

# **Aladdin**

Class activities



IPA Productions 2019



# Aladdin

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# Aladdin



## 1 a–b) Songs

### Teaching notes

#### Difficulty



Songs are an extremely dynamic and engaging aspect of learning English for many children. They can be exploited very easily in the classroom. Here's a few ideas to help you teach the songs to your students:

1. Learn the song yourself and have students listen and repeat the song line by line. It's useful to add each line with an action. This total physical response will help their understanding and also help them remember the lyrics
2. Give the students the gap fill worksheet below and have them predict what words they think goes in the gaps. Then play the songs for them and they check their answers.
3. To make things more challenging the lyrics could be projected on the interactive white board and have the students sing along with the music. Play the song a second time and this time erase one word on each line and the students sing the song again. Repeat this as many times as you feel necessary. This helps their listening skills and their production of the lyrics.
4. Singing competition! Break students into small groups and have them practice their songs together, they can add in dance moves or just work on the lyrics. Have them perform the song in front of the rest of the class to see which group performed the best
5. Play the track to the students and have them sing along with the music, then turn the volume down and encourage them to keep singing the lyrics. Turn the music up again to see if they have kept in time with the original song.





# Aladdin



## 1a) Songs

### 1 Aladdin opening

ALADDIN:

Work, work, we work all day  
Washing stains and dirt away  
I can't wait for the day that work goes away.

MUM:

With lots of soap and lots of water  
Lots of clothes it feels like torture...  
I think that sleep is in order  
My hairs gone (Going?) grey!

TOGETHER:

Work, work, we work all day  
Washing stains and dirt away  
I can't wait for the day  
No I can't wait for the day  
I can't wait for the day  
that work goes away!

### 3 Genie song

Ge-nie, please help me  
I don't like what I do  
Ge-nie, please help me  
And make my wish come true.  
Ge-nie please help me,  
I don't-like what I do  
Ge-nie please help me  
And make my wish come true

### 2 Aladdin finale

We work all day  
Cutting and sewing our day away  
We are so glad the day  
This job came our way

With lots of clothes  
and lots of fashion  
It's not work when it's your passion

Please hear us when we say  
that one day you'll find your way!

You'll be so glad the day  
that work, comes your way!

### 4 Find My Way

I've tried a new job every day,  
but nothing right comes my way.

I'm feeling low, I'm feeling sad.  
I try but every time I'm bad.

I want to stand out from the crowd  
find my way and make mum proud!

I want more than something just okay,  
I want to find my way  
I'm gonna find my way!





# Aladdin



## 1b) Song Gap fill

### 1 Aladdin opening

ALADDIN:

Work, work, we work all \_\_\_\_\_  
 Washing \_\_\_\_\_ and dirt away  
 I can't wait for the day that work goes \_\_\_\_\_.

MUM:

With lots of \_\_\_\_\_ and lots of water  
 Lots of \_\_\_\_\_ it feels like torture...  
 I think that sleep is in order  
 My hairs gone \_\_\_\_\_!

TOGETHER:

Work, work, we work all day  
 Washing stains and \_\_\_\_\_ away  
 I can't \_\_\_\_\_ for the day  
 No I can't wait for the day  
 I can't wait for the day  
 that work \_\_\_\_\_ away!

### 2 Aladdin finale

We work all day  
 Cutting and sewing our day away  
 We are so \_\_\_\_\_ the day  
 This \_\_\_\_\_ came our way

With lots of \_\_\_\_\_ and lots of \_\_\_\_\_  
 It's not \_\_\_\_\_ when it's your passion

Please hear \_\_\_\_\_ when we say  
 that one day \_\_\_\_\_ find your way!

You'll be so glad the day  
 that \_\_\_\_\_, comes your way!

### 3 Genie song

Ge-nie, please help me  
 I don't like what I do  
 Ge-nie, please help me  
 And make my wish come true.  
 Ge-nie please help me,  
 I don't-like what I do  
 Ge-nie please help me  
 And make my wish come true

### 4 Find My Way

I've tried a new \_\_\_\_\_ every day,  
 but nothing right comes my way.

I'm feeling \_\_\_\_\_, I'm feeling \_\_\_\_\_.  
 I try but every time I'm bad.

