

Funengo TALES



**Looking for the
Jobblegobble**



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INTRODUCTION

How to Use this Pack

This educational pack is designed to work in conjunction with the Funengo Tales production of 'Looking for the Jobblegobble'. It provides the teacher with fun and interactive games and activities to help the children learn the vocabulary and grammar used in the performance.

Some activities can be given to the children to work on individually while others are best done in groups or as a whole class.

**TEACHER
LED**

This label means that the activity should be explained and led by the teacher.

**PHYSICAL
GAME**

This label identifies the activity as a game that requires space and involves the whole class.

**THEATRE
ACTIVITY**

This label identifies the activity as less of a game and more of an activity where students will be involved in creating and acting.

**STUDENT
ACTIVITY**

This label suggests that the activity or game can be read and worked on autonomously. These pages can be photocopied in black and white so that each student has their own copy.

The pack is divided into 7 sections. These are identified in the footer of each page.

Useful language has been underlined for easy reference.

Story Synopsis

Tilly loves drawing, dressing up and having adventures. Today she is drawing a crazy animal. It has got a bug's head, a bear's body and leopard's paws. She decides to dress up like an explorer and look for the animal she has called the 'Jobblegobble'.



Tilly hears a strange noise coming from her teapot wardrobe. She is scared but goes in to the magic wardrobe where she discovers that she is not in her bedroom any more but in a real jungle.



Tilly is a brave girl and explores the jungle looking for the Jobblegobble. She pushes through giant jungle leaves and tall grass, she nearly falls into a deep valley, she paddles down a river where she sees and hears some other animals and falls down a very tall waterfall. Finally, Tilly finds an old friend in the jungle and helps the friend before entering a dark cave.

Does she find the Jobblegobble in the cave?
Is the Jobblegobble even real?



Song Page

HERE WE GO

Here we go
Here we go
Through the teapot
Here we go

Here we go
Here we go
Through the teapot
Here we go

'WHAT'S THAT NOISE?'

I am in the jungle
I can hear a rumble
What's that noise?
I am in the jungle
I can hear a rustle
What's that noise?

What's that noise?
What's that noise?
What's that noise?
What's that noise?

What's that noise?
Can you hear it?
What's that noise?
Can you hear it?

What's that noise?
Can you hear the rumble in the jungle?
What's that noise?
Can you hear the rustle in the grass?
What's that noise?
Can you hear the noises everywhere?
What's that noise?
Can you hear it? I'm really, really scared

LOOKING FOR THE JOBBLEGOBBLE

We are looking for the Jobblegobble
We are looking for the Jobblegobble
Where is he? Can you see him?
We are looking for the Jobblegobble

LET'S GO HOME

Let's go home
Let's go home
Time for cupcakes
Let's go home

Let's go home
Let's go home
Time for cupcakes
Let's go home



WHAT'S WRONG TEDDY?

What's wrong teddy?
What's wrong teddy?
What's wrong teddy?
Tell us what is wrong.

What's wrong teddy?
What's wrong teddy?
What's wrong teddy?
Tell us what is wrong.

Do your arms hurt?
Do your legs hurt?
Does your head hurt?
Tell us what is wrong?

Do your ears hurt?
Do your paws hurt?
Does your nose hurt?
Tell us what is wrong?

What's wrong teddy?
What's wrong teddy?
What's wrong teddy?
Tell us what is wrong.





ACTIVITIES & GAMES

Introduction

Here is a list of phrases from the play. Encourage the students to repeat them after you and then practise the action. You can use as many or as few phrases as you think your class will remember.

1. **Looking for the Jobblegobble** (place a hand over your eyebrows searching)
2. **My hurts** (Hold the part of the body that hurts)
3. **Cupcake time** (Go crazy over eating something)
4. **What's that smell?** (Hold your nose with your finger)
5. **What's that noise?** (cup your ear trying to hear something)
6. **There's a waterfall!** (The whole class lines up and drops down one after another in canon falling over the waterfall)
7. **There's a cave!** (In groups of three create a cave and point at it)
8. **Swing** (As a class join hands in a line standing side by side creating a horizontal vine. Then the first person swings along the line ducking under the other students' arms. Each player starts to swing as they get to the end of the line.)
9. **Jump** (All players run to one end of the room, prepare and then run and jump over an imaginary valley)
10. **Push** (Individually players push through imaginary leaves)

To play the game you need:-

- A big space
- Someone to be the caller

Instructions

- Everyone dances or moves around the space.
- The caller calls out one of the phrases from the list.
- Players then perform the correct movement.
- Ss who respond with the wrong action are out (they can help the caller).
- The winner is the last player standing.

