



# Treasure Island

**Teacher's  
Pack**



A

## Face 2 Face

CREATION





## Introduction

The following teacher's pack offers a wide variety of activities related to the show '**Treasure Island**'. Activities range from games and exercises based on the language in the show to a synopsis of the plot and a comprehensive vocabulary list. Sheets with the smiling child header should be photocopied and distributed to students, whereas the ones marked 'teachers' are to be used for your own reference.

We strongly recommend that students be prepared before attending the show. A Face 2 Face show in itself may be rewarding, but understanding and appreciation are greatly increased as a result of previous preparation and post show activities. The fact that students have a basic grasp of the plot and the vocabulary facilitates not only their understanding but also the work of the actors, thus ensuring an activity beneficial to all those involved.

Face 2 Face would also like to stress that their shows are live theatrical events, and therefore certain basic conditions should be respected. Please remind students not to leave the auditorium during the show; not to eat or drink; to respect the other students and participants and that the idea of the show is NOT to test their English but to have FUN! All the conditions are easily met with the presence and co-operation of you, the teacher.

Please visit our web site at [www.face2facetheatre.com](http://www.face2facetheatre.com), where we will be posting videos and photos from the shows we will be doing over the course of the school year, as well as students' comments and many more surprises.

One last thing... we would appreciate any feedback from students and teachers, both on the shows and on the teacher's packs. Register as our web site at [www.teatroeningles.com](http://www.teatroeningles.com) and you can leave comments on the shows you have seen and upload photos or drawings that your students have done.

## About The Play

Two desperate pirates. A lost treasure chest. A shipwreck. A desert island. Hungry natives. These are just a few of the elements in this comical adventure by Face 2 Face. Two pirates face off in a treasure hunt which leads them through various scenes from the tavern to a pirate ship. Inspired by Robert Louis Stevenson's classic, the show uses songs, humour and audience participation to recreate the pirating era so well known and loved by children and adults alike

### Symbols used in this Teacher's Pack



Pages with these symbols can be used as reference for teachers.



Pages with these symbols can be photocopied and used for the students



These symbols refer to the track numbers associated with each exercise.





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## Word Cloud





# Introducing the Topic

## Word Cloud

Give your students a copy of the word cloud from the previous page. Explain that you are going to see a play in English. In pairs, ask them to look at the word cloud and guess what the play might be about. Are there any words they don't understand? Take feedback from the students as an open class discussion. What do they think the story is about? Why?

## Topic Brainstorm

If they haven't already guessed, tell the students that the play is about pirates. Ask if they have heard of any pirates or know any pirate stories, real or imaginary. As well as Treasure Island, good examples might be Pirates of The Caribbean (Jack Sparrow), Blackbeard, Anne Bonny, Captain Kidd or Jack Rackham. Can they name any famous pirate ships? Have they heard of the Jolly Roger pirate flag? Now write these questions on the board:

*What characteristics do you need to be a pirate?*

*What does a pirate have?*

In pairs, give your students 5 minutes to think of some ideas. They can use dictionaries and make notes if they want to. Now make two columns on the white board, headed 'a good pirate is...' and 'a good pirate has...'. Take suggestions from your class and make a list for each. We have included some suggestions below:

### **A good pirate...**

is brave  
can fight  
likes drinking rum  
doesn't get seasick

### **A good pirate has...**

a ship  
a parrot  
a wooden leg  
a treasure map





# Introducing the Topic

## Pirate job interviews

Finally, divide your class into groups of 4. Nominate one student from each group. He/she must leave the room. Outside, tell your group of nominees that they are pirates who are about to be interviewed for a job. They must think of their pirate pseudonym, their previous experience and any special skills they might have. Are they famous? What is the name of their ship? Which countries have they visited? Have they found any treasure? Can they fight with a sword or sing sea-shanties?

Now, back inside the classroom, tell the remaining students that they are about to interview some different pirates for a job. They must prepare some questions. To help lower-level students you can write some model questions on the board:

*What is your name?*

*How old are you?*

*What countries have you visited?*

*Do you have ... (a ship/a treasure map/any pets)?*

*Can you... (fight with a sword/sing/row a boat?)*

*Why do you think we should give you the job?*

Ask your 'pirates' to return to the room and monitor your class as the pirates are interviewed. Allow around 2 minutes per interview before changing the pirates around so that each group interviews several different pirates. This activity is good fluency practice and also revises introductions / personal questions.







## Plot Synopsis

Mad Sea Dog and Long John Silver are pirates.  
Long John Silver has a plan.  
He wants to steal a treasure map and find the treasure! Together, they sail their ship into the Atlantic Ocean, attack the enemy ship and steal the map.  
But they fight over the map and it breaks in half! Mad Dog escapes with half the map and a treasure hunt begins.  
Who will get to Skeleton Island and find the treasure first?



## Reading Race

This is an interesting way to familiarize your students with the story.

Photocopy the synopsis above and pin in to the wall of your classroom. Divide students into teams of 3. Explain that one student is the runner and the other two are the secretaries. The runner must go to the board and read the text. S/he then returns to the secretaries and dictates as much of the text as s/he can remember: this may a sentence, a few words or even individual words if the students find them difficult. The secretaries write it down. One of the secretaries then becomes the next runner and returns to the board, so that all three team members take turns to be the runner. The game continues until the teams have written down the whole of the text (all three team members must have a completed copy). The first team to finish put their hands up, are declared the winners and the game stops. The winning team then begin to read their completed synopsis aloud, one sentence at a time. The other teams check it with their versions and you check it with the original, correcting any mistakes. During the correcting session ask for contributions from the other teams, too.

As an alternative, read the synopsis aloud as a dictation exercise, to help your students with their oral comprehension and to practice their spelling.





