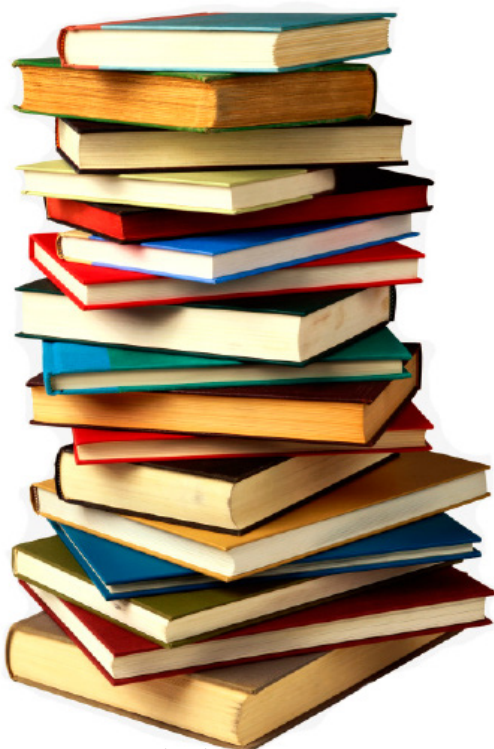




ETC English Theatre Company

Playpacks 2019-2020



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Serendipity



CONTENTS

Note to teachers
Synopsis

Exercise 1: The Story

Exercise 2: School Subjects

Exercise 3: The Roman Empire

Exercise 4: What do they do?

Exercise 5: When in Rome...

Exercise 6: A day in the life of UG

Exercise 7: Galileo Galilei

Exercise 8: Michelangelo Buonarroti

Exercise 9: What do you think?

Active Word List

Vocabulary Work

Questions and Answers

TPR

Interviews

Solutions

NOTE TO TEACHERS

If your time is extremely limited we recommend that you concentrate on the activities that either prepare your students for the story or give them an introduction to the characters they will meet in the play.

There are also extra activities not directly relating to the play but that spring from themes, characters or language items that appear in the play. While these activities are not necessary to prepare your students for the performance we include them here as you may find them useful in their own right.

As we perform in different countries where our audiences have different levels this work-pack contains exercises for these different levels.

It is not meant that you use all the activities. Please select those that you feel would be of most use to your particular students.

We more than welcome comments and suggestions. Just get in touch with us at: info@englishtheatrecompany.com

Michael Harry
Director ETC

ABOUT SERENDIPITY

THE WORD

ser·en·dip·i·ty

n. pl. **ser·en·dip·i·ties**

1. The faculty of making fortunate discoveries by accident.
2. The fact or occurrence of such discoveries.
3. An instance of making such a discovery.

ser en·dip i·tous adj.

ser en·dip i·tous·ly adv.

Word History: We are indebted to the English author Horace Walpole for the word serendipity, which he coined in one of the 3,000 or more letters on which his literary reputation primarily rests. In a letter of January 28, 1754, Walpole says that “this discovery, indeed, is almost of that kind which I call Serendipity, a very expressive word.” Walpole formed the word on an old name for Sri Lanka, Serendip. He explained that this name was part of the title of “a silly fairy tale, called The Three Princes of Serendip: as their highnesses travelled, they were always making discoveries, by accidents and sagacity, of things which they were not in quest of...”

SYNOPSIS OF THE PLAY

The play is a comedy where the central character is a schoolboy called Tom, who is not the most attentive of students in class. He's far too busy with all the other things he has to do. The subject he hates most is probably History because Tom is a very modern boy with no time for all those old, old things.

One day he meets Charlie Chaplin delivering the post. Chaplin tells him of a town called Serendip over the hill where there is usually a lake but which sometimes, if you need it and you are not looking for it, you can enter it. Tom is given the post to deliver and goes to Serendip where he meets Julius Caesar and the entire Roman Army, Ug a prehistoric cave dweller, Michelangelo in the Sistine Chapel, Galileo Galilei.