What's My Line?

As a class, read the following lines from the play and discuss what other situations they might be said in. These situations could be anything from entering your house and smelling something strange to being nervous about learning to parachute. The scenes the students are going to create do not have to be based in a jungle setting:-

- "What's that smell?"
- "What's that noise?"
- "It might be dangerous!"
- "Where am I?"

Now, in pairs or small groups, students choose one of these lines and create a short scene where the phrase might be used. They will need to decide on:-

- what characters are saying these particular lines
- who the character is talking to
- where they are

Students can now have 20 minutes to prepare a short scene inspired by their chosen phrase.

After each group is ready, they can perform their short scene to the rest of the group.

Lastly, maybe students can discuss how they think the phrases are going to be used in our 'Looking for the Jobblegobble' play.



Mix-and-match Animal Maker Craft



You need:-

- 5 paper cups
- A pencil
- A black felt-tip pen
- Some crayons or felt-tips
- Scissors
- Pictures of animals

Instructions:-

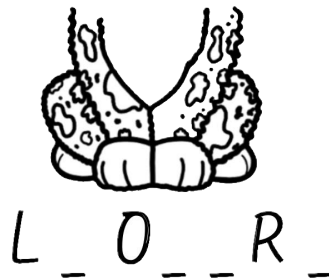
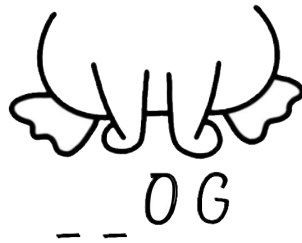
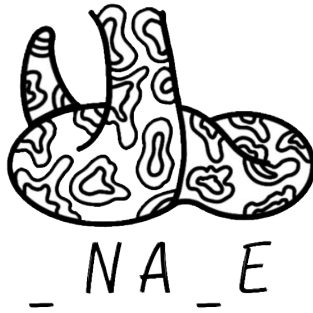
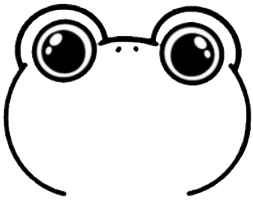
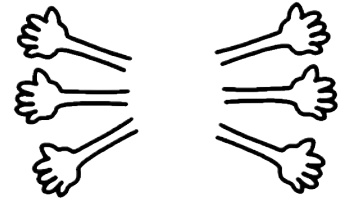
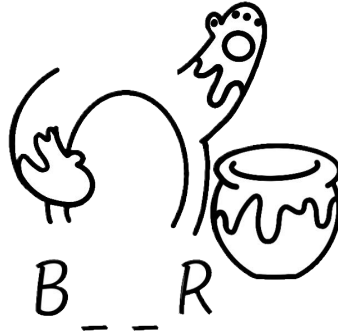
- Cut 2cm off the bottom of a cup.
- Put the cup base upside down inside another cup and put another complete cup on top of the base also inside the other cup.
- Repeat this process so you have 3 cups stacked inside each other.
- Now you need to plan your drawings.
 - All the animal heads go on one cup, the bodies on the middle cup, and the legs on the last cup.
- Mark a small line where you will draw the 3 separate parts of your animals so they will line up when you turn them. Remember to space them out evenly!
- Now it's time to draw. Draw the animals' heads on the top cup, the animals' bodies on the middle cup, and their legs on the bottom cup. If you don't want to draw your animals you could also use pictures cut out from magazines!
- Lastly, twist the cups to mix and get mixing your own strange animal creations.



What Animal is it?

**STUDENT
ACTIVITY**

1. Match the body parts to the animals.
2. Fill in the blanks to complete the animal names.



Draw Your Own Creature

Choose 3 different animals, mix them together and draw one strange creature.



Click here for the digital
version of the activity

[https://view.genial.](https://view.genial.ly/619b6bdef536f20df7e92212/interactive-content-jobblegobble-create-your-creature-game)

