



## UPPER KS 2 ENGLISH, SPOKEN LANGUAGE (DRAMA)

### National Curriculum Learning Objective:

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, **performances**, role play, improvisations and debates

**L.O:** I am able to use my voice, body language and facial expressions to convey emotion

### Lesson Warm Up:

To begin the lesson, play 'Pass the Smile', to encourage the children to explore a range of emotion through the use of their voice, face and body.

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# PASS THE SMILE

Ask the class to sit or stand in a circle.

With very little explanation simply say that we're going to pass a smile around the circle. Start this off by passing a big smile to the person sat to your left, and then encourage it all the way around the circle.

Using the same principle, pass further emotions or feelings.

**Sad**

**Excited**

**Angry**

**Hungry**

**Scared**

Encourage the children to be quite exaggerated with their facial expressions as they pass each feeling / emotion, they will probably also begin to use their bodies to express the given word.

This can be extended to use more mature emotions e.g. jealousy, embarrassment, shyness.

The teacher may want to encourage the children to make their own suggestions for emotions that could be passed around the circle.

Once a range of emotions have been explored provide the children with a line from the story:

**“Who is here? Who is down here?”**

Call out a feeling and the children need to say the line in a way that reflects that word e.g. if you give the word **nervous** – the children might say it in a quiet, trembling voice, they might make their bodies quite small and their facial expressions will be worried.

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After a couple of practice words as a class, ask the children to get into pairs and they can take it in turns to give each other a feeling / emotion to act out while saying the line from the story.

Select a few children who are using their bodies, faces and voices really successfully and ask them to demonstrate what they are doing to the class.

Model to the children saying the line in a bored voice with no use of body language. Is it interesting to watch? If the actor seems bored, how is the audience going to feel?

## MAIN ACTIVITY:

Together read the extract from 'Five On a Treasure Island' by Enid Blyton where Julian and George have just been discovered in the castle by the baddies (**Resource 1**).

Split the children into groups of 4 and provide each group with the extract (**Resource 1**) and four different coloured highlighters. In their groups the children need to decide which character they will play and they can highlight their lines.

The children can then rehearse acting out this section of the story. Encourage them to really consider their use of facial expression, body language and an expressive voice.

Once the children have rehearsed for a while put the groups together so that each group has a set of children that they can take turns performing to / watching.

Once the children have performed to their partner group encourage them to give each other feedback. Share two things that they felt were really successful and one suggestion about how they could have made it even better.

## PLENARY:

Make sure the children stay in their groups of 4.

Read out a part of the story (**Resource 2**) and give the children 3 minutes to organise themselves into a Freeze Frame to show what is happening at that point in the book.

Discuss how simple use of the face and body can communicate so much to the audience without having to say anything.

# RESOURCE 1

## extract from 'Five On a Treasure Island' by Enid Blyton

### EXTRACT 1

Suddenly Tim began to bark loudly. He stood with his back to the children, his nose towards the door- and how he barked!

"Shut up, Tim!" said Julian. "What can you hear? Is it the others coming back?"

He went to the door and yelled down the passage outside. "Dick! Anne! Is it you? Come quickly, because we've found the ingots! WE'VE FOUND THEM! HURRY! HURRY!"

Tim stopped barking and began to growl. George looked puzzled. "Whatever can be the matter with Tim?" she said. "He surely can't be growling at Dick and Anne."

Then both children got a most tremendous shock- for a man's voice came booming down the dark passage, making queer echoes all around.

"Who is here? Who is down here?"

George clutched Julian in fright. Tim went on growling, all the hairs on his neck standing up straight. "Do be quiet, Tim!" whispered George, snapping off her torch.

But Tim simply would not be quiet. He went on growling as if he were a small thunderstorm.

The children saw the beam of a powerful torchlight coming round the corner of the dungeon passage. Then the light picked them out, and the holder of the torch came to a surprised stop.

"Well, well, well!" said a voice. "Look who's here! Two children in the dungeons of my castle."

"What do you mean, your castle!" cried George.

"Well, my dear little girl, it is my castle, because I'm in the process of buying it," said the voice. Then another voice spoke, more gruffly.

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“What are you doing down here? What did you mean when you shouted out ‘Dick’ and ‘Anne,’ and said you had found the ingots? What ingots?”

“Don’t answer,” whispered Julian to George. But the echoes took his words and made them very loud in the passage. “DON’T ANSWER! DON’T ANSWER!”

