

First Line Impros



A fun Oral
Language /
Drama Game

First Line Impros



“I feel
sorry for
you”

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“Can you
lend me
€10?”

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“Is it the
measles?”

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“I’ve just
lost mum’s
purse”

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“I beg your
pardon?”

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“I’ve had it
up to here
with you”

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“I saw you
hit my little
brother”

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“Sorry is
just a
word”

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“Grow up
and act
your age”

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“Stop that
at once”

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“I always Knew
this would
happen”

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“It’s just
not fair”

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“How come
you never
pick me?”

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“Why are you
always picking
on me?”

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“Nobody in
this house
understands
me”

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“Take out
that nose
stud now”

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“You did it
again,
didn’t you?”

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“Can you
keep a
secret?”

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“But please,
mum”
“I said no”

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“Why do
you give up
so easily?”

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“Don’t Keep
going on
about it”

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“You never
listen to
me”

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“Right, I’ve
caught you
now”

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“Get out of
that bed
immediately”

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“Please
don’t”

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“You’re
going to ruin
everything”

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“You have
no
manners”

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“I’m sorry to
have to tell
you but ...”

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“Would you
mind
repeating that
remark?”

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“Please don’t
tell him that
I told you”

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“Look, just
snap out of
it”

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“What’s
going on
here?”

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“You’ve been talking about me behind my back”

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“You’re just too chicken”

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“You’ll never guess what happened to Jim”

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“I’ve a terrible tummy pain this morning”

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“I don’t want
to go to school
today”

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“What can I
do, I can’t pay
the money
back”

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“I feel
sorry for
you”

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“It was
supposed to
be a secret”

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“OK, you
need to
hear this”

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“What’s the
matter with
you today?”

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“Not so
brave now,
are you?”

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“Oh no,
here she
comes”

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“You can’t
tell
teacher”

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“I can
sneak out
at 10pm”

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“But she
forced me
to”

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“That’s my
watch you’re
wearing”

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“Do I have
to?”

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“Just take
it and run”

First Line Impros

The following cards can be used for developing improvisation in the classroom. The line given on the card should be the opening line in the improvisation. The line should suggest to the pupils the scenario for the improvisation. It should also suggest who the characters in the improvisation might be. This activity could be done in pairs or small groups of 3/4. The rest of the class acts as the audience.

Each group of pupils randomly selects one of the cards for the improvisation. I had a rule that you could put a card back if you didn't like it and choose another, but you then had to stick with the second choice – this made pupils really think about putting back a card. The pupils could prepare the improvisation in advance to start, but as they become more proficient, they could then just make it up "on the spot". It may help to set a time limit on the improvisation as some groups will need to be curtailed while others may need to be encouraged to keep the conversation going a little longer.

The improvisations don't really need any special equipment or props – if necessary you can "make do" with whatever is in the classroom. All that is really needed is a space to perform the improvisation.

The aim of the improvisation should be on getting a conversation going and the ability of the group of pupils to "think on their feet" in reacting to what the others are saying. The aim should be the development of fluency of thought and speech and the ability of the pupils to speak confidently and in character. The focus should also be on the elements of drama – setting, characters, use of voice, facial expression, gesture, body posture, tension/conflict etc.

Pupils may need to be reminded that you want to hear them speak as they act out the scenario, so it will not work if they just laugh their way through the improvisation.

Most of all, this improvisation game should be fun!

For Your Information

Thank you for downloading this Seomra Ranga resource. We hope that you find it practical and useful in your classroom.

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Kind regards, Seomra Ranga

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