

Name: ..... Form: ..... Date: .....

# Hotseating - 1

Hotseating is when a person answers questions about their character. For example, if the role-play or improvisation is about a family emigrating to another country, you could hotseat a member of the family and ask them how they feel about the emigration. It might be that not all members of the family are happy about the emigration. This could be revealed in the hotseating.



As a fun exercise, prepare ten questions you would ask someone famous if they were in the hotseat. They could be a popstar, athlete, a member of the royal family, television personality, actor, etc. You could even nominate a fictional character, for example, someone from a pantomime or nursery rhyme.

Write the name of the person on the first line and write the questions on lines one to ten.

Name: .....

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

Name: ..... Form: ..... Date: .....

## Hotseating – 2

Think of role you have played recently in a drama lesson. Write the name of the character and a brief description in the spaces below. Your teacher may want to suggest a particular role. Write out ten questions you could ask that character.

Name: .....

Description: .....

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

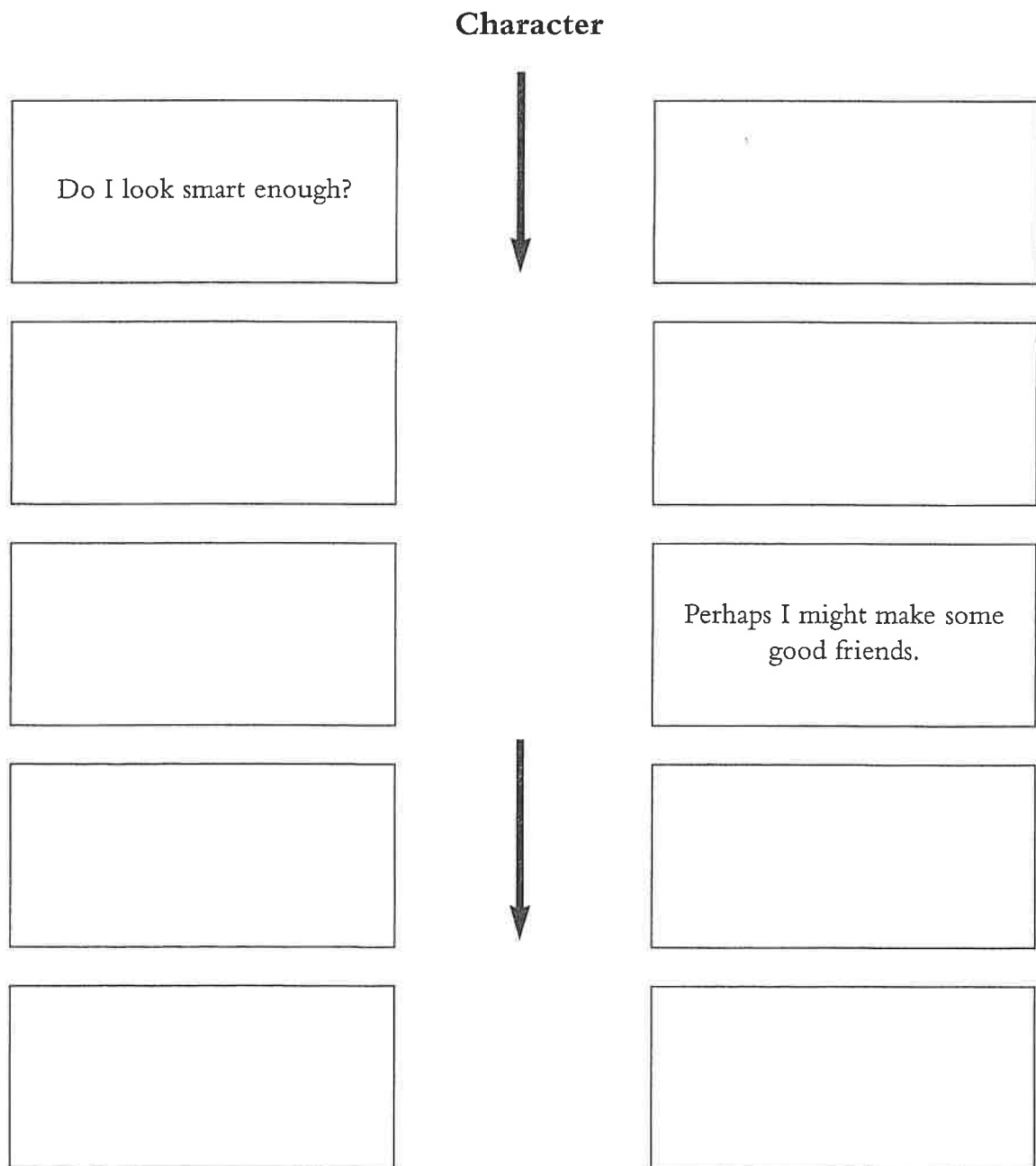
9 .....

10 .....

Name: ..... Form: ..... Date: .....

## Thought tunnel – 1

In this technique a character from the drama walks slowly between two rows of students. As the character passes each student, the students call out what they feel the character is thinking. In the diagram below, the boxes represent the students on either side and the character moves down the centre. Imagine someone is going to start a new job. What might their thoughts be as they walk through the thought tunnel? Complete the thoughts in the boxes. Two have been completed for you as examples.



Name: ..... Form: ..... Date: .....

## Thought tunnel – 2

Complete the thought tunnel for a boy or girl aged 13 who is constantly bullied at school. This is the first day of a new term.

**Character**

	↓	
	↓	

Name: ..... Form: ..... Date: .....

### Thought tunnel – 3

Complete a thought tunnel for one of the roles you have recently played in drama. In the first box give some details about the character and the path of the thought tunnel. Your teacher may suggest the character and the details.

Details
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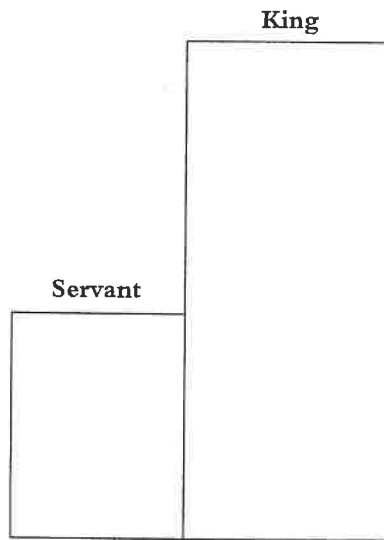
#### Character

	↓	
	↓	

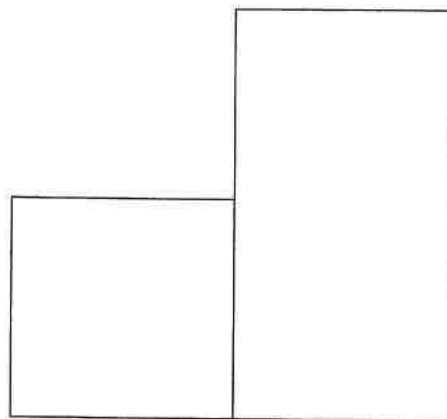
Name: ..... Form: ..... Date: .....

