

## **“Off We Go” (Espectacle en anglès per a escolars)**

“Off We Go” és un espectacle en anglès per a escolars basat en un concert de cançons i històries creades per en Pep López i Berni Armstrong. El material és de creació o extret d'altres produccions ja realitzades en català o anglès i que han pogut ser adaptades per la seva facilitat de comprensió o el seu interès didàctic.

La durada és de 50 minuts i està pensat per ser realitzat en teatres, sales i auditoris.

Adreçat preferentment per alumnes de Cicle Mitjà i Superior però adaptable a Cicle Inicial si hi ha un bon treball previ amb els alumnes.

El grau de “bilingüisme”(català - anglès) anirà en funció del nivell dels alumnes i el triarà la mateixa escola:

Tot el material tècnic que no tingueu a l'escola s: equip de so, pantalla, projector, il·luminació,...ja el portarem nosaltres.

### **A didactic guide**

“Off we go!” presents students with a chance to be exposed to English input in a fun way through story, song and performance. The show uses several audio visual aids to reinforce the didactic points being made.



**Berni Armstrong:** Ukelele, guitar and vocals (English)

**Pep López:** guitar and vocals and ethnics instruments (Català)

Music and original lyrics in Catalan: Pep López

Music and English songs along with adaptations into English: Berni Armstrong

## 1. "Les dones d'aigua"

The show starts with a simple folk tale told in English. The more advanced students should have an idea what the story is about, though may miss some of the subtleties of the story. When the story is over, the English narrator will ask the children if they have understood anything. This little dialogue gives the performers an idea of the level that children may have in the audience. The story is repeated in Catalan so that the more advanced students understand the subtleties they missed while the weaker students will then understand the whole story.

## 2. "Off we go!"

There then follows the song "Off we go" in which the main teaching point is the colloquial phrase that gives the song its title. The children are taught the chorus of "We're all ready" and are encouraged to sing along.

The vocabulary in the song includes a lot of words that children will already be familiar with, *hello, fun, girl, boy, PlayStation, GameBoy, start, show, guitar, smile, hour, school, laugh, happy, sad, story, song, joke, etc.*

### Off we go!

Off we go! (We're all ready!)  
Here's the start of the show.  
Off we go! (We're all ready!)  
Time to say a big hello! (Hello!)  
We'll have fun, every girl and boy.  
Who needs a Playstation?  
Who needs a Gameboy?  
Off we go! (We're all ready!)  
Here's the start of the show.

Off we go! (We're all ready!)  
I've got my guitar in tune.  
Off we go! (We're all ready!)  
We will all be smiling soon!  
What a fun way to spend an hour  
off school!  
Laughing and singing with this old  
fool!

Off we go! (We're all ready!)  
Here's the start of the show!  
Off we go! (We're all ready!)  
Let's be happy, not be sad.  
Off we go! (We're all ready!)  
Even if they say we're mad!  
We've got stories and songs and  
jokes.  
Bring your friends! Hey bring all your  
folks!  
Off we go! (We're all ready!)  
Here's the start of the show!

Hopefully, by the end of the song, the children will have had some fun singing and had some of their vocabulary reinforced.

### 3.Black and White

The next song "Black and White" is first sung in Catalan so that the children have an idea of how the rhyming game involved works. The song reinforces colours but also gets children to think about rhymes. Rhyme being a very useful tool for strengthening correct pronunciation.

Some of the structures of the song may be over the heads of weaker students, but even they should be able to guess the colours that the rhymes in the song hint at. Again, apart from the colours, the vocabulary in the song includes words most students should be familiar with, such as: *night, head, rose, nose, funny, clown, Queen, grass, giant, frog, sky, sea, swim, banana, duck, cloud, elephant, Etc.*

#### Song in Black & White

Could you help me to paint my song,  
That I wrote last night in black and white?  
Could you help me to paint my song,  
That I wrote last night in black and white?  
It's been going round and round my head.  
But that doesn't seem to rhyme with .... Purple.

