

At the Theatre Lesson Plan

Learning Objectives: To learn and practise vocabulary associated with theatre/performing arts; to write a review of a play

Skill/Grammar: Writing and speaking

Preparation Time: 10 minutes

Completion Time: 90 minutes

Age/Level: Adults/Intermediate–Upper Intermediate

Resources: Theatre Flashcards, Theatre Mimes, Performing Arts Worksheet 1, Performing Arts Worksheet 1 Key, After the Show

Warm-Up (10 minutes)

- Put students into groups, ideally of three or four.
- Write on the board: *What is the difference between cinema and theatre?*
- Tell the students to discuss this question.
- Get feedback.
- Prompt students with any unknown vocabulary related to the topic, noting it on the board.

Presentation (15 minutes)

- Clean the board (as you may re-introduce some of the vocabulary now).
- Tell the class you will now look at some pictures of words associated with the theatre and they should tell you what they are.
- Use **Theatre Flashcards**.
- Elicit or teach the theatre vocabulary and drill pronunciation.

Practice (30 minutes)

- With copied sets of the **Theatre Flashcards**, ask students to test each other in pairs, showing the picture and asking for the word.
- Then play **Theatre Mimes** to reinforce the vocabulary.
- Give them **Performing Arts Worksheet 1** for further practice.
- Check answers against the **Performing Arts Worksheet 1 Key**.

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Freer Practice (25 minutes)

- Ask the students to write a review of a play they have seen.
- They should give information about the script, actors, scenery, costumes, props, etc. They should close with a recommendation (or not) of the play, and reasons why.
- They can use **After the Show** dialogue for ideas, if needed.
- Check their writing as they work.

Closure (10 minutes)

- Display the reviews for the class to read.
- Ask the students to choose which play they would prefer to see.

Extension Activities

For more activities on the arts, see **Performing Arts Worksheet 2**, **Performing Arts Worksheet 2 Key**, **Theatre Thoughts**.

Theatre Mimes

A fast paced vocabulary game

- Photocopy enough sets of the cards below for one set between two students.
- Put the students into pairs.
- Each pair can decide who will mime (Student A) and who will guess (Student B).
- Put all the pairs facing each other.
- Give each Student A a set of mime cards.
- They must not show the cards to their partner.
- Student As then start by looking at the first card, placing it face down, then miming it for their partner (no speaking allowed).
- As soon as Student B has guessed, they can move on to the next card.
- The winners are the fastest pair in the class.

mask	spotlight	script	make-up	audience
ballet	playwright	curtains	props	box office

Performing Arts Worksheet 1

1 Match the definition to the theatre word.

a	a person who writes performances for theatre	i	spotlight
b	objects used by actors performing in a play or film	ii	ballet
c	large pieces of heavy fabric separating stage and audience	iii	box office
d	a place in a cinema or theatre where tickets are sold	iv	script
e	a raised area, where actors perform, in a theatre	v	scenery
f	large pictures used in a theatre to represent the place where the action is	vi	audience
g	the words of a film or play	vii	stage
h	a type of dancing where movements tell a story	viii	costume
i	the set of clothes worn by an actor	ix	props
j	the group of people watching a play or film	x	curtains
k	a circle of strong light sent onto the stage	xi	playwright

2 Pronunciation: Which words have the same vowel sound? Cross out the odd one out. (Note: the vowels in bold are the ones to consider.)

Example: *stage/make/~~mask~~*

- a play/ballet/hat
- b **costume**/actor/props
- c curtain/**word**/costume
- d **horse**/**audience**/**loud**
- e spotlight/**work**/props
- f **office**/box/other
- g **mask**/part/play
- h ballet/scenery/actor
- i script/**curtain**/give

Performing Arts Worksheet 1

3 Complete the table of grammatical word transformations.

Then underline the stressed syllable in the words which have two or more syllables.

verb	noun(s)	adjective	adverb
play	_____	_____	_____
_____	stage/staging	_____	n/a
_____	_____	masked	n/a
script	_____	_____	n/a
_____	_____	_____	actively
rehearse	_____	_____	n/a
write	_____	_____	n/a
n/a	theatre	_____	_____

4 Complete these sentences with some of the vocabulary from Exercise 3.

- Shakespeare is the most famous English _____.
- The puppies were _____ chasing and biting each other.
- The producer was so impressed with the _____ that he decided to turn it into a film.
- The actors played an _____ part in helping to develop the play.
- Brad Pitt played the part of the _____ man, although of course everyone knew who the actor was.
- The _____ was lit up by spotlights as the actors returned for their applause.
- The room smelt of fish, so Hilary put some flowers in it to _____ the smell.

Performing Arts Worksheet Key 1

1

- | | | | |
|---|-----|---|------|
| a | xi | g | iv |
| b | ix | h | ii |
| c | x | i | viii |
| d | iii | j | vi |
| e | vii | k | i |
| f | v | | |

2

- a play/~~ballet~~/hat
- b costume/~~actor~~/props
- c curtain/~~word~~/~~costume~~
- d horse/~~audience~~/~~loud~~
- e spotlight/~~work~~/props
- f office/~~box~~/~~other~~
- g mask/~~part~~/~~play~~
- h ballet/scenery/actor
- i script/~~curtain~~/give

3

verb	noun(s)	adjective	adverb
play	play/playwright player/playground	<u>playful</u>	<u>playfully</u>
stage	stage/ <u>staging</u>	<u>staged</u>	n/a
mask	mask	<u>masked</u>	n/a
script	script/ <u>scriptwriter</u>	<u>scripted</u>	n/a
act	<u>action</u> /actor/ actress/activity	<u>active</u>	actively
<u>rehearse</u>	<u>rehearsal</u>	<u>rehearsed</u>	n/a
write	<u>writing</u> / <u>writer</u>	<u>written</u>	n/a
n/a	<u>theatre</u>	<u>theatrical</u>	<u>theatrically</u>

Performing Arts Worksheet Key 1

4

- a playwright
- b playfully/actively
- c script/play
- d active
- e masked
- f stage
- g mask

After the Show

Tony	So, what did you think?
Bella	Oh, I thought it was really good. For a start, the (1) _____ were amazing. All those coloured fabrics.
Tony	Yes, they were. And the (2) _____ were good too. It gave a different dimension to the characters.
Bella	It worked to have so few (3) _____ as well, I thought.
Tony	Yes. You looked more at the costumes and listened to the words rather than being distracted by other things.
Bella	Yes. I wasn't so sure about the (4) _____, though. I would have preferred to see some painted panels rather than those boring pieces of coloured material.
Tony	Yes, I agree with you there. But maybe that would have been too complicated.
Bella	Maybe, yes.
Tony	The (5) _____ was impressive, though.
Bella	Yes. It was tragic and funny at the same time, and the (6) _____ performed it so well.
Tony	Henry Jacobs was excellent in the (7) _____, wasn't he? It could have been written for him.
Bella	He was brilliant.
Tony	Well, that was a good evening out, wasn't it? We will definitely have to (8) _____ it to our friends.

Read the dialogue. Choose a word or words from the box to fill the gaps.

actors	props	leading role	script
masks	recommend	scenery	costumes

Practise the dialogue with a partner, then swap roles.

After the Show

Answer Key

(1) costumes

(2) masks

(3) props

(4) scenery

(5) script

(6) actors

(7) leading role

(8) recommend