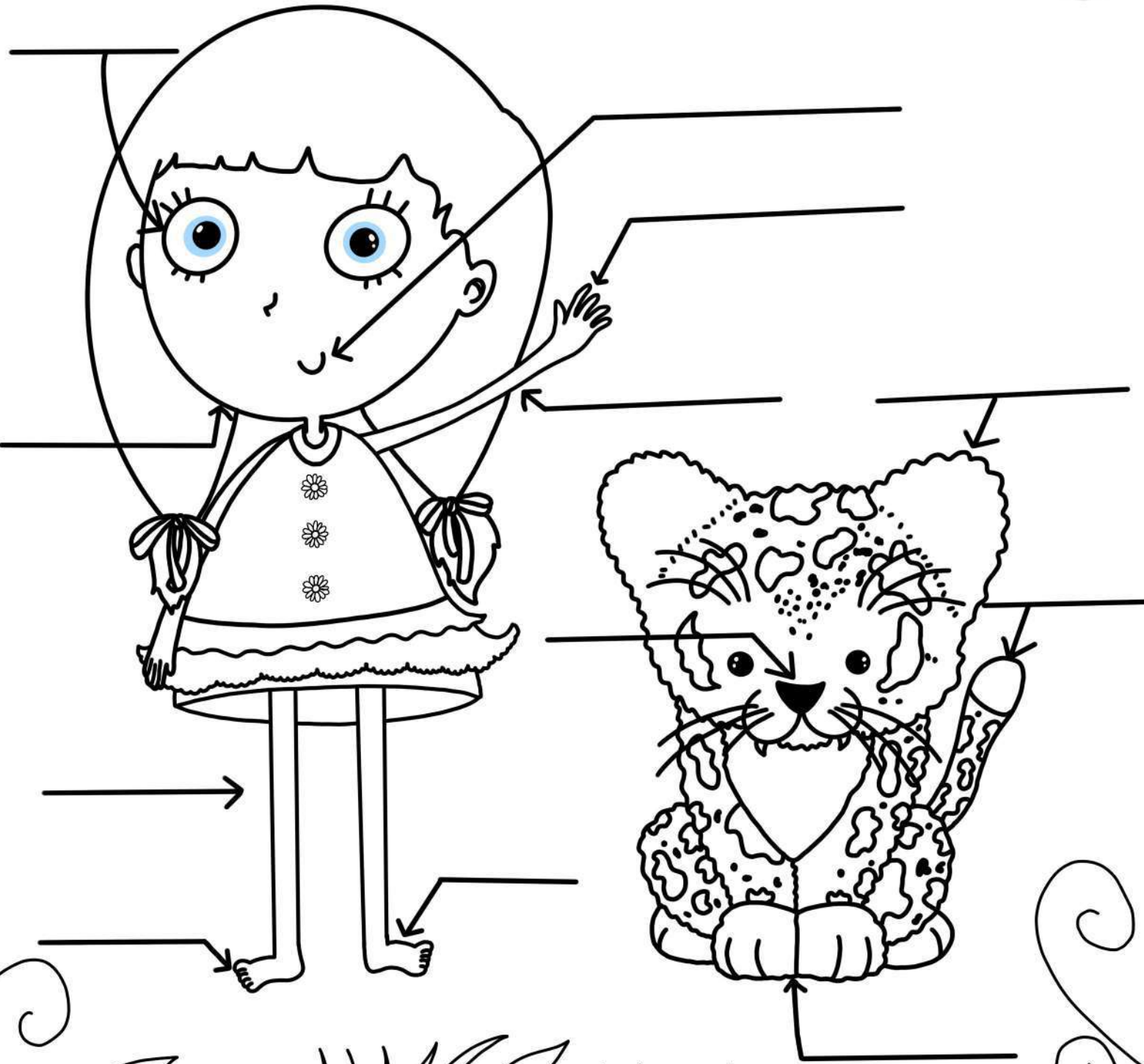
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interactive-content-jobblegobble-
create-your-creature-game](https://view.genial.ly/619b6bdef536f20df7e92212/interactive-content-jobblegobble-create-your-creature-game)

Name the Body Parts

TEACHER
LED

STUDENT
ACTIVITY

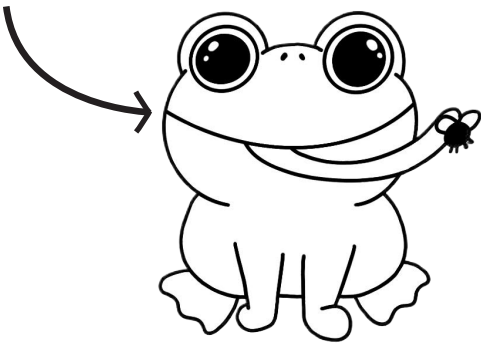
Do you know what each body part is called. Write them on the lines.



How Many Have they Got?

**STUDENT
ACTIVITY**

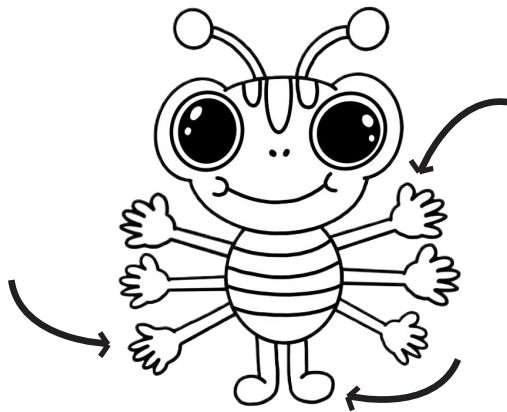
Fill in the gaps with the correct number of body parts.
Be careful with the snake.



