

# Funhenge TALES

9 Lives



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# INTRODUCTION



## How to Use this Pack



This educational pack is designed to work in conjunction with the Funengo Tales production of 'Nine Lives'. It provides the teacher with fun and interactive games and activities to help the children learn the vocabulary and grammar used in the performance.

Some activities can be given to the children to work on individually while others are best done in groups or as a whole class.



This label means that the activity should be explained and led by the teacher.



This label identifies the activity as a game that requires space and involves the whole class.



This label identifies the activity as less of a game and more of an activity where students will be involved in creating and acting.



This label suggests that the activity or game can be read and worked on autonomously. These pages can be photocopied in black and white so that each student has their own copy.

The pack is divided in to 7 sections. These are identified in the footer of each page.

- General Activities, Numbers, Animals, Witches, Potions & Spells, Time For Grammar, After the Performance, Grammar & Vocabulary)

Useful language has been underlined for easy reference.





## Story Synopsis

Tilly loves cats but her mum has told her, "Tilly you can't have a cat!" Tilly really wants a cat like her friend Jinny. Jinny's cat is black all over just like a witch's cat. Instead of having a real cat, Tilly plays dressing up so she can imagine having a witch's cat.

When Tilly puts her witch's hat on, she hears a strange noise coming from her teapot wardrobe. She is scared but she goes into the magic wardrobe. She discovers that she is not in her bedroom any more: she is in a witch's house.



She finds lots of interesting things, including a spells and potions book. Then, she has a great idea. She decides to make a potion to turn a bat into a cat, so she can take the cat home. But something goes very wrong, and she has to make another potion. Some of the ingredients are missing so she has to go looking for them.

Tilly leaves the witch's house to find the other ingredients and has 8 BIG problems along the way.

Does she succeed in making the second potion? Or is it another HUGE disaster?





## Song Page

### HERE WE GO

Here we go  
Here we go  
Through the teapot  
Here we go

Here we go  
Here we go  
Through the teapot  
Here we go

### I WANT A CAT

I want a cat  
Cute and cuddly, pretty and sweet  
I want a cat  
Furry and black  
I want a cat  
A friendly feline, playful and crazy  
Mummy, I want a cat

Oh, mummy, mummy!  
I'm begging on my knees  
Oh, mummy, mummy!  
Please, please, please!

I want a little cat  
I want a furry cat  
I want a black cat  
I want a cat

I want a cat



### I'M NOT DEAD YET

I'm not dead yet  
I'm not dead yet  
I've lost 2 lives  
So I've got 1, 2, 3, 4, 5, 6, 7.....left

I'm not dead yet  
I'm not dead yet  
I've lost 3 lives  
So I've got 1, 2, 3, 4, 5, 6.....left

I'm not dead yet  
I'm not dead yet  
I've lost 4 lives  
So I've got 1, 2, 3, 4, 5.....left

I'm not dead yet  
I'm not dead yet  
I've lost 5 lives  
So I've got 1, 2, 3, 4.....left

I'm not dead yet  
I'm not dead yet  
I've lost 6 lives  
So I've got 1, 2, 3.....left

I'm not dead yet  
I'm not dead yet  
I've lost 7 lives  
So I've got 1, 2.....left

I'm not dead yet  
I'm not dead yet  
I've lost 8 lives  
So I've got 1.....left



### LET'S GO HOME

Let's go home  
Let's go home  
Time for cupcakes  
Let's go home

Let's go home  
Let's go home  
Time for cupcakes  
Let's go home



# ACTIVITIES & GAMES





## Sentence Smasher



### Introduction

Here is a list of phrases from the play. Encourage the students to repeat them after you and then practise the action. You can use as many or as few phrases as you think your class will remember.

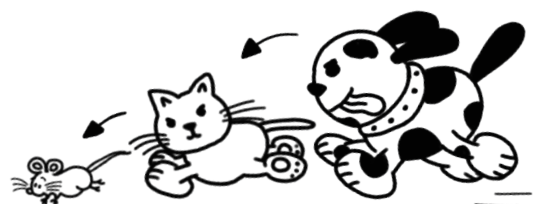
1. **You can't have a cat!** (In pairs, A stands with one hand on their hip and wags the index finger of their other hand at B, who has their arms folded and is looking angry.)
2. **Turn me back. Turn me back** (Everyone performs actions in reverse.)
3. **Cupcake!** (Go crazy over eating something.)
4. **Mix, mix, mix** (In pairs, face each other, hold an imaginary mixing spoon together and mix the ingredients.)
5. **I'm a cat!** (Stand with your hands on the side of your head like ears and open your mouth in surprise.)
6. **Dog, cat, mouse!** (In groups of three, chase each other round the space.)
7. **Chop, chop, chop** (In pairs, A lies on the floor and B makes chopping actions up and down A's body.)
8. **Cross the road** (As a class, create a scene where there are some cars driving up and down a road, and there are other students crossing the road.)
9. **I'm dead!** (Drop to the floor and play dead.)
10. **Electrocution** (The caller touches another student. This player starts to shake as if they are being electrocuted. They then touch another student and together they shake. Gradually the whole class joins the line of people being electrocuted.) **(NOTE: You might want to comment on the fact that if someone is being electrocuted in real life you SHOULD NOT touch them as the electricity will flow through our bodies. That is what we are portraying in this exercise and why anyone who joins the line starts to shake.)**

### To play the game you need:-

- A big space
- Someone to be the caller

### Instructions

- Everyone dances or moves around the space.
- The caller calls out one of the phrases from the list.
- Players then perform the correct movement.
- Ss who respond with the wrong action are out. (They can then help the caller).
- The winner is the last player standing.



