

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.

Theme	Introduction to Drama	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
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Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
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	Play Snap	20-23
Language support: Additional activities for Language Support:	Grammar points	16-17
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using textbooks and accessing content and learning activities of the English curriculum.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Less Stress More Success – English Revision for the Junior Certificate</i> by Larry Cotter.	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Introduction of a topic or activity 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 learning/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:



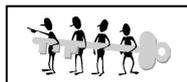
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 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 also suitable as **homework** tasks or for **self-study**.

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

Word	Meaning	Note or example*
acting		
appearance		
character		
costume		
dialogue		
drama		
directions		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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

Word	Meaning	Note or example
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

Word	Meaning	Note or example
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.

Language Level: All
Type of activity: Whole class
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

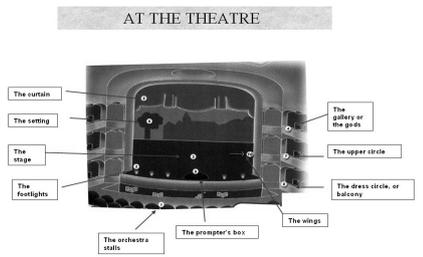
- Invite newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



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

Language Level: A1
Type of activity: Pairs or individual
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	

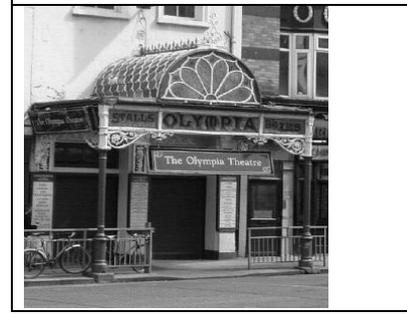
Language Level: A1
Type of activity: Pairs or individual
Suggested time: 30 minutes

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?

Language Level: A2 / B1
Type of activity: Individual
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.



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

Language Level: A1 / A2
 Type of activity: Pairs or individual
 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?



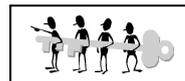
Solve the secret code

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 =

Language Level: A2 / B1
Type of activity: Pairs or individual
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?



Language Level: A2 / B1
Type of activity: Pairs / small groups
Suggested time: 40 minutes

Writing

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!



Language Level: All
Type of activity: Individual
Suggested time: 30 minutes

Grammar points

In this Unit, we came across the following verbs:

- to tell
- to know
- to think

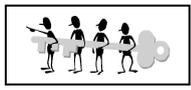
Look up these words up in your dictionary.
 These are irregular verbs. This means that they change in the past tense.
 Write the different forms of these verbs:

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

Language Level: All
Type of activity: Individual
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 _____

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.

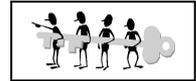
a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

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



Find the words in the box below.

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 | DIRECTIONS | MAKEUP |
| ACTOR | DRAMA | MEANING |
| APPEARANCE | EXPRESSIONS | MOVEMENT |
| AUDIENCE | GESTURES | PLAY |
| CHARACTER | HIGHLIGHT | POSTURE |
| COSTUMES | IRONY | PROPS |
| DIALOGUE | LIGHTING | SCENE |
| | LINES | 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.



imagine	imagine
highlights	highlights
irony	irony

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learn	learn
rewrite	rewrite
drama	drama

NAME: _____ DATE: _____
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dialogue	dialogue
stage	stage
carefully	carefully

NAME: _____ DATE: _____
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explain	explain
acting	acting
character	character

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