

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

Level 3: Advanced – 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: Prefixes

Materials needed: One copy of the worksheet per student

13. *dreamscape*

15. *flawed*

14. *psyche*

- 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. *outlet*

7. *dreamscapes*

2. *flawed*

8. *fascination*

3. *shreds*

9. *psyche*

4. *lifelong*

10. *transcend*

5. *jigsaw*

6. *adaptation*

1. Warmer

- a. The purpose of this activity is to get students to summarise the myth and the legend, and then compare and contrast them using the Venn diagram. You may wish to set this up as pair or groupwork to facilitate peer learning. If students are not familiar with Prometheus or Frankenstein (or need a refresher), you may wish to look online for a short clip to share with the class.

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 mention that *shred* is both a noun and a verb. Students may be familiar with *jigsaw* in the context of a puzzle, but here it is used figuratively to describe the human condition. You may also wish to note that *choreographer* is the person, *choreography* are the dance moves and *choreograph* is the verb to describe the process. Students may know the word *outlet* in the context of an electrical outlet or a retail outlet for shopping. As an extension activity, ask students to highlight the key words in the article.

Key:

1. *shred*

7. *mythic*

2. *jigsaw*

8. *spark*

3. *choreographer*

9. *adaptation*

4. *fascination*

10. *montage*

5. *lifelong*

11. *subconsciously*

6. *outlet*

12. *transcend*

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, and then he must piece the ideas together*

5. *a graphic novelist*

6. *He is a guitarist, vocalist, songwriter and composer. He was also in a band.*

7. *because he created the steps and phrases himself rather than creating conditions for dancers to generate “movement material”*

8. *because the idea of how to do it hadn’t come to him*

9. *a sequence of scenes in a montage-style*

10. *Liberation Day and Fury Parades*

4. Key language

- a. The activity gives students an opportunity to review six different prefixes found in the article and check their meaning. You could take this opportunity to think of or look up examples of words with these prefixes.

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Key:

- | | |
|------|------|
| 1. c | 4. f |
| 2. a | 5. d |
| 3. e | 6. b |

- b. Students match the prefixes from task a to make words from the article.

Key:

1. *remake*
2. *subconsciously*
3. *transcend*
4. *overactive*
5. *interconnected*
6. *concurrently*

- c. Students write sentences of their own using the words from task b. 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.