## What's My Line?

**TEACHER  
LED**

As a class, read the following lines from the play and discuss what other situations they might be said in. These situations could be anything from seeing something on the roof of your house and deciding how to get up there to being a chef on a cooking programme. The scenes the students are going to create do not have to be based in a witch's house setting:-

- "I'm begging on my knees. Please!"
- "How am I going to get up there?"
- "OK. Stir it slowly."
- "What ingredients do I need?"
- "I'm falling!"

Now, in pairs or small groups, students choose one of these lines and create a short scene where the phrase might be used. They will need to decide on:-

- what characters are saying these particular lines
- who the character is talking to
- where they are

Students can now have 20 minutes to prepare a short scene inspired by their chosen phrase.

After each group is ready, they can perform their short scene to the rest of the group.

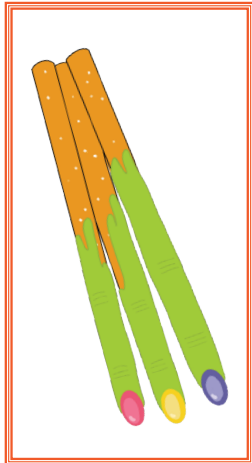
Lastly, maybe students can discuss how they think the phrases are going to be used in our 'Nine Lives' play.





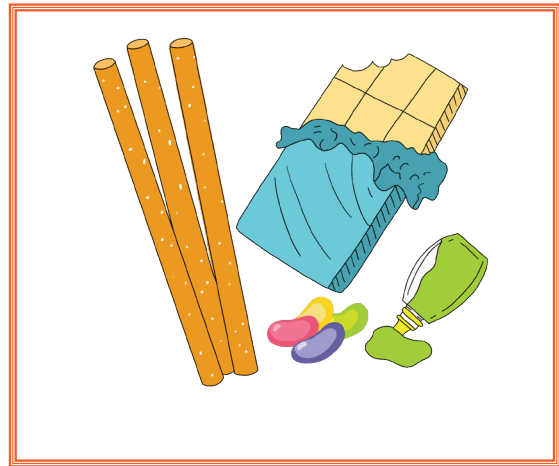
## Witch's Fingers Recipe

**STUDENT  
ACTIVITY**



### **You need:-**

- pretzel rods, or other long biscuits
- white chocolate
- green food dye (or mix yellow and blue)
- something for nails: jelly beans cut in half, sliced almonds, etc.



### **Instructions:-**

- Melt the white chocolate.
- Add the green food dye and mix until the mixture is completely green and melted.
- Dip the pretzels into the green mixture.
- Add the nails.
- Let the fingers dry.

## Witch's Hat Craft

STUDENT  
ACTIVITY



### **You need:-**

- black card
- scissors
- glue (PVA glue or glue stick)

### **Instructions:-**

- Cut two circles from the black card.
- Cut one of the circles in half.
- Make a cone from one of the half pieces and glue the edges together.
- Fold the bottom edge of the cone inside making sure the edges are straight.
- Put glue on the folded edges and stick the cone to the remaining black card circle.



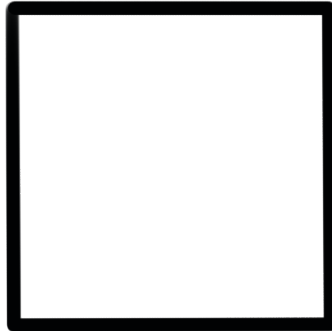
## What Number is it?

**STUDENT  
ACTIVITY**

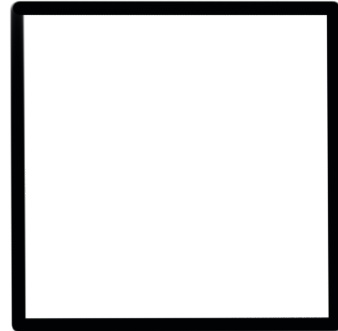
1. Use the dots to write the numbers.
2. Fill in the squares by drawing the correct number.



ONE



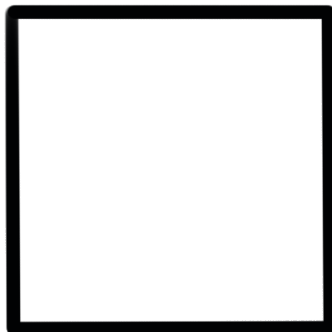
TWO



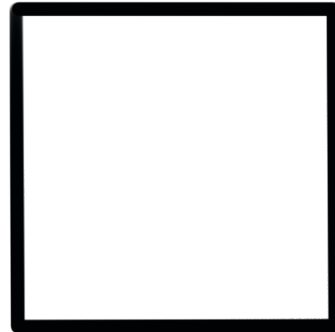
THREE



FOUR



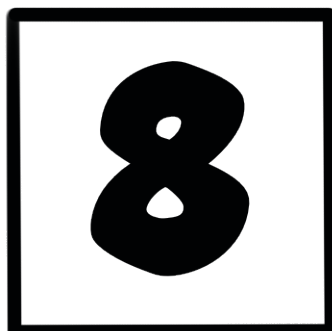
FIVE



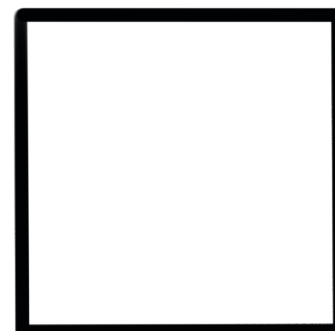
SIX



SEVEN



EIGHT



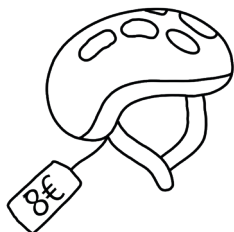
NINE

## How Much is Left?

Tilly goes shopping but she has only got €20.