I want to stand out from the crowd  
 find my way and \_\_\_\_\_ mum proud!

I want more than something \_\_\_\_\_ okay,  
 I want to find my way  
 I'm \_\_\_\_\_ find my way!





# Aladdin

## 2) Aladdin's Chores

### Teaching notes

#### Difficulty



#### Aims

- To teach household chores vocabulary
- To practice speaking and giving opinions

#### Materials

- 1 X "Aladdin's Chores" worksheet for each student

#### Procedure

##### WARMER

- Play a game of charades using household chores
- Elicit the names of the chores in open class and write them on the board
- Ask students which is the best/worst and why

##### MAIN ACTIVITY

- Give each student a copy of the worksheet
- Ask students to match the picture of the chore
- Ask students to decide individually what their preferences are best to worst
- Point out the "useful language" elicit the meanings of each
- Compare their rankings with their partners (Are they similar/different?). Ask them to use the useful language
- Discuss the ideas in open class

##### SPEAKING

- Ask students to read the questions to check their understanding
- Students can spend a few moments thinking about their answers and then discuss in open class
- Alternatively, students can discuss their ideas in partners and then discuss in open class

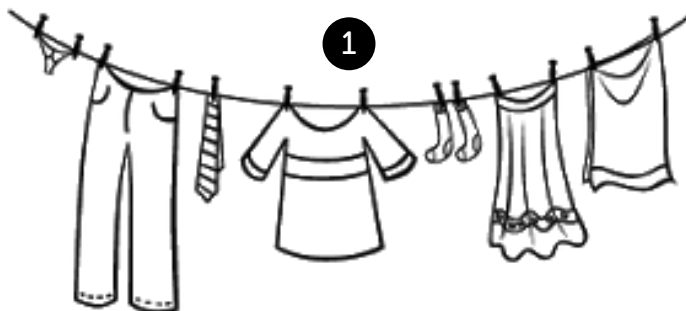




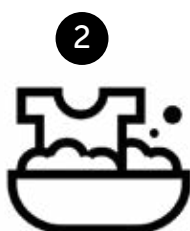
# Aladdin

## 2) Aladdin's Chores

These are Aladdin's chores. Match the chore to the picture.



- \_\_\_ Aladdin has to iron the clothes
- \_\_\_ Aladdin has to wash the clothes
- \_\_\_ Aladdin has to hang up the clothes
- \_\_\_ Aladdin has to sweep the floor
- \_\_\_ Aladdin has to fold the clothes



### Best to Worst

Rank the chores from the best to the worst.

- 1 😊 \_\_\_\_\_
- 2 😐 \_\_\_\_\_
- 3 😞 \_\_\_\_\_
- 4 😡 \_\_\_\_\_
- 5 🤯 \_\_\_\_\_

Compare with your partner, did you all think the same?

### Useful Language

- I love...
- I quite like...
- I don't like...
- I hate...

### Speaking

Who does these chores in your house?  
 What chores do you have to do at home? Do you like it? Why?  
 What could you do to help around the house more?





# Aladdin

## 3) Aladdin's Restaurant 1

### Teaching notes

#### Difficulty



#### Aim

- To read a menu
- to teach vocabulary of common dishes in restaurants
- to learn/practice food vocabulary
- to personalise their own menu
- to draw and annotate their own meal choices

#### Materials

- 1 X "Aladdin's Restaurant" worksheet for each student
- Paper
- Colours and pencils

#### Procedure

##### WARMER

- Play Aladdin's Restaurant Alphabet Game:
- Students sit in a circle
- The first student must repeat "I went to Aladdin's restaurant and I had..." and they must choose a food beginning with "A", e.g. "I went to Aladdin's restaurant and I had an apple"
- The second student must repeat "I went to Aladdin's restaurant and I had an apple and a..." and the second student must add a food starting with "B".
- This repeats until all of the students have had to say the sentence and add a food of their own starting with the next letter of the alphabet.