Tom also discovers to his astonishment that he enjoys finding out things and is shocked to realise that what is now old - once wasn't.

EXERCISE 1: THE STORY



Either individually, or in pairs, or in small groups fill in the missing words in the text below.

NB. You can either listen to the audio first or not as the teacher decides.

very friend helps really painting Iron Age
sing post She planets day help town Liz
schoolboy repairing Republic boyfriend school

Tom is a who doesn't like school very much. His best in school is called Liz. Tom likes Liz and wants to be her . They are different. Liz is very good at school, is very clever but Tom is not.

It is exam time at and Tom knows he will fail.

One , something incredible happens. Tom meets Charlie Chaplin delivering the post, Chaplin tells Tom about this over the hill called Serendip - which you can only see when you are not looking for it. He instructs Tom to deliver the for him.

Tom goes and finds that in Serendip Elvis Presley lives next to Galileo who wants to more than study the and has been taking lessons, Michelangelo is always the town fountain and nervous about the Sistine Chapel, Julius Caesar is always playing soldiers in the forest planning for the and Ug the caveman (with Tom's help) invents the .

All these characters help Tom as Tom also them.

But, does all this Tom in school? And does it help him with ?

Watch Serendipity and find out.

EXERCISE 2: SCHOOL SUBJECTS

Put in the missing vowels to complete the following subjects in a school syllabus.

Then they draw a line between the sentences printed below and the appropriate subject.

H _ ST _ RY
 G _ _ GR _ PHY
 M _ TH _ M _ T _ CS
 _ RT
 _ NGL _ SH
 SC _ _ NC _
 SP _ RTS

- Julius Caesar invaded Britain.
- Michelangelo made the sculpture of David.
- The past tense of 'go' is went.
- The river Nile is the longest river in Egypt.
- Basketball was invented in America.
- $2+3+5 = 10$.
- Mars, Venus, Saturn and Jupiter are all planets in the same solar system as the Earth.
- Golf was invented in Scotland.
- Mount Everest is the highest mountain in the world.
- Nine divided by three is three.
- Galileo was a famous astrologer.
- $2 \times 6 = 12$.
- Columbus discovered the Americas in 1492.
- Picasso was born in Malaga in Spain.
- The opposite of fast is slow.

Which subject do you like most? Why Which least? Why?



EXERCISE 3: THE ROMAN EMPIRE

Can you think of 10 things about Ancient Rome?

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)

Are these true or false?

1. Julius Caesar was a famous Roman poet.



2. The capital city of the Roman Empire was Milano.



3. Hannibal was the first Roman Emperor.



4. Cleopatra was a famous Egyptian queen and was Julius Caesar's lover.



5. 50.000 people could sit in the Coliseum in Rome to see the Games.



6. Jupiter was the most important Roman God.



7. The Roman Army was also called the Praetorian Guard.



EXERCISE 4: WHAT DO THEY DO?

In Serendipity we meet A Roman Soldier. Here's a section of the script:

Tom

Stop, stop. What are you doing?

Soldier

My job.

Tom

Your job?

Soldier

Yeah, I'm a soldier. I kill people. Who are you?

Tom

Tom. My name's Tom.

Soldier

I don't want to know your name. Where are you from?

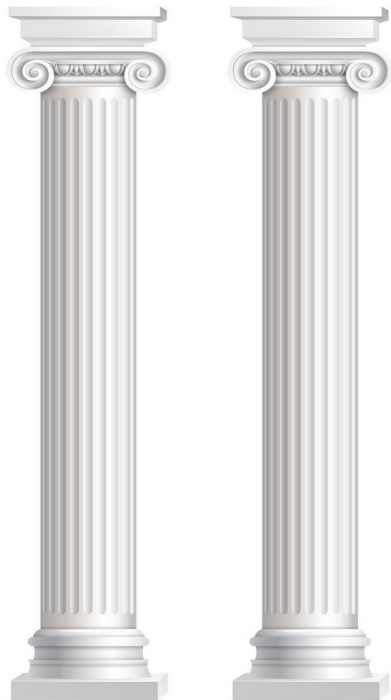
Are you a Roman?

