

# **DRACULA**

**Secondary class activities**



**IPA PRODUCTIONS**



## 1. SYNOPSIS

Our story begins in 1842, when Jonathan Hawker, a young lawyer, travels to Transylvania. He is on his way to take documents to Count Dracula, who has bought a large house in London. Count Dracula is a mysterious, rich man, who lives in a castle, high up in the mountains of Transylvania.

When Jonathan arrives, he is welcomed into the castle by Dracula and offered some food and wine, which he refuses. He gives Dracula the documents to sign. While he is doing this, Dracula sees a photograph of Mina, Jonathan's fiancée, and he is very interested in her. Dracula hypnotizes Jonathan in order to get him to write a letter to Mina, saying that he's staying in Transylvania. Also, Jonathan discovers that Dracula has no reflection in the mirror and that he doesn't like crucifixes.

Dracula makes Jonathan go to sleep, and while he is sleeping the Count steals his photo of Mina. He then forms a plan to immediately travel to London to find Mina. When Jonathan finally wakes up, he realizes that Mina's photo has been stolen and that she is in great danger. He also decides to immediately return to London to protect her from the Count.

Unfortunately, he is too late. Dracula successfully finds Mina and meets her in London. She's worried because she has received Jonathan's letter and the way it is written is very strange. Dracula decides to hypnotize her as well and takes her back to Transylvania with him. Frustrated, Jonathan goes to meet a vampire hunter, Van Helsing, who teaches him how to deal with vampires so he can rescue Mina.

Will Jonathan save Mina or will Dracula win the fight?





# 1. SYNOPSIS

## TEACHING NOTES

**Time**

20-30 minutes

**Level**

Easy

**Skills focus**

Reading (possibly speaking)

**Aim**

To familiarize the student with the story of Dracula. Also, an opportunity for the students to learn any new vocabulary.

**Suggested pre/post activity**

Ask the students what they know about Dracula. Ask them to think about what will happen in the story and how they think it will end. After reading the synopsis of the play, ask them if they are surprised by what happened or if it was what they expected.





## **2. TRUE OR FALSE**

Read and listen to “The Story of Dracula” (Activity 1). Then, decide if the sentences are true or false. If you think a sentence is false, write the correct version below.

1) Jonathan goes to Transylvania to buy Count Dracula’s Castle T - F

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2) Count Dracula’s castle is in the mountains T - F

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3) Dracula offers wine and food to Jonathan T - F

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4) Dracula goes to Manchester to meet Mina T - F

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5) Mina is very happy to receive Jonathan’s letter T - F

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6) Jonathan asks for help from Van Helsing, a veterinarian T - F

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7) Dracula tries to hypnotize Mina, but he cannot because Mina runs away T - F

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## 2. TRUE OR FALSE

### Teaching notes

**Time**

20-30 minutes

**Level**

Easy

**Skill focus**

Writing, listening and reading (possibly speaking)

**Aim**

To test the students' comprehension of the synopsis of the play. Could be used as an opportunity for the students to work in pairs to discuss the correct answers.

**Suggested pre/post activity**

Ask the students as a group to decide if sentence one is correct. Then correct the sentence together on the board. After the activity let the students take turn to write corrected sentences on the board. If there are errors in their work let their classmates help correct them.

**Answers**

1. False. Jonathan goes to Transylvania to take documents to Count Dracula.
2. True.
3. True.
4. False. Dracula goes to London to meet Mina.
5. False. Mina is very worried when she receives Jonathan's letter.
6. False. Jonathan asks for help from Van Helsing, a vampire hunter.
7. False. Dracula can hypnotize Mina.



### **3. STORY ORDER**

Read “The story of Dracula” (activity 1), then put the events of the story in the correct order.

- \_\_\_ a) Mina reads Jonathan’s letter
- \_\_\_ b) Dracula meets Mina in London
- \_\_\_ c) Jonathan travels to Transylvania
- \_\_\_ d) Jonathan gives Count Dracula some official documents to sign
- \_\_\_ e) Jonathan asks for help from Van Helsing
- \_\_\_ f) Dracula sees Mina’s photo for the first time
- \_\_\_ g) Jonathan writes a letter to Mina
- \_\_\_ h) Dracula hypnotizes Mina

**Write the correct order below.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_





## 3. STORY ORDER

### Teaching notes

**Time**

15-20 minutes

**Level**

Easy

**Skills Focus**

Reading and writing (possibly speaking)

**Aim**

Comprehension. To make students consider the sequence of events in the play in a logical order.

