

# WICKED ACTIVE LEARNING



## Teachers' Guide to Delivering Intermediate ESOL/EFL English Lesson Plans

This lesson is suitable for EFL/ESOL students working **at Intermediate/B1-B2/Entry Level 3 - low Level 1**.

### Objective:

- To introduce the story of **Wicked** to students *before* they see the show

### Aims:

- To introduce vocabulary related to theatres and musicals
- To practise matching vocabulary and definitions
- To practise reading skills
- To write an informal email (extension task)

### Before the lesson:

It would be good to introduce students to the story of *The Wizard of Oz*.

## Task 1: Places in a theatre

Before giving out the handout for **Task 1**, show the images of the Apollo Victoria Theatre on a screen.

Elicit the target vocabulary and drill the pronunciation if necessary:

the stage

the stalls (/stɔ:lz/)

the dress circle

the aisle (/aɪl/)

Now give out the handout and ask students to write the words in the correct boxes.

**Answers:**

- a. the stalls
- b. the dress circle
- c. the stage
- d. the aisle

## Task 2: Places and people

- A.** Explain the task. Model the first one. Get students to match the remaining words to their definitions by themselves. Then get them to confer in pairs/ small groups. Conduct class feedback, drill the pronunciation of words if necessary (auditorium /ˌɔːdɪˈtɔːriəm/)

**Answers:**

1-d

3-e

5-f

2-c

4-a

6-b

- B.** Explain the task and model the first one. Get students to fill in the gaps with words from the previous task. Remind them that they may need to change the form of the noun to plural if necessary. Then get students to confer in pairs/small groups before conducting class feedback.

**Answers:**

1. cast

3. Box Office

5. auditorium

2. interval

4. musicals

6. show

## Task 3: Pre-reading prediction task

Put students in pairs/small groups. Show them the pictures and invite them to discuss what they think the story is about.

Invite students to share their ideas with the rest of the class.

Now ask the students to quickly read through the text to find out if their guesses were correct.  
(note: before you do this, you may want to pre-teach vocabulary that you think your students may find tricky: inspired by/a tornado/magical/privileged/secrets)

## Task 4: Finding information in a text

This gives the students practice in scanning for specific information. Elicit from students that in order to find specific information, they do not have to read the text in detail.

Set a time limit (3 minutes) and get students to answer the questions by themselves. At the end of the time, invite students to compare their answers with a partner/ small group before conducting class feedback.

### Answers:

1. **October 2003**
2. **Green**
3. **A handsome prince**
4. **An animal professor**
5. **Picture 1: Elphaba and Doctor Dillamond;**  
**Picture 2: Fiyero and Elphaba;**  
**Picture 3: Glinda;**  
**Picture 4: Glinda and Elphaba;**  
**Picture 5: Elphaba and The Wonderful Wizard of Oz;**  
**Picture 6: Elphaba**

## Task 5: Finding words in a text

Explain the task and draw students' attention to the words in **bold** in the text. Model the first one.

Get students to complete the task by themselves, then invite them to compare their answers with a partner/ small group. Conduct class feedback.

### Answers:

1. **set**
2. **standing up for**
3. **award-winning**
4. **based on**
5. **abuse**
6. **intolerance**
7. **discrimination**
8. **wicked**

## Task 6: Understanding a text

This task assumes the students have been introduced to passive forms.

This gives students practice in reading comprehension skills. Draw students' attention to the questions. Tell them to read the text again in more detail and to write their answers on a piece of paper. When students have finished, ask them to compare their answers with a partner/small group before conducting class feedback.

### Answers:

1. It is **set** a few years before a tornado brings Dorothy from Kansas to the Land of Oz.
2. Because of the colour of her skin.
3. She is beautiful, privileged and very popular.
4. He suffers abuse for being an animal who can speak.
5. To hide the fact that he is wicked, not Elphaba. / To hide the dark secrets that Elphaba found out.

## Task 7: Discussion

You may choose to leave out the questions in 2 if you think this could be a sensitive subject for your students.

The questions in 1 may lead to students talking about other musicals they have seen - this could be extended to get them to write a review, using the text about **Wicked** as a model.

If students have never seen a musical, you could direct the discussion to get them to predict what it will be like when they go and see **Wicked**.

You could get students to write on the board the differences between seeing a live musical and a movie.

## Extension task to complete after the students have seen Wicked

### Writing an informal email

In groups, get students to create a mind-map of words and phrases for each of the bullet points in the task.

As a whole class, share their ideas on the board.

Revise the layout and style of an informal email before they start writing.