

DANCE CLASS

A worksheet to accompany
Vienna's English Theatre's 2014/2015 touring production,

WARMING UP

1. Work with a partner. If you haven't seen the performance, look at the title and speculate what the play might be about. Alternatively, if you have seen the play, find out from each other if your expectations have been met, explaining why/why not.
2. Get together in five groups. Each group chooses one of the types of dance below. Do some internet research on styles, famous dancers, major (international) events, etc. Put together a poster/powerpoint presentation – don't forget to include some photographs and visuals! Then present your results to the class, sharing the information you have found out.
 - a. ballroom dancing
 - b. disco dancing
 - c. street dance
 - d. ballet
 - e. rock n' roll
3. Have you ever been to dancing classes? First look at the questions below, noting down keywords:
 - What kind of dancing is/was it (e.g. ballroom dancing/zumba/folk dancing/etc.)?
 - Did you enjoy the lessons? Why? Why not?
 - Are you still taking classes or not? What made you continue/stop to dance?

Now write a short paragraph (no more than 50 – 60 words) about the experience.

4. Can you think of other types of dance? Make a list. Alternatively, look at the introduction in your text booklet. Choose three types of dance you find interesting or would like to learn and write them on a piece of paper. Then move around in the classroom, talking to as many of your colleagues as possible. Find at least two who have made the same choice. Why/why not?
5. Sit back, relax and take a mind trip. Think of situations when you just couldn't stop yourself from moving about, i.e. when your body just took over? What kind of emotions/feelings/situations were they? What type of music or rhythm has this effect on you? Make notes, then turn to a partner and find out if you're similar or different.
6. Do you think dancing is a type of sport? Do you have to be physically fit to be a good dancer? In small groups, talk about types of dance which require a lot of training and stamina, and others which are meditative and relaxing. Compare with other groups.
7. Think about music videos – very often they don't just visualise the song/lyrics but have extensive dance scenes. Write down three films or video clips which feature interesting dancing sequences (for example: Dirty Dancing, Michael Jackson's 'Thriller', etc.). Make a list of the 10 most popular dance scenes/video clips among your colleagues. Time permitting, watch (some of) them on YouTube.

WORKING OUT

1. One after the other, the four main characters are telling us a little bit about themselves. Refer to the text and fill in the grid below:

	<i>lives with</i>	<i>likes</i>	<i>dislikes/hates</i>	<i>wants to</i>
<i>TREE</i>				
<i>LIZ</i>				
<i>GAVIN</i>				
<i>JULIE</i>				

2. Looking at the grid (or the opening lines of each of the four characters) again, talk to a partner and find five adjectives which describe each of them. Write them down in the list below!

<i>TREE</i>	<i>LIZ</i>	<i>GAVIN</i>	<i>JULIE</i>

3. What is 'detention'? Does this system exist in your school/in Austrian schools? If no, is there anything similar? Can you describe it?
4. Why are the four teenagers in detention? Which reasons do they give?

<i>TREE</i>	<i>LIZ</i>	<i>GAVIN</i>	<i>JULIE</i>

5. Can you think of any other reasons for having to stay behind after school? Talk to a partner or make a list and discuss in class.
6. Have you ever been in detention (see question 3)? What was the reason? Do you think you deserved it or do you feel it was unfair? Explain the situation and say why you think so.
7. Who is Miss Gordon? What does she teach? Do the four teens like her? Why/why not?
8. What kind of teacher is she, do you feel? Choose two adjectives from the list below. Say why!

authoritarian - caring - cynical - a good judge of character - strict - determined - supportive - fair - open-minded - or what?

9. What, in Miss Gordon’s opinion, is the main problem with the four young people? From the statements below, choose the one that, in your opinion, is most appropriate. First talk to a partner and say why you think so. Then discuss in class and find out how your colleagues feel about it.

- Miss Gordon thinks they are just being difficult and want special attention.
- Miss Gordon thinks the other teachers can’t be bothered to really get to know them.
- Miss Gordon thinks they need to work much harder and stop being lazy.
- Miss Gordon thinks they are simply bored and need to apply themselves.

