



when:

where:

# Likes and Dislikes



1. Can you translate these English words into your language?

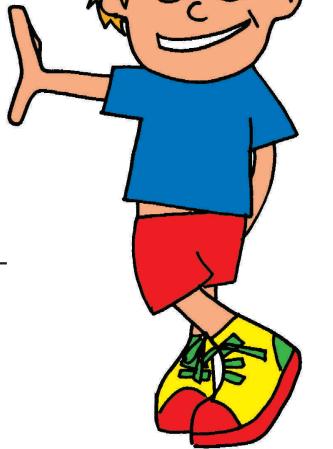
doing homework \_\_\_\_\_

going to school \_\_\_\_\_

eating chocolate \_\_\_\_\_

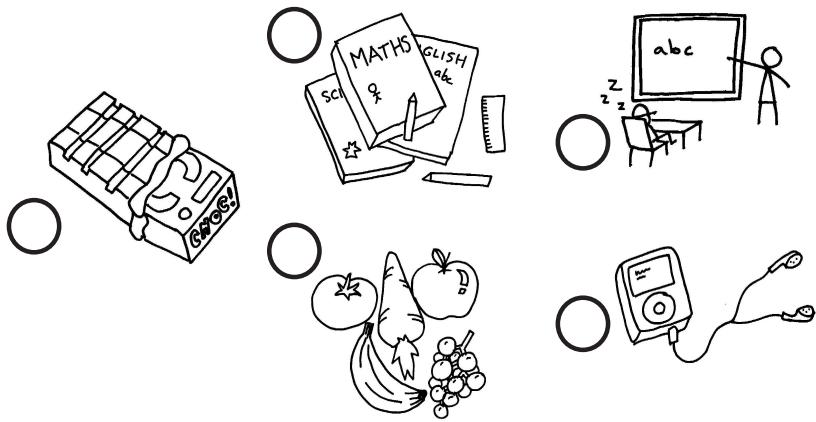
eating fruit and vegetables \_\_\_\_\_

listening to music \_\_\_\_\_



2. Put the activities in order. Which one do you like doing the most? Which one do you like doing the least?  
Compare with a partner.

3. Listen to the conversation.  
Number the pictures when  
Mickey talks about them.



4. Put Mickey's expressions in order in the table.  
Write the correct activity to complete the sentences.

really like      like      can't stand      absolutely hate      love      don't mind

I love....

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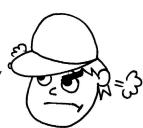
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I absolutely hate....



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**5. Work together. Do you know what these words mean?  
Check with your teacher.**



going shopping      playing computer games      cooking  
hanging out with friends      washing the dishes  
learning English      watching T.V.      tidying your bedroom

**6. Interview your partner. Note their answers.**

Do you like...



going shopping \_\_\_\_\_  
playing computer games \_\_\_\_\_  
learning English \_\_\_\_\_  
hanging out with friends \_\_\_\_\_  
washing the dishes \_\_\_\_\_  
cooking \_\_\_\_\_  
watching T.V. \_\_\_\_\_  
tidying your bedroom \_\_\_\_\_

**7. Listen again and fill in the gaps.**

**Practice saying the conversation with your partner.**

Interviewer: Hi Mickey. \_\_\_\_\_ you like playing sports?

Mickey: Yes I do, I love playing computer games.

Interviewer: That isn't a sport!

Mickey: Yes it is ! It's very physical!

Interviewer: Ok... What about food? Do you like eating fruit and vegetables?

Mickey: Fruit and vegetables? URGH! I \_\_\_\_\_ fruit and vegetables. There's only one thing I like eating!

Interviewer: Yes? What do you like eating?

Mickey: I LOVE \_\_\_\_\_ CHOCOLATE! Chocolate for breakfast... chocolate for lunch. Chocolate for dinner! Basically, chocolate all the time!

Interviewer: OK. Well, \_\_\_\_\_ school? Do you like school?

Mickey: Are you serious? I \_\_\_\_\_ school. It's BORING!

Interviewer: Yes. What about doing homework?

\_\_\_\_\_ doing homework?

Mickey: Are you crazy? Of course I don't like doing homework!

Interviewer: Well what DO you like \_\_\_\_\_?

Mickey: Well, Apart from eating chocolate? I \_\_\_\_\_ listening to music... pop music, rock music, dance music... especially when I'm eating chocolate.