## Blocking in using levels – 1

Blocking in is the position the actor takes in relation to the acting area and the audience. The main concern when organising the blocking in is that the actor can be seen clearly by the audience. The blocking in can also be symbolic. A useful way of doing this is by using levels. For example, in the diagram below the king is on a higher level because he has power over the servant.



Consider the pantomime *Aladdin*. Look at the levels below. Where would you place Aladdin in relation to the Genie of the Lamp? Write the names above the boxes. Below the diagram write an explanation of the positions you have chosen.



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.....

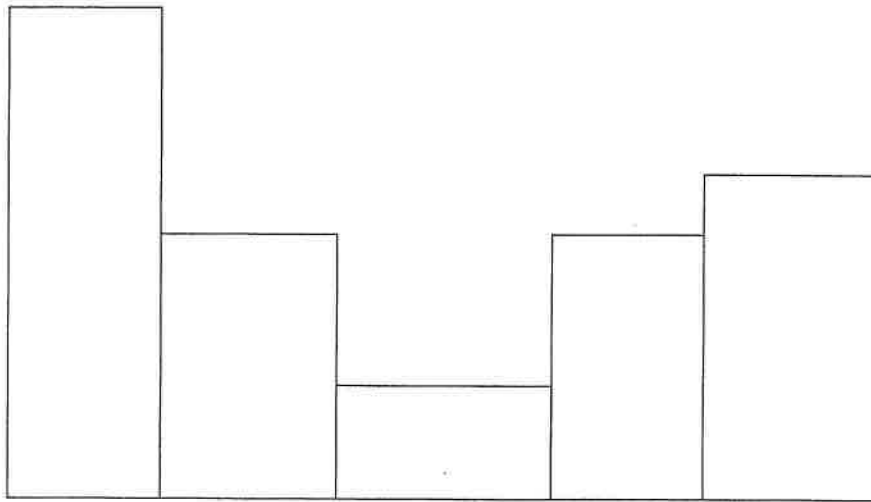
Name: ..... Form: ..... Date: .....

## Blocking in using levels – 2

Think about the characters in the pantomime, *Cinderella*:

- Cinderella
- Buttons
- The two ugly sisters
- Prince Charming
- Fairy Godmother

Look at the levels below and place the characters' names on the appropriate levels. You may also wish to sketch the characters. Below the diagram write an explanation of your use of levels.



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.....

.....

Would the characters be on the same levels at the beginning and end of the pantomime? Explain your answer.

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.....

.....

Name: ..... Form: ..... Date: .....

## Blocking in using levels – 3

Consider a recent improvisation you have completed in your drama work. Write down the names of the characters with brief descriptions in the box below:

Outline the scene or improvisation briefly, using the box below:

Draw a different level for each character. Write their name on the top of the level.

Write an explanation of the positions (levels) you have chosen for the characters.

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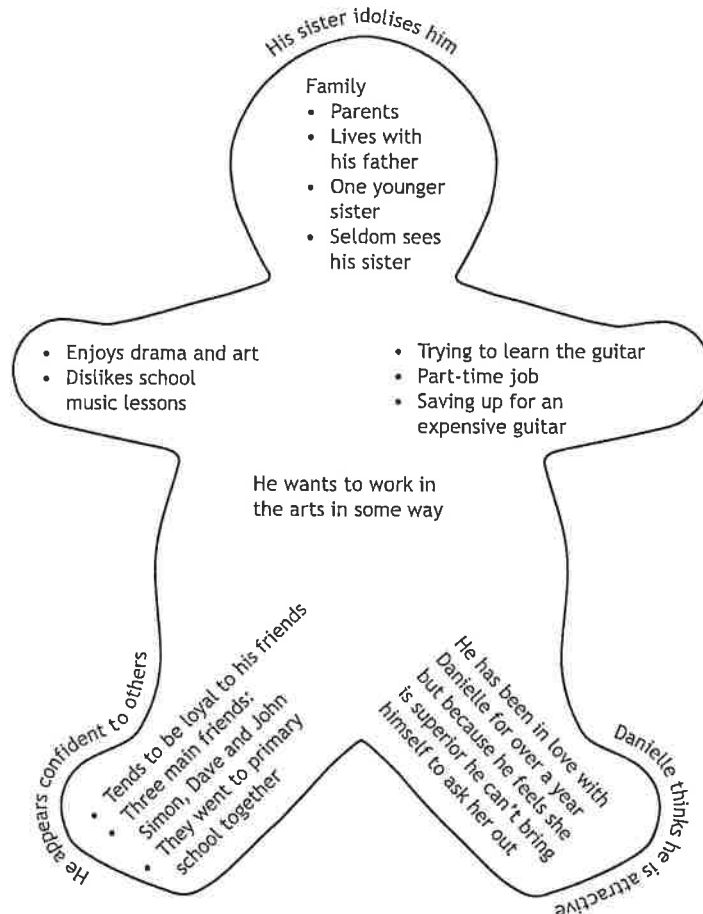
Name: ..... Form: ..... Date: .....