##### MAIN ACTIVITY

- Ask students what they normally order in a restaurant
- Give students a copy of the worksheet.
- Ask them to read the menu; do they know all of these foods? Have they eaten any of it before?
- Ask them to add a dish to each section of the menu
- Have students decide what they would eat if they went to this restaurant using "I would like..."
- Compare their ideas with their partners
- In open class decide what the most/least popular dishes are

##### PERSONALISATION/FAST FINISHERS

- Ask students to draw out their perfect meal from Aladdin's restaurant
- Students can annotate all parts of the meal
- These can be put on the wall and the students can decide which looks the most delicious







# Aladdin

## 3) Aladdin's Restaurant 1

What do you normally order when you go a restaurant? What food do you like?  
 Look at the Menu at Aladdin's restaurant. What's your favourite?

**Add one dish to each part of the menu. Decide what you want to order at the restaurant. Compare with your partner.**

MENU

*Starter*

- Spaghetti
- Soup
- Salad

*Main*

- Hamburger
- Fish
- Paella

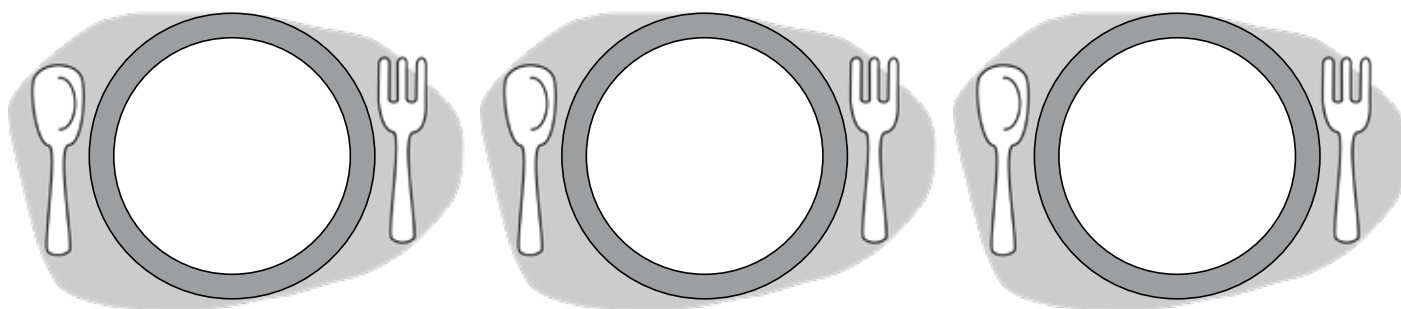
*Dessert*

- Ice-cream: Choose a flavour  
chocolate / vanilla / strawberry
- Strawberry cheesecake
- Fruit Salad

*Drinks*

- Water
- Milkshakes  
(strawberry, chocolate, vanilla)
- Coffee
- Tea

**Extra activity: Draw the meal you would eat at Aladdin's Restaurant.**





# Aladdin



## 4) Aladdin's Restaurant 2

### Teaching notes

#### Difficulty

☆☆☆

#### Aim

- To practice reading skills
- To practice ordering in a restaurant
- To practice pronunciation and intonation

#### Materials

- 1 X "Aladdin's Restaurant 2" worksheet for each student
- Board
- Board pens/chalk

#### Procedure

##### WARMER

- Play Word Slap:
- Write words related to menu items on the board in a random order e.g.
 

• Starter	• Menu
• Main	• Waiter
• Dessert	• Customer
• Drink	
- Split the class into two teams
- The two teams stand in two lines facing the board
- Describe one of the words on the board
- The students standing at the front of each line must run to the board to "slap" the corresponding word.
- The first student to slap the correct word gets a point for their team

##### MAIN ACTIVITY

- Give each student a worksheet
- Ask them to look at the sentences in the box and decide if they are said by the waiter or the customer
- Tell them to place a 'W' next to the sentences by the waiter and a 'C' next to the sentences said by the customer
- Compare with a partner
- Check the answers by playing the audio. Students can listen more than once. You can pause the CD to check the students have understood

- Ask students to place the sentences in a logical order in the conversation boxes
- Make sure they copy the sentences clearly and correctly (this is important)
- Check answers with the class
- In open class split the class in two, half of them are the waiter and half of them are the customer
- Have the class read out the conversation as a group, repeating after you each time to practice pronunciation and intonation.
- Now ask students to practice in groups of 2 or 3
- Ask them to change roles
- Can they do the whole conversation without looking at the paper?
- They can also act out the dialogue for the class

##### ALTERNATIVE:

Shadowing - To practise speaking and pronunciation:

- Play the Aladdin Restaurant once. Have students say what was ordered for the starter, main and dessert.
- Play the Aladdin Restaurant again. Pause after each sentence and have the students repeat what has been said.
- Repeat this for the whole conversation.
- Have students look at the conversation text. Play the audio sentence by sentence and have the students say the words at the same time as the audio to improve intonation and pronunciation.