Fill in the gaps to say how much money Tilly has got left after buying that item.

Then, in pairs, use the script to create a short shopping scene.



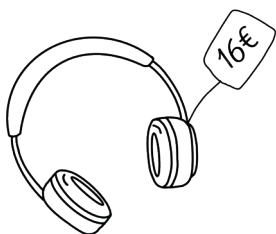
Tilly has got € \_\_\_\_ left.



Tilly has got € \_\_\_\_ left.



Tilly has got € \_\_\_\_ left.



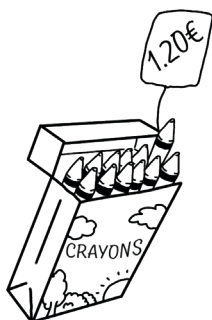
Tilly has got € \_\_\_\_ left.



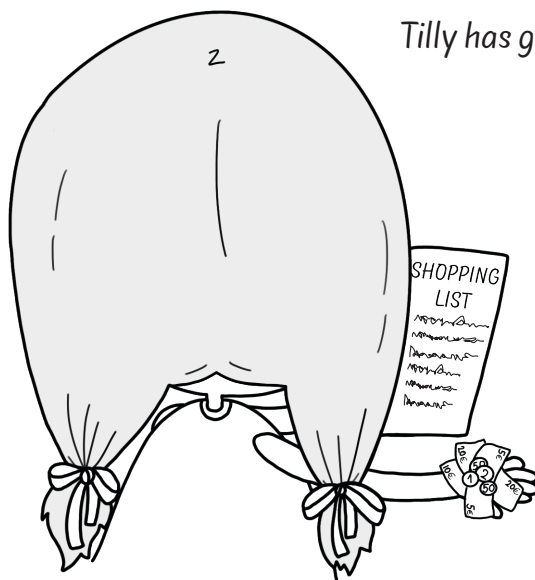
Tilly has got € \_\_\_\_ left.



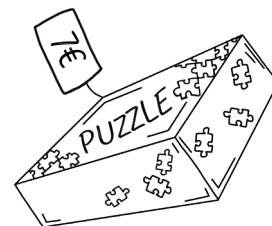
Tilly has got € \_\_\_\_ left.



Tilly has got € \_\_\_\_ left.



Tilly has got € \_\_\_\_ left.



Tilly has got € \_\_\_\_ left.

A - Hello.

B - Hello.

A - Can I help you?

B - I want to buy \_\_\_\_\_. How much is it?

A - It is € \_\_\_\_.

B - OK. Thank you. Now, I have € \_\_\_\_ left, so what else can I buy?

A - You can buy \_\_\_\_\_.

B - Perfect. Thank you. Bye.

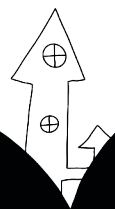
A - Bye.



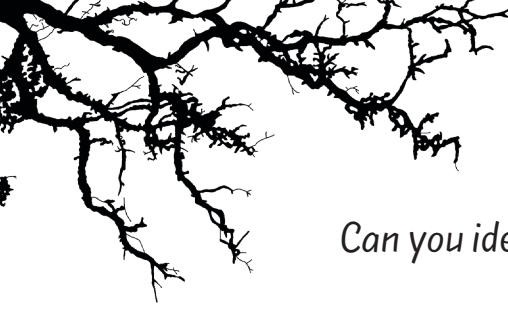
## Draw your Favourite Animal

**STUDENT  
ACTIVITY**

What animals do you associate with witches and magic spells?  
Draw your favourite here.







## Who Does it Belong to?

Can you identify the ingredients for the potion by matching the animal to their body part?



SHARK

BAT

DRAGON

FROG

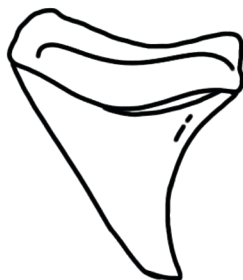
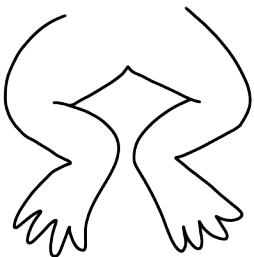
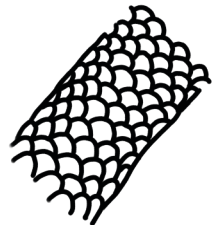
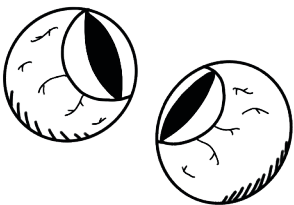
EAGLE

LEOPARD

SNAKE

Use this structure

“A/an (animal)’s (body part).”