Tom

No, I'm English.

Soldier

English. (spits) Prepare to die.



Match the appropriate job to the appropriate verb list and the appropriate nouns

JOB

- Soldier
- Doctor
- Teacher
- Secretary
- Fire-fighter
- Police Officer
- Lorry Driver
- Journalist

VERB

- climb, put out
- catch
- wear
- drive
- operate
- type
- write, investigate
- correct, answer

NOUNS

- homework: questions
- ladders: fires
- letters
- criminals
- newspaper: stories
- long distances
- people
- uniform

E.g.: A Fire-fighter climbs ladders.

EXERCISE 5: WHEN IN ROME ...

Imagine a typical day in a Roman Soldiers life.
 What time does he get up?
 What does he do in the evening?

_____ doesn't like _____

_____ never _____ in the morning.

_____ always goes to _____

_____ sometimes _____

_____ hasn't got any _____

_____ loves _____ in the evening.

_____ can't _____

_____ and _____ usually _____

_____ likes to _____

_____ always _____ before _____



EXERCISE 6: A DAY IN THE LIFE OF UG [ÆG]**GROUP A**

Ug is a caveman and lives in _____ 1 _____
 _____. He lives with his wife and his three children
 together with five other families. _____ 2 _____ when it
 is light and then he _____ 3 _____ with the other men. Usually the
 men hunt all day and usually _____ 4 _____
 because it is very dangerous. While the men are
 hunting the women _____
 _____ 5 _____

Near to Ug, in the next valley, there live hundreds of dinosaurs
 and one Tyrannosaurus Rex. In the evening after hunting Ug
 usually _____ 6 _____.

Ug and the other men want to catch _____
 _____ 7 _____ which sometimes comes into their valley.
 The mammoth will give the families food for the Winter. The
 _____ 8 _____ is very cold where Ug lives.

1. Where/live
2. What/do
3. What/do
4. What/usually
5. What/women
6. What/evening
7. What/catch
8. What/cold



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

EXERCISE 6: A DAY IN THE LIFE OF UG [ÆG]**GROUP B**

Ug is a caveman and lives in a small, wet cave in the north of France. He lives with _____
 ___a_____. Everyday he gets up
 _____b_____ and then he goes hunting with _____c_____
 . Usually the men hunt all day and usually they do not catch
 anything because _____d_____. While the men are
 hunting the women collect the food for the day from a forest near
 to the cave.

Near to Ug, in the next valley, the-
 re live _____e_____
 _____. _____f_____ Ug
 usually paints the hunting plan for the next day on the roof of
 his cave. Ug and the other men want to catch a large mammo-
 th which sometimes comes into their valley. The mammoth will
 _____g_____. The Winter is ___h_____ where Ug
 lives.

- A Who/live
- B When/get up
- C Who/go/hunt
- D Why/not/catch
- E Who/live
- F When/paint
- G What/mammoth
- H How/Winter



A
B
C
D
E
F
G
H

EXERCISE 7: GALILEO GALILEI

Find out five things about Galileo

- 1)
- 2)
- 3)
- 4)
- 5)



Find out why these words are important to Galileo?

telescope

Jupiter

COPERNICANISM

THE FIRST AND
SECOND LAWS OF MOTION

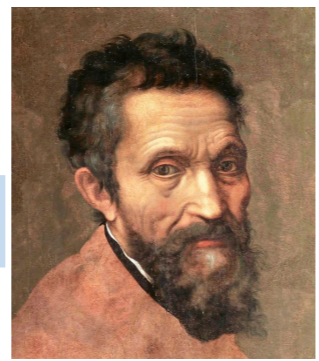
Roman Catholic Church

THERMOMETER

"heliocentric" theory

EXERCISE 8: MICHELANGELO BUONARROTI

Find out five things about Michelangelo Buonarroti



- 1)
- 2)
- 3)
- 4)
- 5)



Find out why these words are important to Michelangelo.?