##### AUDIO SCRIPT

**Waiter:** Good evening Madam. Welcome to Aladdin's Restaurant. Would you like to see the menu?

**Customer:** Yes please! For the starter, I'd like salad

**Waiter:** Wonderful, what would like for a main?

**Customer:** For the main, I'd like a hamburger

**Waiter:** Excellent choice! What would you like for dessert?

**Customer:** For the dessert, I'd like strawberry ice-cream.

**Waiter:** Fantastic, your food will be here soon. Here's your food. Bon appetite!

**Customer:** Thank you! Can I have the bill please?

**Waiter:** Of course. Here you go. Did you enjoy your meal?

**Customer:** Yes, it was delicious! Thank you! Goodbye

**Waiter:** Goodbye!





# Aladdin



## 4) Aladdin's Restaurant 2

1. Who says these sentences: The waiter (W) or the customer (C)?

- For the dessert, I'd like...
- Here's the money. Thank you and goodbye.
- What would you like for dessert?
- Can I have the bill, please?
- Here's the bill.
- For the main, I'd like...
- What would like for a main?
- What would like to drink?
- Here's your food. Bon appetite!

2. With a partner complete this conversation with the waiter to order your food.  
Use the sentences above to help you.

**Waiter**

**Customer**

	→	
	↔	
	↔	
	↔	
	↔	
	↔	
	↔	
	↔	

- 3. Listen to the audio to check your answers.
- 4. Now practice the conversation with your partner. Can you do it without looking at the paper? When you have finished, change roles with your partner.





# Aladdin

## 5) Aladdin's Clothes

### Teaching notes

#### Difficulty

☆☆

#### Aim

- To practise reading about clothes
- To teach clothes vocabulary
- To write a description about clothes

#### Materials

- 1 x Aladdin's Clothes worksheet per student
- Blanket/sheet
- Toothpicks
- Pencils and colours

#### Procedure

##### WARMER

- Ask for a volunteer to come to the front of the class
- Covers his/her clothes using a sheet or blanket
- Ask students a question about his students clothes e.g. what colour are Joan's shoes?
- Ask a few to come up and do this to practice clothes vocabulary

##### ALTERNATIVE

- Hand out toothpicks or other similar items to pairs of students
- Say a clothes work you would like them to spell e.g. "Trousers"
- Students must spell out the work using their toothpicks (Toothpicks are not allowed to be broken in half!)

##### MAIN ACTIVITY

- Students read the descriptions of the clothes
- Check any language they don't understand
- Students draw and colour the character according to the description
- Compare with partner, have they done the same thing?
- Point out the language used to describe an outfit e.g. He is wearing.../She has got...
- Students could underline these in the text
- Ask students to design their own outfit for someone
- They must write a description of the outfit next to it (this could also be done for homework)

##### EXTENSION

- Students can compare their outfits with the others in the class and decide which outfit they would like to wear the most





# Aladdin

## 5) Aladdin's Clothes

Aladdin is now a fashion designer! Can you help him? Read the description. Draw and colour the clothes in the box.



Aladdin is wearing blue trousers and a brown belt. He is wearing a light blue t-shirt with a yellow star on the front. He has got a green baseball hat on. He has got a purple scarf. He's wearing blue trainers.

Mrs Twanky is wearing a long purple dress with yellow stripes. She is wearing red high-heel shoes and she has got big round gold earrings. She has got white gloves on. She has got a big red hat on too.