## Role-on-the-wall

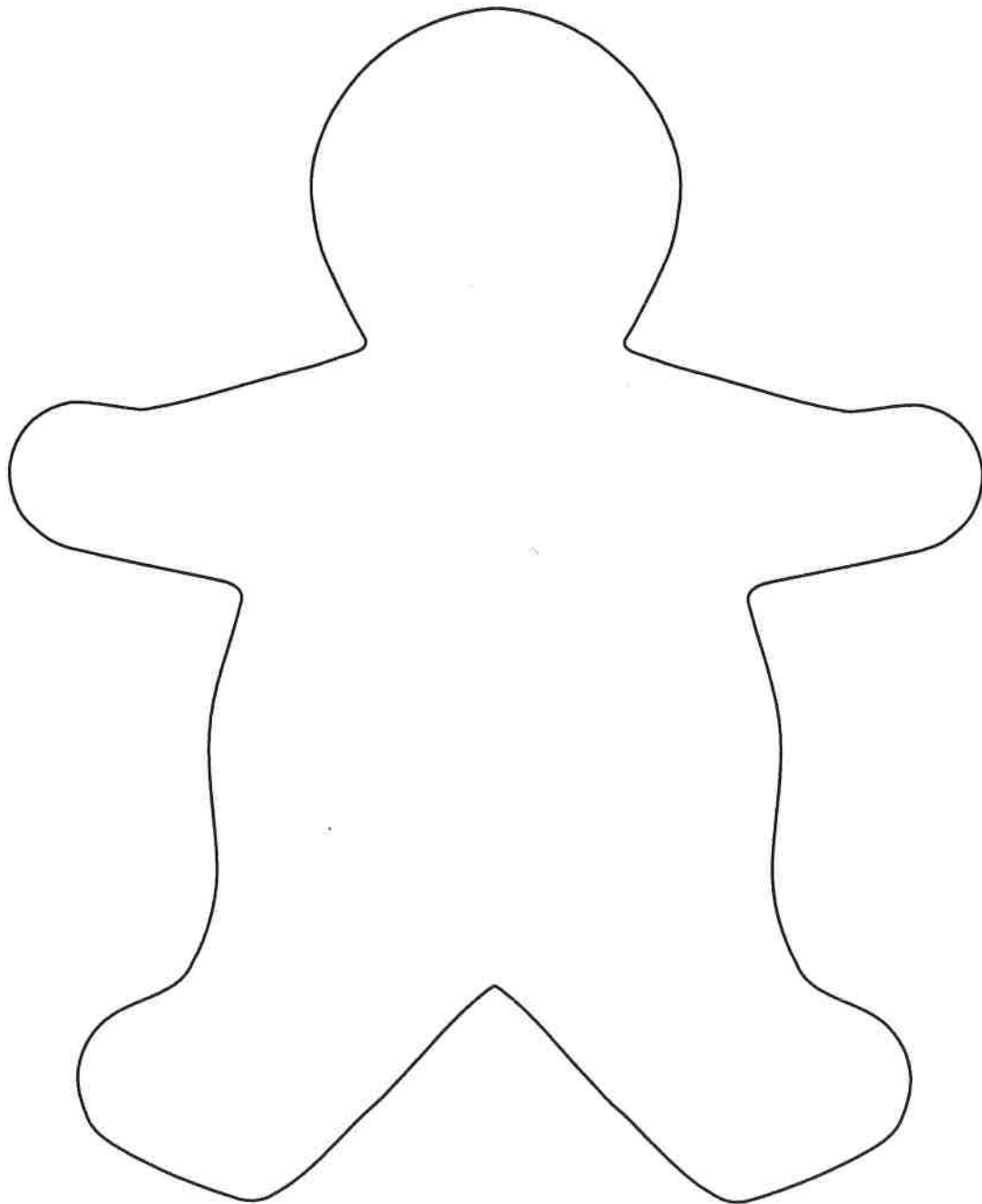
Consider a role you have created recently in drama or a role you are in the process of creating. Using the technique of role-on-the-wall, fill in the outline on the reverse side of this worksheet. Information about the character's education can be written in the right arm, hobbies in the left, and so on. Information about how others see the character or particular pressures on the character can be written outside the outline. There can be a number of areas to write about. You can choose from the following or make up your own titles:

- Personal details      Health      Love/hates      Wealth      Job
- Ambitions      Places of importance      Relatives      Concerns/worries
- Secrets      People admired      Recent past      Important childhood events
- Education      Intelligence      Habitat      Important items owned
- Something the person is proud/ashamed of

An example is printed below:



Before completing the role-on-the-wall diagram, make some brief notes in the box below about the improvisation or drama that the character is in.



Name: ..... Form: ..... Date: .....

## Addressing the audience

In the presentation of a prepared improvisation, one or more characters may speak directly to the audience. This is known as addressing the audience. Generally when this occurs all other characters hold a freeze position. Think of a role you have been involved in recently or a role you are developing at the moment. Imagine that the drama is frozen and your character could address the audience, sharing their thoughts.

In the first box, give some brief information about the character and the drama improvisation. In the second box (dialogue box), write the words your character might say to the audience. Continue overleaf if necessary.

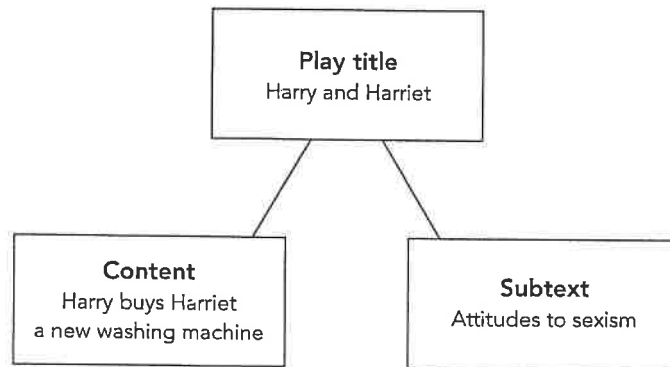
<b>Character/Improvisation information</b>
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<b>Dialogue</b>
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Name: ..... Form: ..... Date: .....

## Focus boxes

When you are creating an improvisation to show to an audience you will find it helpful to create focus boxes that will show the play or improvisation title, content and subtext. See the example below:



Think of recent or future drama projects. Complete the focus boxes below:

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graph TD; A["Title"]; B["Content"]; C["Subtext"]
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Name: ..... Form: ..... Date: .....

# Character summary – 1

Being able to sum up a character you are working on in a drama or improvisation is a useful way of understanding the role. It can also give you ideas if you want to develop abstract form.

For example:

One word or sentence that summarises my character

- Thoughtful

One gesture that is frequently used or suggests my character

- Rubs chin

One symbol that suggests or depicts my character

- Arms folded moving to cupping face with hands

Complete the following for your character.

Name of character: .....  
.....

Brief background information: .....  
.....  
.....

One word or sentence that summarises the character:  
.....

One gesture that is frequently used or suggests the character:  
.....

One symbol that suggests or depicts the character:  
.....

Name: ..... Form: ..... Date: .....

## Character summary – 2

Instead of your own character or role, consider another one from a drama or improvisation you are involved in. Complete the following:

Name of character: .....

.....

Brief background information: .....

.....

.....

One word or sentence that summarises the character:

.....

.....

One gesture that is frequently used or suggests the character:

.....

.....

One symbol that suggests or depicts the character:

.....

.....

Name: ..... Form: ..... Date: .....

