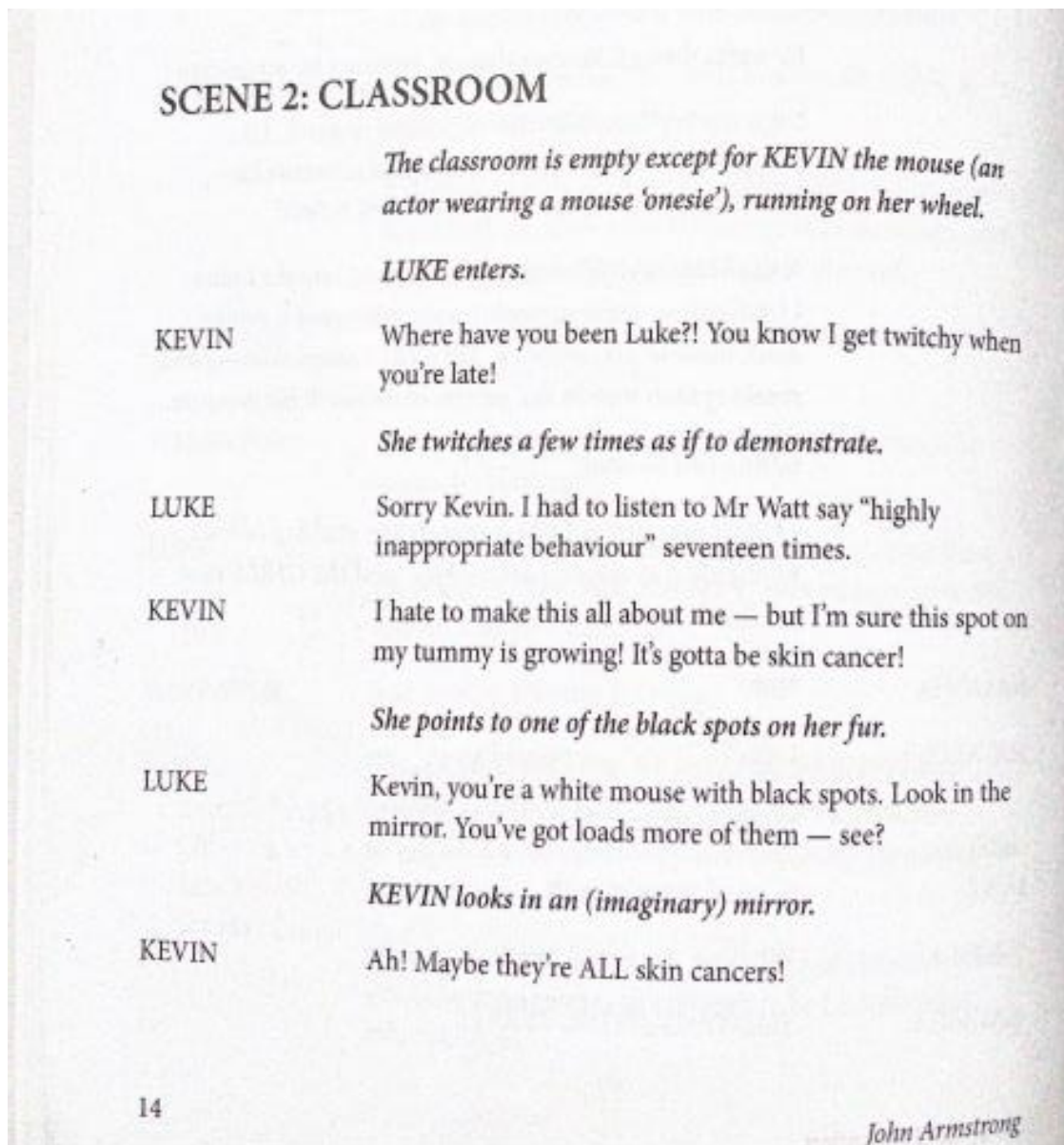
CLOTHING

It can be a type of clothing, or a brand name.

