

# ENGLISH

## Introduction to Drama

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

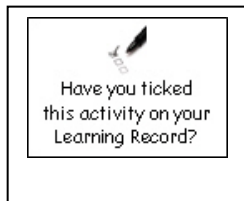
<b>Theme</b>	<b>Introduction to Drama.</b>
<b>Level</b>	<b>A1 – B1</b>
<b>Language focus</b>	vocabulary, word identification, grammar, use of student's own language.
<b>Learning focus</b>	Using English textbooks and accessing curriculum content and learning activities.
<b>Activity types</b>	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
<b>Acknowledgement</b>	<b>Extracts from <i>Less Stress More Success – English Revision for the Junior Certificate</i>. Larry Cotter. Gill &amp; Macmillan.</b>  We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
<b>Learning Record</b>	A copy of the Learning Record should be distributed to each student.  Students should: <ol style="list-style-type: none"> <li>1. Write the subject and topic on the record.</li> <li>2. Tick off/date the different statements as they complete activities.</li> <li>3. Keep the record in their files along with the work produced for this unit.</li> <li>4. Use this material to support mainstream subject learning.</li> </ol>

## Making the best use of these units

- **Introduction** should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
  - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
  - Take some **responsibility for their own learning** programmes by:



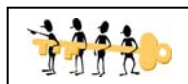
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.

## Keywords

The list of keywords for this unit is as follows:

### Nouns

acting  
actor  
appearance  
audience  
character  
costume/costumes  
dialogue  
directions  
drama  
expression/expressions  
feelings  
gesture/gestures  
highlight  
irony  
lighting  
lines  
make-up  
meaning  
movement  
pace  
play  
posture  
props  
scene  
show  
stage  
stance  
theatre  
tone  
voice  
volume

### Verbs

to act  
to appear  
to deliver  
to describe  
to do

to dress  
to enter  
to explain  
to exaggerate  
to highlight  
to imagine  
to know  
to learn  
to leave  
to look  
to pause  
to play  
to please  
to read  
to reread  
to show  
to speak  
to start  
to study  
to suppose  
to tell  
to think  
to visualise  
to watch  
to write  
to rewrite

### Adjectives

appropriate  
dramatic  
facial  
important  
ironic  
loud  
significant  
soft  
well

**Adverbs**  
carefully

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### Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
acting		
appearance		
character		
costume		
dialogue		
drama		
directions		



Get your teacher to check this, then file it in your folder so you can use it in the future.

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### Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
expression		
irony		
lighting		
make-up (noun)		
meaning		
props		
scene		



Get your teacher to check this, then file it in your folder so you can use it in the future.

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### Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
to act		
to deliver		
to visualise		
carefully		
dramatic		
facial		
significant		



Get your teacher to check this, then file it in your folder so you can use it in the future.

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**Level:** All  
**Type of activity:** Whole class

**Focus:** vocabulary, spelling,  
dictionary  
**Suggested time:** 10 minutes

## Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

**drama**                      **gestures**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).

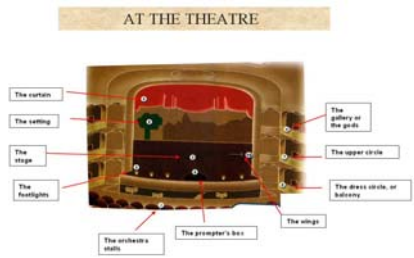


Students should record vocabulary and terms from the spidergram in their personal dictionaries.

**Level:** A1  
**Type of activity:** Pairs or individual

**Focus:** vocabulary, spelling, dictionary  
**Suggested time:** 30 minutes

**Working with words - Tick the correct answer**



- 1)
- a) a shopping centre
  - b) a bus station
  - c) a theatre
  - d) a hospital

- 2)
- a) a theatre
  - b) teachers
  - c) actors in costume
  - d) doctors

**Singular and plural**

Write the singular or plural of these nouns. Be careful about spelling!

Singular	Plural
actor	
	directions
	stories
audience	
summary	
	stages
theatre	
voice	
Check your dictionary carefully	



**Level:** A1  
**Type of activity:** Pairs or individual

**Focus:** vocabulary, basic sentence structure  
**Suggested time:** 30 minutes

### Picture Sentences - Tick the correct answer

1. a) This is an audience.  
b) They are putting on make-up.  
c) This is a prop.