10. Look at the words of the rap. The word *bored/boring* is repeated over and over again. What is the appropriate noun?

bored/boring/.....

Here are some phrases/idiomatic expressions . Fill in the blanks and find a suitable (colloquial) German translation:

When I was listening to the story, I to tears.

Let’s go! 10 more minutes of this film and I’ll die of

School the pants off me.

What a stupid show! I stiff!

Whatever he talks about, people out of their minds.

11. How is Miss Gordon going to help them improve at school? Tick one of the statements below. Say why.

- She’s going to talk to their parents and suggest therapy/private tuition lessons.
- She’s asked two friends who are professional dancers to teach them to dance.
- She’s going to talk to the other teachers.
- She’s personally going to give them private lessons free of charge.

12. What, in their own opinion, would ‘*broaden their horizons*’ and ‘*wake them up to a whole new world*’?

<i>TREE</i>	<i>LIZ</i>	<i>GAVIN</i>	<i>JULIE</i>

13. Looking at their ideas for *broadening their horizon*, do you think they have really understood what Miss Gordon is trying to tell them? Use the issues below as a basis for discussion, in pairs or in class:

- ✓ They only want to do things they **like** doing/are interested in.
- ✓ Anything to do with school or learning is boring for them.
- ✓ What is Miss Gordon really trying to communicate to them?

14. How do the teens feel about Miss Gordon’s idea at first? Are they keen, or trying to get out of it? How?

Tree: _____

Gavin: _____

Liz: _____

Julie: _____

15. What do they - at first - associate with the word 'dance'?

Tree and Gavin: _____

Liz: _____

Julie: _____

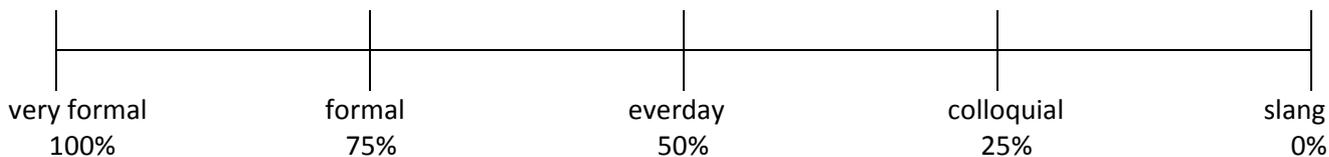
16. They've been to a performance of the London Contemporary Dance Company. Are the following statements true or false? Circle the appropriate letter next to the sentence!

- | | | |
|--|----------|----------|
| They went to see the performance 3 months ago. | T | F |
| They didn't think they'd like it but they did. | T | F |
| Tree thought the male dancers were very fit and athletic. | T | F |
| He and Gavin liked the women dancers' legs. | T | F |
| Liz wanted to look and move as beautiful as the dancers. | T | F |
| Julie thinks that watching something isn't the same as doing it. | T | F |
| The teens know they are good at sports. | T | F |
| The boys pretend to play basketball, the girls netball. | T | F |
| Miss Gordon tells them that dancing is just like another sport. | T | F |

17. At first they all are determined not to go. In the box below, you'll find numerous ways of saying 'no'. Some are very formal, others less. There are also very informal and colloquial ones.

<i>no way</i>	<i>forget it</i>	<i>absolutely not</i>	<i>negative</i>	<i>never</i>	<i>noooooo</i>
<i>I refuse to</i>	<i>nope</i>	<i>oh no, not me</i>	<i>uh-oh</i>	<i>I'd rather not</i>	
<i>out of the question</i>	<i>I most definitely will not</i>	<i>no will do</i>	<i>thanks, but no thanks</i>		
<i>I'm afraid I'll have to decline</i>	<i>this is quite unacceptable</i>	<i>impossible</i>			

a. Degree of formality/informality: on a scale from 1 – 10, where would you put these words/phrases?



b. Contexts and collocation: not all words/phrases can be used in the same context! Make sentences, using the above words/phrases in appropriate contexts.