SCHOOL



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# Vocabulary

It will help your students to know these words from the play:

## Scene 1: Introduction

maddest  
money  
plan  
adventure  
to look for  
parrot  
pirate  
treasure  
map  
ship  
sea  
half  
Atlantic Ocean  
dangerous  
sharks

## Scene 2: The Tavern

tavern  
beer tap  
cook  
drinking  
dancing  
beard  
waitress  
eggs  
chicken  
short  
ugly  
beautiful  
beer  
rum  
smelly  
key  
soup  
kitchen

## Scene 3: The Ship

crew  
captain  
rowing  
swimming  
favourite  
walk the plank  
fight

## Scene 4: The Island

tropical  
cannibal  
welcome  
song  
banana  
alone  
sad  
bad  
happy  
fly away  
cauldron  
bath  
potato  
carrot  
soap  
toothbrush

## Scene 5: The Treasure

key  
chest  
under  
love  
inside  
the jungle





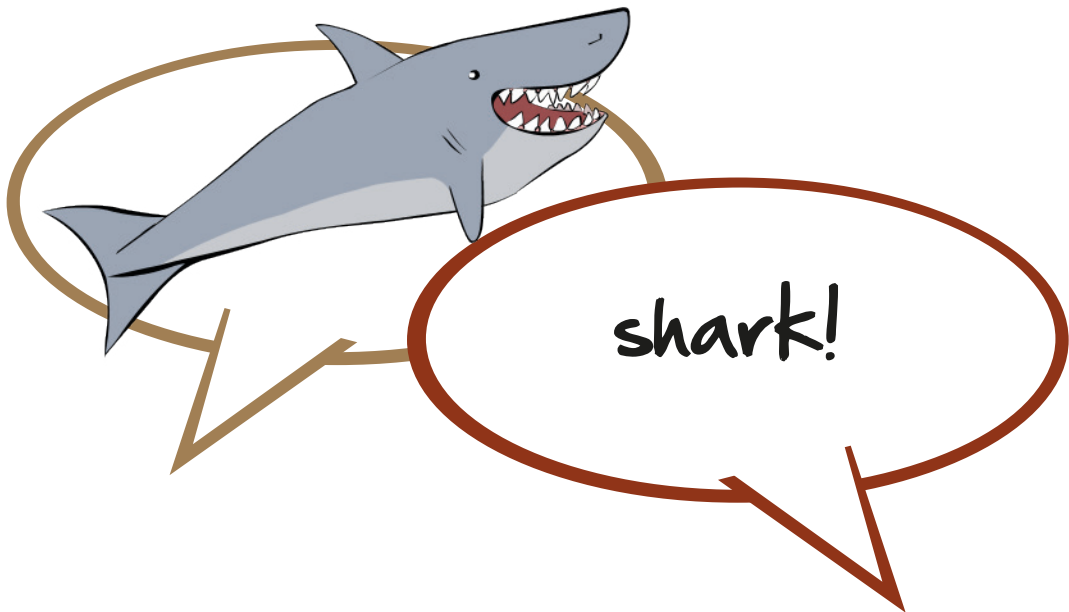


# Vocabulary

## Audio Track 2: Listen and repeat

Listen to the words. Are there any words your students know already? Ask them to raise their hands when they hear a word they know. Now listen to the recording again and repeat the words aloud after Long John Silver.

Next, ask your students to copy the list of words onto a clean sheet of paper. Working in pairs, they should try to figure out the meaning of the words, writing their translation in Spanish next to each word. Then, using a bilingual dictionary, they may check their answers and look for any words that they couldn't guess. To finish, each pair should test each other by covering their word list and taking it in turns to ask each other how to say the words in English, for example:



**ANTONIO:** How do you say 'tiburón' in English?

**JULIA:** Shark. My turn! How do you say 'loro' in English?

**ANTONIO:** Parrot. My turn! How do you say... etc.

Continue the activity until both students have guessed all of the words!





# Vocabulary Worksheet

## Picture Match

Draw a line to match each word to the correct picture, and copy the words in the spaces below each picture.

pirate

ship

parrot

map

sharks

treasure

island

beard

soup

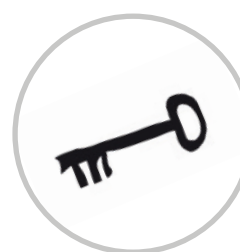
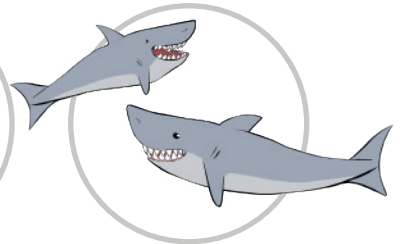
waitress

cook

key



pirate





# Vocabulary Worksheet

## Gap Fill

Now fill in the blanks using the words from the box below.:

- 1 A ..... is someone who works in the kitchen preparing food  
\_\_\_\_\_
- 2 A ..... is a dangerous fish that can kill people.  
\_\_\_\_\_
- 3 A ..... is a place where people eat and drink.  
\_\_\_\_\_
- 4 A ..... is a large box used for storing treasure.  
\_\_\_\_\_
- 5 A ..... is used to open a locked door.  
\_\_\_\_\_
- 6 A ..... is a woman who serves food in a restaurant.  
\_\_\_\_\_
- 7 To ..... is to take something that isn't yours.  
\_\_\_\_\_
- 8 An ..... is a piece of land surrounded by water.  
\_\_\_\_\_

key

cook

island

shark

steal

tavern

chest

waitress





# Vocabulary Games

## Tornado

This game is designed to revise vocabulary for a treasure island:

<b>palm tree</b>	<b>island</b>	<b>ship</b>	<b>pirate</b>	<b>parrot</b>
<b>treasure</b>	<b>map</b>	<b>sharks</b>	<b>sea</b>	<b>'TORNADO'</b>

Cut out the cards from the grid on the following page and jumble them up to make a pack. Divide your class into two teams (the easiest way to do this without moving your students is to establish a dividing line up the middle of the classroom; the left hand side can be team A and the right hand side, team B). Choose a volunteer from each team to come to the front of the class and take a word card from the pack without looking. He or she must draw a picture of the word on the white board; if the word is 'palm tree', the student draws a palm tree. Other team members can guess the word that is being drawn. When the volunteers from both team A and team B have finished, they can return to their seats and the next volunteer from each team comes up to take a word card and draw the word. If a student picks a word which has already been drawn by their team, they miss their turn. The object of the game is to be the first team to complete your desert island with all 9 items. But beware! If a student pulls out the word 'Tornado', s/he can rub out one of the items on the other team's treasure island! Continue the game until one of the teams completes their desert island, or until every student has had the opportunity to draw something on the board.

## Telephone

This game uses the same word cards as the previous activity. Again, divide your class into two teams, but this time, line the teams up in two rows facing the white board. Take the pack of word cards to the back of the line and show a word to the last student in each line. They must whisper the word to the student in front, and so on, until the word reaches the first student in line, who then writes the word on the board. Whichever team writes the word correctly on the board first wins, and points can be deducted for incorrect spelling or an incorrect/inaccurate word. The first student from each team then goes to the back of the line, so that everyone in the class takes a turn at writing on the board. Keep a score of each team's points. You can invent your own system, however the game works well with two points for coming first if the answer is correct, one point for coming second if the answer is correct, no points for an incorrect word and a penalty of minus one point for a spelling mistake or inaccurate word. The game ends when all of the words have been played or when every student has taken a turn at the front of the line, and the team with most points wins. For older learners you can make the game more challenging by including extra words from the vocabulary page, or adapting the game by showing picture cards rather than printed words.