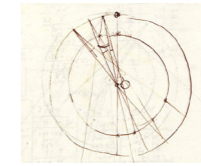
CEILING *The Sistine Chapel*
CREATION
Angels **ADAM** *David*
THE BIBLE *Pope Julius*

EXERCISE 9: ARE THESE TRUE OR FALSE?**JULIUS CAESAR**

- 1) Caesar became a God after his death
- 2) He was killed by one of his close friends.
- 3) He changed Rome from a Republic to monarchy.
- 4) He was once kidnapped by pirates..
- 5) After his death Rome experienced a Civil War for more than 10 years.
- 6) The month of July is named after him.

MICHELANGELO

- 1) Michelangelo and Leonardo da Vinci were enemies
- 2) Michelangelo didn't want to paint the Sistine Chapel and tried to refuse to do it.
- 3) He spent 4 years painting just the ceiling of the Sistine Chapel
- 4) Michelangelo was a painter, a sculptor and an architect.
- 5) There are over 300 figures in his painting of the Sistine Chapel.

**GALILEO GALILEI**

- 1) Galileo learned of the invention of the spyglass in Holland. He made an improved version and called it the telescope.
- 2) It was using the telescope that convinced him that the Earth did move around the Sun.
- 3) He was convicted of heresy by the Roman Catholic Inquisition.

ACTIVE WORD LIST

Below are the words used in the play which may be new to your students. Although they are clear from the context in the play you may want to go through them with your students.

You can either simply give them the equivalent in their mother tongue or give groups of students different groups of words to look up in their dictionary.

History	The Roman Empire Julius Caesar Soldier Army	Earth Moon Venus Sun (to) go round Summer Winter
Always		
Walk round		
The same as	(to) need (to be) boring (to) kneel (to) die (to be) busy (to) try	Headache Head Leg Left Right Too tall Too small Faster Slow Wrong
	Statue Pope Sistine Chapel Picture Creation Angels Bible Walls	
Magic		
A job		
Noise		

VOCABULARY WORK

1)

Teach any of the vocabulary you think your students need from the active word list. Make sure they can write the word and recognise the sound.

Divide your class into three teams.

First a member of team 1 goes to the blackboard and draws a picture representing one of the words.

A member of team 2 has to say what the word is.

A member of team 3 has to go to the blackboard and spell it.

Start again with team 2 and so on.

The team with the most correct answers wins.

2)

Take four photocopies of the active word list.

Give different groups of students different words to look up the translation in their own language in their dictionary.

Go round checking they have found the correct translation.

Hand out the photocopies to the class.

The students have to ask other members of the class for the vocabulary they are missing.

Drill: Student A: What's Statue in (the students' mother tongue)?
Student B: I don't know. or It's xxxxxxxx.
Student A: Thank you.t

QUESTIONS AND ANSWERS

In the play the students are frequently asked to respond to questions the characters ask them. These are often confirmation questions and, while a simple yes or no is adequate, it provides an opportunity for the students to practise responding with the appropriate auxiliary, or verb.

Students have to put the appropriate response with the appropriate question. You can photocopy the section of the page and cut up the responses. You can either leave both the affirmative and the negative response or just leave one for each.

Can you see the Emperor?

Have you seen Liz?

Are you English?

Is she clever?

Did she kill him?

Do you like History?

Is Galileo famous?

Do you hate exams?

**NO, I CAN'T.
YES, I CAN.**

Then you can divide the class into teams. Ask a team one of the questions, or make up others using the same structures. The first team to offer a correct answer wins a point and so on.

Then write one of the responses on the blackboard. For example; Yes, I do.

Choose a student and ask him or her a question to which the grammatically correct answer is Yes, I do. He or she answers.

Then ask a student to do the same and make up a question to another student which would produce the same answer.

Continue as you wish with as many of the responses as you want.