8. Listen to what Mickey says.

a) Match the stress balls to the words. Work together.

going to school

oo



chocolate

oo o o

eating fruit

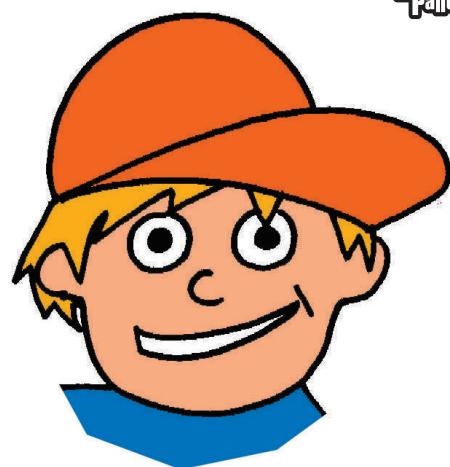
oo o

vegetables

o o o o o

listening to music

oo o



b) Repeat the phrases. Copy Mickey!

9. Ask three different people about the activities from these exercises.

Make notes about their answers in this table.

Do you like eating  
fruit and vegetables?

No! I can't stand eating  
fruit and vegetables!

I don't mind fruit.  
But I love vegetables!

name:

name:

name:


# Food and Health



Bread, potatoes, pasta, rice, fruit, vegetables, fish, meat, dairy, fats, chocolate, sweets.

Work with a partner.  
Together, describe the information shown in the food pyramid. How much of each type of food should you eat?



3. How healthy are you?

Interview your partner. Ask and answer the questions.

How much... ...do you eat?  
How often... do you eat...?  
Is there anything you want to *cut down\** on?

I often eat chocolate.  
I want to cut down on chocolate!

I eat a lot of fruit, but hardly any vegetables

\*cut down on something = do something less/reduce

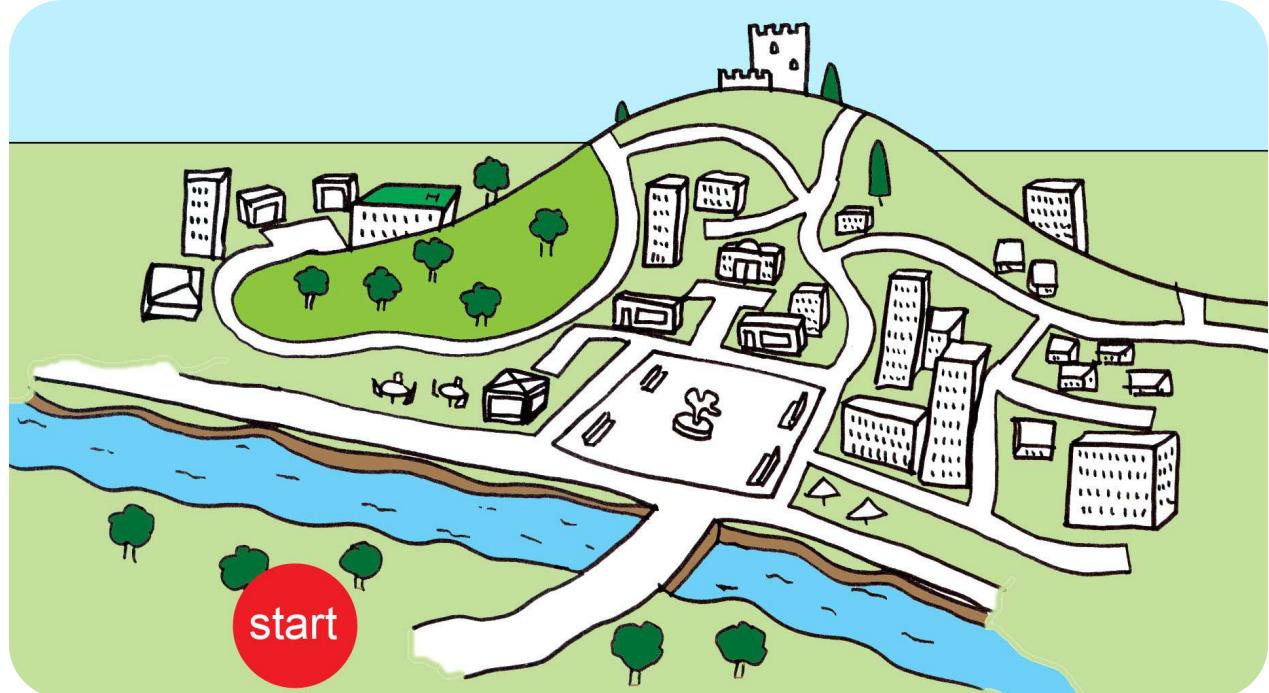
## Directions

- Mickey wants to go to Mr. Sticky's chocolate shop, but he doesn't know the way.  
Mickey asks Sergeant Blue for directions.  
Listen to the conversation. Can you mark the shop on the map?
- Complete the directions. Use the words below.