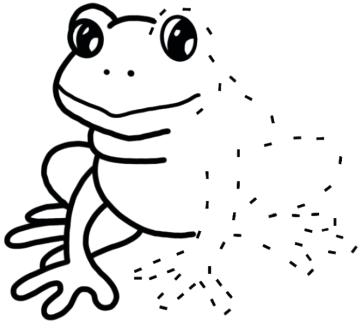




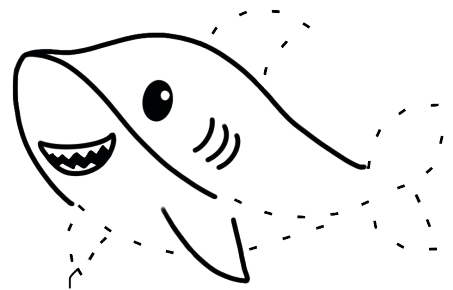
## What Animal is it?

**STUDENT  
ACTIVITY**

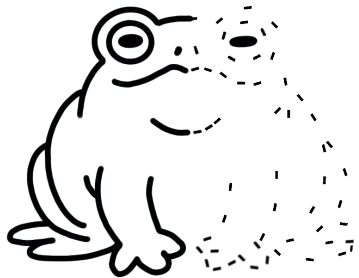
Follow the dots to draw the other half of each animal's body.  
Then, write each animal's name below the picture.



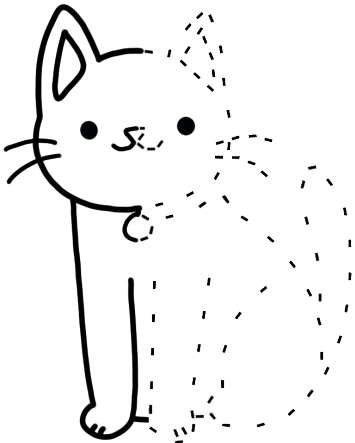
FROG



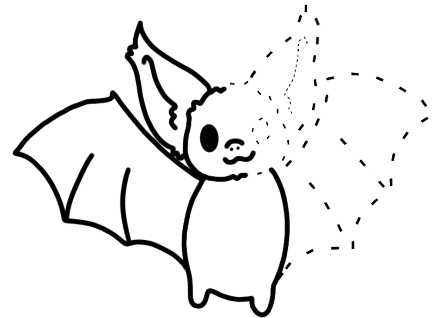
SHARK



TOAD



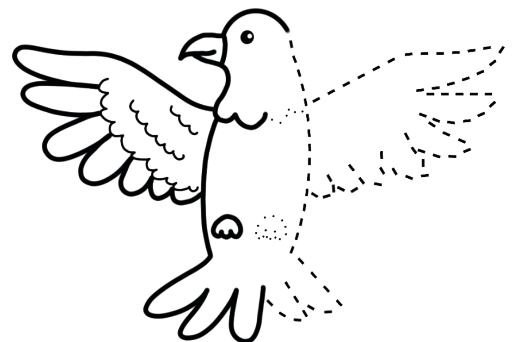
CAT



BAT



LEOPARD



EAGLE



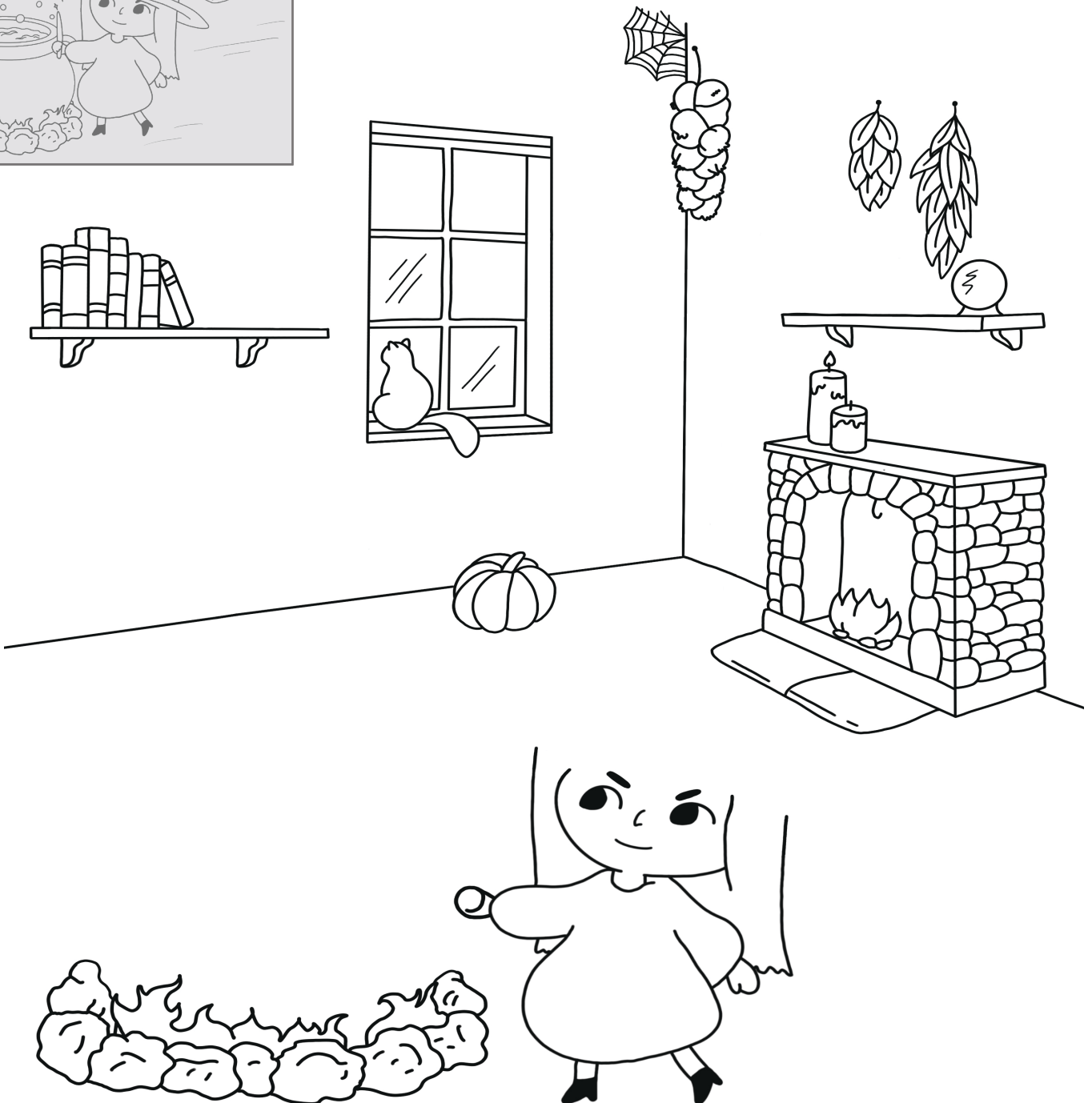
## What's Missing?