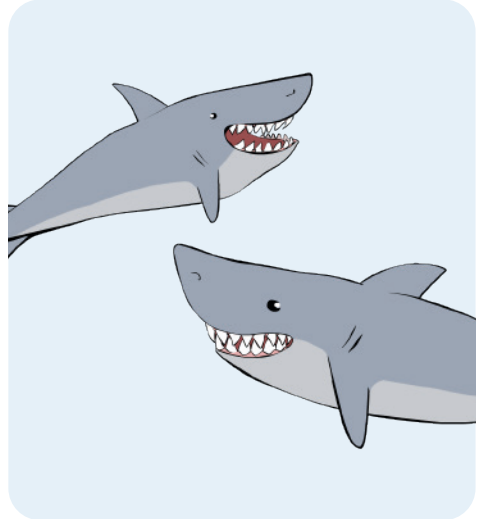


## Game Cards

Cut these game cards out and use them for the exercises on the previous page 12:



**palm tree**



**sharks**



**map**



**ship**



## Game Cards

Cut these game cards out and use them for the exercises on the previous page 12:



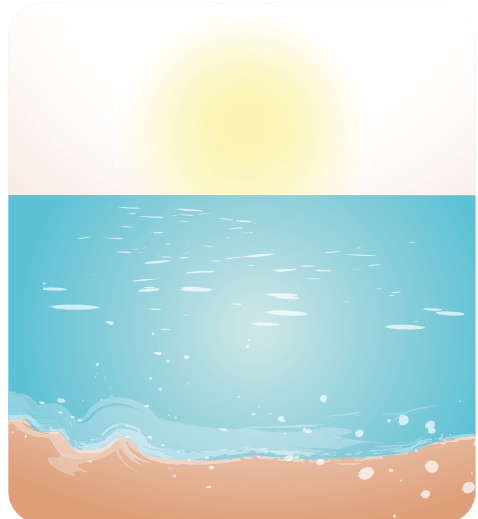
**pirate**



**island**



**TORNADO**



**SEA**







## Game Cards

Cut these game cards out and use them for the exercises on the previous page 12:



**parrot**



**treasure**



SCHOOL



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## Meet The Characters

Listen to the characters from the story as they introduce themselves. Now write a number (1-6) in the box next to each character to say what order you heard them in.





SCHOOL

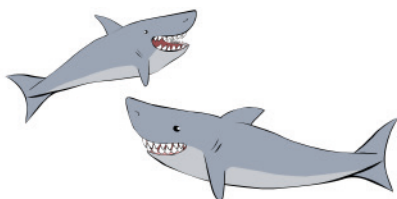


3



## Description Match

Now listen again, and this time match up the characters' names on the left with the correct description on the right.



A pirate who only  
has one leg.

The waitress from the  
Black Sheep Tavern.

Dangerous animals  
that live in the sea.

The maddest pirate  
on the seven seas.

A pirate who has a  
parrot called Captain Flint.

The cook from the  
Black Sheep Tavern.





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## Character Quiz

Now listen one final time and answer the following questions, using the character descriptions above to help you if you wish:

**1** What is Mad Sea Dog afraid of? .....

---

**2** What is the name of Long John Silver's parrot? .....

---

**3** What is the name of the Tavern? .....

---

**4** What is Waldorf's job? .....

---

**5** Where do the natives live? .....

---





SCHOOL

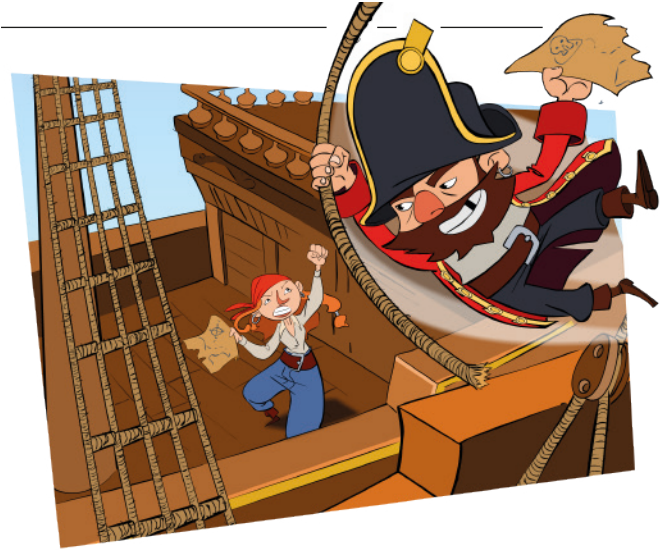


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## The Story

### Scene 1: Introduction

Mad Sea Dog is the maddest pirate on the seven seas. He meets his friend Long John Silver. He tells her his plan to steal a treasure map and find some treasure. Mad Sea Dog wants to find the treasure, too! Together, they get on their ship, sail out into the Atlantic Ocean, attack the enemy ship and steal the map. But they fight over the map and it breaks in half. Mad Sea Dog runs away with half of the map and Long John Silver chases after him.



### Scene 2: The Tavern

Mad Sea Dog goes to the Black Sheep Tavern. He realises he only has half the map. Long John Silver has the other half! Mad Sea Dog decides to disguise himself as Betty the barmaid to try and steal the other half of the map. Long John Silver enters the tavern and decides to disguise herself as Waldorf the French cook. Neither Mad Sea Dog nor Long John Silver realise the other pirate is in a disguise! They have a drink together and then they sing and dance. After all the dancing they are very hungry so they make some soup.

Long John Silver tricks Mad Sea Dog and steals his half of the map and runs away. Mad Sea Dog chases after her. Now she has both halves of the map she will find the treasure!



### Scene 3: The Ship

Long John Silver gets on her ship. She has the map and the keys. However Mad Sea Dog smuggles onto the ship and scares Long John Silver. She runs away dropping the map. Mad Sea Dog is very happy. Now he has the map. Long John Silver returns and makes Mad Sea Dog walk the plank. Just as he is about to fall into the sea and get eaten by sharks they see Skeleton Island. Mad Sea Dog tricks Long John Silver into giving him the map and runs away. Mad Sea Dog arrives on Skeleton Island. He has the map but no keys! He has a plan to catch Long John Silver and steal the keys from her.