- In writing: use your dictionary if you are not sure.
- Roleplay: find a partner and act out saying 'no' in various contexts. Don't forget that gestures, facial expressions and also voice/tone /pitch make a big difference. Just try it out!

18. Work with a partner. Take a close look at the three stanzas of the rap. Underline what you feel are they keywords in each stanza, expressing the attitude of the youngsters. Then compare with other pairs or discuss in class.

19. Which of the characters has done most of the talking so far? Why is that, do you think? Exchange ideas in small groups or talk about it in class. Do you all agree? Why/why not?

20. Despite their unwillingness they end up going to the dance class. Choose one of the statements below, explaining why you think so. Then imagine yourself in a similar situation. Would you have attended? Why/why not?

- They had no choice. They'd have gotten themselves into more trouble!
- They appreciated Miss Gordon's support very much.
- They weren't very happy but decided to do Miss Gordon a favour.
- They thought dancing was the lesser of two evils.
- They'd have done anything just to get out of History, Biology, etc.
- ... or what?

21. Extend your vocabulary: the word field 'go -walk'!

step	stride	strut	swagger
walk	amble	stroll	wander
move	march	hike	tramp
storm	saunter	ramble	shuffle

a. Do you know/have you come across any of these words? Cross them out.

b. Look the words up in a Dictionary of Synonyms. Then move around in the classroom, imitating the types of movement, explaining/showing the meaning/collocation of each expression.

22. Extend your vocabulary: ways of describing movement!

a. Starting with the stage directions on p. 11, skim/scan-read the text (until they start their workout, p. 13) and underline/highlight any descriptions of movement (e.g. *placed, controlled, balanced, etc.*). Compare with a partner/your colleagues. Then act out the movements, expressing the control, the physical awareness, the determination, etc.

b. Work with a partner and explain what the following statements mean to you:

They had presence.

They moved ... with attitude.

They had fluidity and they flowed across the floor.

23. Tree and Liz are particularly impressed with the dancers' performance (p.13). They feel the dancers were having a conversation. What was the message that came across to them? Fill in the blanks below:

First they, then they were, next they

....., and then

Reflect on the above lines, and the kinds of images/emotions they evoked in you, for a little while. Share your feelings with a partner, if you wish.

24. Work with a partner and think of other ways of expressing oneself without words/speaking. Exchange ideas with other pairs or discuss in class.

By the way: blogs or tweets are not allowed, because they use words. What kind of Social Media posts would be acceptable?

25. Extend your vocabulary: try and explain the difference between *flying - floating - hovering* (use a dictionary if necessary). Write down one sample sentence each!

26. In Tree’s short monologue (p. 13), he describes what was going on in his mind as he watched the dancers. Below you’ll find several tasks based on this text. Choose one (or more, if you’re interested and have the time)!

- a. Sum up in your own words how Tree describes the experience. Try to follow the direction his thoughts are going.
- b. Have you had similar experiences, for instance reading a poem or book, listening to song lyrics, looking at a painting/photograph/picture, etc.? If yes, write a short paragraph about it or discuss it with a partner.
- c. What does Tree mean by ‘big-time, huge, massive’?
- d. Tree uses multisensory imagery to describe the feelings he had when he watched the dancers. Multisensory means using certain words to express certain sense perceptions, in order to create a specific mood or atmosphere. Fill in the grid below:

SENSES	REFERENCES
visual (seeing)	
auditory (hearing)	
kinesthetic (movement, feeling, taste, smell)	

27. The short dialogue following Tree’s speech gives us some insight into the relationship between Tree and his stepfather, Jack. How would you describe the relationship? Which of the statements below do you think are most appropriate? Choose no more than two.

- They would get on much better if Tree would stop provoking Jack.
- Jack obviously hates Tree because he’s not his (physical) son.
- Jack is an angry, authoritarian man, abusing Tree and resorting to physical violence.
- A typical case of child/youth abuse. Tree should talk to the authorities.
- No wonder Tree is a bad student – he’s got no safe, secure home to go to.
- Tree is using his (admittedly not very nice) stepfather as an excuse for his attitude.
- what else?