2. a) This is a theatre in Dublin.  
b) This is lighting.  
c) This is a play.



Finish these sentences using words or phrases from the box. You should use each word or phrase once.

1. The actor delivers her \_\_\_\_\_ .
2. The actors put on their \_\_\_\_\_ .
3. \_\_\_\_\_ expressions show if the actor is happy or sad.
4. \_\_\_\_\_ is the study of acting on stage.
5. The actor spoke in an \_\_\_\_\_ tone of voice.

ironic	facial	make-up
	lines of dialogue	drama

  
Have you ticked this activity on your Learning Record?

**Level:** A1 / A2  
**Type of activity:** Pairs or individual

**Focus:** word identification, vocabulary  
**Suggested time:** 20 minutes

### Odd One Out



Circle the word which does not fit with the other words in each line.

*Example:*    *apple*    *orange*    *banana*    **taxi**

- 1.    I                                  you                                  he                                  right
- 2.    haven't                                  policeman                                  wouldn't                                  doesn't
- 3.    read                                  hawk                                  glove                                  fly
- 4.    explain                                  highlight                                  laughing                                  describe

There are three contractions among these words.

- 1. Find the contractions.
- 2. Write the contractions as full words.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

3. Put the full words into your own sentences.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



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Level: A2 / B1  
Type of activity: Individual

Focus: key vocabulary, writing  
descriptive text  
Suggested time: 40 minutes

## English keywords

Fill in the missing letters of the keywords listed below.

On the line beside each word, write whether the word is a noun, an adjective or a verb.

1. ge\_t\_ \_es \_\_\_\_\_

2. c\_ref\_ \_ly \_\_\_\_\_

3. d\_li\_ \_r \_\_\_\_\_

4. \_ost\_ me \_\_\_\_\_

Write one paragraph about any play or show you have ever seen on stage.  
If you have never seen a play, use the keywords to describe what you think happens on stage in a theatre during a play.  
Use as many keywords as you can.

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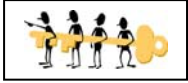
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Check that all the keywords you used are in your personal dictionary.

**Level:** A1 / A2  
**Type of activity:** Pairs or individual

**Focus:** key vocabulary, pronunciation, spelling  
**Suggested time:** 20 minutes



**Unscramble the letters**

1. This is when you pick out certain parts of a story IGIHHHLTG

**Answer** \_\_\_\_\_

2. When you do something with close attention LCAEFLYUR

**Answer** \_\_\_\_\_

3. You can put this on your face AKUMEP-

**Answer** \_\_\_\_\_

4. Movements of the face or the body are called UERTESGS

**Answer** \_\_\_\_\_

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

Have you got this word in your personal dictionary?



**Solve the secret code**

English=	A	C	E	G	I	D	M	N	R	S	T
Code=	B	A	X	Y	F	C	G	S	Q	R	O

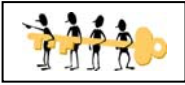
Example: (code) YBGX = GAME (English)

**BAOFSY FR MQXBO =**



**Level:** A2 / B1  
**Type of activity:** Pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary  
**Suggested time:** 30 minutes



## Completing text

A question about a character may also ask you to make suggestions about how he or she should appear on stage. \_\_\_\_\_ closely at the \_\_\_\_\_ for clues about how the character is dressed in order to recommend an appropriate \_\_\_\_\_. Some characters may require special make-up to exaggerate certain aspects of their physical appearance. If \_\_\_\_\_ are mentioned then you should refer to them and how the \_\_\_\_\_ carries and uses the props.

### *Word Box:*

dialogue    look    costume    character    props

Write your own sentences each containing one of the 5 keywords:

look \_\_\_\_\_

props \_\_\_\_\_

dialogue \_\_\_\_\_

character \_\_\_\_\_

costume \_\_\_\_\_



Are all these words in your personal dictionary?



Level: A2 / B1  
Type of activity: Individual

Focus: key vocabulary, topic information, reading comprehension  
Suggested time: 30 minutes

## Multiple choice

*(Read the text below and choose the best answers)*



Text:

### VOICE, MOVEMENT, POSTURE

Character is also expressed through voice, so think about the best way to deliver the lines. Tone of voice, volume and pace will be significant elements in the actor's expression of the character's feelings. Posture or stance, gestures and movement are also important in conveying to the audience the meaning of the lines of dialogue. If you mention that an actor should perform a particular gesture then you should support this idea by referring to the relevant lines in the dialogue.