**STUDENT  
ACTIVITY**



Look at the small image on the left.  
What is missing in the large image  
below?

Now, see if you can complete the  
picture by drawing the things that are  
missing.



# Spot the Difference

STUDENT  
ACTIVITY



Answers on page 29



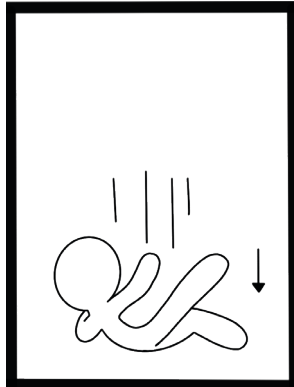
Choose one of the pictures below and mime it. Then ask your class, "What am I doing?"

The rest of your class must use the given sentence to answer you.

WATCH OUT for the last one: it is different. Why is it different to the others?



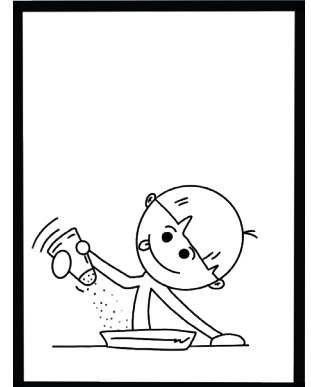
FLY



FALL



SNEEZE



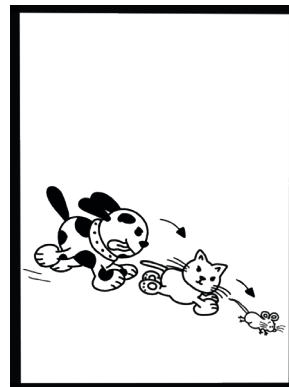
SPRINKLE



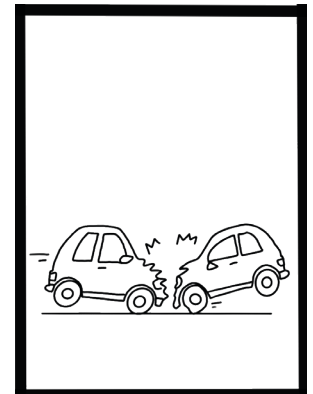
CHOKE



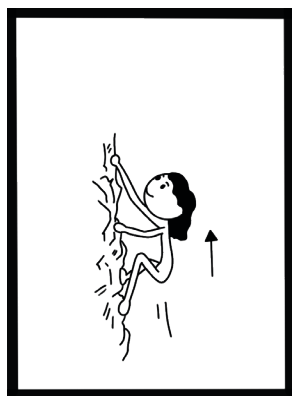
SWIM



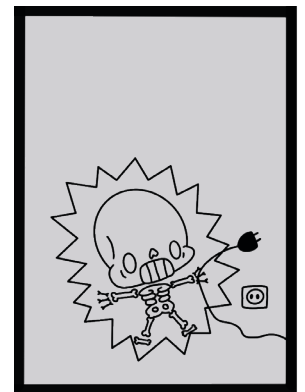
CHASE



CRASH



CLIMB



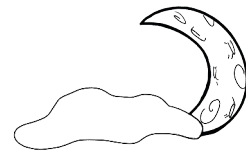
ELECTROCUTE

**What am I doing?**

**You are ..... (the verb +ING).**



## I'm Not Dead Yet!



**STUDENT  
ACTIVITY**

Use the QR code to listen to Tilly describe how she has died. Then, fill in the gaps to write how many lives she has got left.

1. Tilly has got ..... lives left.
2. Tilly has got ..... lives left.
3. Tilly has got ..... lives left.
4. Tilly has got ..... lives left.
5. Tilly has got ..... lives left.

Scan the QR code to hear  
the audio files.