28. When the youngsters meet again the next day, they feel very stiff but, as they go through their routine, they ‘loosen up’ again. Only physically, do you think? In small groups, discuss what you think is happening to the characters, both physically and mentally.

29. As a result of their first training session, Tree and Liz are not only aware of their bodies and aching muscles but also of each other. How does that make them feel, do you think? Choose a maximum of two. Say why!

- | | | | |
|--------------------------------------|---------------------------------|---------------------------------|-------------------------------------|
| <input type="radio"/> shy | <input type="radio"/> confused | <input type="radio"/> irritated | <input type="radio"/> happy |
| <input type="radio"/> self-confident | <input type="radio"/> surprised | <input type="radio"/> curious | <input type="radio"/> or what? |

30. Tree and Liz are suddenly not only dancing together, they start communicating on a different level. What do they notice/appreciate about each other? Make notes in the T-diagram below. Compare ideas/notes in a class discussion.

<i>TREE</i>	<i>LIZ</i>

31. What, do you think, confuses/surprises them most about this? Choose one of the options below and say why:

- They never had much time for each other - now they talk about their innermost feelings.
- All of a sudden there seems to be a feeling of trust between them.
- They are becoming aware of each other physically, wanting to get closer.
- Letting each other know about their lives and problems makes them appear weak/silly.
- ... what else?

32. Are their feelings and attitudes towards dancing changing after their first training units? If yes, how? Make some notes in the table below, then talk to a partner or discuss the issues in class.

<i>TREE</i>	<i>LIZ</i>	<i>GAVIN</i>	<i>JULIE</i>

33. When they are given the chance to choreograph a new dance, at first they say 'no'. How is Tree trying to change their minds? Read through his lines.

Come on! This is a chance - a chance to do something. We come here everyday, we mooch from lesson to lesson, using just enough energy to stay out of trouble, and then we go home. Boring. Nobody at school expects us to amount to anything. But we can show them. We can carve our names on the wall: Tree was here. And Gavin. And Liz. And Julie. And this is how we'll carve them - by dancing - so they'll never forget us. ... But if we do this together, we'll be a crew – tight! Together. Look around, meet your new crew. ... I couldn't let the opportunity slip away, so I said: If we dance in front of the whole school, every boy will want to go out with either Liz or Julie and every girl will want to go out with me or Gavin ...

- a. Underline or highlight all words/phrases which sum up people's attitude towards the teens. Is it positive, negative or what?
- b. How about you? Are these feelings familiar? What is your personal 'way out', how do you apply yourself in times of demotivation and boredom? Share your feelings with a partner, if you wish; alternatively, write a diary entry, a Facebook post or a tweet!
- c. Eventually, they all agree. Each of them has personal reasons for doing it. Match the following

statements with the respective characters:

- was happy to be part of a group and make (a) friend(s).
- wanted something to do and have his mother come and watch.
- wanted to do it.
- quietly agreed.
- was delighted to work with professionals on a professional performance.

34. Dance terminology: do you know the following terms? If yes, demonstrate them to your colleagues. If not: do some research on the Internet and download illustrations of the positions.

- a. *plié* b. *levée* c. *first position* d. *second position*

Bonus question for specialists: how many positions are there?

35. All four characters are positive about the project, however with various degrees of enthusiasm. Grade the following statements according to their intensity (1=lowest, 4=highest). Say why you think so.

- It was really enjoyable.
- It was a laugh, all right.
- It was great, it was fun. [...] It was better than
- It was ... fun.

36. Find a German idiomatic expression for Tree's statement: '... it wasn't going to be plain sailing'!

37. One of the setbacks/enemies is the Deputy Head. What do the images used to describe him remind you of? Is he a nice person, do you think? If you like, draw a sketch of the Deputy Head. Compare your drawing with that of others in your class.

38. How would you describe the tone of voice the Deputy Head uses when he is talking to Miss Gordon?

disrespectful – dripping with irony – sardonic – cynical – belittling – patronizing – abusive – insulting – nasty – angry – aggressive – judgmental – two-faced or what?

What is his obvious attitude towards her dance team?