Actors are performing even when they are not speaking, so it is important to think about how the people on the stage are responding to the words and actions of others. The stage directions tell you who is on stage and who enters or leaves during the scene. Always ask yourself who is on stage when a line is spoken and what that character is doing as the words are spoken.

1. What can character be expressed through?
  - a) feelings
  - b) voice
  - c) English class
  - d) lines
2. What do posture and movement convey to the audience?
  - a) ideas
  - b) the characters
  - c) speaking
  - d) the meaning of the dialogue
3. What are actors doing on stage even when they are not speaking?
  - a) singing
  - b) sleeping
  - c) performing
  - d) fishing
4. Do stage directions tell you what characters say when they are on stage?
  - a) Yes
  - b) No
5. Should you think about who is on stage when a line is spoken?
  - a) Yes
  - b) No

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**Level:** A2 / B1  
**Type of activity:** Pairs / small groups

**Focus:** vocabulary, structure, creating text, spoken production  
**Suggested time:** 40 minutes

## Writing Activity

You are going to write a short play about something funny that happened to you or your friend or, perhaps, something that you saw. You should write this with your partner or group.

Try to write 20 - 30 lines of dialogue.

You have a limited time to write your play so you must watch the time carefully.

### 1. 5 Minutes.

Decide the topic of your play. What happened? What was said? Who said it? Where did it happen? Who else was there?

### 2. 10 Minutes

Identify as much vocabulary as possible. Use textbooks, dictionaries, and your own language as resources for vocabulary. Use the ideas of everybody in your group.

### 3. 5 Minutes

Organize the vocabulary into the parts of the play (e.g. introduction/ beginning, the main part, the ending).

### 4. 20 Minutes

Write your play.

**You will act your play during the next class!**



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**ENGLISH: Introduction to Drama**

**Level:** All  
**Type of activity:** Individual

**Focus:** content words,  
dictionary work, word  
identification  
**Suggested time:** 30 minutes

## Grammar points

In this Unit, we came across the following verbs:

- to tell
- to know
- to think

Look up these words up in your dictionary.

These are irregular verbs. This means that they change in the past tense.

Write the different forms of these verbs:

Verb	Present tense	Past tense
to tell	I .....	I .....
to know	I .....	I .....
to think	I .....	I .....

## Verb Hunt

Circle the 10 verbs in these columns. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

scene

explain

describe

out

you

right

haven't

kid

watch

hot

act

study

rewrite

reread

carefully

well

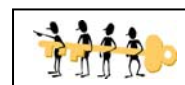
gestures

imagine

irony

write

him



Score: \_\_\_\_\_ points



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Level: All  
Type of activity: Individual

Focus: prepositions, sentence structure, writing text  
Suggested time: 30 minutes

## Grammar points

When we speak English we use contractions. When you read English, you will find that we also use contractions in writing dialogue. This is a list of contractions that we typically find in dialogue. Using your textbook and your dictionary:

**A1 level:** write out the words in full (the first is done for you)

**A2/B1 levels:** put the words in full into a short sentence

don't \_\_\_\_\_ do not \_\_\_\_\_

he's \_\_\_\_\_

I'd \_\_\_\_\_

I'm \_\_\_\_\_

I've \_\_\_\_\_

I'll \_\_\_\_\_

you'd \_\_\_\_\_

you're \_\_\_\_\_

haven't \_\_\_\_\_

what's \_\_\_\_\_

wouldn't \_\_\_\_\_

we're \_\_\_\_\_

that's \_\_\_\_\_

doesn't \_\_\_\_\_

you'll \_\_\_\_\_

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**Levels: A1 / A2 - Alphaboxes**

Using your textbook, find one word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

## Word Search



Level: All levels

Find the words. When you have found all the words, write each word in your own language.