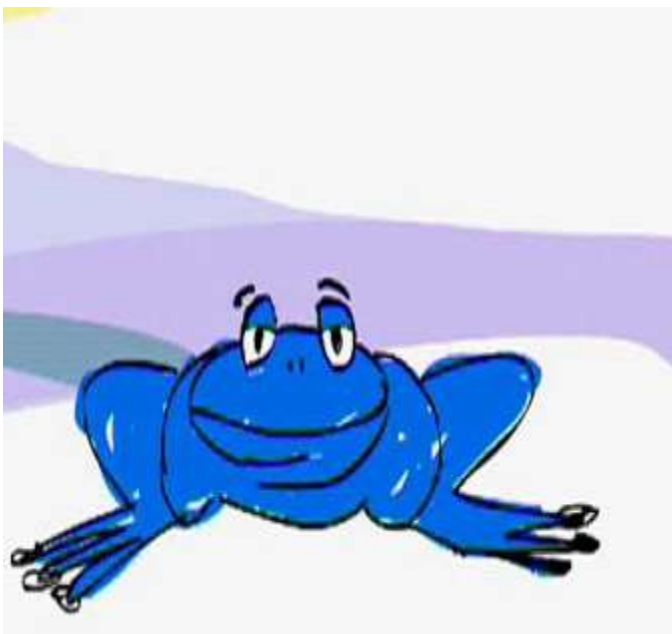
Red as a wild summer rose,  
Red as the nose of a funny clown. (x2)  
Or a ruby for the crown of a queen.  
But that doesn't seem to rhyme with .... Red.

Green as the fresh cut grass  
The Jolly Green Giant or a little frog. (x2)  
Or a snake I saw once at the zoo,  
But that doesn't seem to rhyme with.... Green

Blue as the sky above  
Blue as the sea where we love to swim. (x2)  
I could play this on my sister's cello  
But that doesn't seem to rhyme with .... Blue.

Yellow as the sun up in the sky,  
As bananas and a plastic duck in the bath. (x2)  
Then there's the colour of a cloudy day  
But that doesn't seem to rhyme with .... Yellow.

Grey as a squirrel up a tree  
Grey as an elephant in Africa (x2)  
My black and white song is now fuller  
It's not black and white now it's in colour!



### 3. "Rec and Play song"

The third song in the show, entitled "Rec and Play" emphasises animal names and also plays with rhymes. It also stresses the curious idea that animal sounds are not universal in different languages - English dogs are not interpreted as saying: "Guau!" but rather, "Woof!". This concept helps prepare learners to be open to unusual concepts in the language being studied.

#### Rec & Play

Once there was an old dog that chased after a log  
His friends all thought him a hog - when he caught a barking frog!

Once there was a black cat that sat upon a mat  
She got ever so fat – but that's enough of that

Once there was a fine sheep that helped people to sleep  
Her thoughts were ever so deep - as she sang to young Bo Peep!

Once there was a big cow that ran after a plough  
She hurt herself on the brow and she's really sorry now.

Once there were some slim pigs; with their snouts they liked to dig  
There among leaves and twigs, they'd gobble up all the figs.

Once there was thin snake – scared of the garden rake.  
In the sun he liked to bake – but his tan it was a fake.

Once there was a pink fish that swam in an old soup dish  
Afraid he would be squished, he softly made a wish.

As can be seen from the lyrics above, this song is very rich in new vocabulary and includes such structures as conditionals and past tenses. However, the idea is that children are passively exposed to a lot of this new vocabulary while taking an active part in the fun side of the song which involves joining in each chorus, which is sung using the sound each animal is interpreted as making.



#### 4. "The Fib Song"

The fourth song introduces the difference between a "Fib" (or white lie – a lie having no serious consequences) and a "lie" - an untruth told that has serious consequences. "The Fib Song" is designed to boost students' use of the simple past, with particular emphasis on irregular verbs only being irregular in affirmations. The children learn a structure in the song that is repeated throughout in which after hearing an irregular past they have to use a question form and a negative form using the auxiliary for the past "Did?" and "Didn't" and the verb in its infinitive form. The chorus touches on rhyming slang, but this will not form a major part of the didactic element within the song. Again there is a mixture of familiar and unfamiliar vocabulary.

##### The Fib Song

I went somewhere the other night.  
Where did you go?  
I went while the moon was shining bright.  
Where did you go?  
I went to sunbathe on the beach  
No, you didn't! No you didn't!  
I went to an apple tree and picked a peach.  
That's simply not true!

Lies, lies, porky pies  
Why must you exaggerate?  
We would think the best of you  
If you always kept it straight!