39. Here are some of the phrases the Deputy Head is using. Rephrase them, using your own words:

raucous cacophony

lazy, disruptive, anti-social layabouts

parade hoodlums in front of the school

Tinsel Town celebrities

opening the floodgates to trouble

40. Why, do you think, does the Deputy Head use such phrases? What do they tell us about him? What would you call that kind of language/style? Work with a partner. Select the statement which you feel is most appropriate. Say why!

- His language/vocabulary/attitude is totally inappropriate for a teacher.
- He has a lot of experience with difficult teens and wants to give Miss Gordon some advice.
- He is a pathetic, patronizing hard-liner.
- He doesn't like Miss Gordon because she is more popular with students than he is.
- He is judgmental, a busy-body and a self-appointed defender of law and order.
- what else?

41. Look at the short dialogue between Miss Gordon and the Deputy Head (p. 18-19) and underline any words/phrases with negative implications. Compare your version with a partner/the class. How do you feel about the way Miss Gordon responds to him?

42. Imagine yourself in Miss Gordon's place. What would you tell the Deputy Head? Choose one of the options below. Discuss the issue in class:

- Thanks for your advice. I'll ignore it!
- Have you finished? I'm getting bored!
- That's none of your business, you know!
- You know what? Get lost!
- I appreciate your concern but you have no idea what you're talking about.
- What's the matter with you? Don't you want them to be successful?
- or what?

43. Discuss why the Deputy Head is questioning Miss Gordon's project. Which reasons does he give for not approving? Which students does he seem to be concerned with?

44. The Deputy Head abuses the teens verbally. Which other character(s) in the play is/are verbally, and even physically, abusive?

45. What do the character's classmates think of the dance project? Explain the following idioms and phrases:

to give someone a hard time

to give someone stick

to make fun of somebody

to pick on someone

to bully somebody

46. Tree, Liz and Julie are 'tough'. With a partner or in class, find matching German (even slang) expressions for the statements 'Get a life!' and 'Do you want to make something of it?'

.....

47. How is Gavin different? What is happening to him? Look at the rap.

- a. Highlight/underline any words that refer to dancing.
- b. What are his classmates implying?
- c. Why, do you think, is he curling himself up into a ball?

48. Tree and Liz are trying to help and protect Gavin by 'squaring up' to the 'lads' in their 'hide-out'. How do the lads respond to Liz' approach?

Tree wants to _____

Liz thinks it's better to _____

What happens in the end? How do they get their message across to the bullies?

49. Tree is taking Gavin to the cinema and spends a week's pocket money to cheer him up. First Gavin doesn't respond much. What would he like to talk about?

- his mother /situation at home
- the lads in the class bullying him
- boys' talk
- the dance performance

50. Look at the sentences below and label them **True/False/Not** in the **Text**:

Gavin thinks Liz is a really pretty girl.	T	F	NT
She's got beautiful red hair.	T	F	NT
She brings the sides of her mouth down when she laughs.	T	F	NT
Gavin thinks Tree is in love with her.	T	F	NT
Tree is blushing and goes very quiet.	T	F	NT
Tree knows that Liz is in love with him.	T	F	NT
Gavin says he doesn't like Julie, she's not his type.	T	F	NT
Tree thinks Julie is in love with one of the dancers.	T	F	NT
Gavin likes Julie's eyes and her ruby-red lips.	T	F	NT

51. What happens to Julie during the rehearsals? In the text (p. 23 – 24), underline or highlight any words/phrases which describe the sensations and pain she is experiencing.

52. Remember why Liz was in detention (p. 6)? How do you think she feels now when her 'diagnosis' of Julie's injury is confirmed by one of the dancers? Tick one of the options below. Say why!

- very pleased and clever
- proud of herself
- a feeling of achievement
- self-confident and strong

53. What, do you think, is Liz referring to when she says '*it's all fallen into place ...*'. Is she only referring to Biology? Talk to a partner or discuss this issue in class.

54. Look at Liz' short monologue. She is describing the positive changes in her life since she started dancing. How is life for her now? In the text, circle the one sentence which sums it all up!

