

The monster mash: Frankenstein is reanimated for dance, stitched together with Greek myths

Level 2: Intermediate – Teacher’s notes

Article summary: The article talks about Mark Bruce’s new dance performance based on Mary Shelley’s *Frankenstein*.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Word families (noun, verb, adjective)

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students to think about the Frankenstein dance performance based on the title. The two “clues” are cultural references which may open up avenues for discussion. You may wish to play the song and/or find an example of a mash-up if students need more context. This provides a set up for discussion in pairs or small groups. If students are not familiar with *Frankenstein* (or need a refresher), you may wish to look online for a short clip to share with the class as well. If students are willing, you could ask them to demonstrate an example of the dance moves they think they might see in the show. Encourage students to get creative and have fun.

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. You may wish to note that *choreographer* is the person, *choreography* are the dance moves, and *choreograph* is the verb to describe the process. As an extension activity, ask students to highlight the key words in the article.

Key:

- | | |
|-------------------------|------------------------|
| 1. <i>choreographer</i> | 7. <i>contemporary</i> |
| 2. <i>rehearsal</i> | 8. <i>adapt</i> |
| 3. <i>inspiration</i> | 9. <i>presence</i> |
| 4. <i>creature</i> | 10. <i>structure</i> |
| 5. <i>imagination</i> | 11. <i>myth</i> |
| 6. <i>pattern</i> | 12. <i>risk</i> |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|----------------------|----------------------------|
| 1. <i>rehearsals</i> | 5. <i>myths</i> |
| 2. <i>risk</i> | 6. <i>choreographer</i> |
| 3. <i>structure</i> | 7. <i>creatures; adapt</i> |
| 4. <i>presence</i> | 8. <i>inspiration</i> |

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways.

Key (suggested answers):

1. *a choreographer*
2. *His mother was a dancer, visual artist, and stage designer. His father was a choreographer.*
3. *at age 17*
4. *elsewhere, like in a dream*
5. *a graphic novelist*
6. *guitar*
7. *because he creates the steps and phrases himself*
8. *because the idea of how to do it hadn't come to him*
9. *a sequence of scenes*
10. *Liberation Day and Fury Parades*

4. Key language

- a. The activity gives students an opportunity to review word families for some of the words found in the article.

The monster mash: Frankenstein is reanimated for dance, stitched together with Greek myths

Level 2: Intermediate – Teacher's notes

Key:

Noun (person)	Noun (thing)	Verb	Adjective
1. <i>choreographer</i>	2. <i>choreography</i>	3. <i>choreograph</i>	<i>choreographic</i>
4. <i>designer</i>	<i>design</i>	<i>design</i>	<i>design</i>
<i>dreamer</i>	5. <i>dream</i>	6. <i>dream</i>	<i>dreamy</i>
7. <i>dancer</i>	8. <i>dance</i>	<i>dance</i>	<i>dance</i>
9. <i>creator</i>	<i>creativity</i>	<i>create</i>	10. <i>creative</i>

- b. Students write sentences of their own using the words from task a. Invite students to challenge themselves and get creative as they write their own sentences. If they need some support, you may wish to have them work in pairs. Save some time for students to share examples of their work.

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research more about books adapted for stage and screen.
- b. Students could then present their reports to the class. Encourage students to share their opinions and give reasons to support their answers. Encourage students to use some of the given phrases in their presentations when stating facts and their opinions.