

# Toot-and-come in

## Vocabulário

alone, diamonds, Egyptian, evidence, famous, gold, huge, moisturiser, a mummy, nobody, pay (v), photographer, pyramid, silver, snatch (v), thundering thieves, tomb, treasure

## Adereços

- Bloco e caneta
- Um letreiro com um código
- Uma máquina fotográfica
- Vestuário
- Tesouro

## Objetivos

O objetivo desta peça de teatro é dar oportunidade aos alunos para comunicarem em inglês, divertindo-se. A peça volta a abordar o tema Tutankhamen da Unit 4.

## Quando devo fazer esta peça com os alunos?

Esta peça de teatro pode ser feita depois da Unit 4, onde se fala de Tutankhamen. Alternativamente, os seus alunos poderão ensaiar a peça no final do ano e representá-la.

## Quantos alunos participam?

Toda a turma pode participar na peça. As peças são escritas para que os alunos mais confiantes possam ter papéis mais longos, mas também há papéis para os alunos menos à-vontade que preferem ter menos para dizer. Pode também atribuir funções que não implicam representar, como a de encenador ou encarregar alguns alunos dos adereços da peça.

## Os alunos têm de aprender a peça de cor?

Isso depende do nível da turma e do tempo que possa dedicar aos ensaios da peça.

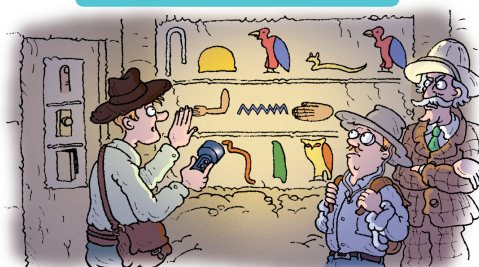
# Toot-and-come-in

## Cast

Explorer, Sir Morgan Peacock  
His helper, Nigel/Nigella  
Nobody  
Archaeologist, Dr Scrabble  
Reporter, Henry/Henrietta  
Footpad  
Photographer, Flash Jones

## Ancient Egyptians

Mummy	Cleo
Daddy	Toot
Daughter	Nanu
Granddad	Natty
Grandmum	Naffer
Dancers	



## Scene 1: Outside the Pyramid

**Reporter** Sir Morgan ... excuse me! I'm Henry Footpad from the London News. What are you going to do?

**Sir Morgan** I am Sir Morgan Peacock. I'm going to enter this huge pyramid. I'm going to find the treasure! I am going to be very rich and very famous.

**Dr Scrabble** ... and I'm going in too, because I know how to get in and he doesn't!

**Nigel** My name's Nigel Nobody and I'm going with him because he's scared of the dark.

**Sir Morgan** Be quiet Nobody. I don't pay you to talk!

**Nobody** You don't pay me at all!

**Reporter** Can we come with you? This is a fantastic story – front page in *The London News*.

**Sir Morgan** Of course, dear man. I can see it now ... 'On Friday December the thirteenth, brave explorer Sir Morgan Peacock, entered The Great Pyramid of Chips, alone, to study the life of the ancient Egyptians ...'

*[quiet laughter and head shaking from all his team]*

## Scene 2: In the tomb

**Sir Morgan** Please hurry up Dr Scrabble! It's dark and I haven't got all day!

**Dr Scrabble** I'm sorry Sir Morgan, but this code is four thousand years old! It isn't easy.

**Reporter** What does it say Dr Scrabble?

**Dr Scrabble** Well there's a finger here. It's pointing to this strange thing. And there's an open door. I don't understand it.

**Nigel** It's easy. It says, 'Toot and come in.'

**Dr Scrabble** I've got it!! It says, 'Press the button ... and ... open the door!'

**Nigel** I said that! Nobody listens to Nobody.

**Sir Morgan** Photographer! Are you ready? I'm going to press this button ... now!

*[He presses and the top opens.]*

**Sir Morgan** I don't believe it. The treasure! Gold, silver, diamonds. I'm rich ...

*[A hand grabs his arm as he reaches in and a spooky voice echoes out.]*

**Cleo** Hey! Don't snatch! It's rude!

**Sir Morgan** Aaargghhh!

**Reporter** Excuse me, err ... Mummy, I'm from *The London News*.

**Cleo** I'm not your mummy! My name is Cleo.

**Reporter** Cleo, can I ask you some questions?

**Cleo** Of course! But first a photo!

**Flash Jones** OK, say 'CHEESE!'

**Cleo** Cheese!

*[The other ancient Egyptians are coming out into the tomb.]*

**Dr Scrabble** Aargh! Who's that? Who are these people?

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## Quem vai ser o público?

