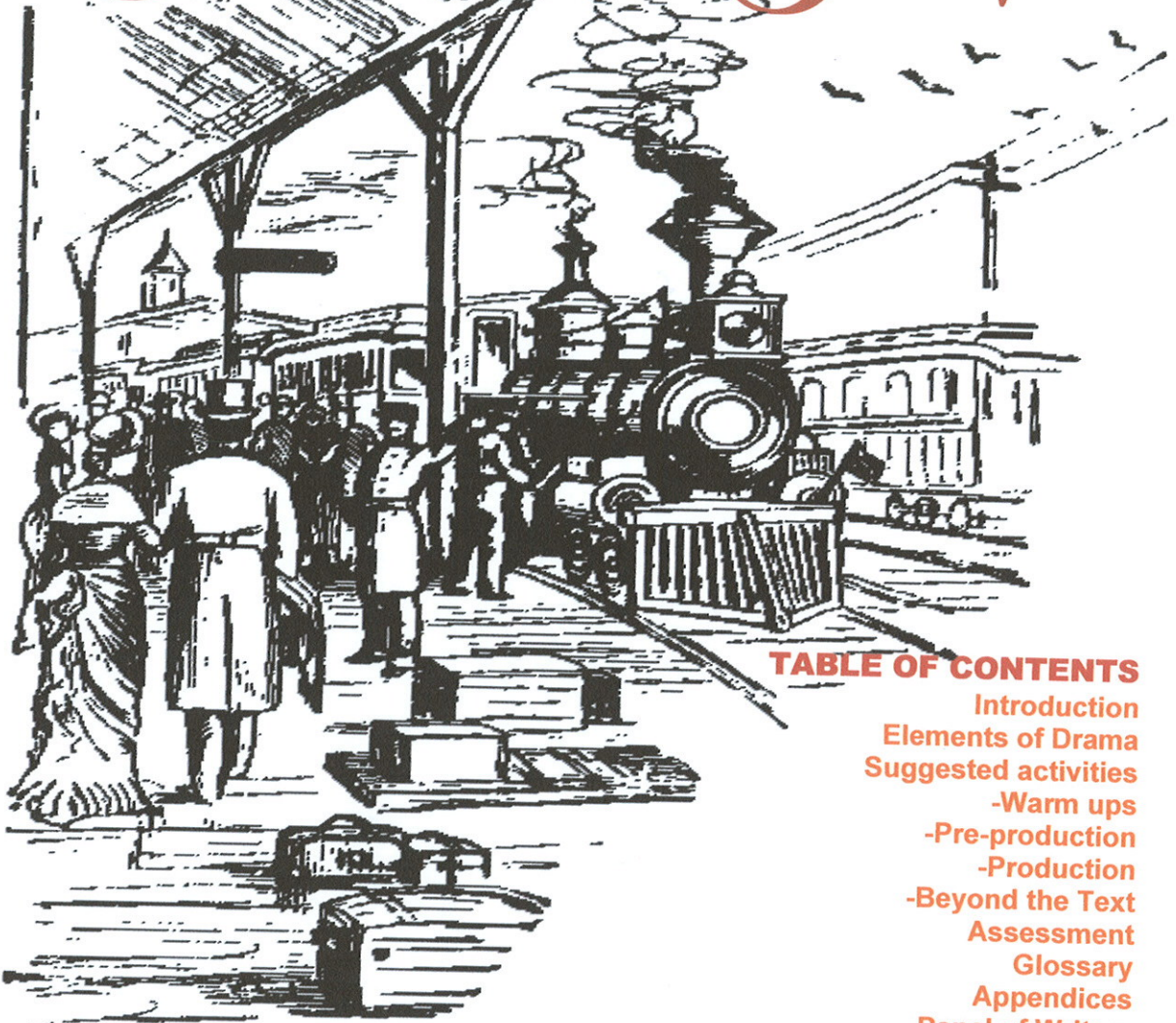


LITERATURE COMPONENT FOR FORM 4

# Drama

## *Gulp and Gasp*



### TABLE OF CONTENTS

Introduction  
Elements of Drama  
Suggested activities  
-Warm ups  
-Pre-production  
-Production  
-Beyond the Text  
Assessment  
Glossary  
Appendices  
Panel of Writers



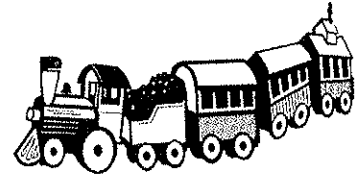
Curriculum Development Division. Ministry of Education Malaysia. 2009







# Introduction



*Dear Colleagues,*

This guidebook aims to show you how to approach and use drama in classrooms. It also hopes to remind us all the enormous potential that exists when drama is used as a tool in the learning situation to improve the not-so-favourable perception teachers have on drama and the use of English Language among our students.

