

# Leap into Language French, Italian & German - Teachers' Notes

## **Soyez la Bienvenue! Benvenuti! Willkommen!**

Welcome to the Leap into Language workshop – an exciting program that offers the opportunity for students of French, Italian or German to explore and practise the language through theatrical techniques.

The workshops are designed in accordance to the requirements of the language syllabus as well as drawing on elements of the drama syllabus.

- The French workshops are conducted by Susie Lindeman or Susannah Hardy. The Melbourne French program is led by Lisa Barmby.
- The Italian workshops are led by Rosanna Scarcella, Andy Leonard and Tanya Ginori
- The German workshops are led by Susan Scott and Tanya Weiler

The workshop leaders all have excellent language, drama and teaching skills. Each workshop leader will speak in the language as much as possible, but understandably may need to explain exercises in English too. The students are encouraged to participate in the drama activities throughout the session and the workshop leader will be assisting them both linguistically and creatively.

Teachers' supervision is essential. It is a requirement that a teacher is present for the duration of the workshop.

### **Workshop Structure**

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|---|-----------|
| A. WARM UP  | (15 mins) |
| Introductory games to focus and energise  |           |
| B. IMPROVISATION  | (15 mins) |
| Set exercises involving repetition and the use of short phrases                           |           |
| C. PERFORMANCE PIECE by workshop leader   | (10 mins) |
| Short comic monologues to give examples of typical situations or telephone conversations. |           |
| D. SCRIPT WORK  | (30 mins) |
| Students work with a simple script based on a current TV show                             |           |
| E. SCENARIOS  | (20 mins) |
| Students create their own scenes complete with rehearsal time and use of costumes.        |           |

### **Detailed Outline**

#### **A. WARM UP**

This creates a fun atmosphere helping students to relax and feel less inhibited

#### *The Game Show*

We begin with a question and answer game based on the format of a TV game show. The class is divided into two teams. Contestants come on stage to represent their team and answer various questions that are devised to suit the students' language level. Contestants must answer correctly to earn points for their team This section involves vocabulary such as numbers, colours and greetings. It will also include the odd question on culture.

#### *In a Circle*

The class gets into a circle and the workshop leader takes the group through some physical warm-up games. These are tailored to the level of the students. Examples are as follows:

*7-up* - Ball game involving numbers

*Name Game* - Game involving names and greetings

A quick game of "Simon says" to cover parts of the body

*Shapes & Emotions* - In groups students form various shapes or emotional states.

For primary and beginner workshops this section will be more extensive with more warm-up games involving numbers, colours and animals. In more advanced classes, games may include verbs and longer phrases. These warm-up games may occur at the very beginning of workshop.

## **B. IMPROVISATIONS**

Students now start to participate in more performance based activities. They will be asked to act out very short, quick scenes, outlined by the workshop leader, which will prepare them for the later sections of the workshop. Vocab includes greetings.

## **C. PERFORMANCE PIECE**

The workshop leader performs a selection of short monologues. Not only does this give students practice in comprehension but also ideas for their own scenes in the next section. After each piece, the workshop leader will discuss the scene with the students, asking questions about what was going on and what they understood.

## **D. SCRIPT WORK**

### *A Television Script*

We provide a short scripted scene, written in the language, based on a current TV show. The workshop leader will go through the script and students will take turns in performing different parts. They will have time to rehearse in groups before they perform, complete with costumes. Scripts may include a version of a soap opera, a reality show or a drama.

### *The Rehearsal*

Basic excerpts from plays/poems/songs are provided. The students will use the script to create a scene based on either a rehearsal or an audition situation. It is not so much about performing the script but rather devising a scene based on comedy and character. This activity is used in more advanced classes

## **E. SCENARIOS**

By now the students are feeling more confident with performing and are instructed to devise and perform short scenes. Students can use costumes and props provided. The workshop leader guides them through each scenario, encouraging students to use their own ideas as well as those provided. Frameworks for scenes are as follows:

### *An Advertisement*

Products from the country are displayed. Each group selects a product and is required to perform an "advertisement" that you might see on TV. This gives students an insight into the culture as we make available genuine products. We do provide a basic script to follow for each product however students are encouraged to devise their own scenes.

### *A Scene*

This is an alternative exercise to The Advertisements. Students are given a prop to help devise a scene. Again there is a basic script and vocabulary provided. Examples of props used in this exercise are a magazine, a map, a cookbook or a newspaper.

## **HOW TO PREPARE:**

*Inform students of workshop content:* check that they are familiar with general drama games and role-play situations.

ii) Try some simple *role-play situations*: even if you play a quick game in class whereby groups of students act out different scenes involving the vocab they are currently studying. This will help to:

- familiarise themselves with the theatrical situation;
- begin to think of characters & situations

iii) *Attempt to cover basic vocabulary areas*: however, it is not essential as exercises are designed to accommodate varying standards.

iv) Please inform students that workshops require focus and co-operation. The workshops are most beneficial and enjoyable when students approach the hour and a half with enthusiasm and discipline. We encourage creativity

## **HOW TO FOLLOW UP**

Leap into Language is aimed at building enthusiasm and confidence in speaking a foreign language. By basing the workshops on dramatic techniques, the students put into practice the language they have learnt in class in a context that is immediate, alive and relevant.

After a Leap into Language workshop, the teacher may wish to adopt some of our techniques to give students an occasional alternative to the class. Following are ideas for role-play, but a brief warm up session is recommended.

### **Warm Up Games**

Walk Around the Room- students walk around the room and must follow your directions (adverbs, adjectives, nouns eg animals)

### **Role-play situations:**

- Create a simple scene that includes a new grammar point or new word. If students act it out they will have fun and the practical application will help them to retain the information.
- Keep a few costumes for students to use in these situations.
- Remember dialogue does not have to be long and complicated. You do not need many words to create a good scene or to make a situation clear. Action also plays an important part in communication.
- The use of drama games gives students another focus enabling them to open up, use their imaginations and feel more confident and enthusiastic.

## **Young Australia Workshop**

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