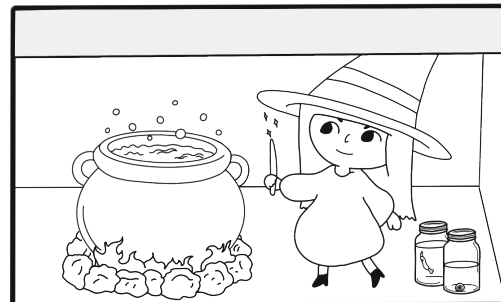




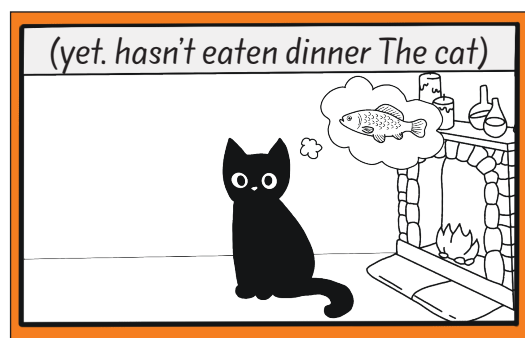
Look at the pictures and write the sentences in the right order:  
(HINT 'yet' always goes at the end of the sentence.)



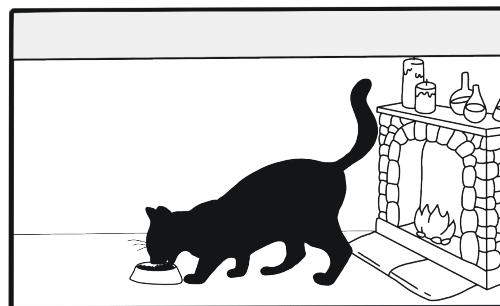
1. ....



Now, Tilly has made the potion.



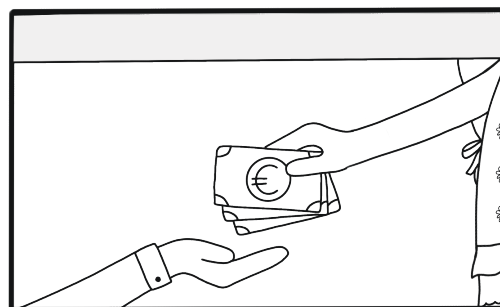
2. ....



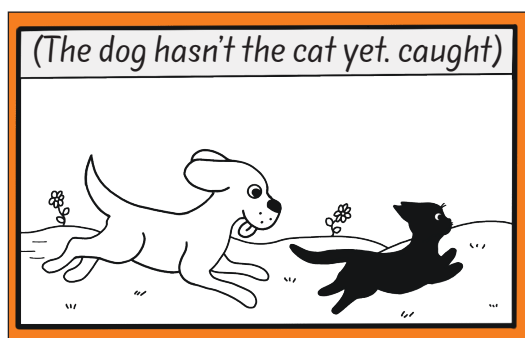
Now, the cat has eaten dinner.



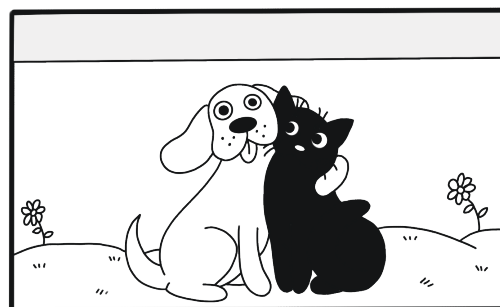
3. ....



Now, Tilly has paid.



4. ....



Now, the dog has caught the cat.

# AFTER THE PERFORMANCE



## Moments in Time

Tilly the cat dies 8 times. Below is a list of the ways she dies as well as other important moments in the play. Get into small groups and divide the list below between the groups. Each group should use their bodies to create a still image of their moment(s) in the play. Then, put all the moments together one after another in the right order:

- Tilly looking in her costume box
- Tilly on her knees asking her mum for a cat
- Tilly arriving in the witch's house
- Tilly making her potion
- Tilly realising that she is a cat
- Tilly chasing a mouse and then being caught in a mousetrap
- Tilly eating a mouse and choking on it
- Tilly and Ferris fighting
- Tilly crashing on the broomstick
- Tilly being eaten by the shark
- Tilly getting run over by a car
- Tilly getting electrocuted
- Tilly eating a poisonous cupcake
- Tilly turning back in to a girl
- Tilly going home

Lastly, in your groups, write a sentence for each still image. Then, perform them one after another, holding each for five seconds: move slowly when changing from one to the other. At the same time, someone tells the story by reading the group's sentences. Video it to create your own version of the 'Nine Lives' story.





TEACHER  
LED

## Alternative Stories

THEATRE  
ACTIVITY

Tilly really wants a cat, but her mum won't let her have one. When she finds a witch's spells and potions book she decides to turn a bat in to a cat but things go seriously wrong.

Tilly makes a potion and says a spell to turn a bat in to a cat. This is where your story is going to begin. In small groups, or individually, create an alternative story to the play. You can either make a storyboard for your new story, create a comic, or act it out.

- Maybe the story includes one of the sentences written on this page.
- Maybe the characters say something totally different.
- What does Tilly make with the spell?
- Does she get her cat in the end?

The characters in your new story must say at least one sentence each, either one of these written below, or something different.