## Role reversal

Role reversal is when you swap roles with another student so that you can see the point of view of both roles. For instance, one student plays the boss, the other the employee being sacked. Later in the drama the students swap roles. If the role-play is simple pair work, the swapping of the roles can take place immediately. Think of some interesting pair role-plays that could be used for role reversal exercises. The first boxes have been completed for you as an example.

Police Officer	Burglar



Name: ..... Form: ..... Date: .....

## Interviewing – 1

Interviewing is where two students are in role. One plays the interviewer, the other the interviewee. For example, a doctor may interview a patient. Can you think of pairs of possible characters for interviewees and interviewers? Complete the boxes below. An example has been completed for you.

### Interviewer

Reporter
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### Interviewee

Footballer after match
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## Example interview

### Interviewer

Reporter
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### Interviewee

Footballer after match
------------------------

### Interview

**Reporter:** I see you are clutching the match ball. How do you feel about your hat trick?

**Footballer:** Great, but I scored the goals because the midfield played a lot of through balls.

**Reporter:** So this means promotion?

**Footballer:** Yes, the premiere division next season.

**Reporter:** Do you expect to keep your place in the team in the premiere division?

**Footballer:** No doubt the manager will be buying new players but hopefully my name will be on the team sheet.

**Reporter:** And if it's not?

**Footballer:** I don't want to be negative. I'm going to train hard and hopefully I'll always be in contention for a place.

**Reporter:** Thank you and congratulations again on your hat trick.

Notice how after the character's name (reporter or footballer) and before the question or answer there is a colon (:). Remember to put the colon in when you complete your interview sheet.

Name: ..... Form: ..... Date: .....

## Interviewing – 2

Consider the examples of interviewers and interviewees you have listed (see Worksheet 16) or think about a role you are developing at the moment and a role someone could assume in order to ask you questions. Identify the interviewee and interviewer in the boxes below. Then write the interview. Check the example worksheet (Worksheet 17) again before completing this task.

**Interviewer**

**Interviewee**

**Interview**

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Name: ..... Form: ..... Date: .....

## Writing in role

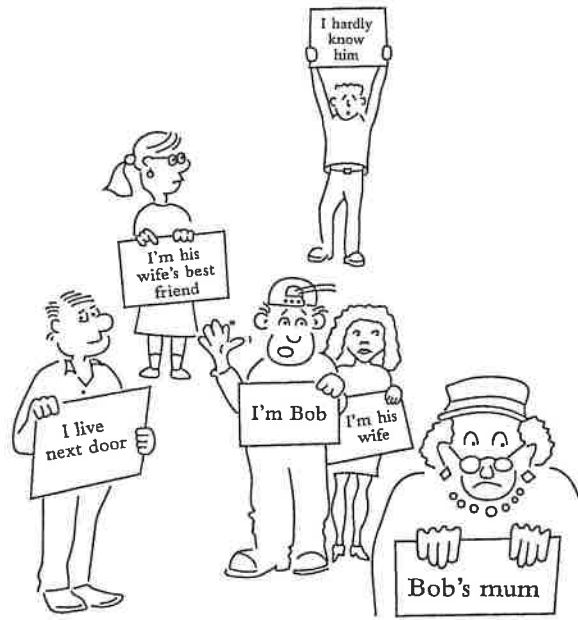
In drama you may have created a role. For example, you might be a soldier in the trenches. As that soldier you write a letter home. This is writing in role. Writing in role helps deepen your understanding of the events of the drama. The writing in role is generally completed during the drama but can be created after it. Consider a role you have been involved in and create a piece of writing in role, for example, a letter or a diary extract. Your teacher may suggest the role. Complete the boxes below. Use the second box for the writing in role. Continue overleaf if necessary.

**Name of character:**

**Brief background information:**

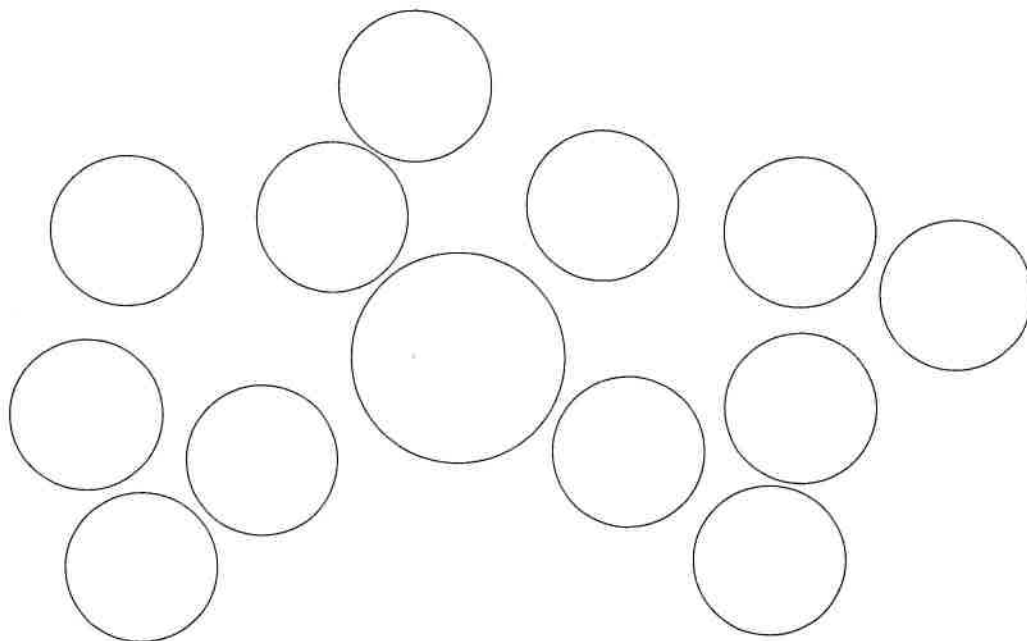
Name: ..... Form: ..... Date: .....

