

How to guide pupils to do the activity sheets

Five activity sheets have been developed for each of the plays in this resource package to help pupils write part of the play, develop some generic skills, positive values and attitudes as well as practise the target grammar items and structures.

Activity sheet 1

Helping pupils to write a play: from text to play

This activity sheet is to be done before pupils read the script. A text/story is provided to guide pupils to write part of the script based on it. They take note of the characters, not only their names but also their personalities and relationships among them. Besides, they have to pay attention to the setting, the exciting events and the ending of the play. In the process, pupils are guided to use the **'who'**, **'where'** and **'what'** questions to help them write the play.

For the **'WHO'** question, the pupils need to read the text/story to discover who is in the play. Then they write the characters' names and describe the characters using their imagination. This should be kept as simple as possible (e.g. *Mary - brave, fair to her friends* in 'Bossy Chris').

For the **'WHERE'** question, a location, the setting, has to be chosen. This will focus the group's attention on specific context. The teacher may give the pupils some choices (e.g. *In the park* and *At school* in 'Bossy Chris'). However, if pupils have their own choice, let them use it as it gives them more ownership of their work.

For the **'WHAT'** question, the pupils have to decide on the dramatic element of the play, i.e. the most exciting part of it (e.g. *an argument/an illness* in 'Bossy Chris'). Again, choices could be given to the pupils but do encourage them to suggest a dramatic element pertinent to them, as this focuses their attention on what is going to happen. The pupils also need to think of how to resolve the situation or how to end the play. Pupils could use the ideas provided in the text or they could be encouraged to supply their own endings to the play as it helps them to think more critically and creatively.

Activity sheets 2 and 3

Helping pupils to develop their creativity and critical thinking skills as well as positive values and attitudes

With the help of the teacher, pupils recall the scenes depicted in the pictures. Then, the whole class brainstorm ideas related to the questions before they work out the answers in groups. Open-ended questions are included to stimulate pupils' thinking. The teacher could encourage pupils to express freely their ideas, views and feelings. During the class or group discussion, pupils also compare and connect ideas, make predictions, inferences and evaluative comments about the characters and events in the play. The teacher can also help pupils to develop positive values and attitudes, such as tolerance and open-mindedness by encouraging them to consider different points of view and different ways of doing things before making decision. Through the whole process, pupils' creativity and critical thinking skills as well as positive values and attitudes are developed.

To give authenticity to pupils' work, the teacher could ask pupils to relate to their own personal experiences and put their knowledge into practice by creating their own dialogues which are to be acted out. The acting out of these dialogues further boosts pupils' confidence in using English for effective communication and gives them opportunities to use appropriate intonation, stress, tone of voice and speed to convey intended meanings and feelings.

Activity sheets 4 and 5

Reinforcing the learning of grammar items and structures

To develop pupils' communicative competence, it is necessary to let pupils first acquire the basic knowledge of the essential grammatical features of the English language. Therefore, the teaching of English for purposeful communication does not preclude the teaching of grammar. However, mechanical drilling of the grammar items and structures in isolated contexts and explanations of grammar rules, with little reference to how the language is used in real-life contexts, can hardly bring about effective language learning. Hence, contextualized activities are included here to help pupils learn and apply the target grammar items and structures.