

# Performance is not quite like any book you have used before.



***Performance is a new approach to using role play in a language class.***

Role play has long been a successful part of the language learning curriculum. However, role-play has usually been just a side activity or is often just a minor part of the lesson. Performance brings role playing to center stage.



***Performance is based on drama theory, on how an actor approaches a part.***

We noticed that successful language learners often prepare for a situation by running the language necessary through their head before entering into a speaking situation. That is exactly what an actor does preparing to performing a role. Performance helps the student access the language they know and need to know for many everyday situations. Performance gets students to think through and act out these common everyday interactions in English.



***Performance makes students aware of the enormous variety of English.***

There are many ways to say the same thing or nearly the same thing in English. "May I have a cookie." "I would like a cookie." "Can I get a cookie." "I would love to have a cookie." "Those cookies look delicious." "Give me a cookie!" English is a language of nuance. These expressions are all similar but the nuances are different. All of these requests are possible but not all of them would be appropriate in all circumstances. In Performance, students can learn, when, where and how to use the language.



***Performance is about English for doing something.***

Performance is about, going somewhere, asking about the rules, buying something, getting something to eat, asking someone for help, offering to help someone, putting things away and explaining how to do something. Every unit is about getting something done rather than introducing yourself yet again or practicing the past perfect tense. Performance gives students instantly useable language.



***Performance is about a good, no... a GREAT, classroom experience.***

Most of all Performance is about a great learning experience for the students and for the teacher. The students get to engage their creativity, imagination and sense of humor developing their own original scenes. They get to work together, experiment and have fun with the language and the performances are priceless, building a true sense of the group.

The teacher has a clear intuitive structure to follow but with plenty of room built in to modify, expand, exploit and add their own ideas to the lesson.

Students can work in pairs or in small groups for most of the exercises in Performance.

- 👉 Analyze the scene looking carefully at where it takes place, who the characters are and what they want in order to provide a rich context for the dialogue.
- 👉 Create a dialogue for the scene that correctly serves the function and is appropriate for the situation. Each group's dialogue is unique, highlighting the diversity of English available to serve the same functions.
- 👉 Act out the scene.

There are many ways to *Expand* and *Exploit* these pages and make them your own. The students could act out the scene as a radio play using the illustrations and adding a voice over. Some groups could write a narrative of the scene. (i.e. The drummer with the green hair carried his heavy drum set into the gym.) Other groups write the dialogue and then combine the narrative and the dialogue together and perform them. (i.e. The drummer with the green hair carried his heavy drum set into the gym. He saw the Principal standing by the door and said, "Would you mind opening the door for me.")

[illegible]

- 🔊 Read the three listening dialogues.
- 🔊 Notice that the listening choices are all real possibilities. Use these pages to increase your repertoire of useful English expressions
- 🔊 Listen and check the lines used by the actors.
- 🔊 Try acting out the scenes using various combinations of the expressions.

## 1 SOUND CHECK

Listen to these three scenes and check the lines that you hear.

### Scene 1

lines 1-3

### The Band Director

BRAND MEMOR 1

☐ I wonder if I could score the dance for me, please?

☐ Would you mind opening the door for me, please?

☐ I wonder if you could get the door for me, please?

PENICILIN

Sure.

BRAND MEMOR 2

☐ Could you help me carry those?

☐ Would you give me a hand with this?

☐ Could you help me with this?

PENICILIN

No problem.

BRAND MEMOR 3

☐ Would you get this, this, see, on the tape, please?

☐ Would you get this, this, see, on the tape, please?

☐ Could you put that over there, please?

PENICILIN

Uhm... sure!

BRAND MEMOR 4

☐ Hand me a key, would you?

☐ Could you hand this, please?

☐ Could you hand me this holding a guitar for a second?

Is this one?

LADDER AND CRUTCHES.

PLEASE WELCOME: THE DEAD SKINKS

PENICILIN

Excuse me! Excuse me!

Could you...

Could you just take them down a little bit, please?

BRAND MEMOR 5

Yuh, sure. No problem.

### Scene 2

lines 4-5

### Helping Mom in the Kitchen

ANGELA

☐ Angela honey, could you get the butter out of the refrigerator?

☐ Angela honey, could you grab the butter from the refrigerator?

☐ Angela honey, could you take the butter out of the refrigerator?

ANGELA

Sure, Mom. I want to do my job.

☐ OK, when you are finished, would you help me with the eggs?

☐ OK, when you are finished, would you help me with the eggs?

☐ OK, when you are finished, would you mind helping me out, Mom?

ANGELA

☐ Sure, I want to learn to do my job.

☐ Sure, I want to learn to do my job.

☐ Sure, I want to learn to do my job.

ANGELA

Can you get...

ANGELA

☐ Sure, I want to learn to do my job.

☐ Sure, I want to learn to do my job.

☐ Sure, I want to learn to do my job.

NARRATOR

Twenty minutes later...

ANGELA

Goodbye, Auntie! Can I have a slice?

ANGELA

No, Mom. I want you to have to do your homework!

But, Mom! ANGELA

### Scene 3

lines 6-7

### Encounter with the Police

POLICEMAN

☐ Do you want me to get out of the car, please?

☐ Do you want me to get out of the car, please?

☐ Do you want me to get out of the car, please?

DRIVER

What?

☐ Would you please exit the car, please?

☐ Would you mind stepping out of the car, please?

☐ Could you please exit the car, please?

Sam officer:

POLICEMAN

☐ Could you show me your driver's license, please?

☐ Could you show me your license, please?

☐ Would you show me your license, please?

Here:

DRIVER

POLICEMAN

☐ Uh-huh. Could you remove it from your wallet, please?

☐ Would you like to see it from your wallet, please?

☐ Please take it out of your wallet, please.