**Variation**

This activity could be made into a competition for small groups. Before the class cut the sentences into eight strips each containing one of the sentences from activity three. Give each small group a set of the eight sentences and tell them to put them in the correct order. The teacher should move around the classroom checking to see who gets the correct order first. This activity is great as a fun, group activity.

**Answers**

- a) 6
- b) 5
- c) 1
- d) 2
- e) 8
- f) 3
- g) 4
- h) 7



## 4. THE CHARACTERS

Read to these descriptions of the characters in *Dracula*. Use the information to help you with the exercise below.

### Count Dracula

Count Dracula is from Transylvania. He lives in a castle up in the mountains. He is a vampire who drinks blood and has no reflection in the mirror. He is tall and slim with very white skin. He has long pointed teeth and blue eyes. He wears a long, black and red cape. He buys a house in England and uses the services of Jonathan Harker. He falls in love with Jonathan's fiancée, Mina Murray, and takes her home to Transylvania.

### Jonathan Harker

Jonathan Harker is a young lawyer, who goes to Transylvania to sell a house to Count Dracula. He is young and naïve. Harker becomes a prisoner in Dracula's castle. When he realises that Dracula has taken the photo of his fiancée, Mina Murray, he worries about her and escapes. He goes to Van Helsing to ask for help when he discovers she is missing.

### Mina Murray

Mina Murray is Jonathan Harker's fiancée. Mina is very clever. She encourages Jonathan to go to Transylvania as she thinks Count Dracula could be an important client for Jonathan. She is worried when she receives Jonathan's letter as she realises it was not written by him. She falls in love with Count Dracula.

### Van Helsing

Van Helsing is a vampire hunter. He is an expert in everything about vampires. He asks Jonathan lots of questions and realises that Count Dracula is a vampire. He gives Jonathan all the tools he needs to kill Count Dracula. He sends Jonathan to rescue Mina on his own.





## **4B. WHO SAID THAT**

Decide who you think says each sentence. Use the information above to help you. Each character says two sentences.

1. \_\_\_\_\_ "I have some documents for him to sign."
2. \_\_\_\_\_ "She looks delicious!"
3. \_\_\_\_\_ "You must help me!"
4. \_\_\_\_\_ "Can you describe him?"
5. \_\_\_\_\_ "It's a very strange letter"
6. \_\_\_\_\_ "Does he have dark hair or blonde hair?"
7. \_\_\_\_\_ "Dear Mina, welcome to my castle"
8. \_\_\_\_\_ "Thank goodness, you are here!"





## **4. WHO SAID THAT**

### **Teaching notes**

**Time**

30–40 minutes

**Level**

Easy

**Skills Focus**

Reading (possibly speaking).

**Aim**

To familiarize the student with the characters in *Dracula*.

**Suggested pre/post activity**

Ask the students what they already know about the characters in *Dracula*. Ask them what they think they look like or what clothes they wear. After the activity ask them who their favourite character is and why. Ask them who they didn't like and why.

