



The Gifted Education for Enhancing English through Drama

QEF Project No. 2005 / 0641

Ms. Wong Lai Ping
Head of Drama
Pentecostal Lam Hon Kwong School

Descriptions

- Project Theme: Addressing diverse learning needs
- Total Grant Sought: \$200,000(a)
- Applicant Sector: Secondary
- Applicant Type: Organization
- Beneficiary Sector: Secondary

2

Objectives

- To develop an English program for the gifted
- by holding an English Drama Curriculum in formal lessons
- Prepare for NSS Eng Lang's module "Learning Eng thr Drama"
- Mainly for Speaking & listening
- And generic skills

3

Teaching Schedule

1. What is a Scene?
2. What are "dramatic elements"?
3. The development of "conflict".
4. Play Structure.
5. Performance.

We'll introduce the 1st three today.

4

Activity 1:

Identify the features of a scene

- Students are put into 5 a group
- Each group make a play.
- In 1-2 min

5

Students' Work A (Pre-test)

It is Sam's school Athletic Meet.

Sam chooses the 100m running.

Schoolmates on the stands are encouraging.

When the teachers shoots, the athletes runs.

In the middle of the lane, Sam falls down. He cries. All other athletes don't care about him.

A boy runs to help him immediately.

At last, Sam thanks him a lot.

6

Teaching 1: What's a scene?

There are 5 features of a scene

- (i) speeches
- (ii) actions
- (iii) 2-5 characters
- (iv) in 1 place
- (v) in 1 time span

7

Comment on Students' Work A

- (i) speeches: OK
- (ii) actions: OK
- (iii) 2-5 characters: OK
- (iv) in 1 place: NOT OK
- (v) in 1 time span: NOT OK

8

Students' Work B (Post-test)

In the playground, May falls onto the floor carelessly.

Many students pass by, but no one helps May.

Fortunately, Peter passes by. He is very kind. He helps May to sit down.

Peter asks a boy to give May a piece of tissue, the boy replies he has none.

Fortunately, another nice girl Mary passes by. She takes out a piece of tissue and gives it to May.

9

Comment on Students' Work B

- (i) speeches: OK
- (ii) actions: OK
- (iii) 2-5 characters: OK
- (iv) in 1 place: OK
- (v) in 1 time span: NOT OK

10

Teaching 2 Dramatic elements

Dramatic elements =

Elements that makes a scene attractive

What are the features of a "dramatic"?
Why attractive?

11

Activity 2: Play making

Students are put into groups of 5
Groups are assigned to make
either Scene A or B or C or D

12

Scene A

*During recess,
at the basketball court,
a group of lower form students are
playing basketball.
When the bell rings, so they go
back to their classroom.*

13

Scene B

*During recess,
at the basketball court,
a group of lower form students are
playing basketball.
Suddenly, a higher form student
comes to bully them.
Unexpectedly, the discipline
teacher appears and
punishes the higher form student.*

14

Scene C

*After school,
on the corridor,
a group of students meet up.
They then go to see the art fair in
the school hall.*

15

Scene D

*After school, inside a teachers' elevator, a group of students go to the art fair in the school hall.
Unexpectedly, the elevator stops and these students are trapped inside it. They blame each other for using the elevator.
When they are about to call for help, the elevator moves again.
The elevator door opens and, unexpectedly, the discipline teacher stands in front of the elevator.*

16

Discussion

- Which scenes are more attractive?
- What are the features of being attractive?

17

Teaching 3: Features of being attractive

- Surprises
- Conflict

18

Activity 3: Play making

**Students are put into groups of 5
Make a short play
in 1-2 minutes
Including "surprises"**

19

Students' Work Play A

*One day, in the canteen,
Sam wants to borrow some money
from his friend Peter.
Peter thinks for a second and says
"no" to Sam.
Sam is very angry.
He hits Peter.
Peter wants to hit Sam back, but he
hits the discipline teacher Mr. Wong.*

20

Assessment

Critical features of Scene

- **One time span: OK**
- **One place: OK**

Features of surprises

- **Surprises: OK**

Score: 6 out of 10

21

Students' Work Play B

*In a science lesson, Mr. Tsang teaches
the students to light a Bunsen burner.
Billy suddenly stops Mr. Tsang. He says
that he knows how to do it.
Mr. Tsang let him do it.
Billy tries to light up the first match, but
there is no fire.
When he tries the second one, the fire
match burns quickly.
He throws the match and burns the hair
of John.*

22

Play B (Cont'd)

*Peter tries to use a fire
extinguisher to put out the fire on
John's head, but he cannot do so.
David uses a fire blanket to cover
John's head and he puts out the
fire at last.
But John faints. David tries to do
the artificial respiration for John,
but Mr. Tsang stops him because
he thinks that it is dirty.*

23

Play B (Cont'd)

*Suddenly, John wakes up because
he smells a very bad smell.
Finally, John finds that the bad
smell is from the mouth of David.*

24

Assessment

Critical features of Scene

- One time span: OK
- One place: OK

Features of surprises

- Surprises: OK

Score: 8 out of 10

25

Activity 4: Conflict improvisation

Students are put into pairs

Each pair makes a play with a conflict

In 1-2 minutes

26

Students' Work Conflict A

A: Oh, your school bag hurt me!

B: It didn't!

A: It did!

B: It didn't!

(A hits B with his school bag.)

B: What's the matter with you!

(A and B fight each other.)

27

Teaching 4: Four stages of conflict

Stage of latency

Stage of development

Stage of climax

Stage of pause

28

Activity 5: Conflict improvisation

Follow from Activity 4

Each pair rearrange the conflicts with 4 stages' development

29

Warm up from time to time : Their Speeches

(1) Projection

(2) Accuracy
Pronunciation

(3) Affection
Articulation

Emotion

Mood

30

Thank you very much

- (1) Teachers attending this sharing session***
- (2) QEF's \$\$\$\$\$\$\$***
- (3) PLHK School***
- (4) All team members***
- (5) My students***

This is the end

31