# How close? – 1



*A character from the drama stands or sits in the centre of the room. The other students take up positions of distance/closeness to that person. The distance represents the relationship between the characters.*

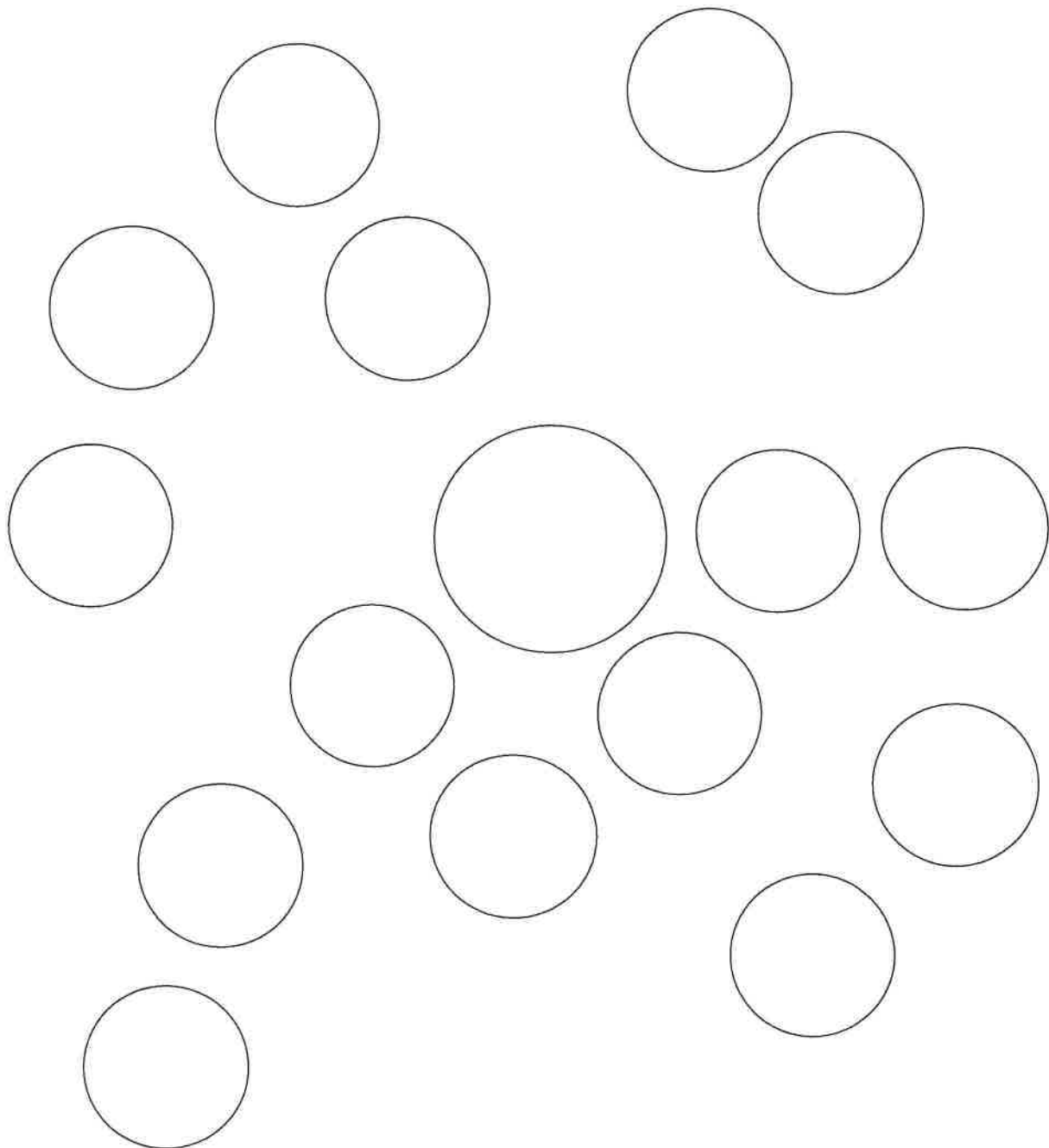
Look at the cartoon and explanation. Write your name in the biggest circle below. Think about people you know and how close they are to you. Depending on the closeness of the relationship, write their names in the other circles. You may want to put the names of parents, guardians, boyfriend/girlfriend in the circles closest to the big circle.



Name: ..... Form: ..... Date: .....

## How close? – 2

When you have read and completed the exercises on the first 'How close?' worksheet (ie Worksheet 20), complete the circles on this worksheet for a character or role you have created in drama. Your teacher may suggest the role.



Name: ..... Form: ..... Date: .....

## Witnessing an event

In role, you describe an event you have witnessed giving the details from your point of view. For example, you may have witnessed a robbery, an accident or a parade. This is a useful technique to use in historical dramas. For example, you could describe the time you saw the first car, a public hanging or a workhouse.

In the boxes below, write the name of your character from a drama, write some brief details about the drama or improvisation and then write an account of some event connected to the drama. Your teacher may suggest the event for you to describe.

**Character/role:**

**Drama/improvisation details:**

Name: ..... Form: ..... Date: .....

## Workshop presentation

In workshop presentations, the prepared improvisations are presented to an audience outside of the drama group. For example, a Year 9 group may present improvisations to a Year 7 group on the theme of bullying. Sometimes, prior to the presentation, pupils describe to the audience what they are going to see, pointing out the content, particular drama skills being used and what they hope the audience might learn from the presentation. In the boxes below, write the title of your improvisation and what you would say to an audience prior to the performance.

<b>Title:</b>
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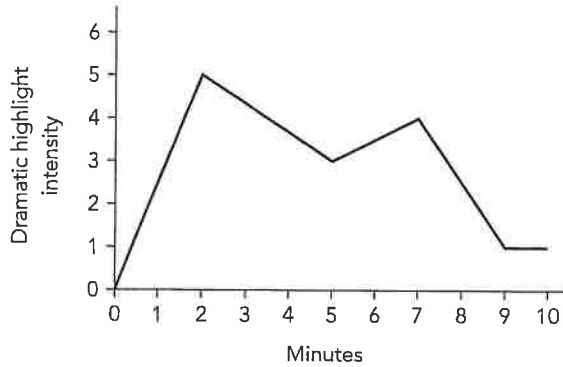
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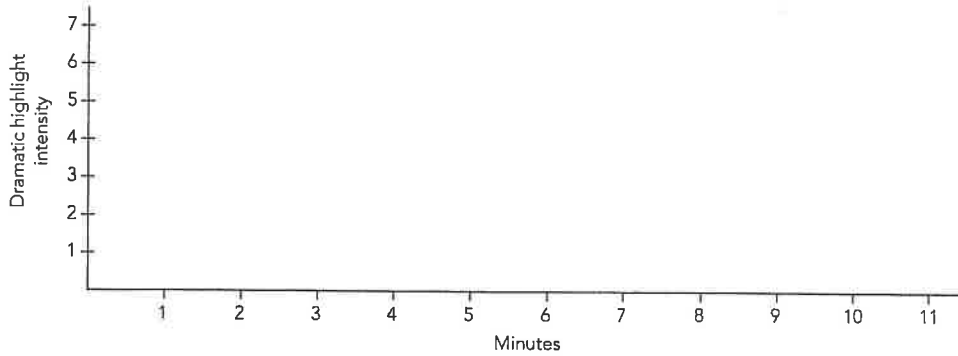
Name: ..... Form: ..... Date: .....