DRIVER

OK. Here you go.

ANGELA

Great. Could you please wait here?

(Police Radio Sounds)

Thank you. You can go. Have a nice day, sir.

DRIVER

22 Performance © Linda S.

Can You Give Me A Hand With This? 23

- Study these resource pages to learn many truly useful expressions. Add these expressions to your repertoire. They will be the basis for creating your own scenes later in the class.
- Create new expressions substituting your own words for the pictures.
- Practice the expressions for fluency.

## LEARN YOUR LINES

Study and practice saying these various expressions for making polite requests and offers.

## GET INTO CHARACTER

### Making polite requests

Can you

sign here

?

Could you

repeat the question

?

Will you

help me with these documents

?

Would you

hand me these bags

?

I wonder if you could

you can see the bag

for me.

I would appreciate it if you could

put away the groceries

.

Could I ask you to

wake me up at 7:00

?

Do you think you could

put the dishes in the dishwasher

?

Would you mind

take down the books

for me?

opening the door

for me?

### Making polite offers

Would you like me to

help you find your keys

?

Shall I

remember to go to the store

for you?

Would you like

to dress

?

Do you want

me to call a taxi for you

?

Can I get you

something to drink

?

Would you like

a sandwich

or something?

Can I help you

do the dishes

?

Shall I help you

carry these books

?

I'd be happy to

make tea/coffee

for you.

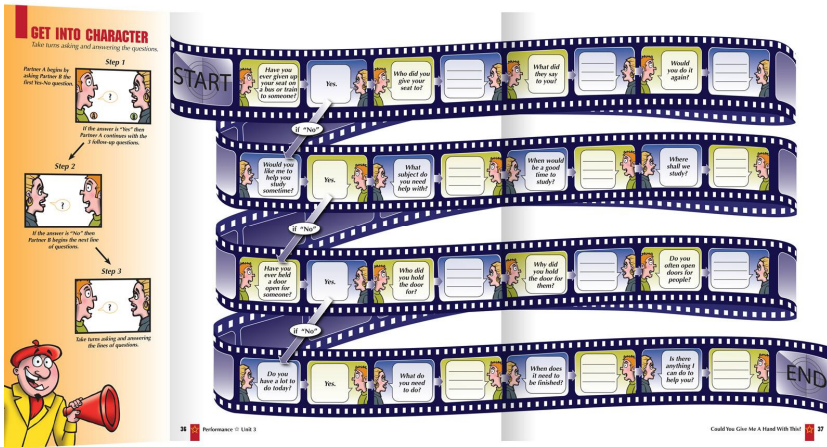
Let me

open the jar

for you.

24 Performance 1 Task 3

Could You Give Me A Hand With This?



## The “Get Into Character” Pages

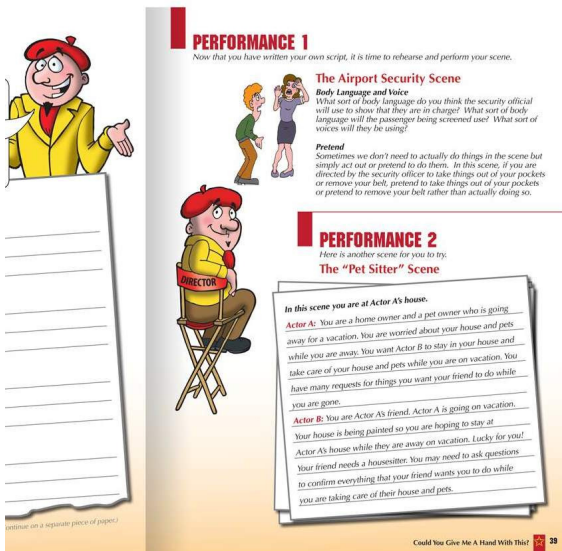
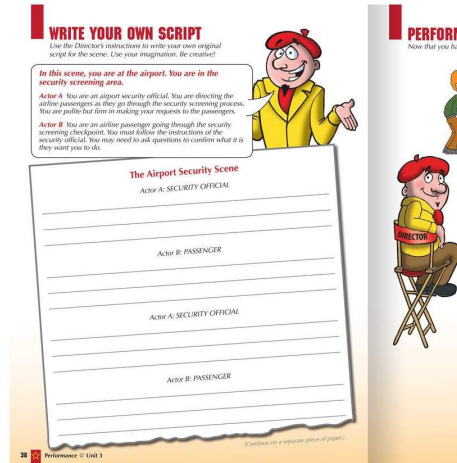
For developing fluency

- Work in pairs. Practice asking and answering the questions on the page.
- Go through the questions on the page giving your own original answers as fast as you can to develop speaking fluency.
- Write your own series questions using the same conversation structure of one “Yes-No Centering Question” and three “Follow-up Questions.”

## The “Write Your Own Script” Page

For creativity and experimenting with the language

- Read the new scene situation that the Director gives you.
- Work together in pairs or small groups to create your original scene.
- Access and apply the expressions and phrases from the “Learn Your Lines” and “Sound Check” pages to write your own original script for the new scene.



## Performance 1

For going beyond just the words

- Study the Director’s tips on adding voice intonation and non-verbal communication clues to your scene.
- Act out the scene that you created in the “Write Your Own Script” exercise.

## Performance 2

For spontaneity and success

- The Director gives you a whole new scene to create and Perform.
- Are you ready for the big time? Using all of the language you have learned up until now, create and perform your original “famous” scene.

## Who would benefit from using Performance?

Performance is good for beginners or false beginners up to intermediate level students. Beginners can take away the basic necessary language that they can use immediately while the more advanced students can develop a broader repertoire and improve their fluency. Performance is good for medium to large classes. Much of the student work is project work in groups or pairs with many opportunities to perform short skits for the class.