55. What has she discovered about her new friends? Complete the sentences below:

LIZ thinks	JULIE is	GAVIN is	TREE is

56. From the list below, tick (✓) those phrases which, for you, are most essential to Liz' character:

- 'I have made friends'
- 'Then I understood'
- 'I like Tree'
- 'We were all lost, and Miss Gordon saw that.'
- 'We all had something in common'
- 'My grades were getting better'
- 'I was happy'

57. How does Liz actually feel about Tree? Look at the statements below and discuss it in pairs or small groups.

- a. What are her feelings for Tree?
- b. Explain the phrase 'I fancy him'.
- c. What is she daydreaming about?
- d. Does she think Tree is interested in her?
- e. *What she says is what she feels.* Do you think this statement is correct? Why/why not?

58. Tree's story of his life - although his monologue is parallel in structure, his thoughts are quite different from Liz'. Use this piece of text as basis for a class discussion. The questions should will help you.

- ✓ What is 'the story of his life'?
- ✓ What do we find out about his family background?
- ✓ How does he feel about his 'real' father?
- ✓ Was the relationship with his stepfather always bad?
- ✓ How does Tree explain the tension between himself and Jack?
- ✓ How does he feel about dancing?
- ✓ What does he have to say about Julie and Gavin?
- ✓ What do we learn about his relationship with Liz?
- ✓ Does he think Liz is interested in him? Why/why not?
- ✓ How does he feel about Liz?
- ✓ How does his daydream end?

59. From the list below, tick (✓) those phrases which you feel are most essential to Tree's character:

- 'Something good looks like it's about to happen, then it all goes wrong'
- 'We were happy, but he left.'
- 'I understand that this man loathes me'
- 'I discover dancing. It's something I know I can do.'
- 'It's a way out, a place I can get lost in.'
- 'I like Liz.'
- 'She wouldn't go out with the likes of me.'
- 'I hate the world I'm living in and I'm looking for a means to escape.'
- 'Mind your own business, Jack.'

60. Julie claims that the pain in her leg makes her 'feel alive'. Try a performance reading of Julie's short monologue (either the class as a whole, or individually), recreating, 'acting out' the mood/atmosphere of the qualifying adjectives (fiery, dull, etc.) by mimicking them, playing with sound, voice, pitch, etc.

61. Describe the movement (the change of mood and atmosphere) between Gavin's exclamations 'Mum! Mum! I'm home!' and 'Mum? Mother? [...] Is anyone there?'. If it helps you, act it out (see above).

62. Are Tree and Liz actually getting together? When? How do we know? With a partner, put your imagination to work ('a charged moment') and compose a short paragraph, describing the short scene!

63. Gavin is taking Julie to the cinema to cheer her up. Why, do you think, does she need cheering up?

- Her leg is hurting and Gavin wants to take her mind off the pain.
- He wants to ask her to be his girlfriend.
- He feels sorry for her because she can't dance at the moment.
- He wants to tell her that he's very impressed with her drawing skills.

64. How do the characters feel the day before the performance? Fill in the table, using words from the list below:

<i>TREE</i>	<i>LIZ</i>	<i>GAVIN</i>	<i>JULIE</i>

pleased – excited – nervous – expectant – positive – ready – eager – self-confident – motivated – curious – terrified – suffering from stage fright – looking forward to performing

65. Why, according to the Deputy Head, can the performance not take place in the Main Hall? What happened? Is this coincidence? What is Miss Gordon going to do about it? Choose one, say why!

- Miss Gordon has forgotten that there are going to be workers in the Hall on Thursday.
- The Deputy Head arranged it – he doesn't want the performance to take place.
- Parents of other students complained about wasting time and school resources.
- The Headmaster wants the performance to take place in the Gym.

66. 'When does your little dance troupe startle us with their skill and dedication?' asks the Deputy Head.

a. With a partner, find three adjectives describing the attitude that comes across here:

b. Now rewrite the sentence to express the following attitudes:

appreciation

enthusiasm

interest

67. Has this ever happened to you? You've worked hard towards a certain goal, invested a lot of time and energy into the project, and suddenly circumstances change – and it's all off!

a. How did you feel? Choose three adjectives from the list below which best describe your emotions. Talk to colleagues in your class – how did they cope?

