UK schools prepare Christmas shows

LEVEL A2/B1


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I. WARM-UP

1. Do you like school plays or concerts? Why or why not?
2. Have you ever had a speaking or singing part in a show?
3. What Christmas songs or carols do you enjoy?

II. KEY VOCABULARY

- **rehearsal** — a practice time for a play, concert or show
- **festive** — happy and linked to a celebration, like Christmas
- **concert** — a show where people sing or play music
- **Nativity** — a play about the birth of Jesus, often done at Christmas
- **lines** — the words an actor must say in a play
- **advice** — helpful ideas about what you should do
- **actor** — a person who performs in a play or film
- **backstage** — in the area behind the stage, where helpers work

III. READING

Across the UK, many schools are getting into a festive mood and getting ready for Christmas shows. Your school might be planning a Nativity, a carol concert, or an end-of-term play. Many students have speaking or singing parts, and some help backstage.

From now until the end of the year, lots of you will be busy with rehearsals. School plays are a fun way to celebrate what you have learned with friends before the Christmas holidays begin. But learning lots of lines by heart can be hard.

CBeebies presenter Evie has experience on stage and shares advice for young actors in a Newsround video. The story also asks students to talk about their shows. Are you taking part? What are you rehearsing at school this Christmas?

Reading text adapted from reporting by **BBC News:** *"Are you taking part in your school's Christmas...". Original article linked at* theenglishwire.com.

IV. COMPREHENSION QUESTIONS

1. Which types of Christmas shows does the text mention?
2. When are many students busy with rehearsals?
3. Who shares advice for young actors?
4. What can be difficult about school plays?
5. What does the story invite students to do?

V. DISCUSSION

1. Are you in a Christmas show this year? What is your role?
2. What helps you learn lines or lyrics best?
3. Do you prefer acting, singing, or backstage work? Why?
4. What makes a school show fun for the audience?



VI. GRAMMAR FOCUS

Subject & object questions

Subject questions ask about the doer: no do/does/did. Form: Who/What + verb ...? Object questions ask about the receiver: use do/does/did + subject + base verb. Form: Who/What + do/does/did + subject + verb?

*"**Who took** the main role in the play?"*

*"**Who did you invite** to the concert?"*

VII. GRAMMAR EXERCISE

Circle the correct option in each sentence. Where there is a reply, use it to help you.

1. Who (helped you / did you help) learn your lines? – Mum did. _____
2. Who (did you teach / taught you) the carol? – Our teacher did. _____
3. Who (did you hear / you heard) at rehearsal? _____
4. Who (you practise with / do you practise with) after school? _____
5. What (the group rehearsed / did the group rehearse) today? _____

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.



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I. LESSON GUIDE

- Timing: 8–10 minutes warm-up, 8 minutes vocabulary, 10 minutes reading, 10 minutes comprehension, 8–10 minutes grammar, 10 minutes discussion.
- Pre-teach key items with quick examples or pictures: rehearsal, carol, Nativity, lines, festive. Drill pronunciation and stress (re-HEAR-sal, Na-TIV-ity).
- Run the reading twice: first for gist, then for detail. As this topic is about students' own school shows, start the discussion in pairs so shy students can share safely before a class share or a quick hands-up vote on who has a part.
- Differentiation: stronger students write two short tips for learning lines; others underline all show types in the text and share one rehearsal idea.

II. DISCUSSION FACILITATION TIPS

1. Start with a quick show of hands, then pair up students with different roles to compare.
2. Elicit two or three methods, then ask students to explain why each works for them.
3. Set up a mini "job fair": actors with actors, singers with singers, crew with crew to swap tips.
4. List ideas on the board (music, costumes, jokes). Ask for one example for each idea.

III. EXTENSION ACTIVITIES

Writing: In pairs, write a 60-word show announcement for your school website with who, what, when and where.

Role-play: In small groups, plan a 1-minute scene: choose roles (actor, singer, backstage) and act a short rehearsal.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: Subject & object questions

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

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IV. COMPREHENSION QUESTIONS

1. Which types of Christmas shows does the text mention?
   A Nativity, a carol concert, and an end-of-term play.
2. When are many students busy with rehearsals?
   From now until the end of the year.
3. Who shares advice for young actors?
   Evie, a CBeebies presenter.
4. What can be difficult about school plays?
   Learning lots of lines by heart.
5. What does the story invite students to do?
   Talk about their shows and what they are rehearsing.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Circle the correct option in each sentence. Where there is a reply, use it to help you.

1. Who (helped you / did you help) learn your lines? – Mum did. **helped you**
2. Who (did you teach / taught you) the carol? – Our teacher did. **taught you**
3. Who (did you hear / you heard) at rehearsal? **did you hear**
4. Who (you practise with / do you practise with) after school? **do you practise with**
5. What (the group rehearsed / did the group rehearse) today? **did the group rehearse**

VI. GRAMMAR FOCUS

Key point: Subject questions ask about the doer: no do/does/did. Form: Who/What + verb ...? Object questions ask about the receiver: use do/does/did + subject + base verb. Form: Who/What + do/does/did + subject + verb? (Examples constructed.)

*"**Who took** the main role in the play?"*

*"**Who did you invite** to the concert?"*