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
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X	
Y	
Z	

Luke Lloyd Alienoid - Comprehension

Read through the section of our class text, Luke Lloyd Alienoid, and answer questions below:



- LUKE Kevin ...
- KEVIN And I've got this throbbing headache that won't go away — I just know it's a tumour!
- LUKE You haven't had your morning coffee, that's all.
[Brings out a tiny cup] Double shot latte the way you like it.
KEVIN throws the coffee back in one gulp.
- KEVIN Squeakety-squeak-squeak-squeak! Now I feel all jittery and hyperactive — much better!
[Fast] Okay Luke there's a million things to do — I need fresh water fresh newspaper fresh food and my cage smells like a big toilet!
- LUKE *[Under his breath]* Only because you poo and pee all over it ...
- KEVIN Don't criticize mouse personal hygiene — it's very culturally insensitive!
- LUKE Sorry. I'll get onto it.
LUKE goes to get the things she needs.
- KEVIN *[To audience]* I'm Kevin — the class mouse. In case you're wondering why a cute girl mouse like moi is called "Kevin" I'll tell you: *[suddenly angry]* Because the teacher is a mouse-racist who thinks we all look the same! It's SO OFFENSIVE!
KEVIN takes a few breaths to calm herself.
[To audience] By the way, this is another of Luke's alien superpowers. He can communicate with animals — like me. Not out loud of course — by telepathy. So this whole conversation is actually taking place inside Luke's head.
She taps her temple. LUKE returns.

P Playlab

LUKE

Fresh water, newspaper, food. And I got you a treat.

KEVIN

Peanuts! Yum!

[To audience] Luke is such a sweetheart. Forget the mouse roster — nobody in this class ever remembers to feed me or clean my cage except him. If it wasn't for Luke I'd have starved to death and be lying on a pile of my own poo by now!

LUKE

[To audience] Fact: Kevin is my best friend at school. Actually she's my only friend at school. I'd rather talk to her than any of the ape-descendants — sorry, humans.

The bell goes — BRRRRRRRING!

Here they come.

The CLASS come bursting in, leaping around screeching acting like monkeys — literally.

Stop!

They all FREEZE.

[To audience] That's just how I see them. In real life they're not quite this bad.

The class unfreezes, and now behave like typical noisy kids (except for JARED, who still acts like a monkey). LUKE quietly heads to his seat, up the front. Unlike everyone else in class, he sits with an empty seat beside him.

[Murmurs...]

Question 1: What does Kevin think is wrong with herself?

Question 2: Who is Kevin?

Question 3: What does Luke bring Kevin to drink?

Question 4: Why is Kevin called Kevin, even though she is a girl?

Question 5: What would have happened to Kevin if Luke didn't look after her?

Question 6: How does this conversation with Kevin show us that Luke is a good friend?

Olympic Sports – Word Scramble



Unscramble the following words:

Wtlsrnegi _____

Ftboatl _____

Ballkeseabt _____

Siagiln _____

Ports Mbcliingn _____

Tlbae tinsen _____

Bogixn _____

Dinvig _____

GmmiwnS _____

Bgury _____

Name: _____

Paid For Chores?



Chores are certainly not every kid's favorite thing to do, but what if you were paid for doing them? Would earning money while doing dishes, taking out trash, or vacuuming your bedroom make you want to do the job a little better? Some families create a simple To-Do list or contract. When kids sign it, they agree to complete certain tasks. Each task has been assigned a specific dollar amount to be paid when it is done. Tasks like carrying out trash earn less money than harder tasks like raking and bagging leaves. Do you think kids should earn money for chores?

Comprehension Practice

1. What is the passage mostly about?

2. What are some examples of chores?

3. What do some families do to handle chores?

4. What are assigned to chores to determine how they are paid?

Grammar Practice

Write the proper verb tense on the line.

earned earning earn

Do you think the kids should have _____ money for chores?

Do you think the kids should be _____ money for chores?

Do you think the kids should _____ money for chores?

Think and Respond

Do you think children should be paid for doing chores, or should they just do them to help out their family?

Luke Lloyd Alienoid – Comprehension 2

Read through the section of our class text, Luke Lloyd Alienoid, and answer questions below:

P Playlab

The REF blows the whistle.

REF Restart!

The others begin playing again. CONNOR comes up behind LUKE.