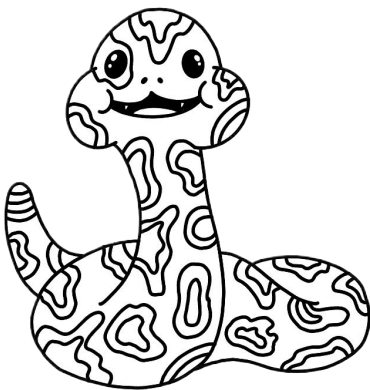
The frog has got _____ head.



The leopard has got _____ paws.



The bug has got _____ legs.



The snake has _____ got _____ arms.



The bear has got _____ body.

Animal Sculpting

- Split the class in to small groups of 4-5.
- Each group must use the language provided on the page to write a description of their chosen imaginary or real animal.
- Once all groups have written their description they swap their animal with another group.
- Lastly, groups now pair up with another group. One group reads the description while the other group listen and then use their bodies to create the animal.
- Once this is done you can swap over.
- Maybe you can take photographs of the strange creatures you create and send them to us.

It has got

head

arms

tail

legs

body

long

big

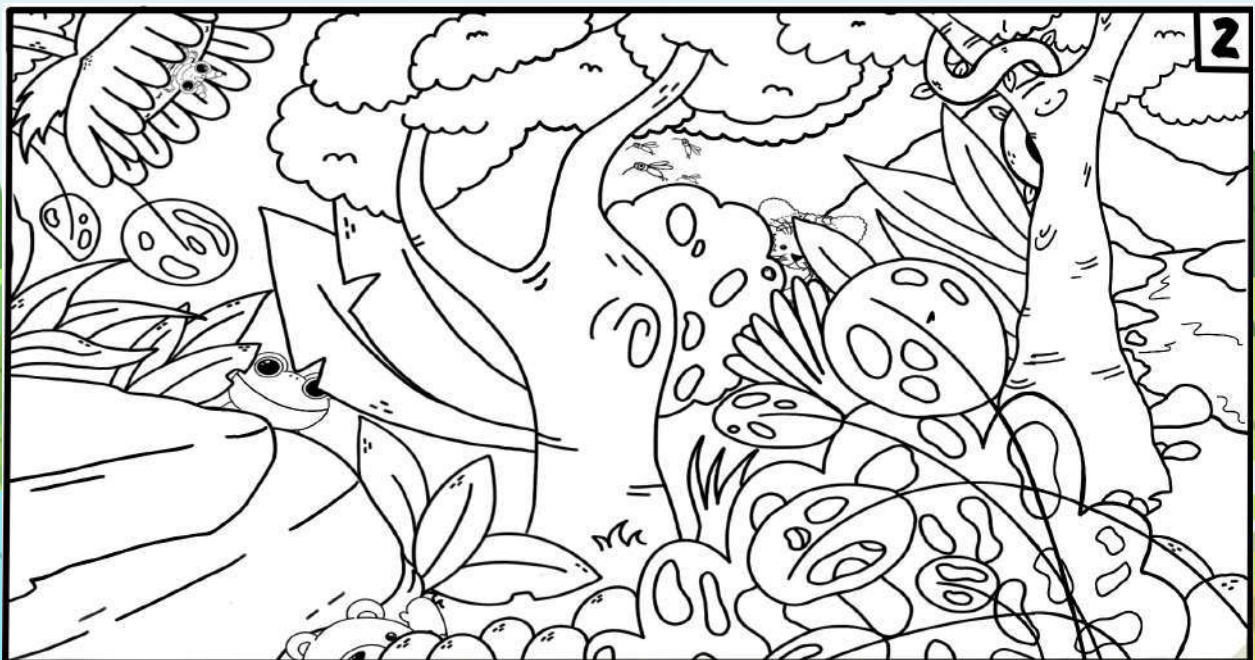
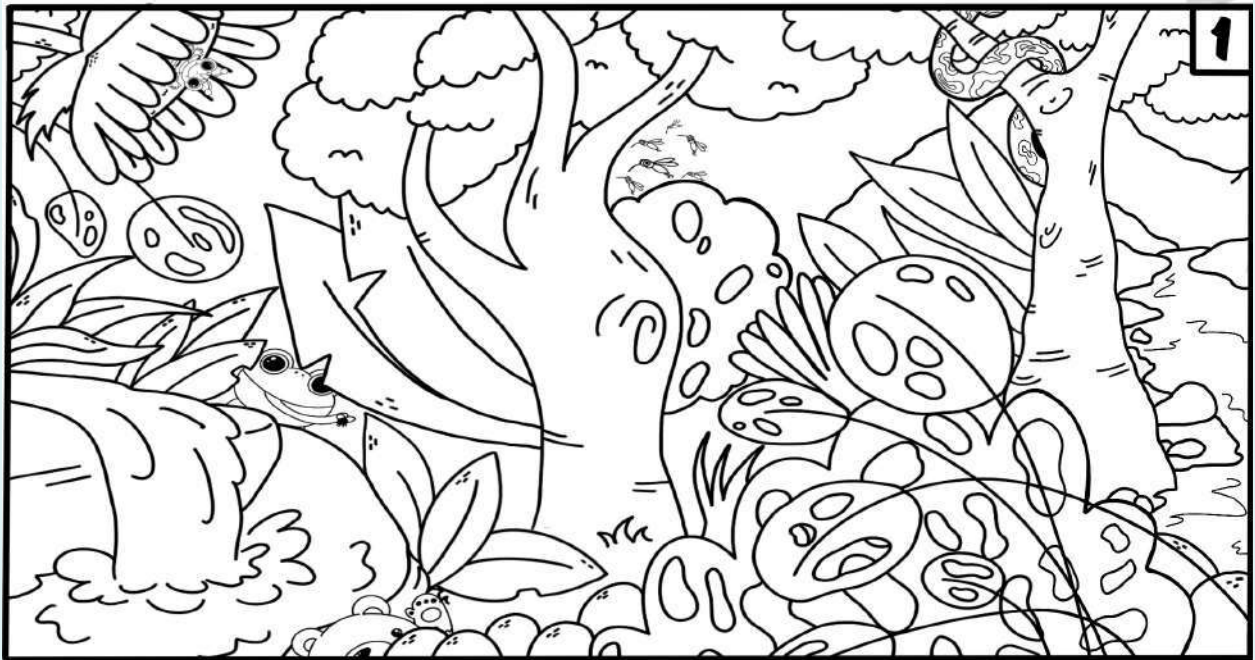
small