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## The Story

### Scene 4: The Island

Mad Sea Dog tricks Long John Silver into giving him the keys. He runs away to look for the treasure. When Mad Sea Dog finally finds the treasure he is about to open it but hears Long John Silver approaching. He hides but Long John Silver finds him. Who will finally get all the treasure?







## Story Lesson

### Creating Interest: Speaking Activity

Tell your class that today's lesson is a story about pirates. What pirate stories do they already know? Can they name any famous pirates? In pairs, they should brainstorm what they know about pirates. You can help your students by writing model questions on the board:

- Have you ever seen a film / read a book about pirates?**
- Did you like it? Why / why not?**
- Who is your favourite pirate?**
- Do you think pirates still exist?**
- Would you like to be a pirate?**

Allow your students a few minutes so that both can take a turn at asking and answering. At the end of the activity, spot check by asking a few of your students the same questions about their partner (e.g. "Sofia, would David like to be a pirate?"). This is good for checking comprehension and modelling the questions/answers in the third person.

### Vocabulary Brainstorm!

Now, in the same pairs, students must make a list of all of the things they can think of to do with pirates. These can be specific pirate-related nouns (ship, treasure, parrot) or simply ideas related to pirate life (adventure, travel, danger). I would even stretch to famous pirates' names, films or songs; the more inclusive you are the more you will encourage students to open their imagination. If you have already worked the vocabulary section from the start of the Teacher's Pack, your students will of course have a head start. You can add incentive by offering a prize to the pair with the longest list! Allow a few minutes for the activity, then take feedback from your students and compile a class spider-gram of pirate words on the white board / smart board.





TEACHERS



## Story Lesson

### Listening for general meaning

Now your students are ready to hear the story! Before you start, check if there any words they may find difficult and which weren't covered on the vocabulary page, and explain their meaning. Now play the recording (Audio Track 4) or, even better, read the story aloud yourself, adapting to your class's needs. After the story, ask you students what they think it was about. Who are the main characters? What places does the story take place in? Can they tell you about any of the things that happen? Write your class's ideas in a table on the board, with separate columns for characters, places and events, e.g:

Characters	Places	Events
Mad Sea Dog Long John Silver Waldorf 😊	The Tavern The Ship Skeleton Island 😊	Attack enemy ship Map breaks in half Drinking and dancing 😊

### Listening for Specific Information

Now play the recording or read the story again. This time, students must try to find out the following information:

- Which ocean do the pirates sail into?
- What are the names of Long John Silver's friends?
- What is Betty's job?

Write these questions on the white board / smart board, to avoid the students being distracted by paperwork, and they can answer the questions by putting their hands up after the story.

### Reading for Specific Information

Finally, hand out a photocopy of the Story Text from pages 19-20, which is a perfect transcription of the audio track, together with a copy of the comprehension worksheet from the following page. Students must read the text and find the answers to the questions.





# Comprehension Worksheet

## True or False?

Read the Story Text from pages 19-20 and answer 'True' or 'False' to the following questions:

The pirates sail out into the Pacific Ocean	<input type="radio"/> T	<input type="radio"/> F
They plan to steal a treasure map	<input type="radio"/> T	<input type="radio"/> F
They find the map and agree to share the treasure	<input type="radio"/> T	<input type="radio"/> F
They go to the Black Sheep Tavern	<input type="radio"/> T	<input type="radio"/> F
The cook's name is Bluebeard	<input type="radio"/> T	<input type="radio"/> F
Mad Sea Dog disguises himself as Betty, the waitress	<input type="radio"/> T	<input type="radio"/> F
Mad Sea Dog walks the plank and dies	<input type="radio"/> T	<input type="radio"/> F
Mad Sea Dog loves sharks	<input type="radio"/> T	<input type="radio"/> F
Long John Silver disguises herself as a mermaid	<input type="radio"/> T	<input type="radio"/> F
Mad Sea Dog wants to make pirate soup!	<input type="radio"/> T	<input type="radio"/> F

## Monologue: Gap Fill

The following text is a scene from the story, when Mad Sea Dog first steals the treasure map from Long John Silver. Fill in the gaps, using the words from the box below:

Mad Sea Dog: "Look! I have the .....! Money, money, money! Now, let's see where the ..... is hidden. Oh, no! But this is only one ..... of the treasure map. Where is the other half? ..... must have it. No problem. I know where she is hiding. She is having a drink in the ..... . The tavern where all the pirates go ..... and ..... I will ..... for her there. Let's go!

dancing      Black Sheep Tavern      half  
look      treasure      drinking  
treasure map      Long John Silver







## Phrase Sequencing

**P**hotocopy the sentence cards below and cut them out. You will need to make several sets of cards, depending on the size of your class. Divide your students into groups of 3 or 4 and give each group a set of sentence cards, in the wrong order. The students must then put the events in the order in which they happen in the story. Offer a prize to the group that finishes first, to add motivation.

**Long John Silver tells Mad Sea Dog about her plan.**

**They sail out into the Atlantic Ocean and attack the enemy ship.**

**They fight and the treasure map breaks in half.**

**Mad Sea Dog looks for John at the Black Sheep Tavern.**

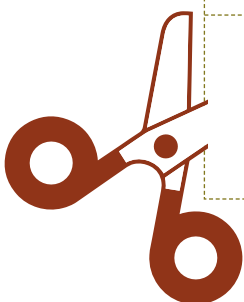
**He disguises himself as Betty, the waitress.**

**Long John Silver gets both halves of the map.**

**She sails her ship to Skeleton Island.**

**Mad Sea Dog disguises himself as a mermaid.**

**He tricks Long John Silver and finds the treasure!**





# Story Book

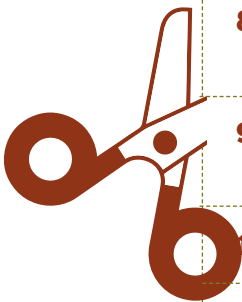
## Arts and Crafts

**P**hotocopy and cut out the numbered scenes. Hand out the scene cards so that students have one card each (it doesn't matter if some of the cards are repeated). Students then draw a picture to accompany the phrase on their card, and copy or glue the phrase to their picture.

Now collect the drawings and put them in order to make a complete copy of the story, illustrated by your class! You can make this into a book by adding a cover and a title page, which includes the children's names. Leave your class's book on display in the library for children from other classes to read.

As an alternative, your picture story can be made into a wall display.

