

# Much Ado: Correcting Dogberry

Using a word  
with the  
opposite  
meaning.

Using a word  
that rhymes  
with the word  
he is trying to  
say.

Using a  
nonsense word.

Using the right  
prefix and the  
wrong root.

Using the  
wrong prefix.

Using a noun  
instead of an  
adjective or verb  
or the other way  
round.

*lechery/  
treachery*

Act Three,  
Scene 3,  
Line 160

*comprehend/  
apprehend*

Act Three,  
Scene 3,  
Line 25

*vigitant/  
vigilant*

Act Three,  
Scene 3,  
Line 91



# Much Ado Correcting Dogberry

Another activity, like the word detectives activity, that pays close attention to text, and tries to provide a motivating structure for language research. The number of words you might give at one time to groups of two or three, depends on which Key Stage your pupils are at (say half dozen at KS3 and give all of them to your A level students), and how long you want the activity to last. I have put the words in the order they appear in the text, but I would suggest that you mix them up when you share them between groups so that pupils can be encouraged to move around the playscript.

In addition to producing their own dogberried dialogues pupils might be encouraged to improve on the sorting board. They also might like to find words, I have left out since I probably have not found them all.

The webaddress for this activity is <http://www.collaborativelearning.org/muchadodogberry.pdf>

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Our collaborative talk for learning activities are designed to:

...build on prior knowledge.

...move from concrete to abstract thinking.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

Good for all pupils!

Vital for EAL pupils!

If you don't get the chance to talk something through with others, you won't be able to write about it later confidently!

If you can persuade students to do something simple and playful together they will later jointly attempt something more difficult and challenging.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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Website: <http://www.collaborativelearning.org>

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## Much Ado Correcting Dogberry

LEONATO: Neighbours you are tedious.

DOGBERRY: It pleases your worship to say so, but we are the *poor duke's* officers. But truly, for my own part, if I were as *tedious* as a king, I could find it in my heart to bestow it all of your worship.

LEONATO: All of thy tediousness on me, ah?

DOGBERRY: Yea, and 'twere a thousand pound more than 'tis, for I hear as good *exclamation* on your worship as of any man in the city, and though I be but a poor man, I am glad to hear it.

Act 3, Scene 5, Lines 16-26

Dogberry is tedious, longwinded and has swallowed the dictionary. He uses a lot of words. He often uses the wrong words in the wrong place. In this quotation, he thinks tedious means wealthy. He also means that he and his colleagues are the "duke's poor officers". Sometimes he uses words with the opposite meaning, sometimes he uses the wrong prefix or suffix, sometimes a similar looking word with a very different meaning, sometimes all of these together.

You have a set of cards with the words that Dogberry uses incorrectly, and in italics the word he should have used. Look up the line in the play, and work out what Dogberry was trying to mean. Sort the words on the sorting board into the kinds of mistakes that Dogberry has made. Check your dictionary to work out meanings if you are not sure of them.

When you have sorted them your group might like to try to write a modern dialogue full of dogberryisms to try out on the rest of the class.

## Much Ado Correcting Dogberry - Sorting Board

<p>Using a word with the opposite meaning.</p>	<p>Using a nonsense word.</p>	<p>Using the wrong prefix.</p>
<p>Using a word that rhymes with the word he is trying to say.</p>	<p>Using the right prefix and the wrong root.</p>	<p>Using a noun instead of an adjective or verb or the other way round.</p>

# Dogberry mistakes cards

<p>salvation/ damnation</p> <p>Act Three, Scene 3, Line 3</p>	<p>allegiance/ disloyalty</p> <p>Act Three, Scene 3, Line 5</p>	<p>desertless/ deserving</p> <p>Act Three, Scene 3, Line 9</p>	<p>senseless/ sensible</p> <p>Act Three, Scene 3, Line 22</p>	<p>comprehend/ apprehend</p> <p>Act Three, Scene 3, Line 25</p>	<p>vagrom/ vagrant</p> <p>Act Three, Scene 3, Line 25</p>
<p>tolerable/ intolerable</p> <p>Act Three, Scene 3, Line 36</p>	<p>present/ represent</p> <p>Act Three, Scene 3, Line 73</p>	<p>vigitant/ vigilant</p> <p>Act Three, Scene 3, Line 91</p>	<p>recovered/ discovered</p> <p>Act Three, Scene 3, Line 160</p>	<p>lechery/ treachery</p> <p>Act Three, Scene 3, Line 160</p>	<p>obey/order</p> <p>Act Three, Scene 3, Line 168</p>
<p>discerns/ concerns</p> <p>Act Three, Scene 5, Line 3</p>	<p>blunt/ sharp</p> <p>Act Three, Scene 5, Line 10</p>	<p>odorous/ odious</p> <p>Act Three, Scene 5, Line 15</p>	<p>exclamation/ acclamation</p> <p>Act Three, Scene 5, Line 24</p>	<p>comprehended/ apprehended</p> <p>Act Three, Scene 5, Line 44</p>	<p>aspicious/ suspicious</p> <p>Act Three, Scene 5, Line 44</p>
<p>suffigance/ sufficient</p> <p>Act Three, Scene 5, Line 48</p>	<p>examination/ examine</p> <p>Act Three, Scene 5, Line 55</p>	<p>noncome/ non plus or non compos mentis</p> <p>Act Three, Scene 5, Line 58</p>	<p>excommunication/ examination</p> <p>Act Three, Scene 5, Line 59</p>	<p>disassembly/ assembly</p> <p>Act Four, Scene 1, Line 1</p>	<p>exhibition/ commission</p> <p>Act Four, Scene 1, Line 5</p>

# Dogberry mistakes cards

<p><i>defend/ forbid</i></p> <p>Act Four, Scene 2, Line 21</p>	<p><i>eftest/ best</i></p> <p>Act Four, Scene 2, Line 38</p>	<p><i>perjury/ libel</i></p> <p>Act Four, Scene 2, Line 44</p>	<p><i>burglary/ libel</i></p> <p>Act Four, Scene 1, Line 52</p>	<p><i>redemption/ damnation</i></p> <p>Act Four, Scene 1, Line 59</p>	<p><i>opinioned/ pinioned</i></p> <p>Act Four, Scene 2, Line 69</p>
<p><i>suspect/ respect</i></p> <p>Act Four, Scene 2, Line 76 and 77</p>	<p><i>piety/ impiety</i></p> <p>Act Four, Scene 2, Line 80</p>	<p><i>slanders/ slanderers</i></p> <p>Act Five, Scene 1, Line 209</p>	<p><i>verified/ sworn to</i></p> <p>Act Five, Scene 1, Line 210</p>	<p><i>plaintiffs/ defendants</i></p> <p>Act Five, Scene 1, Line 243</p>	<p><i>reformed/ informed</i></p> <p>Act Five, Scene 2, Line 244</p>
<p><i>reverent/ revered</i></p> <p>Act Five, Scene 1, Line 305</p>	<p><i>youth/ elder</i></p> <p>Act Five, Scene 1, Line 305</p>	<p><i>give/ask</i></p> <p>Act Five, Scene 1, Line 314</p>	<p><i>prohibit/ permit</i></p> <p>Act Five, Scene 1, Line 315</p>		