**"Where am I?"**

**"What is that?"**

**"Who are you?"**

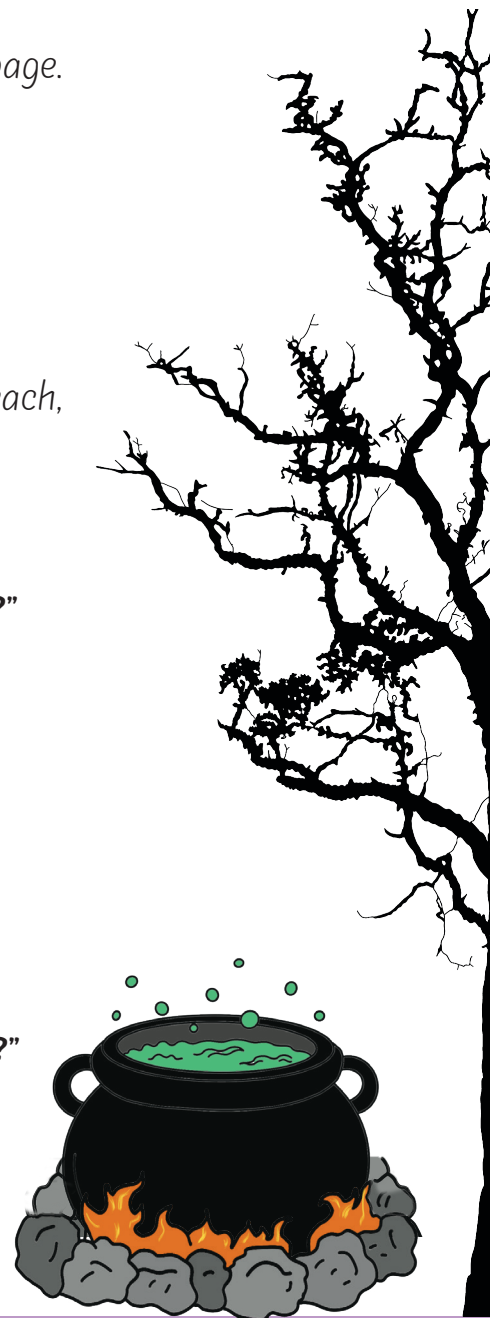
**"What ingredients do I need?"**

**"In the cauldron."**

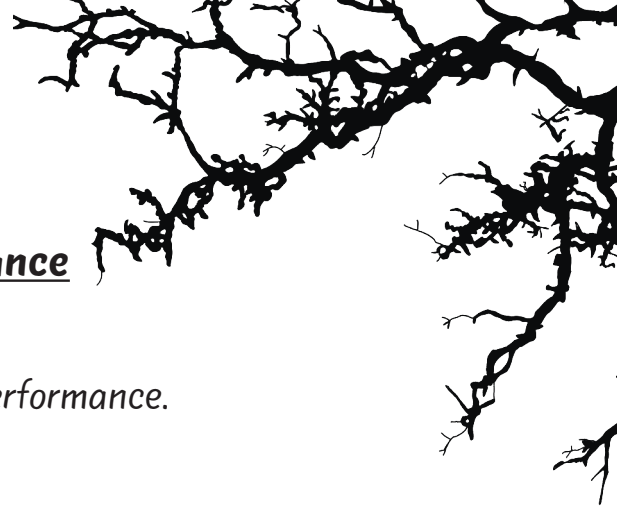
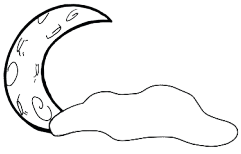
**"OH NO! I'm a ....."**