Será motivador para os alunos representarem estas peças diante de um público 'real' composto por outros alunos, professores e/ou pais. Se tiver tempo, os alunos podem produzir um cartaz e os bilhetes para a apresentação.

## Sugestões para a sala de aula

O tempo e número de aulas disponíveis para ensaiar é variável, por isso estas sugestões podem precisar de ser adaptadas a cada situação em particular.

Apresente a peça à turma, permitindo que os alunos a leiam.

Apresente o vocabulário novo (listado acima).

Certifique-se de que compreenderam, pedindo aos alunos para observarem as imagens e dizerem quem são as personagens e o que está a acontecer.

Verifique a compreensão das informações específicas fazendo perguntas sobre as personagens e a sua função na peça.

Os alunos oferecem-se para os diferentes papéis. Pode sugerir aos mais relutantes que escolham papéis com menos falas ou que sejam o público.



### Scene 3: The party

**Cleo** Come and meet my family. This is my husband, King Toot, my daughter Nanu.

**Nanu** 'Nanu' means 'beautiful', of course!

**Nigel** Hmm, you need moisturiser on your face!

**Cleo** My parents, Natty and Nefer.

**Reporter** Pleased to meet you.

**Toot** And these are the dancers.

**Nanu** Mummy! Mummy! Can we see the dancers? Pleeesease?

**Cleo** Oh, alright. *[claps her hands]* Dancers!

*[It's a party! The dancers entertain the group. Everyone drinks and chats while eating. They applaud.]*

**Dr Scrabble** Oh, they're very good!

**Flash Jones** Great, I've got some brilliant photos.

**Sir Morgan** Super sandwiches!

**Reporter** Err ... Nanu, How old are you?

**Nanu** I'm four thousand and twelve and a half.

**Reporter** And what's your favourite pop group?

**Nanu** Well I don't know, but I hate the Hittites!

**Nigel** Hey! What's happening? It's dark!

**Sir Morgan** *[terrified]* Ooooh! Turn the lights on again!

**Dr Scrabble** Where is everyone? *[bumps into Nigel]* Who's this?

**Nigel** It's Nobody!

### Scene 4: The end?

**Nigel** Well, I don't believe it! We ate and drank with the Ancient Egyptians!

**Dr Scrabble** And I solved the code and opened the tomb! My name is going to be in all the history books!

**Reporter** What a story! What a front page! I've got a notepad full of stories. I must get back to London now!

**Flash Jones** And the photos. Egyptian mummies, dancers, gold treasure ...

**Sir Morgan** Oh yes ... the treasure. I'm going to give an old cup to the British Museum, but the gold stuff is for ME! Ha ha!

**Reporter** Hey, wait a minute! Where is my notepad?

**Flash Jones** My camera! Who's got my camera?

**Dr Scrabble** My notes ... my drawings! Where are they?

**Sir Morgan** Thundering Thieves!! My treasure! Where is it! It's my treasure! It's mine! Mine, mine, mine, mine!!!

**Nigel** We haven't got any evidence! Nothing! *[laughing]*

**Sir Morgan** Well, Nobody thinks that's funny.

*[Behind the wall the Egyptians are all listening and giggling.]*

**Toot** I think it's funny.

**Cleo** Me too.

**Dancers** And so do we!

**Cleo** Oh what a lovely party. I'm ready for a loooong sleep *[yawns]*

**Nanu** Mummy?!

**Cleo** Yes dear, what is it?

**Nanu** When can we have another party?

**Cleo** Maybe in another four thousand years?

**Nanu** Oh goodie! Thanks mummy ...

Peça-lhes para lerem e praticarem as suas falas em casa. Se vão memorizar as falas, podem passar algum tempo na aula a testar as falas uns dos outros.

Proporcione bastante prática oral aos alunos antes de terem de se levantar e começar a representar as cenas.

Quando os alunos estiverem prontos para começar a representar, analise cada cena com eles, devagar e cuidadosamente, assegurando-se de que sabem o que devem fazer e quando.

Se precisar de fazer alguns adereços, atribua a função aos alunos que têm papéis mais pequenos. Também podem ajudar a fazer o guarda-roupa.

Antes de representarem a peça para o público, faça pelo menos dois 'ensaios gerais' para que os alunos se sintam à-vontade com o guarda-roupa e adereços