- 1. Long John Silver and Mad Sea Dog are pirates.  
They want to find some treasure!**
- 2. They sail out into the Atlantic ocean, attack the enemy ship  
and steal the treasure map.**
- 3. They fight over the treasure map and it breaks in half.  
Mad Sea Dog escapes with half the map.**
- 4. They meet at the Black Sheep Tavern, where the  
pirates are drinking, dancing and singing.**
- 5. Mad Sea Dog disguises himself as the waitress to steal Long  
John Silver's half of the map.**
- 6. But Long John Silver discovers his true identity and gets both  
halves of the map.**
- 7. Long John Silver sails her ship to Skeleton Island. Mad Sea  
Dog follows her.**
- 8. Long John Silver discovers Mad Sea Dog on her ship and  
makes him walk the plank.**
- 9. Mad Sea Dog gets to Skeleton Island first. He disguises himself  
as a mermaid**
- 10. Mad Sea Dog invites Long John Silver to have a bath.**
- 11. Mad Sea Dog steals the map and finds the treasure. THE END.**







SCHOOL



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# Dialogue 1

This is a conversation between Long John Silver and Mad Sea Dog, in which Long John Silver explains her plan to look for treasure. Listen to the recording and fill in the gaps, using the words from the box below to help you:

**MAD SEA DOG:** So, Long John Silver, what brings you here .....

**LONG JOHN SILVER:** Do you like .....

**MAD SEA DOG:** Yes, I ..... treasure!

**LONG JOHN SILVER:** Well, I know where we can find a treasure .....

**MAD SEA DOG:** A treasure map? .....

**LONG JOHN SILVER:** On a .....

**MAD SEA DOG:** And where's the ship?

**LONG JOHN SILVER:** On the Atlantic .....

**MAD SEA DOG:** The Atlantic ocean is very dangerous. It's full of sh... sh... sha...

**LONG JOHN SILVER:** ..... Yes. Full of sharks.

**MAD SEA DOG:** So, what's the .....?

**LONG JOHN SILVER:** Well, you and I get on my ship and ..... out into the Atlantic ocean. We ..... the ..... then we go and look for the treasure. Do you like the plan?

**MAD SEA DOG:** Yes, I ..... the plan!

**LONG JOHN SILVER:** Are you ready for ..... and lots of treasure?

**MAD SEA DOG:** Yes I am!

**LONG JOHN SILVER:** Let's go!

**MAD SEA DOG:** Yes, let's go!



plan where steal sharks ocean adventure sail  
treasure ship treasure map today love like map





SCHOOL



## Dialogue 2

**M**ad Sea Dog disguises himself as Betty, the waitress from The Black Sheep Tavern, in order to steal Long John Silver's half of the map. But Long John Silver discovers his true identity. Listen to this conversation as she figures out who he really is...

**LONG JOHN SILVER:** Do you know a pirate called Mad Sea Dog?

**BETTY:** No. What does he look like?

**LONG JOHN SILVER:** Well, he's very short...

**BETTY:** Oh! I'm tall.

**LONG JOHN SILVER:** And very smelly...

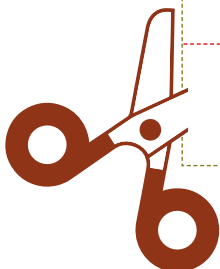
**BETTY:** Oh, really?

**LONG JOHN SILVER:** And he's very, very ugly.

**BETTY:** I'm not ug... No, I don't know anyone who looks like that.

**LONG JOHN SILVER:** Actually, he looks nothing like you. You, Betty, are beautiful.

**BETTY:** Thank you!





## Dialogue 2

### Conversation Scramble

Photocopy the dialogue from the previous page, cut it into strips and mix them up. You will need several copies of the conversation, depending on the size of your class. In pairs, ask your students to listen to the recording and put the strips in the correct order!

### Acting Your Part

In the same pairs, now ask your students to read the conversation. They should take it in turns to play both parts and think about their acting as well as their pronunciation! What disguise do they think Mad Sea Dog is wearing as he pretends to be Betty? Do you think he is afraid that Long John Silver will recognise him?

### A Suspicious Disguise...

Why do your students think that Long John Silver calls Betty beautiful? Do they think she believes it is Betty, or has she discovered Mad Sea Dog's disguise and wants to trick him? Students should discuss with their acting partner.





## The Songs



### The Black Sheep Tavern

Here we are at the Black Sheep Tavern  
Here we are at the Black Sheep Tavern  
Here we are at the Black Sheep Tavern  
Dancing till the morning!

Hey ho cheers!  
Hey ho cheers!  
Hey ho cheers!  
Dancing till the morning!

My name's Betty and I'm the barmaid.  
My name's Betty and I'm the barmaid.  
My name's Betty and I'm the barmaid.  
Working till the morning.

Hey ho cheers!  
Hey ho cheers!  
Hey ho cheers!  
Dancing till the morning!

I'm the chef and I cook the dinner.  
I'm the chef and I cook the dinner.  
I'm the chef and I cook the dinner.  
Cooking till the morning!

Hey ho cheers!  
Hey ho cheers!  
Hey ho cheers!  
Dancing till the morning!



### A Pirate You Will Be

Ready for adventure on the sea

Pull, pull, Pull the anchor  
(elicit) Pull, pull, Pull the anchor

Searching for the treasure hidden well  
I've got the map and I will never tell  
X marks the spot so DIG, DIG, DIG!  
X marks the spot so DIG, DIG, DIG!

All say "Arr!" and sail the open sea!  
Raise the flag and a pirate you will be!  
All say "Arr!" and sail the open sea!  
Raise the flag, a pirate you will be!

On my ship this is what I do  
Scrub the deck, you're the perfect crew  
Scrub, Scrub, Scrub the deck  
Scrub, Scrub, Scrub the deck  
Man your guns - Mad Sea Dog's on the way!  
Load your cannon and wait until I say!  
READY, SET, FIRE!  
READY, SET, FIRE!

All say "Arr!" and sail the open sea!  
Raise the flag and a pirate you will be!  
All say "Arr!" and sail the open sea!  
Raise the flag, a pirate you will be!  
A pirate you will be, a pirate you will be, a pirate you will be!