From \_\_\_\_\_? Well, you go \_\_\_\_\_ down this road and \_\_\_\_\_ the bridge. Walk \_\_\_\_\_ the square and \_\_\_\_\_. No! Right. \_\_\_\_\_ in the square and \_\_\_\_\_ the hill. Then you \_\_\_\_\_ the \_\_\_\_\_ left and go \_\_\_\_\_ the park. It's \_\_\_\_\_ the hospital.

turn left    around    straight    across  
 take    walk up    turn right  
 next to    cross    second    here



# Crime!

1. There has been a crime! Listen to Sergeant Blue interview Mickey. What has happened?
2. Listen again. Work with a partner. What can you remember about the criminal?
3. Fill in Sergeant Blue's notebook with the details of the crime. How much information can you remember?
4. Listen again and check your answers.



5. Correct the sentences from the interview.  
Why you called the police?  
Somebody steal me my chocolate!  
She was nice or nasty?  
Where you live?

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6. Take it in turns to be Mickey and Sergeant Blue.  
Practise saying the interview.



**Sergeant Blue:** Sergeant Blue at your service.

**Mickey:** Hello sergeant blue. That was very quick!

**Sergeant Blue:** Yes. Now what is the problem? Why did you call the police?

**Mickey:** There's been a crime!

**Sergeant Blue:** A crime!?

**Mickey:** Yes. Somebody stole my chocolate!

**Sergeant Blue:** A criminal! Right. This criminal, was she fat or thin?

**Mickey:** Thin.

**Sergeant Blue:** Was she old, or young?

**Mickey:** Old.

**Sergeant Blue:** Was she nice or nasty?

**Mickey:** Nasty!

**Sergeant Blue:** Was she short or tall?

**Mickey:** Tall.

**Sergeant Blue:** And what colour were her clothes?

**Mickey:** Black and red.

**Sergeant Blue:** And this criminal... what was her name?

**Mickey:** Malissa!

**Sergeant Blue:** Malissa. Malissa is a very naughty criminal. I shall arrest her immediately.

**Mickey:** Excellent.

**Sergeant Blue:** But first, some questions. What is your name?

**Mickey:** My name is Mickey.

**Sergeant Blue:** What, Nicky?

**Mickey:** No, Mickey.

**Sergeant Blue:** And how old are you?

**Mickey:** I'm eleven years old.

**Sergeant Blue:** What, seven?

**Mickey:** No, eleven.

**Sergeant Blue:** Oh, eleven. And where do you live?

**Mickey:** I live at 23 Big street.

**Sergeant Blue:** 23 Pig street?

**Mickey:** No! 23 BIG street.

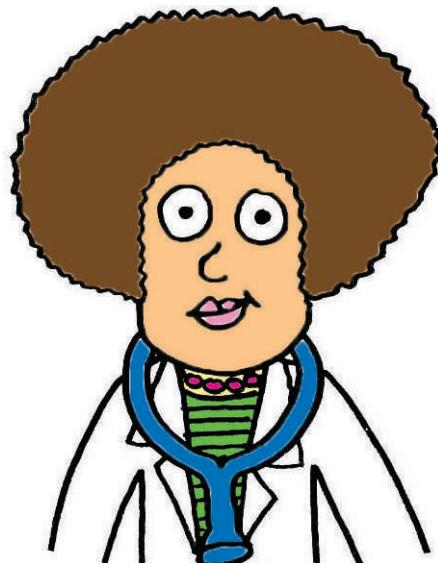
**Sergeant Blue:** Ah! Thank you!

You will see  
this scene in  
Midnight Madness!

# The Doctor Ding Dong Song!

Before you see the play, you can learn the Doctor Ding Dong Song so you can sing along. Listen to the song and put these lyrics in order.

- Shake your body down to the ground,
- And do "The Ding Dong",
- Jump to the right,
- That's "The Ding Dong".
- Step to the left,
- That's "The Ding Dong".
- And do "The Ding Dong",



Try to learn the lyrics before the show!

Listen to my name,  
Doctor Ding Dong,  
Everybody.  
Come on and say my name,  
Doctor Ding Dong,  
Everybody.

Step to the left,  
Jump to the right,  
And do "The Ding Dong",  
That's "The Ding Dong".  
Shake your body down to the  
ground,  
And do "The Ding Dong",  
That's "The Ding Dong".  
Clap your hands up in the air,  
And do "The Ding Dong",  
That's "The Ding Dong".  
(Repeat)

Listen to my name,  
Doctor Ding Dong,  
Everybody.  
Come on and say my name,  
Doctor Ding Dong,  
Everybody.  
(Repeat)

And... rock!  
And... funky!  
And... hip hop!  
And... punky!  
(repeat)

Step to the left,  
Jump to the right,  
And do "The Ding Dong",  
That's "The Ding Dong".