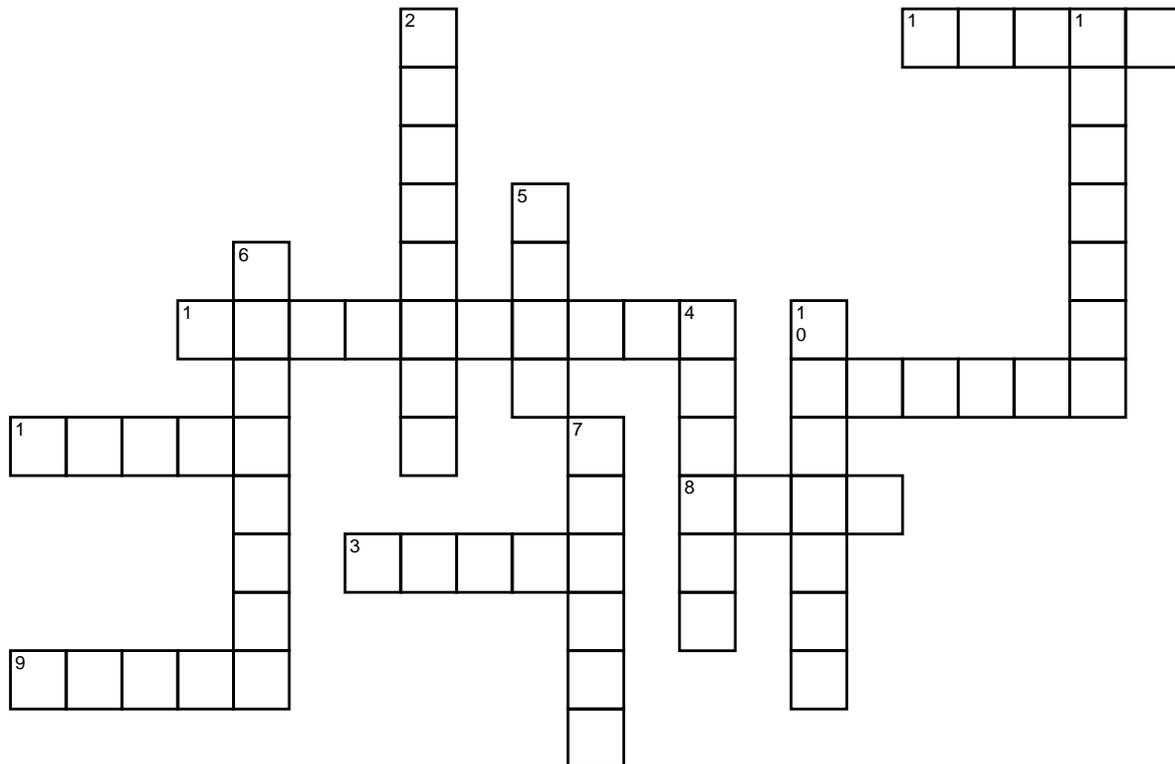
**Answers**

- 1) Jonathan
- 2) Dracula
- 3) Jonathan
- 4) Van Helsing
- 5) Mina
- 6) Van Helsing
- 7) Dracula
- 8) Mina



## 5. CROSSWORD

Fill in the answers in the crossword puzzle below. All the answers can be found in the vocabulary list from 'Dracula' or are characters from Dracula.



### ACROSS

1. The name of the Vampire Hunter (3, 7)
3. The tool you use to shave (5)
8. To touch with your tongue (4)
9. What is used to kill a vampire (5)
11. What Dracula drinks (5)
12. How you feel when you need to eat (6)
14. Dracula has very sharp ones (5)

### DOWN

2. The place where you visit dead people (8)
4. A vegetable that Dracula doesn't like (6)
5. The time of day when the sun goes down (4)
6. Good-looking (8)
7. What you look at to see your reflection (6)
10. Surprised in a bad way (7)
13. How you feel when you need a drink (7)





## 5. CROSSWORD

### Teaching notes

**Time**

20–30 minutes

**Level**

Medium

**Skills Focus**

Writing, vocabulary

**Aim**

To reinforce the vocabulary of the play and its meaning.

**Notes**

Give the students the list of vocabulary from the play to look at whilst doing the crossword. All the vocabulary needed can be found within the list. It is a good idea to do the crossword in pairs giving students a chance to discuss their ideas. Alternatively, the crossword could be used as a homework activity.

**Variation**

The students could be split into two groups with one group given the answers to the 'across' clues and one group given the answers to the 'down' clues. The students should then, individually or in groups write the clues to match their answers. When they are finished, they pair up with someone from the other group to trade clues and then they complete the crossword.

**Answers****Across**

1. Van Helsing
3. razor
8. lick
9. stake
11. blood
12. hungry
14. teeth

**Down**

2. cemetery
4. garlic
5. dusk
6. handsome
7. mirror
10. shocked
13. thirsty





## **6. SONG “DRACULA, THE VAMPIRE”**

Dracula, Dracula, Dracula the vampire.  
Dracula, Dracula, Dracula the vampire.

Let us tell you about a man we \_\_\_\_\_.  
He’s very \_\_\_\_\_, we both think so  
He drinks your \_\_\_\_\_, makes you feel good  
You’re going to meet him in this \_\_\_\_\_.

Dracula, Dracula, Dracula the vampire.  
Dracula, Dracula, Dracula the vampire.