CONNOR *[Whispering]* Nice try with the fake Dad, freak. But you lost.

SCENE 11: CLASSROOM

We hear a whistle blowing, and the distant sound of MR WATT.

MR WATT *[Over P.A.]* That's full-time! And the final score is father's five, kids four! Let's hear it for the Dads!

LUKE runs into class, panicky, heading for KEVIN's cage.

LUKE Quick Kevin! I'm taking you home!

KEVIN Home?! Why?!

LUKE So Connor can't get you!

KEVIN Okay let's go!

But as LUKE starts to head for the door with KEVIN ... CONNOR walks in, backed by JAKE and JARED.

CONNOR Lukie my man. Going somewhere with the mouse?

LUKE freezes, scared.

Hand over the rodent, freak.

JAKE It's going in the teacher's microwave. Jared?

50 *John Armstrong*

Luke Lloyd: Alienoid by John Armstrong

JARED goes to grab KEVIN, but LUKE steps in front of him.

LUKE No.

CONNOR What did you say?

LUKE She's my friend. I can't let you hurt her.

CONNOR *[Incredulous]* Seriously?

KEVIN Luke, my hero! You're so brave!

LUKE *[To KEVIN]* I'm scared out of my brain. Anyway, they'll just beat me up THEN kill you.

KEVIN Oh great. Last resort time: playing dead!

KEVIN flops onto the ground, acting dead.

CONNOR Get the freak!

JARED goes to grab LUKE. But LUKE manages to evade him, running to the other side of class. He looks upwards, desperate.

LUKE Dad, if you're up there, I need all my alien superpowers NOW!

LUKE scrunches up his eyes concentrating, as the boys catch up with him.

Invisibility!

He opens his eyes. CONNOR and the others stand there looking at him.

CONNOR What are you doing?

LUKE closes his eyes again, concentrating harder.

LUKE *Levitation!*

Still nothing happens.

JARED *[To CONNOR]* What's his problem?

P Playlab

- CONNOR I think the freak's having a freak attack.
Getting desperate, LUKE puts out his hands as if strangling an imaginary CONNOR.
- LUKE Grrrrr!
- CONNOR Now I'm really scared.
- JAKE He's totally wacko!
- CONNOR Show's over freak!
CONNOR grabs LUKE roughly by the shirt.
- LUKE Help! Someone! Help!
- CONNOR No-one's gonna help you. You've got no friends, remember?
Suddenly in bursts ASTRO, barking like crazy ...
- ASTRO RUFF! RUFF-RUFF! Leave him alone psycho! GRRRR!
ASTRO bails up CONNOR who looks scared.
- CONNOR Get that crazy mutt away from me!
- LUKE Astro?! What are you doing?!
- ASTRO Waddya think I'm doing?! I'm going to bite his gonads off!
GRRR-RUFF!
MISH appears at the door.
- MISH Watch out Connor — that's a Siberian Sabre-Wolf!
- CONNOR A what?!
- MISH A Sabre Wolf — they're bred to fight Russian bears, so you don't want to get him angry!
- ASTRO *[To audience]* I had no idea I was so dangerous! *[To Connor]* GRR-GRRR!

Question 1: Why does Luke need to take Kevin away?

Question 2: What happens instead?

Question 3: What are the bullies going to do to Kevin?

Question 4: Why won't Luke's alien powers work?

Question 5: Who bursts in to save Luke? How does he do it?

Question 6: Explain how Mish helps Luke in this scene, and in the whole story.

Creative Story

This lesson, you are going to write a creative story.

You may wish to plan your story before you start.

Remember, all good stories have a beginning, a middle and an end, and use lots of great description.

Use this sentence to start your story...

“That day, I was so glad I had a friend. If I didn’t have Jake, it would have ended in a disaster. Here is the story of how my whole world changed...”

