

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

Level 1: Elementary – 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 (nouns and verbs)

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students to think about other book adaptations they know and share their opinions about them. Encourage them to think about the how the process of writing a book is different from writing a play, making a film, or developing a dance performance. If students feel strongly about certain works, you could have the class vote on which version they prefer.

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 when *-ist* is at the end of a word, it refers to a person. Ask students to find the two key words with this ending. Sometimes, *-er* also indicates a person. Find one key word with this ending. You may also want to note that *pattern* can be used as a noun or a verb and can also mean “a drawing or shape used to show how to make something”, e.g. clothing. Similarly, *style* can be used in a variety of contexts, from clothing to music to behaviour. As an extension activity, ask students to highlight the key words in the article.

Key:

1. *choreographer*
2. *dream*
3. *piece*
4. *graphic novelist*

5. *guitarist*
6. *composer*
7. *pattern*
8. *style*
9. *structure*
10. *similar*

- 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. *dream*
2. *choreographer*
3. *pieced*
4. *pattern*
5. *similar*
6. *style*

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, artist, and stage designer. His father was a choreographer too.*
3. *17*
4. *They visit him from somewhere else, like 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. *after Dracula in 2013*
10. *after re-reading the book*

4. Key language

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

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Key:

Noun (person)	Noun (thing)	Verb
1. choreographer	2. choreography	choreograph
3. designer	4. design	design
dreamer	5. dream	6. dream
7. dancer	8. dance	dance
9. creator	creativity	create

- 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. If students would like more practise, they can write additional sentences. 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. The questions give students an opportunity to think and speak about specific examples and more broadly. Encourage students to give their personal thoughts and opinions.
- 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.