<i>disappointed</i>	<i>angry</i>	<i>disbelieving</i>	<i>incredulous</i>	<i>defeated</i>	<i>unhappy</i>	
<i>aggressive</i>	<i>withdrawn</i>	<i>hurt</i>	<i>desperate</i>	<i>deflated</i>	<i>indifferent</i>	<i>sad</i>
<i>helpless</i>	<i>betrayed</i>	<i>annoyed</i>	<i>furious</i>	<i>powerless</i>	<i>resigned</i>	

b. If the characters asked you for advice, what would you tell them to do? Explain why!

68. How, do you think, does Miss Miss Gordon feel when she has to tell them that the performance may have to be cancelled? Talk to a partner or in small groups.
69. When Tree gets home from school, he has another confrontation with his stepfather. Work in pairs.
- ✓ Read through the text. One of you marks Jack's negative references to teens and his stepson; the other (with a different colour) highlights any hints to Jack's own level of education (e.g. language, etc.). When you have finished, compare with other pairs. Do you all agree?
 - ✓ Take turns answering the following questions:
 - a. The words/phrases '*prancing*' and '*you're soft in the head*' have been used before in the play. Can you remember where/when and who by?
 - b. What is the effect of these repetitions, do you think?
 - c. What does '*queer*' mean? Is it a formal or informal expression?
 - d. Why does Jack feel Tree's dancing might disgrace the family? Do you agree?
 - e. Do you think physical abuse is less disgraceful than dancing? Why/why not?
70. There are other scenes involving physical violence in the play. Find the scenes in the text and write down the respective page numbers. Which of the characters are involved in each scene?
71. After the violent scene with Jack, Tree feels that '*it's easier to give up*'. Continuing to dance would *mean 'setting themselves apart'* from the rest of the school. However, the youngsters were '*set apart*' from the rest before. Can you remember why? Talk to a partner!
72. Weigh up the pros and cons of abandoning the project. Look at the matter from different points of view and fill in the T-diagram:

	ABANDON – YES	WHY?	ABANDON – NO	WHY?
Deputy Head				
Miss Gordon				
Jack				
Gavin's mother				
the lads in class				
Dancers				
Tree				
Liz				
Gavin				
Julie				

73. The dancers give them the good news that the performance is still on and will take place in the evening to allow parents to attend. What kind of response would you have expected?

- | | |
|---------------------------------|----------------------------------|
| <input type="radio"/> relief | <input type="radio"/> enthusiasm |
| <input type="radio"/> gratitude | <input type="radio"/> delight |

74. What happens, though, when they tell the dancers that they are not going to perform?

- a. Tree, who speaks for the team, is trying to explain. The dancers, however, feel that no explanation is necessary. Why is that, do you think?
- b. Going through the text, highlight their reasons for dancing. Then look at the statements below and tick 'YES', 'NO' or 'Not in the Text' as appropriate:

	YES	NO	NT
Dancing is their way of expressing themselves			
They are good with words			
They have found their voice			
Dancing is what they do best			
They dance for other people			
People's opinions stop them from dancing			
They are concerned about what people think of them			
They will not be kept quiet			
Dancing is their life			

75. How do the characters feel once the dancers have left? Complete the sentences below, using the words in brackets:

- Suddenly (lost). ← antonym
- Then they realized (found). ← antonym
- They now have (speak). ← antonym
- And nobody (silence). ← antonym

76. Replace the words 'no', 'no way', 'never' with other ways of saying 'no' (if you need help, go to p. 4 of this worksheet!)

77. Does the performance take place in the end? How does Tree describe the performance? Look at the text and highlight any words you have come across in this context before (in the course of the play). With a partner, find the respective passages in the text. What kind of effect does the repetition create?

78. What are the four characters doing now?

- Tree
- Liz
- Gavin
- Julie

79. Are they still friends? How do they explain this?
80. Look at the final lines of the play. Again there are several repetitions (words/statements). Underline/highlight them and, with a partner, find the sections in the text where these words have been used before. Describe the effect created through these repetitions.