Shake your body down to the  
ground,  
And do "The Ding Dong",  
That's "The Ding Dong".

Clap your hands up in the air,  
And do "The Ding Dong",  
That's "The Ding Dong".  
(Repeat)

# Tapescripts

## Likes and Dislikes

Interviewer: Hi Mickey. Do you like playing sports?

Mickey: Yes I do, I love playing computer games.

Interviewer: That isn't a sport!

Mickey: Yes it is! It's very physical!

Interviewer: Ok... What about food? Do you like eating fruit and vegetables?

Mickey: Fruit and vegetables? URGH! I absolutely hate fruit and vegetables. There's only one thing I like eating!

Interviewer: Yes? What do you like eating?

Mickey: I LIKE EATING CHOCOLATE! Chocolate for breakfast... chocolate for lunch. Chocolate for dinner! Basically, chocolate all the time!

Interviewer: OK. Well, what about school? Do you like school?

Mickey: Are you serious? I can't stand school. It's BORING!

Interviewer: Yes. What about doing homework? Do you like doing your homework?

Mickey: Are you crazy? Of course I don't like doing homework!

Interviewer: Well what DO you like doing?

Mickey: Well, apart from eating chocolate, I like listening to music... pop music, rock music, dance music... especially when I'm eating chocolate!

## Food (Mum)

I love food! Food is one of the most important things in the whole world. Without food we'd be... well, we'd all be dead!

But it's very important to think about what we eat. And how much of things we eat.

For example it's important that you eat lots of fruit and vegetables because they give you lots of vitamins. You should also eat lots of fish. It's healthy, and delicious! Lots of important vitamins come from fish.

Meat is good for you. You should eat some meat. But you shouldn't eat too much meat.

Dairy products are good for you too - things like milk, cheese and butter. But you shouldn't eat too much. A little cheese and milk is good. But not all the time!

I love cakes and chocolate, and my son Mickey loves them! But they aren't healthy.

They are very fatty foods, so you should eat hardly any cake or chocolate. Just occasionally, as a treat!



# Instructions

Hello!

Welcome to the Midnight Madness Workpack, designed for students aged 7 - 11 and with an approximate level of Elementary to Pre-Intermediate English. The cover also functions as a poster for the play.

The activities in this pack can be used all together in preparation for our play, or as separate themed lessons. It's up to you.

Once you've downloaded the listening activities you're ready to go. You can print the worksheets out in black and white or colour, and we recommend you photocopy them double sided to be more environmentally friendly. We've kept instructions to a minimum as it's all quite self-explanatory.

## Likes and Dislikes

This lesson deals with expressions to describe how we feel about certain things, and the grammar focus is on verbs to express emotion (like, can't stand, hate etc.) followed by the gerund from of the verb. It also introduces Mickey, the main character of the play.

Notes:

1. You can encourage students to make sentences about themselves using the expressions on page 1.
2. In the pronunciation stage, the balls represent each syllable of the words. Larger balls are stressed (or tonic) syllables. Try to get students to repeat the words using the correct stress.
3. Depending on the strength of your students, you could model the speaking task with a stronger student, or do the activity as "paper conversations" first, telling students in pairs to write down the conversation, taking it in turns to write their part. They can read them out at the end. This will give you the chance to monitor them as they work and correct mistakes.

## Food

This lesson teaches some food based vocabulary, and leads to a sentence level activity using quantifiers.  
Notes:

1. A food pyramid is a typical nutritional tool used to show the ratio of certain foods in terms of their health value. Students should describe the pyramid using the quantifiers from the listening.
2. If you have a strong student group and time, you can use the final speaking stage to introduce adverbs of frequency in the same way as the degrees of liking in likes and dislikes, using "always, often, sometimes, occasionally, never". Stress their position in a sentence (Always before the main verb but after "be").

## Directions

This lesson teaches basic vocabulary for giving directions. The listening provides a good opportunity to focus on correct pronunciation for difficult words like "walk" ("w - oooh - k") and to chunk phrases like "take the second left" or "turn right".

Notes:

1. You can follow up this lesson by teaching/revising vocabulary for things in a town (school, supermarket, castle etc.) and ask them to label buildings on the map as these things. They can then direct each other to the buildings they have marked on their maps.

## Crime

This lesson focuses on an extract from the script of the play, and gives students an opportunity to listen for very specific information, as in a dictation exercise.

Notes:

1. You may want to pause the recording after each piece of information to give students time to write.
2. Try to encourage students to remember as much as possible about the description of Melissa. You can use the picture of her to prompt them.
3. If you think your students would enjoy it, and especially if they have already seen the play, you could ask stronger pairs to act out the dialogue, or alternatively re-write it using different information.