

## Lesson Plan: At the theatre

Duration: 45min x 2

### Target group/ number of participants in the group

A1 level, adult learners, 6-12 participants

### Facility/ Equipment

- Whiteboard/flip chart
- Markers
- Pictures
- Internet access
- Flashcards

### Tools/ Materials

- Written exercises
- Role games
- Pictures
- Video: Short clip by your own resources/ recordings adjusted to the group's level.

### Lesson's objectives

By the end of the lesson, learners:

1. Will learn and use basic everyday words and sentences (e.g., ticket, movie, genre, seat, free time, book a family discount tickets, price reduction).
2. Will practice real-life conversations (buying tickets, asking for showtimes, giving opinions).
3. Will improve listening skills by understanding theatre dialogues or announcements.
4. Will read and understand theatre schedules, posters, and brochures.
5. Will learn how to write a simple dialogue or script.

### Digital tools involved/ reference to digital solutions

- [https://www.youtube.com/watch?v=UQSSBWDc\\_XQ](https://www.youtube.com/watch?v=UQSSBWDc_XQ)
- Online video

SPECIFIC OBJECTIVES	METHODS OF WORK	MATERIALS	TIME
<b>Glossary</b>	<p>Divide students into pairs or small groups. Give them role cards with different situations, such as:</p> <ul style="list-style-type: none"> <li>• Buying a ticket at the theatre.</li> <li>• Asking for directions to their seat.</li> <li>• Talking about the play during the interval.</li> <li>• One student plays the customer (theatre-goer), and the other is the theatre staff or friend.</li> <li>• Encourage them to use key phrases like: <ul style="list-style-type: none"> <li>◦ "Where is my seat?"</li> <li>◦ "What time does the play start?"</li> <li>◦ "Did you like the performance?"</li> </ul> </li> </ul> <p>Use props (fake tickets, theatre posters) for more realism!</p>	Flashcards, vocabulary, fake tickets, theatre posters	<b>15 min</b>
<b>Lead-in</b>	<p>Arrange chairs in the classroom like a theatre seating plan (e.g., Row C, Seat 13). Give each student a ticket with a random seat number. Students must ask each other for directions to find their correct seat. Example: "Excuse me, where is Row B, Seat 4?" The other student responds: "Go straight, then turn left."</p> <p>First to find their seat correctly wins! In the final, the teacher can blindfold one student and have others guide them using directions if you have time for this exercise.</p>	Cards or fake tickets	<b>15 min</b>
<b>Warm-up</b>	<p>Show students a picture from a famous play or movie. One student describes the scene without saying its name.</p> <p>Example: "It's a romantic story set in Italy. There are two families who don't like each other."</p> <p>Others guess the play (Romeo and Juliet). you can judge how many similar lessons to give according to the time and number of learners.</p>	Pictures	<b>15 min</b>
<b>Listening practice</b>	<p>The trainer plays the short video. Then he hands out pre-prepared materials with questions close to what he saw. Each learner answers at least 2 questions.</p>	Video	<b>9 min</b>

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<b>Speaking practice</b>	<p>Students sit in a circle. The first student whispers a theatre-related sentence to the next student. The message is passed around until the last student says it aloud.</p> <p>Compare the original phrase with the final one (usually funny). Example sentences: "The play starts at 8 p.m. sharp." "I love watching musicals with my friends." "The interval is 15 minutes long."</p>	Game	<b>15 min</b>
<b>Writing practice</b>	<p>Match the words to the definitions.</p> <p>Stage Applause Interval Ticket Actor Director</p> <p>A) A person who performs in a play. B) A short break in the middle of a performance. C) A small paper or digital pass to enter the theatre. D) The area where actors perform. E) A person who tells the actors what to do. F) The sound of clapping after a performance.</p>	Sheets of paper	<b>6 min</b>
<b>Wrap-up</b>	<p>The teacher acts as the announcer, describing different situations. Students applaud if it's correct and stay silent if not. Example: "The play is finished!" → (Applaud) "A phone is ringing during the show." (Stay silent)</p>	Game	<b>5 min</b>

SPECIFIC OBJECTIVES	METHODS OF WORK	MATERIALS	TIME
Writing	Finally, the learners complete the written assignments-Handout 1. Duration is 10 min.		10 min

## HANDOUT 1 Lesson Plan: At the theatre

### My Theatre Experience

**Instructions: Write 5–6 sentences about a theatre experience. If you haven't been to a theatre, imagine one!**

Where was the theatre? (e.g., It was in my city, it was a big/small theatre.)

What did you watch? (e.g., I watched a musical/play called...)

Who was with you? (I went with my friend/mom/classmates.)

Did you like it? Why? (It was fun because the actors were great! The music was loud and exciting!)

What was your favorite part? (My favorite part was when...)

### Theatre Review: Thumbs up or down?

**Instructions: Fill in the sentences to write a short review of a play or movie.**

Title of the play/movie: \_\_\_\_\_

Type of performance (musical, drama, comedy, etc.): \_\_\_\_\_

Main characters: \_\_\_\_\_

The best part was: \_\_\_\_\_

I liked/didn't like it because: \_\_\_\_\_

I give it \_\_\_\_ stars out of 5!



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