COOL-DOWN

1. Did you like/enjoy the play? Why/why not?
2. Looking at the title of the play, was it what you expected? Why/why not?
3. Was the language of the play easy to understand? If no, what was difficult for you? What would have helped you?
4. Which of the characters did you like best? Were there any characters you didn't like at all? Explain why!
5. Is there a character you would have liked to learn more about? If yes, who and why?
6. Were there any part(s) in the play that that you found particularly
 - cheerful
 - aggressive
 - pleasing
 - sad
 - interesting
 - surprising
 If yes, which ones, and why?
7. If you could change places with one of the characters, who would you like to swap with? Say why. Anyone you would not like to be? Why?
8. How do the characters relate to each other?
 Draw a diagram: the four teenagers in the centre, all other characters around them. Then draw lines, showing how the characters interrelate with each other. If the relationship is a positive (loving/caring/respectful) one, colour the line green; if it's negative, make it red.
9. There are 10 roles in the play which are performed by four actors. Therefore the actors are having to slip repeatedly from one persona into another. How do you feel about this?
 - I found it difficult in the beginning, then I got used to it.
 - It confused me a lot, and I had problems following the action.
 - I thought this was really interesting – I liked the switching!
 - The action was easy to follow. It must be quite challenging for the actors, though.
10. What, in your opinion, is the main topic of this play? Talk about it in class. Do you all agree? Why/why not? Is there more than one topic? If yes, refer to the respective sections in the text!
11. Was there any issue in the play you found difficult to deal with? Do want to share your reasons for this with the class?
12. Write a Facebook posting, a blog entry or a tweet about your theatre experience.

FOLLOW-UP

The topics and issues in the following list of lend themselves to classroom discussion, background and cultural studies research and project work, depending on time available and the language level of the students.

Dance Project

If students are having or have had training, they may want to choreograph a dance and perform it in class or in front of a larger audience. Video the performance, if possible.

Social Concerns

Carry out a mini-project on peer pressure and bullying, or alternatively,
Carry out a mini-project on the pressure of society to conform.

The conflict of the generation within our society. Is there tension only between teenagers and teachers, or is there also a gap in attitude between different generations of teachers?

Find out more about the British Educational System and the National Curriculum.

Compare the situation in Austrian school to Britain, where sports and Physical Education are important and integral parts of the curriculum.

Look at the history of the *Sports in Education* issue.

Discuss the issue of child abuse and family violence.

Illustrate the terms 'bullying', 'violence in the family' and 'child abuse' with examples from the text.

'Enthusiasm creates envy.' Do you agree? (class discussion)

Film Project

Try and watch one (or more) of the following films:

Fame

Dirty Dancing

Flashdance

Saturday Night Fever

Grease

Romeo and Juliet (Rudolf Nurejev and Margot Fonteyn)

Although very different in most respects, they do have something in common. What?

Mini-project: Dance

Work in groups. Each group watches one of the films and works out how the concept of dancing is presented. A spokesperson then reports the results of the groupwork to the rest of the class. If possible, put together a poster (notes, pictures, quotations, etc.) or make a powerpoint presentation.

Compile a list of public events where dancing is central (e.g. the Opera Ball, etc.). Also list the types of dance that are typical for these events.

Dance and Personality

Dance is one of many ways of self-expression. Which other ways can you think of (e.g. singing, writing poems, etc.)? Which of these are 'up your street'?

Interview your colleagues about their way(s) of self-expression. Then try and organise e.g. an exhibition of pictures/photos, a musical/vocal performance, a reading, a fashion show, etc.

Body Language Project: try and consciously watch people's body language and/or facial expression. What do they tell you about people's moods and attitudes?

Mini-project: art as communication

Art as a way of communication. Look at a work of art of your choice (this could be a poem, a painting, a sculpture, a song, a piece of [classical or modern] music, a [classical or modern] dance performance, etc.) and prepare a short (poster/powerpoint) presentation. Share with the class what you feel the artist was/is trying to communicate. Try and work with your Arts/Music/German/English/French teachers.