Task 1

Cut out the task cards and give these out to pairs or small groups. Each pair or group acts out an element of the masked ball before reading the scene.

**Mime the following using SILENT actions and gestures with your partner. Discuss how you will do this and practise acting it out both with and without masks.**

You are a man and a woman who both like each other but speak to each other shyly.

**Mime the following using SILENT actions and gestures with your partner. Discuss how you will do this and practise acting it out both with and without masks.**

You are friends and one of you has had too much to drink.

**Mime the following using SILENT actions and gestures with your partner. Discuss how you will do this and practise acting it out both with and without masks.**

You are a man and a woman who are ballroom dancing together.

**Mime the following using SILENT actions and gestures with your partner. Discuss how you will do this and practise acting it out both with and without masks.**

One of you likes the other and stares at them across the room.

Task 2

1. A masked ball is a frequent event in Shakespeare plays. How does masking characters complicate events?

2. In what circumstances might masks help characters or benefit them in some way?

3. In what circumstances might masks cause problems for characters?

4. Based on the events so far, what do you think is likely to happen during the masked ball in the next scene?
### Task 3

Your group now has the following tasks:

1. Look back over Act 2 Scene 1 and identify four instances of dramatic irony.
2. Write out a quotation for each one.
3. List out the different points of view for each quotation: a) the perception of character a, the perception of character b (if applicable) and the audience.
4. Explain for each quote how the tension is heightened.

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<thead>
<tr>
<th>Dramatic irony:</th>
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<tbody>
<tr>
<td>Quote:</td>
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<tr>
<td>Character a:</td>
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<td>Character b:</td>
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