# Dramatic highlights

Highlights can be used to deal with a section or the whole piece. A graph can show the frequency and degree of dramatic highlights, eg:



Complete the highlights for a piece of drama you are working on or for a piece identified by your teacher.



In the box below, give brief examples of the highlights. For example:

- 2 minutes – Girl screams
- 4 minutes – Arrival of the king.

Name: ..... Form: ..... Date: .....

## Writing a script

The way a script is set out is important. If you look at scripts in different books you will see that they can vary a little bit but they all more or less follow the same format.

- 1 The character's name is written first. It is followed by a colon (:). For example:

**Peter:**

- 2 The character's name is followed by the words he or she speaks. For example:

**Peter:** I'm going to buy that dog

- 3 The next speaker begins on a new line. For example:

**Peter:** I'm going to buy that dog.

**Anne:** Which one?

Don't forget question marks or explanation marks when necessary.

- 4 Stage directions indicate a reaction, movement or how something should be said. Put stage directions in brackets. For example:

**Peter:** (whispering) I'm going to buy that dog.

**Anne:** (putting down the newspaper) Which one?

If the stage directions are one word (whispering) or not a complete sentence (putting down the newspaper), you do not need to begin with a capital letter or finish with a full stop.

- 5 If the stage directions are a complete sentence then a capital letter at the beginning and full stop at the end are necessary. For example:

**Peter:** (whispering) I'm going to buy that dog.

**Anne:** (putting down the newspaper) Which dog?

**Peter:** The one with the waggerly tail. It's in the pet shop window.

**Anne:** Be careful, she might hear you. (Anne walks to the lounge door and looks into the hall.) She's coming!

Try and complete this script or try scripting one of the improvisations you have completed recently in drama. Your teacher may suggest the improvisation.

Name: ..... Form: ..... Date: .....

## Drama rules

Write ten important rules for Drama. Put them in the box below. Down the sides of the box are some ideas you may wish to include. Try to put the rules in order of importance.

Speak loud and clearly when performing. Co-operate in your group. Hand in your homework on time. No unnecessary running about. In case of an accident, inform the teacher immediately.

1	.....
2	.....
3	.....
4	.....
5	.....
6	.....
7	.....
8	.....
9	.....
10	.....

Put your chair away at the end of a lesson. Take care of Drama equipment. No outdoor shoes to be worn in Drama area. Always watch and listen during performance. Sit in a circle at the beginning of a lesson. No eating in Drama areas.

Name: ..... Form: ..... Date: .....

## Likes and dislikes

Write a paragraph in the space below about what you enjoy about drama.

Consider: working in a group, seeing a project through, being able to create, appreciating other student's work, not being confined to a desk, using the lights, working with different people, performing, class role-plays, etc.

### What I like about drama

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.....

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.....

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.....

.....

Write a paragraph in the space below about what you dislike about drama.

Consider: performing, mistakes, topics, motivating other students, working in particular groups, etc.

### What I dislike about drama

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.....

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Name: ..... Form: ..... Date: .....

## Wordsearch: Theatrical terms – 1

A number of theatrical terms are hidden in the wordsearch below. They are printed vertically, horizontally, diagonally, backwards and forwards. The letters in the diagram can be used more than once. All the words are printed under the wordsearch.

W	M	U	S	I	C	A	L	A	S	C	G	H	M	U	P	K	L	U
D	I	I	H	J	S	P	O	T	L	I	G	H	T	O	L	D	B	H
F	N	C	R	N	D	E	R	T	Y	U	I	O	P	I	A	M	A	D
E	T	S	T	S	A	P	P	L	A	U	S	E	B	G	Y	J	C	O
G	H	E	O	A	Z	C	V	B	N	G	H	G	E	A	I	H	K	W
A	E	S	B	E	G	I	N	N	E	R	S	A	C	F	G	P	S	N
P	R	L	O	C	T	E	S	E	H	T	G	N	I	K	I	R	T	S
R	O	L	X	A	D	A	F	S	H	S	O	S	E	A	R	E	A	T
O	U	A	O	K	H	F	D	H	S	U	G	O	A	D	S	M	G	A
S	N	T	F	R	O	N	T	O	F	H	O	U	S	E	C	I	E	G
C	D	S	F	H	S	F	G	J	K	E	I	N	Z	X	C	E	N	E
E	L	D	I	S	H	D	H	S	A	B	D	D	C	E	F	R	B	N
N	G	A	C	O	R	P	S	I	N	G	H	E	I	J	K	E	M	L
I	N	M	E	R	T	A	E	H	T	O	P	F	Q	R	S	U	T	V
U	W	A	Y	S	T	A	G	E	T	R	A	F	F	I	C	Z	A	G
M	E	R	R	T	Y	T	H	F	T	D	C	E	X	C	F	T	D	D
X	Z	D	G	P	R	O	H	E	U	T	I	C	S	W	E	F	F	G
H	D	D	F	G	E	K	E	R	D	F	R	T	S	G	D	H	F	Z
M	N	B	P	R	O	P	E	R	T	I	E	S	C	X	Y	I	L	K
C	Z	X	B	N	E	W	R	T	Y	U	I	S	O	P	L	H	Q	U

Musical    Spotlight    In the round    Beginners    Striking the set  
 Front of house    Theatre    Stage traffic    Properties    Backstage  
 Downstage    Proscenium    Corpsing    Stalls    Box office    Applause  
 Première    Sound effects    Drama

Name: ..... Form: ..... Date: .....

## Wordsearch: Theatrical terms – 2

A number of theatrical terms are hidden in the wordsearch below. They are printed vertically, horizontally, diagonally, backwards and forwards. The letters in the diagram can be used more than once. All the words are printed under the wordsearch.