2

3

8

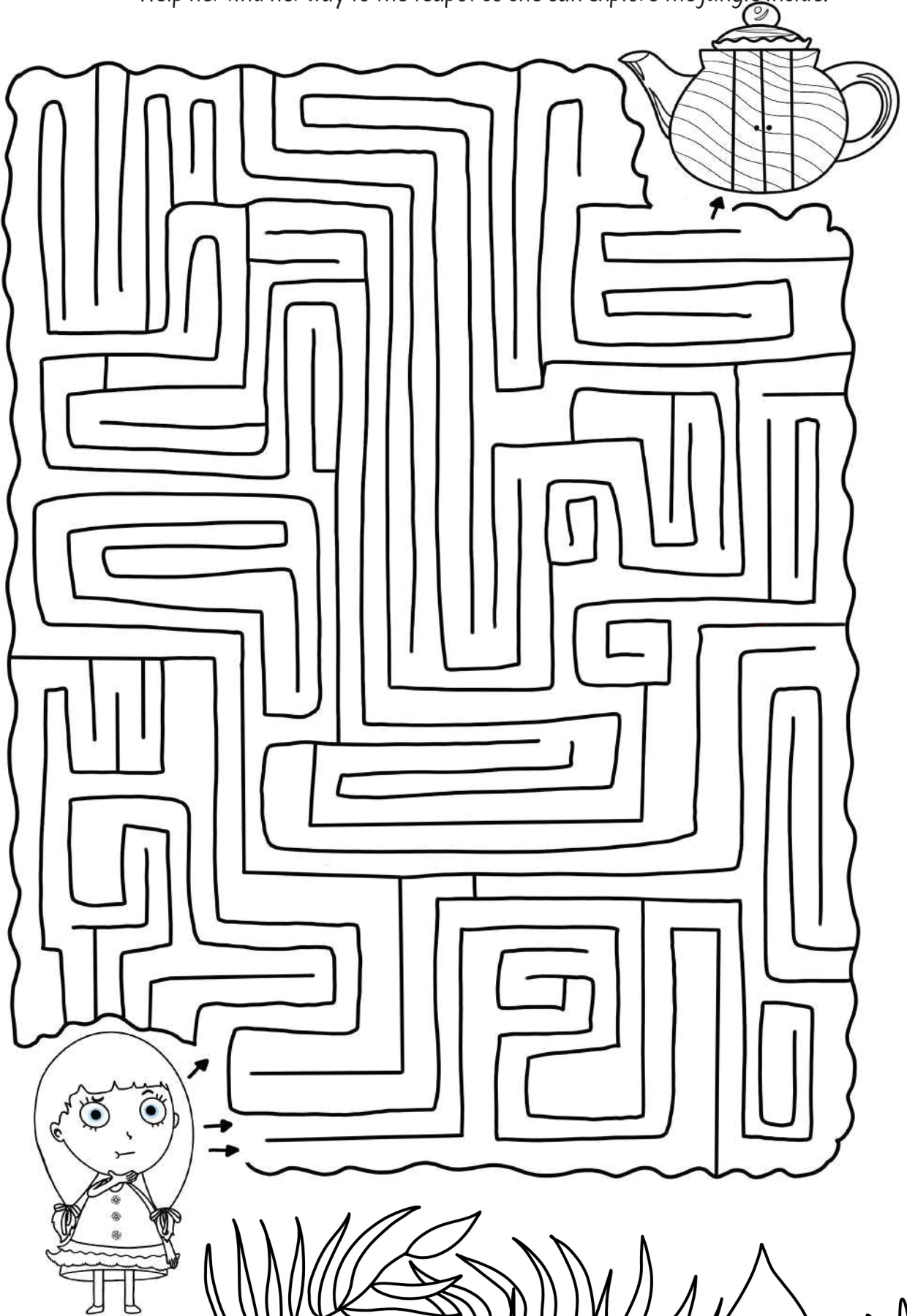
Spot the Difference



Answers on page 30

Which Way?

Tilly is looking for the Jobblegobble.
Help her find her way to the teapot so she can explore the jungle inside.



What's That Noise?

Use the QR code to listen to the jungle noises.

What noises can you hear in the jungle? Draw a circle around them and use this sentence to describe what you can hear in the jungle.

"I can hear a/an/some/the"



Scan the QR code to hear the audio files.



A Jungle Symphony

- As a group discuss the words that come to mind relating to a jungle.
- Also see if the students can remember any of the phrases from the song 'What's That Noise?'
- Now using a stick or something straight to resemble a conductor's baton, the teacher will start to conduct a symphony. Explain to the students that when it is pointed upwards there is silence but when the baton is pointed to a person, they must call out one of these words or phrases and repeat it until you ask them to stop. Their voices are like the instruments in an orchestra.
- The teacher points to someone in the circle and they might start to repeat the phrase or word. Allow them to carry on repeating this and point to someone else in the circle. The two phrases will sound interesting layered one on top of the other. And you can keep adding and adding creating your jungle symphony.
- You may choose to continue to point to one person after another so that their phrases layer one on top of another. You can even spin the baton all around the circle to hear everyone's phrases all at once!