## The Songs



### What's Your Name?

What's my name  
It's all hands on deck  
Calling out to you boys and girls  
We haven't found the treasure yet  
We won't stop 'til we rule the world  
It's our time, we're up next! (Next, next)  
Our sail's about to be set (set, set)  
They ain't seen nothing yet  
Tell 'em who's in charge so they don't forget  
What's my name, what's my name?  
Long John Silver

What's my name, what's my name?  
Mad Sea Dog,

What's my name, what's my name?  
Long John Silver

What's my name, what's my name?  
Mad Sea Dog,

We are pirates!  
(Uuuuuuma, Uuuuma We are Pirates!) x2

We sail the seven seas  
On our way to find some treasure  
We got the map and keys  
Come with us on an adventure.  
X marks the spot  
Let's go to skeleton island  
You will want what we got  
but you can't have it 'cos we're pirates

What's my name what's my name?  
Long John Silver  
What's my name What's my name?  
Mad Sea Dog

No one's gonna stop us soon the world will be ours  
What's my name what's my name?

Scrub the deck  
Lift the anchor  
Raise the sails  
Fire the cannon

What's my name what's my name? (Uma)  
Say it louder

What's my name What's my name? (Uma)  
Feel the power

No one's gonna stop us soon the world will be ours  
What's my name what's my name?

What's it, what's it, say it, say it  
(Uuuuuuma, Uuuuuma)

All eyes on me, let me see 'em (Uuuuma, Uuuuma)

What's it, what's it, say it, say it  
Oh, say it louder (Uuuuuma, Uuuuuma)  
Oh, say it louder (Uuuuuma, Uuuuuma)

What's it, what's it, say it, say it  
Uma





# The Songs

## Working With The Songs

The words to the songs from the show appear on the previous page. Older children may benefit from a photocopy of the lyrics, but it is usually produces better results for students to learn the songs by singing along and copying you. Introducing actions or a dance will help children to understand the meaning of the words and to memorize the song. Remember, the children will have the opportunity to sing along during the show, and if they can do actions too, so much the better!

## Recommended Reading

If you are interested in developing the ideas from this teacher's pack further, or introducing drama more frequently to your classroom, we are pleased to recommend the Oxford Resource Books for Teachers (Series ed. Alan Maley), by Oxford University Press. This is an excellent series of books dealing with all aspects of EFL teaching, full of inspiring ideas, activities, lesson plans and photocopiable material. The titles 'Drama With Children' (Sarah Phillips), 'Storytelling With Children' (Andrew Wright) and 'Young Learners' (also by Sarah Philips) are particularly recommended.

## Audio Tracks

You will need to download these audio tracks from our website using your client code. Please call the office if you have any problems downloading them and we will be happy to help!



### AUDIO TRACK LIST

- 1) Introduction
- 2) Vocabulary
- 3) Meet The Characters
- 4) The Story
- 5) Dialogue 1
- 6) Dialogue 2
- 7) Song: Black Sheep Tavern
- 8) Song: A Pirate You Will Be
- 9) Song: What's My Name?







# Word Search



Mad Sea Dog  
Long John Silver  
Benjamin Gunn  
Bluebeard  
Betty  
Waldorf  
Skeleton Island  
Tavern  
Plan  
Adventure  
Pirate  
Ship

Sail  
Captain  
Sailor  
Sea  
Parrot  
Atlantic Ocean  
Map  
Chest  
Key  
Dangerous  
Palm tree  
Tropical

Natives  
Rum  
Drinking  
Dancing  
Singing  
Fight  
Swim  
Row  
Keg  
Shark





## Extension Activities

If your class have enjoyed 'Treasure Island', here are a few ideas for further work on the topic of pirates

### Pirate Stories

What other pirate stories can you find? Are there books about pirates in your school library? Do the children have any pirate story books at home? Organise a pirate storytelling session to share some of your favourites.

### Pirates on Film

What about pirate films? 'Pirates of the Caribbean' is a famous example, as are the Captain Hook scenes from Peter Pan. There are also numerous film adaptations of 'Treasure Island', including the famous 1972 film of the same name, starring Orson Welles. Select appropriate scenes from a pirate film to view with your students, and compare and contrast with our version of 'Treasure Island'.

### Treasure Island: The Original Story

The Face 2 Face show 'Treasure Island' is based on the novel by the Scottish author Robert Louis Stevenson. It was first published in 1883 and has become a classic of children's literature. Select a short excerpt from the original text to read with your students. What do they think of the language? Is it as easy to understand as modern English? Alternatively, find a simplified retelling of the story designed for young readers. We recommend the Usborne adaptation, available to buy online at <http://www.usborne.com/catalogue/book/1~P~pf~1955/treasure-island.aspx>.





# Extension Activities

## Create A Pirate

### Creative Writing

Imagine you have run away to become a pirate. What sort of pirate are you and what jobs do you do on the ship? Are the captain or do you scrub the decks? Do you have a pet parrot or a wooden leg? Do you like visiting different countries? Are you homesick or seasick? What is the food on the ship like? Are the other pirates friendly? Imagine your life as a pirate and write a letter home telling your family all about your job and your life on the ship. You can use the phrases below to help you if you want, or make up your own sentences.

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## Speaking

Now, in pairs, tell your partner about your life as a pirate!

## Arts and Crafts: Wall Display

Finally, paint a picture of your pirate doing their job, and cut out and paste or copy your letter onto the painting. Ask your teacher to hang your pirate paintings on the wall to make a pirate wall display!





## Young Learners' Activities

The Face 2 Face show 'Treasure Island' is designed for children from 3<sup>rd</sup> - 6<sup>th</sup> primary. However at Face 2 Face we know that, for different reasons, schools sometimes bring younger children (1<sup>st</sup>-2<sup>nd</sup> primary) to our shows, and we didn't want to exclude them from this Teacher's Pack. On the following pages there are a few exercises suitable for the youngest learners coming to the theatre.

### Dressing Up

On the day that your students go to the theatre, why not invite your class to come to school dressed as pirates? Children will enjoy the adventure... especially if their teachers dress up as well!

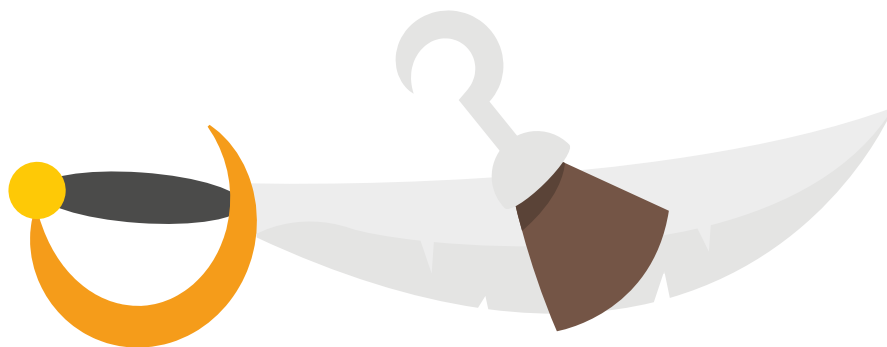
### Treasure Hunt!