O V J  
 V Y V G S J D Y W  
 Y K L A J S T A G E E M V  
 M O V E M E N T L G K H V T S T C  
 L Z C E J S P C O U Y N Z E G D S U W  
 L G S V Z M E A N I N G T L O C F H Q K I  
 R L I N E S R E I D R M C O J M A K E U P  
 J J C U X T T I I X E J P O J S T  
 K X U O W M U V J Y V V M W P Z P  
 M I U U Z N D I A L O G U E I D R B D W M W F Z N  
 P R O P S X V G P O S T U R E L I G H T I N G M V  
 R J E H E X P R E S S I O N S C E N E A C T I N G  
 F J I S L H A G I R O N Y A C T O R O R W K D R A M A  
 H I G H L I G H T S C H A R A C T E R W O E H H C C Y  
 Y F J Y T W G L X U A U D I E N C E Z E F W V Z M E S  
 O B X R Y B X S S L A Q N B Q X Y Y I Z Y U U  
 S N L X A P L A Y A I Z J K F H W M B X H  
 V B Y Q U O B D X Q N V J F K T G Y X J P  
 T K P O Z B A M K E  
 C V J J D A C Z Y X R P  
 R Y N F G G W A D I R E C T I O N S D B B  
 E C O S T U M E S Z E N C N S R O H F J P  
 H A P P E A R A N C E G N G O G Y W X  
 X A O F D J T W S H T O N R N Y R  
 K O V G E S T U R E S K N  
 N T V H O G I I J  
 H F B

ACTING  
 ACTOR  
 APPEARANCE  
 AUDIENCE  
 CHARACTER  
 COSTUMES  
 DIALOGUE

DIRECTIONS  
 DRAMA  
 EXPRESSIONS  
 GESTURES  
 HIGHLIGHT  
 IRONY  
 LIGHTING  
 LINES

MAKEUP  
 MEANING  
 MOVEMENT  
 PLAY  
 POSTURE  
 PROPS  
 SCENE  
 STAGE

### Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



<b>imagine</b>	<b>imagine</b>
<b>highlights</b>	<b>highlights</b>
<b>irony</b>	<b>irony</b>

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<b>learn</b>	<b>learn</b>
<b>rewrite</b>	<b>rewrite</b>
<b>drama</b>	<b>drama</b>

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<b>dialogue</b>	<b>dialogue</b>
<b>stage</b>	<b>stage</b>
<b>carefully</b>	<b>carefully</b>

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<b>explain</b>	<b>explain</b>
<b>acting</b>	<b>acting</b>
<b>character</b>	<b>character</b>

## Answer Key

**Odd One Out =** right, policeman, hawk, laughing

**Letter Scramble =** highlight  
carefully  
make-up  
gestures

**Secret Code =** acting is great

**Completing Text =**

A question about a character may also ask you to make suggestions about how he or she should appear on stage. Look closely at the dialogue for clues about how the character is dressed in order to recommend an appropriate costume. Some characters may require special make-up to exaggerate certain aspects of their physical appearance. If props are mentioned then you should refer to them and how the character carries and uses the props.

*(Less Stress More Success – English Revision for the Junior Certificate, page 82)*

**Multiple Choice =** b, d, c, b, a

**Grammar Points =** explain, describe, haven't (*have not*), watch, act, study, rewrite, reread, imagine, write



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Word Search:

O V J  
V Y V G S J D Y W  
Y K L A J S T A G E E M V  
M O V E M E N T L G K H V T S T C  
L Z C E J S P C O U Y N Z E G D S U W  
L G S V Z M E A N I N G T L O C F H Q K I  
R E I N E S R E I D R M C O J M A K E U P  
J J C U X T T I I X E J P O J S T  
K X U O W M U V J Y V V M W P Z P  
M I U U Z N D I A L O G U E I D R B D W M W F Z N  
P R O P S X V G P O S T U R E L I G H T I N G M V  
R J E H E X P R E S S I O N S C E N E A C T I N G  
F J I S L H A G I R O N Y A C T O R O R W K D R A M A  
H I G H L I G H T S C H A R A C T E R W O E H H C C Y  
Y F J Y T W G L X U A U D I E N G E Z E F W V Z M E S  
O B X R Y B X S S L A Q N B Q X Y Y I Z Y U U  
S N L X A P L A Y A I Z J K F H W M B X H  
V B Y Q U O B D X Q N V J F K T G Y X J P  
T K P O Z B A M K E  
C V J J D A C Z Y X R P  
R Y N F G G W A D I R E C T I O N S D B B  
E G O S T U M E S Z E N C N S R O H F J P  
H A P P E A R A N G E G N G O G Y W X  
X A O F D J T W S H T O N R N Y R  
K O V G E S T U R E S K N  
N T V H O G I I J  
H F B