- Also play with quiet and loud.
- Maybe try to record it so the students can listen to it afterwards.



A Jungle Journey Board game

STUDENT
ACTIVITY

Instructions

1. Place your counters on 'START'
2. Each player rolls the dice and the player with the highest number goes first.
3. Take turns rolling the dice and moving your counter forward the number of spaces shown on the dice.



4. If your counter lands on the bottom of a vine, you can climb it. Move your counter to the space at the top of the vine.



If your counter lands on a snake's tail, you must slide your counter down to the head of the snake.



5. OUCH! You have been bitten by a spider. If you land on the red space with a spider, you must miss a turn.



6. If you land on a space with an image on it, you must say what the image is.



I am looking
for



What's that
noise?



It is a leopard.

A board game path with 32 numbered squares. The path starts at square 1 and ends at square 30. The path is a winding green vine with arrows indicating direction. The path includes the following squares: 1 (hands), 2 (blank), 3 (spider), 4 (blank), 5 (eye), 6 (blank), 7 (frog), 8 (blank), 9 (snake), 10 (snake), 11 (spider), 12 (lizard), 13 (blank), 14 (foot), 15 (blank), 16 (spider), 17 (blank), 18 (paw), 19 (paw), 20 (blank), 21 (blank), 22 (ear), 23 (snake), 24 (bug), 25 (blank), 26 (snake), 27 (spider), 28 (blank), 29 (frog), 30 (FINISH). Squares 11, 16, 27, and 3 are red with a spider illustration. Square 30 is labeled 'FINISH'. Square 1 is labeled 'START'.