**Now design your own clothes and write a description**

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# Aladdin



## 6) The Story of Aladdin

### Teaching notes

#### Difficulty

☆☆☆

#### Aim

- To familiarise students with the story of Aladdin
- To practise reading for cohesion and coherence
- To practice vocabulary related to the story

#### Materials

- 1x Worksheet per student – cut up by the teacher

#### Procedure

- Have students talk about the story of Aladdin. Make a big mind map on the board with the ideas they come up with. Anything goes! Help them with vocabulary if they don't know the words
- Have students read the first paragraph of the story. Is this what they predicted? What's similar or different?
- Give student the rest of the paragraphs in a jumbled order. Have them put the story back together again. How do they know what order they go in?
- Have students listen to the The Story of Aladdin and check their answers as they listen
- Go through any unfamiliar vocabulary
- Students read through the story again and answer the comprehension questions
- Go through the answers and have students discuss what they think will happen at the end of the story.

#### Follow up

- Once you have watched the show then have students write a paragraph describing what happened in the end to finish this story.





# Aladdin



## 6) The Story of Aladdin



Aladdin and his mother, Mrs. Twanky work very, very hard. They have a family business, a laundry. They spend every day washing, ironing and sewing. They dream of a better life but there are always too many things to do and too little money to spend. Aladdin is very worried about his mother. She is getting too old to be working so hard for so many hours each day.

But one day, Aladdin finds a magic lamp amongst the piles of dirty clothes. When he tries to clean the lamp, a genie appears. The genie offers to give Aladdin three wishes. Aladdin's first wish is for a better job, somewhere with no dirty clothes and with people to talk to and lots of food. He wishes for a job in a restaurant cooking and serving food.

The Genie grants him his first wish: Aladdin's restaurant. He even gets his own chef's hat and jacket which he likes very much! But after trying to attend customers, take orders, cook food and serve meals, Aladdin realises that working in a restaurant is worse than working in a laundry. He decides he doesn't like it.

Aladdin still has two wishes. Aladdin's second wish is for a better job, somewhere with no dirty clothes, no difficult customers. He decides he wants to do something exciting. He wishes for a job as an astronaut exploring space.

The Genie grants him his second wish: Aladdin the astronaut. He gets his own spacesuit which he likes very much! But when Aladdin starts doing his astronaut training, he discovers that being an astronaut is very, very difficult. There is so many scientific things to learn and so many physical exercises to do. He decides he doesn't like being an astronaut either.

Aladdin now has only one wish left. Aladdin's third wish is for a better job, somewhere with no dirty clothes, no difficult customers and no horrible exercises. He decides he wants to do something fun. He wishes for a job as a musician in a band.

The Genie grants him his third wish: Aladdin the musician. He gets his own violin and a musician's uniform which he likes very much! But when Aladdin starts playing in the band, he discovers that being a musician is not as fun as he expected. He has to be very disciplined and to practise very hard every day. And playing the violin every day hurts his fingers. He decides he doesn't like being a musician either!

It is then that the Genie realises what Aladdin's perfect job is. The only problem is that Aladdin has used all his wishes. He has no more wishes left. What do you think is Aladdin's perfect job and how do you think he will be able to do it?





# Aladdin

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## 6) The Story of Aladdin – Comprehension Questions

1. 1. Where does Aladdin find the lamp?

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2. What is Aladdin's first wish?

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3. What does Aladdin like about his first wish?

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4. What does Aladdin hate about his first wish?

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5. Why does Aladdin want to be an Astronaut?

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6. What does Aladdin like about being an Astronaut?

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7. What does he hate?

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8. What instrument does Aladdin play?

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9. Why does he not like playing the trumpet?

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10. What do you think will happen next? Make a prediction.

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# Aladdin

## 7) Dream Jobs

### Teaching notes

#### Difficulty



#### Procedure

##### WARMER

- Pictionary
- Draw the jobs on the board e.g. for a vet you might draw a cross and the picture of a cat
- Elicit the answer from your students
- Do this from a few more jobs

##### MAIN ACTIVITY

- Give each student a worksheet
- Ask them to match the job to the picture
- Check with a partner
- Check answers in open class
- Ask students about which jobs they would/wouldn't like to do. Encourage them to use "I would like to be a...." "I wouldn't like to be a...."
- Ask students to read the job descriptions
- Check any unfamiliar language
- Students match the jobs to the description
- Check with a partner
- Check answers in open class

##### SPEAKING

- In pairs students answer the questions and make notes on their ideas
- Ask for feedback in open class. Share ideas

#### Extra Activity (Difficulty ☆☆)

- Either in class or for homework students could write a very short description of one of the jobs





# Aladdin

## 7) Dream Jobs

What is your dream job? Match the words to the pictures.