Extension Activity 1

#1 THEATRICAL VOCABULARY DEFINITIONS & SENTENCES STUDY SHEET

1. **MAGIC IF:** The *magic if* is an acting term that refers to an actor imagining what it would be like *if* he found himself in the same situation as the character he is playing in a film or stage play. SENTENCE: I use the magic if to understand and identify with my character's situation.
2. **ACOUSTICS:** *Acoustics* are the features and attributes of a theatre, auditorium, event hall or enclosed space that determine the integrity and audibility of sound in that space. SENTENCE: The theatre's acoustics were so wonderful I could hear every word each actor spoke without the use of microphones.
3. **WINGS:** The *wings* in a theatre are the stage left and stage right backstage areas just off to the side of the main playing area. The *wings* are usually masked by two or three sets of hanging curtains or flats that keep audience members from seeing into the right and left backstage areas where performers are waiting to enter. These side-of-the-stage masking curtains or flats are also referred to as *wings*. SENTENCE: Her understudy is waiting in the wings!
4. **BURLESQUE:** *Burlesque* refers to a type of variety show for the stage that is characterized by bawdy humour, acts of mockery, naughty banter, provocative slapstick comedy and dancing. A *burlesque* is also any dramatic work, playlet, sketch or piece of literature that pokes fun at a sombre subject by satirizing it; or it treats a mundane subject with great dignity. *Burlesque* is unlike ordinary farce or comedy because it achieves its effect through distortion and buffoonery. SENTENCE: Gypsy Rose Lee was one of the most successful stars in Burlesque.
5. **VOMITORY:** A *vomitory* is an architectural feature of ancient Roman Coliseums. The *vomitory* was a hallway or passageway like structure located underneath the seating area through which audience members could enter and exit the stadium. SENTENCE: When the show was over the audience exited through the vomitory.

6. **COLLABORATION:** A *collaboration* is when two or more artists work together for a common result, shared goals for an identical objective. For example, when multiple authors write a musical together - one composes music, another writes lyrics and a third writes the script or dialogue - this would be a collaboration or collaborative effort. SENTENCE: The Broadway musical “On Your Toes” is a Rodgers and Hart collaboration.
7. **UNITIES:** In his “Poetics”, Aristotle declared that good drama must contain three *unities*. The three dramatic Aristotelian *unities* include: *unity* of action, *unity* of place and *unity* of time, meaning that first-class drama should have only one main action, one location and occur in a 24-hour period or one day. SENTENCE: The three unities, according to Aristotle in his “Poetics”, are of major importance to the construction of good drama.
8. **DOWNSTAGE:** *Downstage* is the area of the stage that is closest to the audience. SENTENCE: The director blocked the entire scene downstage centre.
9. **STRIKE:** 1. A *strike* is when the stage is returned to its neutral status by stripping the stage of sets, lights and props following the closing of a production. A smaller scale *strike* occurs at rehearsals when props and set pieces are removed for the purpose of setting up a new scene. 2. A *strike* can also be an organized ceasing of work or abandonment of an actors, or other theatre professional’s, services in hopes of coercing producers to give in to demands made by theatre artists. Worker or union *strikes* are usually effective and generally occur in objection to unfair conditions or stipulations dictated by producers. SENTENCE: We must strike the set immediately following the show’s final curtain.
10. **EXTRA:** An *extra* is an actor that has no lines or pertinent stage business and generally is found in the background of a scene. The term extra is more often a film term rather than a theatre term. Sometimes in film *extra* actors will be called “background talent”. SENTENCE: I was an extra in the Oscar winning film, “Argo”!
11. **SHTICK:** *Shtick* is typically a bit of comic business or routine that is used to pull focus or gain attention. A characteristic gimmick that is usually employed by star performers for comic effect is *shtick*. SENTENCE: He’s a veteran dinner theatre actor so that shtick comes easily to him.

12. **FARCE:** A *farce* is a very humorous play that is characterized by its fast-playing pace, mistaken identities, loads of slapstick comedy and physical humour, quick entrances and exits and exaggerated characters operating in improbable storylines. SENTENCE: “A Flea In Her Ear” is a very famous farce.
13. **RAVE:** A *rave* or *rave* review is passionate admiration and exuberant acclaim given by a professional critic or any spectator for a theatrical stage production, TV show or feature film. SENTENCE: The New York Times gave the play a rave.
14. **GALLERY:** The *gallery* is a term that usually refers to seats located in the balcony of a theatre and that are typically the least expensive seats in the house. SENTENCE: We were in the gallery for the first act but moved down to vacant orchestra seats for act two.
15. **HOOFER:** A *hooper* is another word for a dancer – usually a tap dancer. SENTENCE: Fred Astaire is likely America’s most famous hooper.