“Oh, so you won’t answer,” said the second man, and he stepped towards the children. Tim bared his teeth, but the man didn’t seem at all frightened of him. The man went to the door and flashed his torch inside the dungeon. He gave a long whistle of surprise.

“Jake! Look here!” he said. “You were right. The gold’s here all right. And how easy to take away! All in ingots -my word, this is the most amazing thing we’ve ever struck.”

“This gold is mine,” said George, in a fury. “The island and the castle belong to my mother- and so does anything found here. This gold was brought here and stored by my great- great-great-grandfather before his ship got wrecked. It’s not yours, and never will be. As soon as I get back home I shall tell my father and mother what we’ve found- and then you may be sure you won’t be able to buy the castle or the island! You were very clever, finding out from the map in the old box about the gold -but just not clever enough for us. We found it first!”

The men listened in silence to George’s clear and angry voice. One of them laughed.

“You’re only a child,” he said. “You surely don’t think you can keep us from getting our way? We’re going to buy this island- and everything in it- and we shall take the gold when the deeds are signed. And if by any chance we couldn’t buy the island, we’d take the gold just the same. It would be easy enough to bring a ship here and transfer the ingots from here by boat to the ship. Don’t worry- we shall get what we want all right.”

“You will not!” said George, and she stepped out of the door. “I’m going straight home now- and I’ll tell my father all you’ve said.”

“My dear little girl, you are not going home,” said the first man, putting his hands on George and forcing her back into the dungeon. “And, by the way, unless you want me to shoot this unpleasant dog of yours, call him off, will you?”

George saw, to her dismay, that the man had a shining revolver in his hand. In fright she caught hold of Tim’s collar and pulled him to her. “Be quiet, Tim,” she said. “It’s all right.” But Tim knew quite well that it wasn’t all right. Something was very wrong. He went on growling fiercely.

“Now listen to me,” said the man, after he had had a hurried talk with his companion. “If you are going to be sensible,

nothing unpleasant will happen to you. But if you want to be obstinate, you’ll be very sorry. What we are going to do is this- we’re going off in our motor-boat, leaving you

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nicely locked up here- and we're going to get a ship and come back for the gold. We don't think it's worth while buying the island now we know where the ingots are."

"And you are going to write a note to your companions above, telling them you've found the gold and they are to come down and look for it," said the other man. "Then we shall lock up all of you in this dungeon, with the ingots to play with, leaving you food and drink till we come back. Now then- here is a pencil. Write a note to Dick and Anne, whoever they are, and send your dog up with it. Come on."

"I won't," said George, her face furious. "I won't. You can't make me do a thing like that. I won't get poor Dick and Anne down here to be made prisoners. And I won't let you have my gold, just when I've discovered it."

"We shall shoot your dog if you don't do as you're told," said the first man, suddenly.

George's heart sank down and she felt cold and terrified. "No, no," she said, in a low, desperate voice.

"Well, write the note then," said the man, offering her a pencil and paper. "Go on. I'll tell you what to say."

"I can't!" sobbed George. "I don't want to get Dick and Anne down here to be made prisoners."

"All right- I'll shoot the dog then," said the man, in a cold voice and he levelled his revolver at poor Tim. George threw her arms round her dog and gave a scream.

"No, no! I'll write the note. Don't shoot Tim, don't shoot him!"

The girl took the paper and pencil in a shaking hand and looked at the man. "Write this," he ordered. "Dear Dick and Anne. We've found the gold. Come on down at once and see it." Then sign your name, whatever it is."

George wrote what the man had said. Then she signed her name. But instead of writing 'George' she put 'Georgina.' She knew that the others would feel certain she would never sign herself that- and she hoped it would warn them that something queer was up.

The man took the note and fastened it to Tim's collar. The dog growled all the time, but George kept telling him not to bite.

"Now tell him to go and find your friends," said the man.

"Find Dick and Anne," commanded George. "Go on, Tim. Find Dick and Anne. Give them the note."

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# RESOURCE 2

## **extract from 'Five On a Treasure Island' by Enid Blyton**

Julian ran to the beach where the others were lying in the sun. "Hi!" he yelled. "Hi! I've got it! I've got it!"

They all sat up with a jerk, thrilled to see the box in Julian's arms. They forgot all about the other people on the beach. Julian dropped down on the sand and grinned.

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