I met someone the other week. (Who did you meet?)  
Him and a friend were on a mountain peak. (Who did you meet?)  
Lionel Messi and Gerard Piqué  
No, you didn't! No you didn't!  
Both came round to our house to stay!  
That's simply not true! CHORUS

I did something yesterday. (What did you do?)  
Something I'd like to do today. (What did you do?)  
I went up in a rocket and I walked in space  
No, you didn't! No you didn't!  
I beat Hussain Bolt in a running race!  
That's simply not true! CHORUS

I said something two days ago (What did you say?)  
I said it on a TV show (What did you say?)  
I told them I was an honest youth!  
No, you didn't! No, you didn't!  
I said that I always told the truth!  
That's simply not true! CHORUS

## 5. "Go,go,go"

The fifth song in the show "Go, go, go" emphasises present simple structures being used for habitual actions. It reinforces vocabulary that covers everyday behaviour as well as strengthening students' knowledge of the correct preposition to use with various modes of transport. Philosophically, the song hints at some people's dissatisfaction with routines, but this will not form a major part of the didactic element within the song.

### Go, Go, Go

I get up every morning at eight,  
I brush my teeth and then wash my face  
For breakfast I eat bacon and eggs,  
Then off to school as if it's a race!

Go, go, go, go, we want to fly away.  
Go, go, go, go, we want to escape!  
Go, go, go, go, we have to get away.  
Go, go, go, go, we want to escape!  
We have to escape.

I go to school each weekday on foot,  
I go to see my Grandma by train.  
We always do our shopping by car,  
But on holiday we fly off by plane.

CHORUS

Every day is always alike.  
We follow the same routine.  
Sometimes I feel just like a part  
In a very boring machine.

CHORUS

## 6. "A Canopy of Stars / Un llençol d'Estels"

Now, in perhaps the show's most poetic moment, the song "A Canopy of Stars / Un llençol d'Estels" is sung in English and Catalan. Once more, the vocabulary includes familiar and less familiar items and the bilingual aspect of the performance will aid children's understanding of the English version, which, like all the lyrics of all the songs, will be on display on screens which the children can read as they listen to the songs. In this way, reading skills underpin listening skills, much like watching a movie in English with English subtitles.

### A Canopy of Stars

When the sun begins to set,  
Go beyond all the streets and cars,  
Lie back, relax and soon you'll see  
A canopy of stars.

And if you love them, they'll love you back,  
Rearranging before your eyes,  
How surprised you will be when you see,  
Your name across the skies.

You don't need a telescope,  
To imagine a life on Mars,  
Fly in your mind far out to see  
A canopy of stars.

Sometimes they hide behind the clouds  
Whenever there's a rainy night.  
But you know they'll come back again,  
To give their loving light.



## 7. La llegenda de Sant Jordi (with cartoon images)

### The Legend of St George

Once a very fierce dragon came to a city nearby,  
He made all the people frightened, he made all the children cry.  
He stormed around the country, destroying everything he saw,  
He was not a beast of peace! He was more a beast of war!

**Down with the beast! Down with the beast!**

The citizens all argued, some polite and others rude,  
To calm the beast they needed to fill him up with food.  
They organised a raffle, put their names all in a bowl,  
Then they drew one out each morning, to see who would lose their soul.

**Down with the beast! Down with the beast!**

The weeks and months were passing, the winter turned to spring.  
Then one day the person chosen was the daughter of the king.  
People wept as she went passing on her way out to the gate,  
She was sad and downhearted as she went to meet her fate.

**Down with the beast! Down with the beast!**

The princess went to meet the dragon, but she met along the way,  
A knight in shining armour. Could this be her lucky day?  
"Why are you weeping fair maiden?" Asked the stranger on the horse.  
"I'm to be eaten by the dragon! I'm to be his main course!"

**Beast with the down! Beast with the down!  
Down with the beast! Down with the beast!**

He said: "Why don't we go together, to face this mighty beast.  
I'll do all that's in my power to make sure you're not his feast!  
George shouted for the dragon, when they reached the beast's lair.  
He came out just like an earthquake, fire and smoke all in the air.

**Down with the beast! Down with the beast!**

Then they fought a brutal battle, as the princess watched in fear!  
Until finally our hero, used his strength to throw his spear.  
The dragon he was wounded, but his lesson he had learned.  
He flew off into the mountains and promised never to return.

The Dragon sings:

**Long live the beast! Long live the beast!**

The People sing:

**Down with the beast! Down with the beast!**



Contractació:

**Afónix Produccions i Pep López**

**Bernat de Cabrera, 13**

**08511 L'Esquirol (Osona)**

**93.856.84.27-609.46.19.70**

**[www.afonix.com](http://www.afonix.com)**