Organise a treasure hunt for your class! Create a trail of messages which lead children to different parts of the classroom or the playground, and finally to a hidden treasure. Your clues could be in simple English, for example: 'On the blackboard', 'Under the teacher's table', 'By the tree', etc. You can even draw pictures to help or use just single words if your children have a basic level. Younger children may work in pairs or small teams, with a monitor to help and a prize for every team.

### Arts and Crafts: Treasure Map

Ask your class to draw their own treasure map of an imaginary treasure island, labelled in English, of course. You can use the treasure map on the Young Learners worksheet as a model if you wish. Be sure to include an 'x' to mark the spot where the treasure is buried!

As an alternative, how about asking children to draw a real map showing a treasure hidden somewhere in the school or grounds? For this activity, students should work in pairs. Give each child a token 'treasure' with his or her name on (perhaps a building block). Children must then hide their treasure somewhere in the school grounds, then draw a map to show where it is hidden. Children then swap treasure maps with their partner, and each must use the map to try to find the other's treasure.





# Young Learners' Activities

## Vocabulary Revision: 'Simon Says'

Play 'Simon Says' to revise the words from the vocabulary list on page 8. Think of actions to accompany as many of the words as you can. Depending on your students' age and level of English your list may be longer or shorter. These words are particularly suited to the game:

**pirate treasure sea parrot sharks captain island palm tree**  
**afraid rowing swimming dancing drinking fight love**

Think of actions to accompany each word. Now give your class commands, preceded by 'Simon Says'. Your class must act out each word, for example if the command is "Simon Says 'parrot'", they must mime being a parrot. You can help younger students by doing the actions along with your class. Continue to give commands as your class act out the words. However, if you give only the command without saying 'Simon Says' first, students should not obey you, but stand still! In a competitive version of the game, any student who follows a command not preceded by 'Simon Says' is eliminated; the last remaining student is the winner.

## Game: Treasure Seekers

This is a fun way to revise some of the vocabulary from the show. You will need to work in an open space, either in the gymnasium or the playground, or by pushing the desks to one side in your classroom. Draw simple pictures to illustrate the following words:

**tavern treasure ship sea sharks island palm tree**

Now use them to label different areas of the gym. Tell your students they are pirates seeking treasure! They should walk around the room in character, and at regular intervals you call out "Where is the..." plus a place name. Students must then go to that area and touch the picture (or the wall on which it is hung). You can vary the game by adding a means of transport to your commands, eg 'row to the island' 'swim to the sharks' 'walk to the tavern'. If you wish to play a competitive version the game, the last treasure seeker to arrive should be eliminated. The game continues until.

- a) All but one of the treasure seekers are eliminated: this child is the winner.
- b) In a non-competitive game, until all the map items have been found.





# Young Learners' Activities

## Pirate Party

To culminate your topic on pirates, why not organise a pirate party? Invite parents or children from another class to share your pirate adventures. Your class can rehearse the songs from the show or other pirate songs to sing at the party, you can play pirate party games and everybody should dress up. Bring pirate food and drink, and prepare a display showing your work from this teacher's pack and any photographs you took on your visit to the theatre. If your pirate party happens on the same day that Face 2 Face visits your school, perhaps you would like to invite our pirate actors to join in with the celebration!





# The Treasure Map

Colour the map and match each word with a drawing:



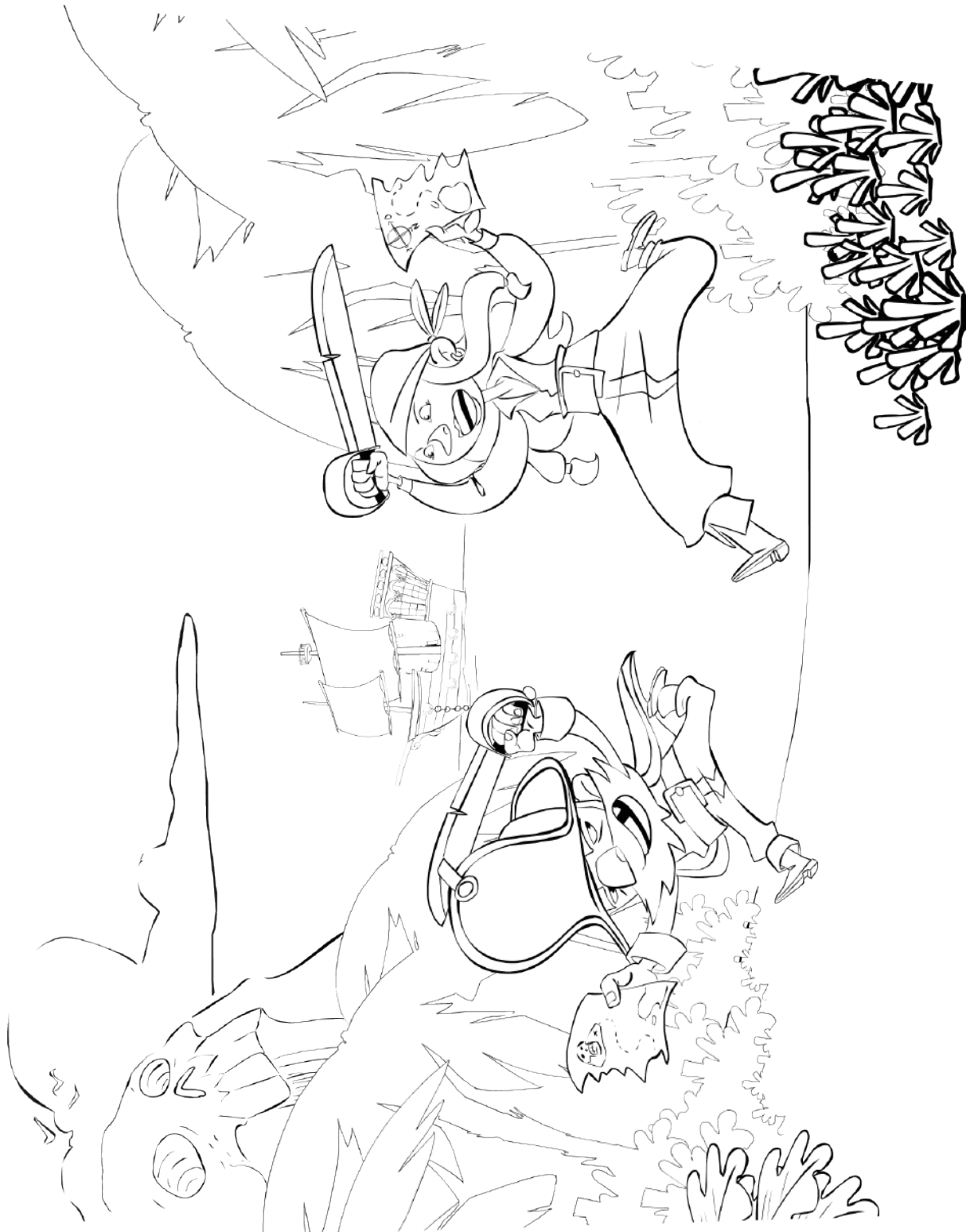
ship sea island natives sharks  
palm trees treasure key pirates