**"Where will I find a dragon's egg?"**

**"What's happening to me?"**







## Review of the Performance

*Tell us what you think about our performance.*

*Characters*

*Story*

*Songs*

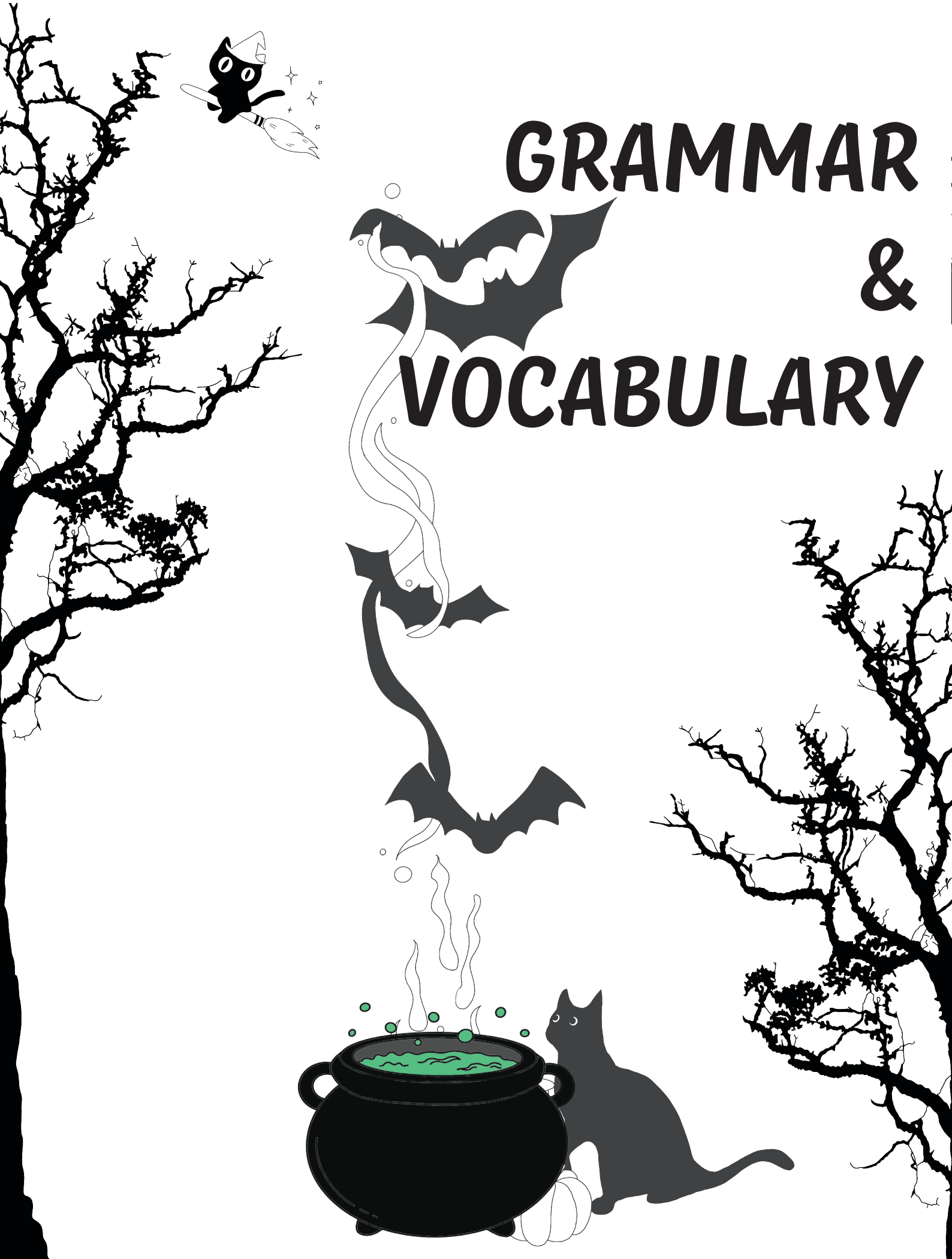
*Favourite/Least Favourite*

*Recommendations*

*Maybe you could interview each other and video the interviews. If you want to, you can send the videos/written reviews to [englishfun@funengo.com](mailto:englishfun@funengo.com).*

*We would love to hear your comments.*





# GRAMMAR & VOCABULARY

## Vocabulary



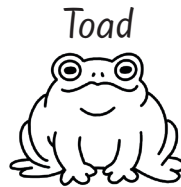
Leopard



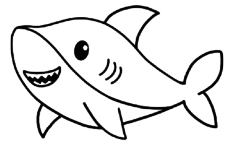
Flea



Frog

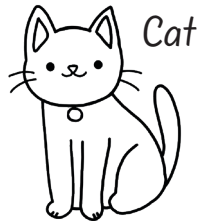


Toad



Shark

Feather



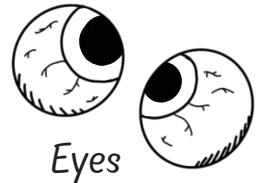
Cat



Tooth



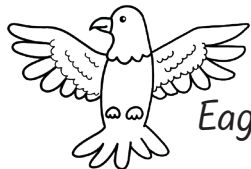
Tail



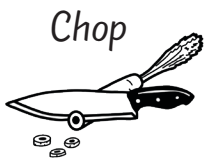
Eyes



Bat



Eagle



Chop



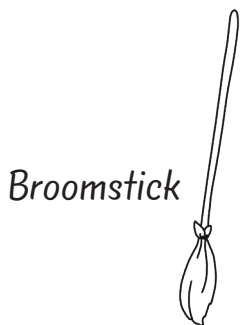
Sprinkle



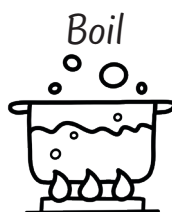
Mix



Wash your hands



Broomstick

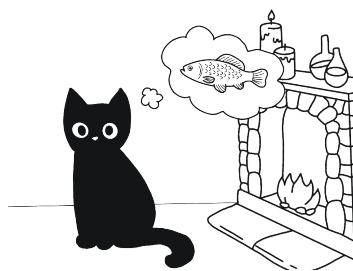


Boil



Cauldron

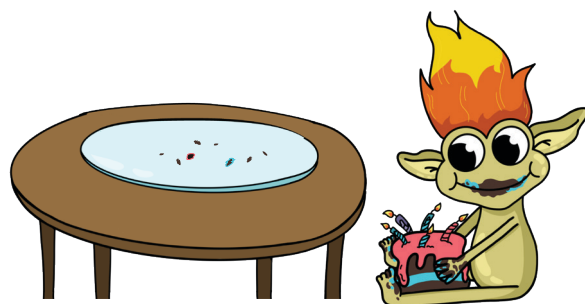
## Grammar



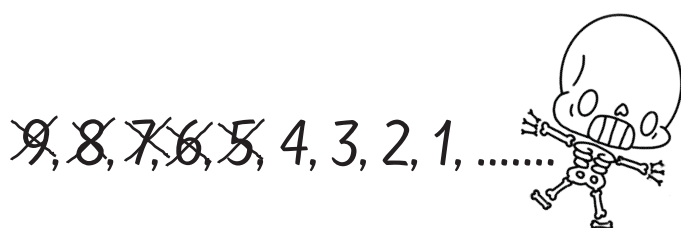
The cat hasn't eaten it's food **yet**.



I'm not dead **yet**.



I **have got** 1 slice of chocolate cake **left**.



I **have got** four lives **left**.



## Spot the Difference

### ANSWERS



(From left to right)

The candle is smaller.

Some books are missing.

A bone is missing.

There is a star not a bone.

The toadstool has got stripes not spots

One of the cat's whiskers is missing.

The monster's eye is missing in the portrait.

The spider is sad not happy.

There isn't any liquid left in the bottles.

The third skull's nose hole is missing.



# Funengo

English **FUN** for everyone



## Thank you.

## We hope you had

# FUN!



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