Police officer

Vet       Doctor

Fire-fighter

Builder       Chef

Ballet Dancer

Which job would you like to do?

\_\_\_\_\_

Match the job to the description.

- |                      |  |
|----------------------|--|
| 1. 1. Police officer | <input type="radio"/> They work in a hospital.       |
| 2. 2. Doctor         | <input type="radio"/> They perform on stage.         |
| 3. 3. Vet            | <input type="radio"/> They cook food in restaurants. |
| 4. 4. Fire-fighter   | <input type="radio"/> They construct houses.         |
| 5. 5. Builder        | <input type="radio"/> They look after animals.       |
| 6. 6. Chef           | <input type="radio"/> They help people escape fires. |
| 7. 7. Ballet Dancer  | <input type="radio"/> They catch criminals.          |

What else do these people have to do in their jobs?

What are the good things about these jobs?

What are the bad things about these jobs?

### Extra activity

Write a description of one the jobs. What do they have to do? What are the good and bad things about it? Would you like to do this job? Why? Why not?





# Aladdin



## One Day Lesson

### The Story of Aladdin

**A**laddin and his mother, Mrs. Twanky work very hard in their laundry. They spend every day washing, ironing and sewing. Aladdin is very worried about his mother. She is getting too old to be working so hard. But one day, Aladdin finds a magic lamp amongst the piles of dirty clothes and a genie appears.

The genie offers to give Aladdin three wishes. Aladdin's first wish is for a job and with people to talk to and lots of food. The Genie grants him his first wish: Aladdin's restaurant. But, after trying to attend customers, take orders, cook food and serve meals, Aladdin realises that working in a restaurant is worse than working in a laundry.

Aladdin's second wish is for a better job, with no dirty clothes, no difficult customers and something exciting. He wishes for a job as an astronaut exploring space. The Genie grants him his second wish: Aladdin the astronaut. When Aladdin starts doing his astronaut training, he discovers that there are so many scientific things to learn and so many physical exercises to do. Being an astronaut is very, very difficult.

Aladdin now has only one wish left. Aladdin's third wish is for a better job, somewhere with no dirty clothes, no difficult customers and no horrible exercises. He decides he wants to do something fun. He wishes for a job as a musician in a band. The Genie grants him his third wish: Aladdin the musician. But he discovers that being a musician is not as fun as he expected. He has to practise the trumpet very hard every day and it hurts his lips. He doesn't like being a musician either!

The Genie finally knows what the perfect job for Aladdin is but he hasn't got any more wishes. What will they do?

### Aladdin opening song

ALADDIN

Work, work, we work all day  
Washing stains and dirt away  
I can't wait for the day that work goes away.

MUM

With lots of soap and lots of water  
Lots of clothes it feels like torture...  
I think that sleep is in order  
My hairs gone(Going?) grey!

TOGETHER

Work, work, we work all day  
Washing stains and dirt away  
I can't wait for the day  
No I can't wait for the day  
I can't wait for the day  
that work goes away!

### Reading Comprehension Questions

1. Where does Aladdin find the lamp?
2. What is Aladdin's first wish?
3. What does Aladdin like about his first wish?
4. What does Aladdin hate about his first wish?
5. Why does Aladdin want to be an astronaut?
6. What does Aladdin like about being an astronaut?
7. What does he hate?
8. What instrument does Aladdin play?
9. Why does he not like playing the trumpet?
10. What do you think will happen next? Make a prediction.





# Aladdin

## Vocabulary

Astronaut

Chef

Clean

Clothes

Coat

Concert hall

Cook

Costume

Costume designer

Costume shop

Costumer

Decide

Design

Find

Hang out

Hang up

Iron

Job

Lamp

Laundry

Like

Make wish come true

Musician

Orchestra

Rocket

Rub

Sew

Space centre

Space suit

Take the order

Tired

Wash

Wet

Wish / To wish

Work