Asking personal, or amusing, questions will make the activity more memorable.

TPR

Do a total physical response activity using imperatives as if you were awakening from a coma. You have forgotten everything and have to learn how to stand up, sit down, walk, lift your right leg, put it down etc.

Choose a simple situation such as going to a shelf, picking up a book and finding a page and writing the first sentence on the blackboard. Imagine you are radio controlled and have to be told everything - including stop.

Do all the actions with a student.

Then tell the same student the instructions, he or she does them by him or herself. Choose another student repeat, and then ask another student to give the instructions to yet another student, and so on.

You can add an action each time if you wish, so the situation becomes more and more complicated. Get as complicated as you can.

INTERVIEWS

Prepare the following situation with your students which can follow on from the activity above.

Everybody chooses a famous person from the past. Find out information about him or her. (This can be for homework and you can place students in pairs if you think that will help the weaker ones less likely to come up with anything). Tell them they should find out ten things. You do likewise.

Then (or the next class) tell the students it is now 2307 and they are intergalactic journalists. It is now possible to travel through time. They are going to travel back and interview famous people about their lives.

Write the name of the famous person you have chosen on the blackboard. They interview you. Answer as best you can and always in character. Show them they can improvise the answers.

When you have finished. Go through any mistakes they made and any questions you think would be useful. Put them in pairs and they interview each other. For homework they have to write their report on the interview.

SOLUTIONS

EXERCISE 1:

CORRECT TEXT:

Tom is a schoolboy who doesn't like school very much. His best friend in school is called Liz. Tom really likes Liz and wants to be her boyfriend. They are very different. Liz is very good at school, She is very clever but Tom is not.

It is exam time at school and Tom knows he will fail.

One day, something incredible happens. Tom meets Charlie Chaplin delivering the post, Chaplin tells Tom about this town over the hill called Serendip - which you can only see when you are not looking for it. He instructs Tom to deliver the post for him.

Tom goes and finds that in Serendip Elvis Presley lives next to Galileo who wants to sing more than study the planets and has been taking lessons, Michelangelo is always repairing the town fountain and nervous about painting the Sistine Chapel, Julius Caesar is always playing soldiers in the forest planning for the Republic and Ug the caveman (with Tom's help) invents the Iron Age

All these characters help Tom as Tom also helps them.

But, does all this help Tom in school? And does it help him with Liz?

Watch Serendipity and find out.

EXERCISE 2: History, Geography, Mathematics, Art, English, Science, Sports.

EXERCISE 3:

1. False. Caesar was a famous Roman general and later became dictator of Rome.
2. False. Rome.
3. False. Hannibal was a general from Carthage who fought against the Romans.
4. True
5. True
6. True
7. False The Praetorian Guard was the personal army of the Emperors and the only army allowed inside the city of Rome.

EXERCISE 6:

Divide the class in two: Group A and Group B. Each half has different information about UG (A caveman we meet in the play)

Group A has the information that Group B is missing and vice versa.

Put all the A's together on one side of the class and let them work together in small groups. Do the same with all the B's.

First the students have to realise what information they are missing, and then prepare the correct question to find the answer from the information given.

Then put the A's and B's together in pairs or small groups and let them ask each other their questions.

Note; we have taken a certain artistic liberty here, placing our caveman in the same time as dinosaurs while strict facts do tell us that dinosaurs existed long before our early human ancestors began to exist. The reason is the same as all artistic liberty; to create a theatrical moment valid to the play. Make this clear to the students and there should be no problem.

EXERCISE 7:

Tell students to find out five things about Galileo by looking on the internet. This, of course, can be homework for a weekend.

EXERCISE 8:

Tell students to find out five things about Michelangelo by looking on the internet. This, of course, can be homework for a weekend.

EXERCISE 9:

All the sentences are true.

You can either do this in class and students go through it in pairs or small groups or ask them to do it for homework. If you set it for homework you can ask each student to find out another two things about each character. Then you can pool all the findings as a class and see just how much they have collectively found out.