S	A	C	C	S	A	E	D	P	A	C	E	S	D	F	W	Q	E	R	T	Y
I	D	R	F	G	G	H	S	A	U	D	I	T	O	R	I	U	M	E	F	J
G	M	O	P	N	O	P	G	Q	D	R	S	K	T	U	N	V	A	W	X	K
H	Y	S	H	O	U	S	E	L	I	G	H	T	S	Z	G	A	C	C	D	X
T	F	T	G	H	E	A	D	S	E	T	E	G	A	T	S	U	A	V	V	I
L	P	R	G	F	F	O	O	G	N	A	C	E	G	I	J	L	S	M	N	P
I	P	U	E	R	G	S	E	U	C	G	S	T	E	X	I	T	T	U	U	B
N	X	M	Y	Z	C	Z	L	Y	E	C	D	E	J	J	K	R	I	L	M	L
E	N	O	O	E	P	P	C	Q	H	Q	U	N	T	T	Y	A	N	W	W	A
S	E	E	N	P	D	L	G	H	G	H	K	T	K	K	R	P	G	A	E	C
I	O	E	P	E	O	U	U	T	Y	I	Z	R	Z	X	C	N	K	L	I	K
G	R	O	T	R	U	U	I	G	B	H	B	A	H	Q	Q	L	I	P	O	O
Y	X	X	A	F	X	L	A	N	T	E	R	N	S	V	M	V	X	E	E	U
S	M	M	V	O	C	B	M	H	V	E	M	C	D	G	O	O	M	Z	P	T
C	A	V	A	R	Y	W	Y	Y	G	S	S	E	V	P	O	I	R	S	R	R
T	I	Y	W	M	H	H	I	J	F	X	Z	B	Z	X	Y	W	E	E	Q	Q
X	C	Q	W	A	E	R	T	Y	S	C	R	I	P	T	U	I	O	N	P	P
A	F	S	D	N	F	G	H	I	K	L	Z	X	C	V	M	N	Q	I	W	W
S	L	D	E	C	E	T	E	O	V	N	X	F	F	F	H	H	J	L	E	Y
T	A	C	C	E	B	B	V	G	C	O	S	T	U	M	E	S	M	M	N	N
S	T	C	S	S	A	A	A	I	I	O	G	F	G	Z	P	X	F	F	G	W
S	S	C	G	W	E	O	R	E	H	E	A	R	S	A	L	P	L	D	X	X

Sightlines    Rostrum    Pace    Audience    Wings    Auditorium

Houselights    Cues    Scenery    Cyclorama    Stage    Casting

Exit    Trap    Blackout    Entrance    Lanterns    Flats

Performance    Rehearsal    Costumes    Script    Lines

Name: ..... Form: ..... Date: .....

## Wordsearch: Musicals

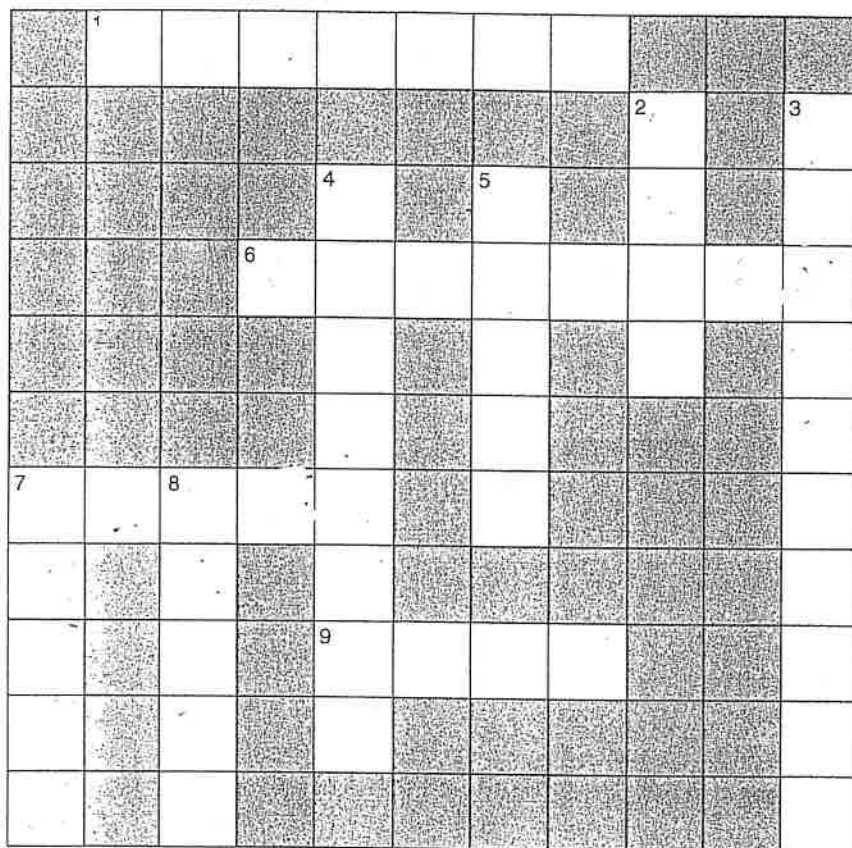
Some well known musicals are hidden in the wordsearch below. They are printed vertically, horizontally, diagonally, backwards and forwards. The letters in the diagram can be used more than once. The names of the musicals are printed under the wordsearch.

T	J	E	S	U	S	C	H	R	I	S	T	S	U	P	E	R	S	T	A	R
H	W	H	I	S	T	L	E	D	O	W	N	T	H	E	W	I	N	D	F	O
E	W	D	A	T	A	E	K	N	E	H	U	K	T	N	A	H	A	R	X	A
L	E	S	M	I	S	E	R	A	B	L	E	S	S	G	N	E	C	O	B	S
I	L	S	G	E	B	I	R	O	E	H	I	G	A	L	S	T	A	L	E	O
T	H	E	P	H	A	N	T	O	M	O	F	T	H	E	O	P	E	R	A	O
T	R	E	S	S	E	R	P	X	E	T	H	G	I	L	R	A	T	S	U	U
L	O	M	Y	M	H	Z	S	A	E	C	C	E	J	R	K	P	I	O	T	L
E	B	G	B	U	G	S	Y	M	A	L	O	N	E	T	Y	E	N	K	Y	I
S	S	R	N	D	W	L	G	D	L	H	E	T	K	K	R	S	H	L	A	O
H	O	E	P	Y	E	U	U	C	Y	K	S	R	Z	X	C	O	K	A	N	E
O	N	A	T	O	S	U	I	L	B	H	N	A	H	Q	G	L	I	H	D	I
P	H	S	A	F	T	L	A	E	T	O	R	K	S	A	M	V	X	O	T	O
O	O	E	O	O	S	O	N	O	G	E	L	C	C	G	O	O	M	M	H	R
F	J	V	A	R	I	W	Y	I	G	S	S	I	V	E	O	I	R	A	E	L
H	I	Y	W	G	D	H	A	A	F	X	H	B	V	X	A	W	E	E	B	O
O	C	Q	W	O	E	S	T	T	W	C	L	F	T	E	N	I	G	H	E	W
R	F	S	D	R	S	G	H	Y	K	L	Z	X	C	V	R	N	E	I	A	E
R	L	T	O	S	T	T	L	D	H	A	R	D	F	F	H	H	J	L	S	Y
O	A	R	I	N	O	M	C	D	B	A	I	M	A	M	M	A	M	M	T	N
R	T	M	T	U	R	A	T	U	R	T	N	I	C	Y	S	O	L	P	E	W
S	T	H	E	M	Y	R	O	B	A	O	T	O	F	P	E	N	I	L	E	X

Oliver    West Side Story    The Little Shop of Horrors    Grease    Buddy  
 Bugsy Malone    Jesus Christ Superstar    Mamma Mia    Oklahoma  
 Whistle Down the Wind    Miss Saigon    The Phantom of the Opera  
 Les Miserables    Beauty and the Beast    Chicago    Starlight Express

Name: ..... Form: ..... Date: .....