Jonathan is our \_\_\_\_\_ today  
He \_\_\_\_\_ Mina, that’s what they say  
She gets bitten, here on the \_\_\_\_\_  
Van Helsing helps \_\_\_\_\_, no sweat

Dracula, Dracula, Dracula the vampire.  
Dracula, Dracula, Dracula the vampire.

Don’t look in the \_\_\_\_\_  
‘Cause you won’t \_\_\_\_\_ him there  
If you give him \_\_\_\_\_  
He’ll probably swear!

Dracula, Dracula, Dracula the vampire.  
Dracula, Dracula, Dracula the vampire.

**Now find the correct words from the song.**

1. Find a part of the body. \_\_\_\_\_
2. Find the word which means *the area you live in*. \_\_\_\_\_
3. Find the synonym for *perspire*. \_\_\_\_\_
4. Find the homophone for *hear*. \_\_\_\_\_
5. Find the synonym for *good-looking*. \_\_\_\_\_



## **6. SONG “DRACULA, THE VAMPIRE”**

### Teaching notes

**Time**

20–30 minutes

**Level**

Medium

**Skills Focus**

Vocabulary

**Aim**

To widen vocabulary by becoming familiar with the words to the songs in the play. Also, to heighten the enjoyment of the students when they listen to the songs during the play.

**Notes**

Give the students a chance to read through the song and predict what they think the missing words will be before they listen to the music. They can do this either individually or in pairs. Then let them listen to the song at least twice to fill in the gaps. Check the answers together and when everyone has the correct answer the second part of the activity can be done individually, in pairs or as a whole group activity.

**Answers**

Let us tell you about a man we know  
He’s very handsome, we both think so  
He drinks your blood, makes you feel good  
You’re going to meet him in this neighbourhood

Jonathan is our hero today  
He loves Mina, well that’s what they say  
She gets bitten, here on the neck  
Van Helsing helps them, no sweat

Don’t look in the mirror  
‘Cause you won’t see him there  
If you give him garlic  
He’ll probably swear!

1. Neck
2. Neighbourhood
3. Sweat
4. Here
5. Handsome





## 7. SONG “SWEET VAMPIRE”

Listen to the song and try to fill in the missing words.

**Dracula:**

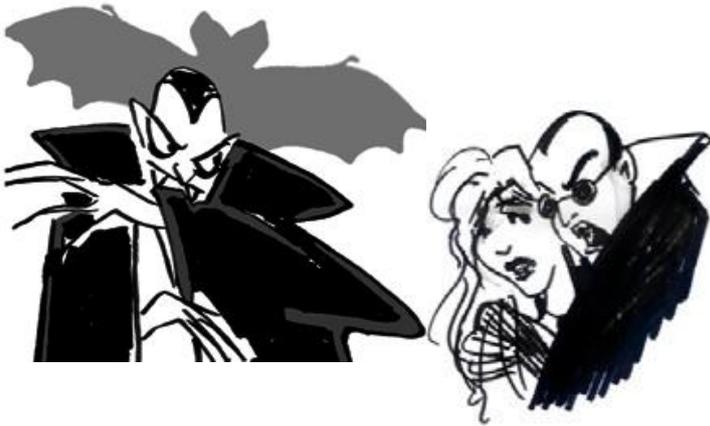
How do you do...I'm \_\_\_\_\_ it's you....I hope your journey was pleasant.  
Come into my house...Don't be a \_\_\_\_\_ mouse.....Did you bring me a present?  
Don't be \_\_\_\_\_ by the way I look...I only like to follow \_\_\_\_\_...And I am so  
full of passion.  
I'm just a \_\_\_\_\_ blood-sucking, vampire from Transylvania.  
Give me your case....Take a look at the \_\_\_\_\_... don't \_\_\_\_\_ this room at  
night time.

**Jonathan:**

Thank you, dear Count...I won't go \_\_\_\_\_...I'll spend the whole night sleeping.

**Dracula:**

I like your \_\_\_\_\_...let's talk for a while....and then we'll \_\_\_\_\_ some dinner.  
I'm just a sweet blood-sucking, vampire from Transylvania!





## **7. SONG “SWEET VAMPIRE”**

### Teaching notes

**Time**

20–30 minutes

**Level**

Medium

**Skills Focus**

Vocabulary

**Aim**

To widen vocabulary by becoming familiar with the words to the songs in the play. Also, to heighten the enjoyment of the students when they listen to the songs during the play.