Reading and doing 'Gulp and Gasp' by John Townsend is not about training our students to become actors and actresses but rather to explore human conditions and to stimulate our students to have a better understanding of themselves and the world around them.

We are not trying to prescribe how or what you should do when you take 'Gulp and Gasp' to class but we do have some ideas to share.

Thus, this guidebook contains some teaching ideas. It also contains some relevant but basic factual information as well as photocopiable handouts or task sheets for busy teachers.

In the section on 'Suggested Activities', we have divided it into 3 parts:

- |               |          |                       |
|---------------|----------|-----------------------|
| <b>Part 1</b> | <b>:</b> | <b>Warm-ups</b>       |
| <b>Part 2</b> | <b>:</b> | <b>Pre-production</b> |
| <b>Part 3</b> | <b>:</b> | <b>Production</b>     |

We hope that teachers find this arrangement friendly and useful. You are most welcome to use, make changes and use, or not use them! What matters is that you are able to bring joy and fun in learning by using the most suitable ideas to suit your teaching environment and your students.

We hope the experiences you create or bring to class through drama will leave your students "gulping and gasping" for more!

*- Panel of Writers for Teacher's Guidebook: "Gulp and Gasp"*



# Drama



## What is Drama?

Drama is a general term for performances where actors usually work together to represent stories by impersonating the actions and speech of imaginary characters (humans or non-human entities). It is usually performed on stage for the entertainment of an audience.



## Why Drama?

Drama is a *social art* where no one person can produce a play by himself. The words of the text are not the play. The stage where it will eventually be produced is also not the play. A play is a collective effort and product of many relationships: writers, director, actors, a group of people who design and build the stage, props, costumes etc.

Through drama, children (or even adults) get an opportunity to seek knowledge, to create presentations, to be someone or something, to explore situations and to work and learn together with friends and strangers.

*"Tell me and I will forget.  
Show me and I will remember.  
Involve me and I will understand."  
Chinese Proverb*

To teachers, drama is an educational tool by which teachers can take their students beyond the realms of entertainment and create a workable environment that can give rise to meaningful learning experiences.



## Sources



You can also find some *answers* if you visit:  
<http://www.childdrama.com/why.html>



## Drama or Play?

Generally, the terms are used interchangeably.

**A play:** A literary work written for performance on the stage; a drama and the performance of such a work.

**A drama:** A prose or verse composition, especially one telling a serious story, that is intended for representation by actors impersonating the characters and performing the dialogue and action.



## Sources



<http://www.answers.com/topic/play-drama>



Baldick, C. (2004) *The Concise Oxford Dictionary of Literary Terms*, OUP



# Elements of Drama



## What is Drama?

Here are some terms that you may find useful as we will be looking at some of the elements throughout this guidebook.

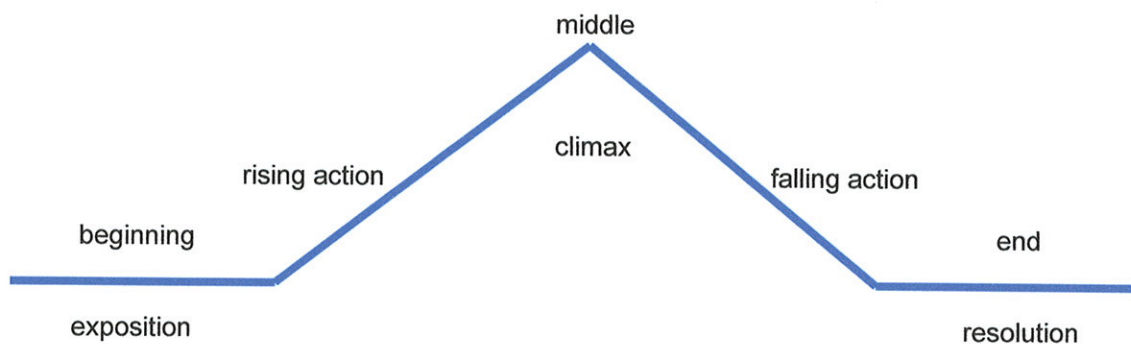
### Character

A character is one of the persons who appears in the play, one of the dramatis personae (literally, the persons of the play). In another sense of the term, the treatment of the character is the basic part of the playwright's work. Conventions of the period and the author's personal vision will affect the treatment of character.

Most plays contain major characters and minor characters. The explanation and development of major characters is essential to the play. The distinction between heroes (or heroines) and villains, between good guys and bad guys, between virtue and vice is useful in dealing with certain types of plays, though in many modern plays (and some not so modern) it is difficult to make.