# Colouring Page







# Answers

## Picture Match

(page 10)



pirate



map



sharks



waitress



treasure



beard



ship



key



treasure



soup



parrot



cook

## Gap Fill

(page 11)

1 A **cook** is someone who works in the kitchen preparing food

2 A **shark** is a dangerous fish that can kill people.

3 A **tavern** is a place where people eat and drink.

4 A **chest** is a large box used for storing treasure.

5 A **key** is used to open a locked door.

6 A **waitress** is a woman who serves food in a restaurant.

7 To **steal** is to take something that isn't yours.

8 An **island** is a piece of land surrounded by water.



key	cook	island
shark	steal	tavern
chest	waitress	

## Meet The Characters

(page 16)

### Recording notes:

- 1) I'm Mad Sea Dog. I'm the maddest pirate on the seven seas! But I have a secret... I'm afraid of sharks.
- 2) I'm Long John Silver. And this is my parrot, Captain Flint. Say hello, Captain Flint!"
- 3) (French accent) 'Allo. My name is Waldorf, the cook. Ooh la la!
- 4) Hi, I'm Betty. I'm the waitress at the Black Sheep Tavern. What do you want to drink?
- 5) (Jaws music)





# Answers

## Description Match

(page 17)

**Mad Sea Dog:** A pirate who only has one leg.

**Long John Silver:** A pirate who has a parrot called Captain Flint.

**Waldorf:** The cook from the Black Sheep Tavern.

**Betty:** The waitress from the Black Sheep Tavern.

**Bluebeard:** A pirate who has a blue beard.

**The sharks:** Dangerous animals that live in the sea.

**The natives:** People who live on Skeleton Island.

## Character Quiz

(page 18)

1 What is Mad Sea Dog afraid of? **shark**

2 What is the name of Long John Silver's parrot? **Captain Flint**

3 What is the name of the Tavern? **The Black Sheep Tavern**

4 What is Waldorf's job? **He's a cook**

5 Where do the natives live? **On Skeleton Island**





# Answers

## Comprehension Worksheet

(page 23)

### TRUE OR FALSE?

The pirates sail out into the Pacific Ocean	<input checked="" type="radio"/> T	<input type="radio"/> F
They plan to steal a treasure map	<input checked="" type="radio"/> T	<input type="radio"/> F
They find the map and agree to share the treasure	<input type="radio"/> T	<input checked="" type="radio"/> F
They go to the Black Sheep Tavern	<input checked="" type="radio"/> T	<input type="radio"/> F
The cook's name is Bluebeard	<input type="radio"/> T	<input checked="" type="radio"/> F
Mad Sea Dog disguises himself as Betty, the waitress	<input checked="" type="radio"/> T	<input type="radio"/> F
Mad Sea Dog walks the plank and dies	<input type="radio"/> T	<input checked="" type="radio"/> F
Mad Sea Dog loves sharks	<input type="radio"/> T	<input checked="" type="radio"/> F
Long John Silver disguises herself as a native	<input type="radio"/> F	<input type="radio"/> F
Mad Sea Dog wants to make pirate soup!	<input checked="" type="radio"/> T	<input type="radio"/> F

### Monologue: Gap Fill

(page 23)

Mad Sea Dog: "Look! I have the treasure map! Money, money, money! Now, let's see where the treasure is hidden. Oh, no! But this is only one half of the treasure map. Where is the other half? Long John Silver must have it. No problem. I know where she is hiding. She is having a drink in the Black Sheep Tavern. The tavern where all the pirates go drinking and dancing. I will look for her there. Let's go!

### A Pirate's Life!

#### (QUICK FINISHERS' EXERCISE)

Any suggestions are valid: these are the students' own opinions.





# Answers

## Diaogue I

(page 27)

Here is a completed transcription of the dialogue from Audio track 5:

- MAD SEA DOG:** So, Long John Silver, what brings you here **today**?
- LONG JOHN SILVER:** Do you like **treasure**?
- MAD SEA DOG:** Yes, I **love** treasure!
- LONG JOHN SILVER:** Well, I know where we can find a treasure **map**.
- MAD SEA DOG:** A treasure map? **Where**?
- LONG JOHN SILVER:** On a **ship**.
- MAD SEA DOG:** And where's the ship?
- LONG JOHN SILVER:** On the Atlantic **Ocean**.
- MAD SEA DOG:** The Atlantic ocean is very dangerous. It's full of sh... sh... sha...
- LONG JOHN SILVER:** **Sharks**. Yes. Full of sharks.
- MAD SEA DOG:** So, what's the **plan**?
- LONG JOHN SILVER:** Well, you and I get on my ship and **sail** out into the Atlantic ocean. We **steal** the **treasure map** then we go and look for the treasure. Do you like the plan?
- MAD SEA DOG:** Yes, I **like** the plan!
- LONG JOHN SILVER:** Are you ready for **adventure** and lots of treasure?
- MAD SEA DOG:** Yes I am!
- LONG JOHN SILVER:** Let's go!
- MAD SEA DOG:** Yes, let's go!





# Answers

## Wordsearch (page 32)



Mad Sea Dog  
Long John Silver  
Benjamin Gunn  
Bluebeard  
Betty  
Waldorf  
Skeleton Island  
Tavern  
Plan  
Adventure  
Pirate  
Ship

Sail  
Captain  
Sailor  
Sea  
Parrot  
Atlantic Ocean  
Map  
Chest  
Key  
Dangerous  
Palm tree  
Tropical

Natives  
Rum  
Drinking  
Dancing  
Singing  
Fight  
Swim  
Row  
Keg  
Shark



# Treasure Island



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