



## Session 3: Cross-curriculum à Drama

### 1. Physical theatre

This is a technique used frequently in drama lessons at KS3. Students create freeze frames to show scenes. It is quite easily adapted and particularly useful for lower ability groups to 'fix' words and phrases into their memories. The teacher calls out a phrase (e.g. Vivo en la costa) and the students have 5 seconds to arrange themselves into a pictorial representation of the meaning of the phrase. I have used it also with prepositions.

### 2. Hotseating

The drama technique is used to get students to think themselves more deeply into a character. Other students ask questions and the one in the hotseat needs to answer as the character would. I think this is a very 'elastic' concept and I have borrowed and adapted the term hotseating to describe various activities to practise language.

1. Students are assigned a phrase that is theirs and each time the corresponding image comes up on the screen, they have to say the appropriate phrase. Every so often they can swop phrases (one way to do this is have the phrase in English on cards and the students swop cards)
2. All students in the class have an answer grid and have to anticipate the answers that the other student will give to a given set of questions. They get a point for every answer they get that matches. A bit like Mr and Mrs!

The student answering the questions is in the hotseat.

3. All students have been practising some questions & answers – then one student goes into the hotseat and others ask questions. All students give feedback – WWW (What went well?) EBI (Even better if?) and are asked to comment on performance in terms of fluency, confidence, accent, intonation, length of answer.
4. As a way to make reading tasks from the textbook more interesting and useful, students can be given one of several texts (where there are several shorter texts each by a different person) to become the expert in (like Mastermind) – then they shut their books and have to answer questions on the text as if they were that person. Other students have to record which text person the student is.
5. This technique could also be used after a Reading Images lesson where the student could be hotseated about the character from the photo he has been inventing.

### 3. Role play

To reduce inhibitions and increase the authenticity of performance, improve pronunciation and intonation I have tried allocating students with some character cards before they write and perform their own role plays. The character cards are in the TL and are really no more than one-dimensional character portraits but their effect has been to transform the way in which students view and do role plays in the target language. When I asked one student how it was that she sounded much more German than I had ever heard her sound before, she replied quickly, "Well, I was a German person in the role play, Miss!" Clearly, the motivation to 'sound' German is not automatically present in our students from the moment they step inside the classroom. They clearly need some other impetus for taking on the target language mantle. These character cards have helped to do just that. In addition, videoing students is a great way to focus their performance, and for an even more positive effect, make it so that they don't have to show their faces on camera, either using masks or use socks and just video from table upwards.