**Notes**

Give the students a chance to read through the song and predict what they think the missing words will be before they listen to the music. They can do this either individually or in pairs. Then let them listen to the song at least twice to fill in the gaps. Check the answers together and when everyone has the correct answer the second part of the activity can be done individually, in pairs or as a whole group activity.

**Answer key**

Dracula:

How do you do...I'm pleased it's you....I hope your journey was pleasant.

Come into my house...Don't be a little mouse.....Did you bring me a present?

Don't be shocked by the way I look...I only like to follow fashion...And I am so full of passion.

I'm just a sweet blood-sucking, vampire from Transylvania.

Give me your case....Take a look at the place...don't leave this room at night time.

Jonathan:

Thank you, dear Count...I won't go out...I'll spend the whole night sleeping.

Dracula:

I like your style...let's talk for a while....and then we'll have some dinner.

I'm just a sweet blood-sucking, vampire from Transylvania!

## **8. BUZZ WORDS**



# DRACULA



To play this game you must divide into two groups. One person from each group has one minute to explain what the word at the top of the card is. This must be done without saying the two buzz words written below. If the group guesses the word they receive a point and it is the other team's turn with the next card. If time runs out or a mistake is made no point is scored. There should be a neutral referee (maybe the teacher) who checks that the buzz words are not used.

## VAMPIRE

Dracula  
Bat

## CEMETERY

Dead  
Grave

## DIARY

Write  
Personal

## FANGS

Teeth  
Pointed

## BLOOD

Red  
Liquid

## LONDON

England  
Capital

## RAIN

Weather  
Water

## MIRROR

Reflection  
Glass

## HOUSE

Live  
Building

## WEREWOLF

Moon  
Animal

## PHOTO

Picture  
Camera

## GARLIC

Eat  
Smell





## **8. BUZZ WORDS**

### **Teaching notes**

**Time**

10–60 minutes

**Level**

Medium

**Skills Focus**

Speaking

**Aim**

To practise the vocabulary of the play by using words of a similar meaning.

**Notes**

With lower-level students it is advisable to listen to scene six with the script before starting the activity.

**Variation**

For higher level students, make the game more difficult by adding another word to the list students mustn't use. For lower-level students, take the buzz word away and let them use any means possible (any vocabulary, gestures etc.) to help the students guess the word.





## **9. QUESTIONS AFTER THE PLAY**

Discuss the following questions with your classmates.

1. Why does Jonathan go to Transylvania?
2. Why does Dracula make Jonathan stay in Transylvania for a month?
3. Why is Mina so worried about the letter she received?
4. What does a vampire look like according to Van Helsing?
5. Do you believe in the supernatural?
6. Why do you think stories about supernatural monsters are still popular nowadays?
7. Do you have a favourite horror story/character/film? What is it and why do you like it?
8. Vampires are immortal creatures. Would you want to be immortal? What would be the pros and cons of living forever?



## **9. QUESTIONS AFTER THE PLAY**

### **Teaching notes**

**Time**

30–40 minutes

**Level**

Medium

**Skills Focus**

Speaking (possibly writing)

**Aim**

To test the students understanding of the play and to give them an opportunity to express their opinions about it.

**Notes**

This could also be done as a writing activity for students to do individually or in small group. It would also work well as a writing assignment for homework.

**Variation**

Students could work in pairs or individually on one or two of the questions. The students then give a short oral presentation to rest of the class.





## 10. VOCABULARY

Look at this list of vocabulary that is used in the play. Try to learn the words as they will help you to understand the play more easily.

axe	hope	return
bat	hungry	shave
bite	hypnotize	shocked
blood	journey	shower
burn	jump	sign
business	kidnap	slayer
cape	kind	slim
castle	kiss	stake
characters	lawyer	step
congratulations	lick	strange
crucifix	look after	sweat
customs	lucky	taste
danger	marry	teeth
dead	mirror	think
describe	mist	thirsty
don't worry	neck	touch
doubt	neighbourhood	trance
escape	offend	trip
faint	play	try
fangs	pleased	upset
garlic	power	vampire
great	razor	wait
handsome	receive	wine
haunt	reflection	worried
help	rescue	