BRIEFLY DEFINE THE FOLLOWING THEATRICAL TERMS.

1. MAGIC IF:

2. ACOUSTICS:

3. WINGS:

4. BURLESQUE:

5. VOMITORY:

6. COLLABORATION:

7. UNITIES:

8. DOWNSTAGE:

9. STRIKE:

10. EXTRA:

11. SHTICK:

12. FARCE:

13. RAVE:

14. GALLERY:

15. HOOFER:

Extension Activity 2

Character Description	Luke Loid	
	Costume (Image/description)	Explanation (Why you chose your costume to fit the character)
Face (Make up, Hair, Masks, hat's etc)		
Chest – (Shirt, Coat, Jumpers etc)		
Legs – (Pants, Skirt, Dresses, Shorts etc)		
Feet – (Shoes etc.)		
Accessories – Jewellery, bags, phone, etc		
Miscellaneous (Other details of the character – car, bedroom/house etc)		

Extension Activity 3

Character Description	Connor – Class clown/Bully	
	Costume (Image/description)	Explanation (Why you chose your costume to fit the character)
Face (Make up, Hair, Masks, hat's etc)		
Chest – (Shirt, Coat, Jumpers etc)		
Legs – (Pants, Skirt, Dresses, Shorts etc)		
Feet – (Shoes etc.)		
Accessories – Jewellery, bags, phone, etc		
Miscellaneous (Other details of the character – car, bedroom/house etc)		

Extension Activity 4

Staging the Play: Writing Challenge

You are to compose a piece of writing explaining how you would design the Classroom Setting from the play *'Luke Lloyd Alienoid.'*

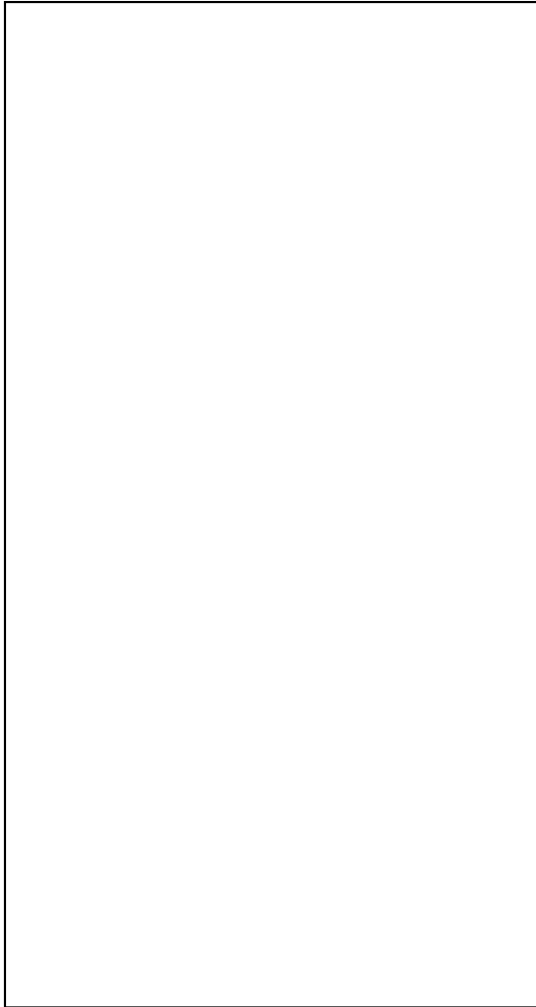
You should include:

- Props needed and how many (hint: Think of objects you would typically find in a classroom)
- Where you would position them so the audience can clearly see the actors and props

Extension Activity 5

Design your own original character that you could include into the play **Character Profile**

Character
Portrait



Appearance

Describe you're your character looks like:

Personality

What is your character's main goal?

What are your character's strengths?

What are your character's weaknesses?

Basic Facts

Name: _____
Age: _____
Birthplace: _____
Cultural background: _____
Occupation: _____