## Theatre crossword



### Clues

#### Across

- 1' Where to see the show
- 6' If you pass this you get a part
- 7' The actors are on it
- 9' Show your appreciation of the play

#### Down

- 2' Leave the stage
- 3' *Aladdin, Cinderella* are all...
- 4' They watch the show
- 5' Make sure you learn these
- 7' Part of the play
- 8' He takes a part



Name: ..... Form: ..... Date: .....

## What a pantomime!

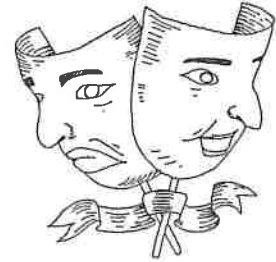
Some characters from famous pantomimes are in a jumble. Can you unscramble them?  
The first one has been completed for you.

OSNBTUT	BUTTONS
INLADAD	
NIRLALEECD	
DNIINAD	
NMNCAPRCIEHRIG	
PAEELFNHGITOTEHEM	
YKTWAWODINW	
KWIHCIDGNITNOT	
AFGDIORYHTOMRE	
NIHTEDWOBOASEB	

Name: ..... Form: ..... Date: .....

## Theatrical expressions

The theatre has created a number of familiar expressions. See if you can complete them using the words at the bottom of the page. Some of the letters have been filled in for you. Each dash represents a letter.



- 1 B \_ \_ \_ \_ A L \_ \_
- 2 S \_ \_ \_ \_ \_ O \_ \_ \_ \_
- 3 T \_ \_ S \_ \_ \_ M \_ \_ \_ G \_ O \_
- 4 TR \_ \_ \_ T \_ \_ B \_ \_ \_
- 5 S \_ \_ \_ \_ T \_ \_ SE \_
- 6 P \_ \_ \_ T \_ T \_ \_ C \_ \_ \_
- 7 A \_ \_ T \_ \_ P \_ \_ \_
- 8 F \_ \_ \_ \_ N \_ \_ \_ \_ N \_ \_ \_
- 9 T \_ \_ \_ A B \_ \_
- 10 S \_ \_ \_ \_ T \_ \_ SH \_ \_
- 11 R \_ \_ \_ \_ O \_ A \_ \_ \_ \_
- 12 C \_ \_ \_ \_ C \_ \_ \_

Applause Call The Must On The Boards Show  
Tread To The The Leg Strike Part Of Play  
Crowd Break A Set The Night Act The Round  
Nerves Curtain First A Go Show Standing Take  
Steal Bow Ovation

Name: ..... Form: ..... Date: .....

## Fortunately, unfortunately – 1

Fortunately, unfortunately is a word game sometimes played in drama to explore storylines. In the game one person begins a story adding the word 'unfortunately' at the end of the first sentence or section. The person carries the story on but this time adds the word 'fortunately' at the end. The story progresses with the words 'fortunately' and 'unfortunately' alternating at the end of each section or sentence. Look at the sentences below and try to continue the story:

1	When strolling down the street without thinking Eric walked under a ladder and unfortunately ...
2	... a bucket of paint fell on his head but fortunately...
3	
4	
5	
6	
7	
8	
9	
10	

Name: ..... Form: ..... Date: .....

## Fortunately, unfortunately – 2

The word game of Fortunately, unfortunately can be played by building a story around fictional characters or famous people. Complete the story of *Romeo and Juliet* below:

1	Romeo saw Juliet at a ball, unfortunately...
2	...she was a Capulet and he was a Montague but fortunately...
3	
4	
5	
6	
7	
8	
9	
10	

Name: ..... Form: ..... Date: .....

## William Shakespeare: A research project



Find out and fill in the missing details from the paragraph below:

William Shakespeare was born at ..... in  
 ..... He was the son of ..... and  
 Mary Arden. At the age of ..... he married .....

They had three children, ....., the eldest and the twins,  
 ..... and..... He worked as an actor and  
 playwright in London and became a member of the .....  
 Company. Soon he became a partner in the London ..... theatre. Most  
 people have heard of *Hamlet*, *Romeo and* ....., *Julius* ..... and  
*The Merchant of* ..... Shakespeare returned to Stratford in  
 ..... and died in the year .....

There is a reconstruction of the *Globe* in ..... Today's Royal  
 Shakespeare Company is based at .....

Name: ..... Form: ..... Date: .....

## The seven ages of man

In William Shakespeare's play, *As You Like It*, Jacques makes a speech identifying the seven ages of man's life. Read the speech below and then write the seven ages of man in order. Number 6 has been completed for you.

All the world's a stage,  
 And all the men and women merely players;  
 They have their exits and their entrances;  
 And one man in his time plays many parts,  
 His acts being seven ages. At first the infant,  
 Mewling and puking in the nurse's arms;  
 And then the whining school-boy, with his satchel  
 And shining morning face, creeping like a snail  
 Unwillingly to school. And then the lover,  
 Sighing like furnace, with a woeful ballad  
 Made to his mistress' eyebrow. Then a soldier,  
 Full of strange oaths, and bearded like the pard,  
 Jealous in honour, sudden and quick in quarrel,  
 Seeking the bubble reputation  
 Even in the cannon's mouth. And then the justice,  
 In fair round belly with good capon lin'd,  
 With eyes severe and beard formal cut,  
 Full of wise saws and modern instances;  
 And so he plays his part. The sixth age shifts  
 Into the lean and slipper'd pantaloon,  
 With spectacles on nose and pouch on side,  
 His youthful hose, well sav'd, a world too wide  
 For his shrunk shank; and his big manly voice,  
 Turning again toward childish treble, pipes  
 And whistles in his sound. Last scene of all,  
 That ends this strange eventful history,  
 Is second childishness and mere oblivion;  
 Sans teeth, sans eyes, sans taste, sans everything.



- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 The lean and slipper'd pantaloon
- 7 .....