AFTER THE PERFORMANCE



Get into small groups. Each group must choose 3 or 4 moments from the play and create a frozen image of each moment. These should happen in chronological order. Scenes could include:

- Tilly looking in her costume box
- Tilly drawing the Jobblegobble
- Tilly arriving in the jungle
- Tilly getting lost
- Tilly pushing through leaves, grass and having to swing over a valley
- Tilly hearing different animals in the jungle
- Tilly paddling down the river
- Tilly falling over a waterfall
- Teddy telling Tilly that he has hurt his paw
- Teddy seeing the Jobblegobble
- Tilly offering food to the Jobblegobble
- Tilly and the Jobblegobble meeting
- Tilly getting home

Once you have created your frozen images, write a sentence for each one. Now, perform the freezes one after another, holding each for five seconds and moving slowly when changing from one to the other. At the same time someone tells the story by reading the group's sentences. Share this with the rest of the class.

.....
This could also be done as a whole class activity.

- As a class decide on the moments in the story you are going to use.
- Distribute these between the class so each small group can create a freeze frame.
- Each group also writes a sentence about their moment.
- Lastly as a whole class present the freeze frames one at a time in the correct order while the also taking it in turns to read the sentences and therefore tell the whole story.



Tilly has been looking for her imaginary creature, the Jobblegobble, which she now believes is real and hiding in the jungle.

At the end of the play Tilly goes in to a cave to find the Jobblegobble. This is where your scene is going to begin. In small groups, or individually, create an alternative ending to the play. You can either make storyboard for your new scene, create a comic or act it out.

- Maybe the final scene includes one of the sentences written on this page.
- Maybe the characters say something totally different.
- Does Tilly find something other than the Jobblegobble?
- Is it really a cave that Tilly enters, or is it some other magical world?

Each of the characters in your new scene must say at least one sentence each, one of these written below or something different.

“Why are you crying?”

“Where am I?”

“Who are you?”

“I can't get out!”

“What's that smell?”

“What's that noise?”

“Who is in my cave?”





Review of the Performance

Tell us what you think about our performance.

Characters

Story

Songs



Favourite/Least Favourite

Recommendations







Maybe you could interview each other and video the interviews. If you want to, you can send the videos/written reviews to englishfun@funengo.com.

We would love to hear your comments.





GRAMMAR & VOCABULARY



Vocabulary



Head



Legs



Body



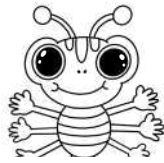
Mouth and tongue



Tail



Frog



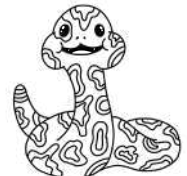
Bug



Bear



Leopard



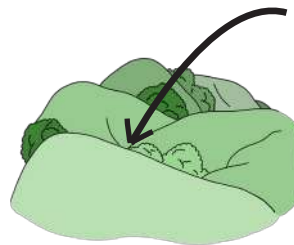
Snake



Teapot



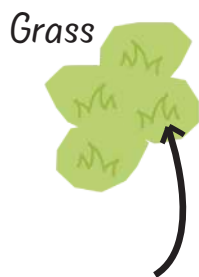
Waterfall



Valley



River



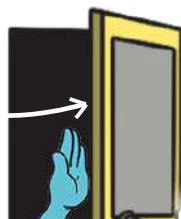
Grass



Swing



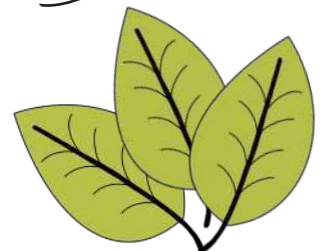
Cave



Push

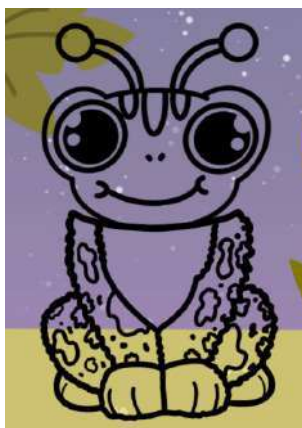


Vines



Leaves

Grammar



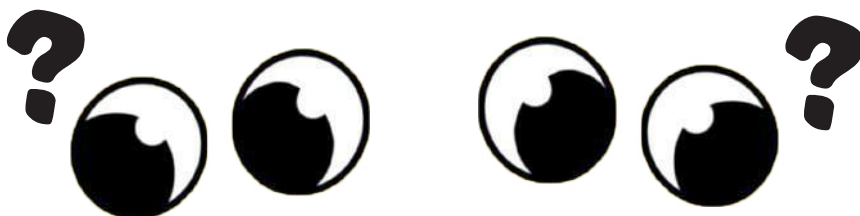
It has got a leopard's body and a bug's head.

What's wrong Tilly?



Myhurts.

We are looking for the Jobblegobble.



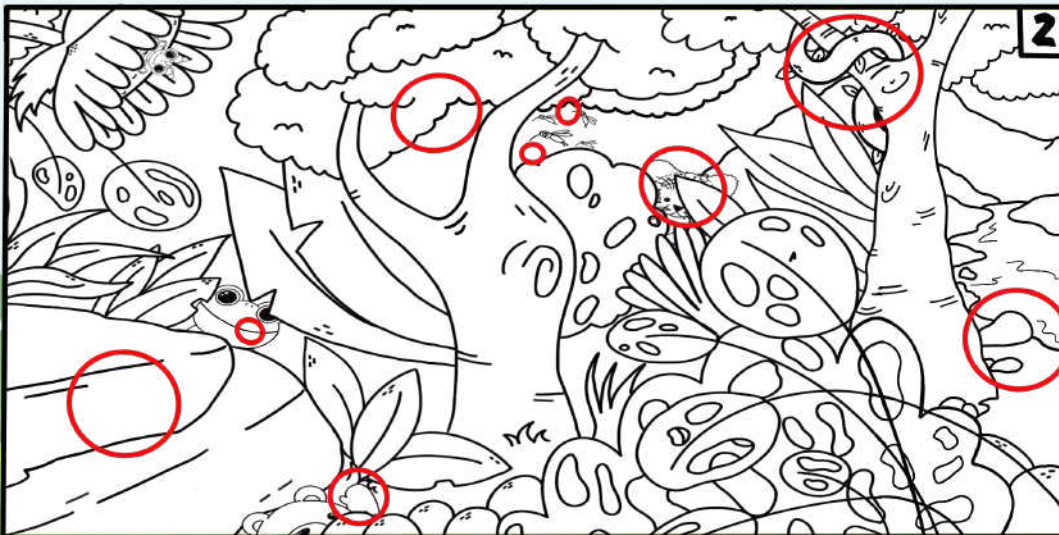
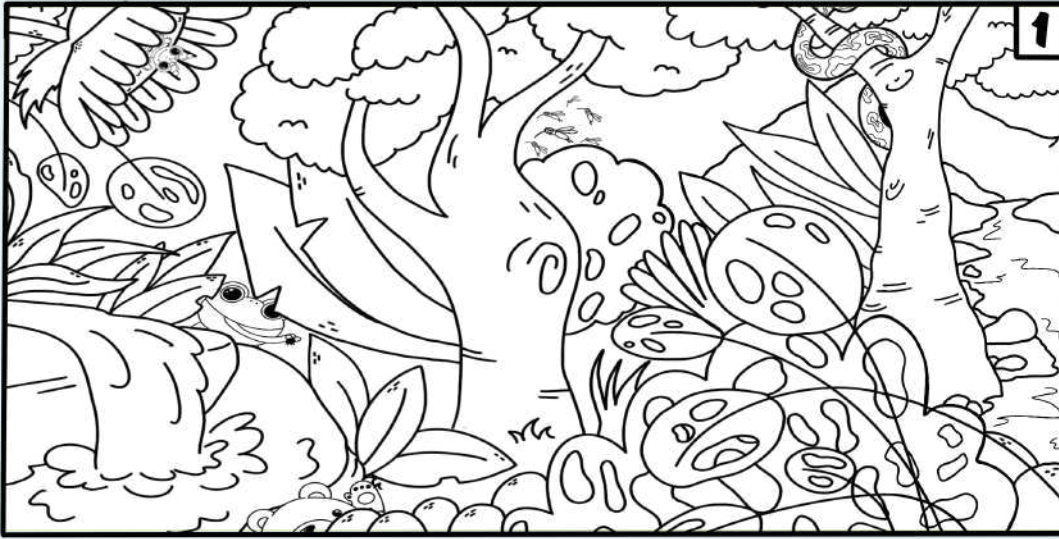
What's that noise?



I can hear a



Spot the Difference ANSWERS



There isn't a waterfall.

The frog hasn't got a tongue.

The tree hasn't got a branch.

There isn't a leopard.

Two mosquitoes are missing. There aren't six mosquitoes, there are four.

There isn't a snake. There is a vine instead.

The river is shorter.

The bear's paws are different. It hasn't got pads on its paws.

Funengo

English **FUN** for everyone



Thank you.

We hope you had

FUN!

englishfun@funengo.com



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[Funengo Fun for Kids](https://www.youtube.com/Funengo Fun for Kids)