### Plot

Plot is the literary element that describes the structure of a story. It shows arrangement of events and actions within a story.



The interest generated by the plot varies for different kinds of plays. The plot is usually structured with acts and scenes.

### **Theme**

The plot has been called the body of a play and the theme has been called its soul. Most plays have a conflict of some kind between individuals, between man and society, man and some superior force or man and himself. The events that this conflict provokes make up the plot. If a play has a theme, we should be able to state it in general terms and in a single sentence, even at the risk of oversimplification.

Of course the theme, no matter how fully stated, is not the equivalent of the play. The play is a complex experience, and one must remain open to its manifold suggestions. .

### **Dialogue**

Dialogue provides the substance of a play. Each word uttered by the character furthers the business of the play, contributes to its effect as a whole.

Therefore, a sense of DECORUM must be established by the characters, i.e. what is said is appropriate to the role and situation of a character. Also the exposition of the play often falls on the dialogue of the characters. Remember: exposition establishes the relationships, tensions or conflicts from which later plot developments derive.

Why do words begin to assume general qualities, and why do they become dramatic? Here are two problems on either side of the same coin. The words in both cases depend upon the kind of attention we give them. The artist using them, whether author or actors, force them upon us, and in a variety of ways try to fix the quality of our attention.

### **Design**

#### ***Theater Space***

Theater can also be discussed in terms of the type of space in which it is produced. Stages and auditoriums have had distinctive forms in every era and in different cultures. New theaters today tend to be flexible and eclectic in design, incorporating elements of several styles; they are known as multiple-use or multiple-form theaters.

#### ***Set Design***

In Europe, one person, frequently called a scenographer, designs sets, costumes, and lights; in the U.S. these functions are usually handled by three separate professionals. Set design is the arrangement of theatrical space; the set, or setting, is the visual environment in which a play is performed. Its purpose is to suggest time and place and to create the proper mood or atmosphere.

### ***Stage Facilities***

The use and movement of scenery are determined by stage facilities. Relatively standard elements include trapdoors in the stage floor, elevators that can raise or lower stage sections, wagons (rolling platforms) on which scenes may be mounted, and cycloramas-curved canvas or plaster backdrops used as a projection surface or to simulate the sky.

### ***Lighting Design***

Lighting design, a more ephemeral art, has two functions: to illuminate the stage and the performers and to create mood and control the focus of the spectators. Stage lighting may be from a direct source such as the sun or a lamp, or it may be indirect, employing reflected light or general illumination.

### ***Costume Design***

A costume is whatever is worn on the performer's body. Costume designers are concerned primarily with clothing and accessories, but are also often responsible for wigs, masks, and makeup.

Costumes convey information about the character and aid in setting the tone or mood of the production. Because most acting involves impersonation, most costuming is actual or re-created historical or contemporary dress; as with scenery, however, costumes may also be suggestive or abstract.

### ***Mask***

A special element of costume is the mask. Masks prevent the use of the face for expression and communication and thus render the performer more puppetlike; expression depends solely on voice and gesture. Because the mask's expression is unchanging, the character's fate or final expression is known from the beginning, thereby removing one aspect of suspense.

The mask shifts focus from the actor to the character and can thus clarify aspects of theme and plot and give a character a greater universality. Like costumes, the colors and features of the mask, especially in the Orient, indicate symbolically significant aspects of the character. In large theaters masks can also aid in visibility.

### ***Makeup***

Makeup may also function as a mask, especially in Oriental theater, where faces may be painted with elaborate colors and images that exaggerate and distort facial features. In Western theater, makeup is used for two purposes: to emphasize and reinforce facial features that might otherwise be lost under bright lights or at a distance and to alter signs of age, skin tone, or nose shape.



### ***Technical Production***

The technical aspects of production may be divided into preproduction and run of production. Preproduction technical work is supervised by the technical director in collaboration with the designers. Sets, properties (props), and costumes are made during this phase by crew members in the theater shops or in professional studios.

Props are the objects handled by actors or used in dressing the stage—all objects placed or carried on the set that are not costumes or scenery. Like sets, props can be illusionistic—they may be created from papier-mâché or plastic for lightness, exaggerated in size, irregularly shaped, or designed to appear level on a raked stage; they may also be capable of being rolled, collapsed, or folded. The person in charge of props is called the props master or mistress.

### ***Sound and Sound Effects***

Sound, if required, is now generally recorded during the preproduction period. From earliest times, most theatrical performances were accompanied by music that, until recently, was produced by live musicians. Since the 1930s, however, use of recorded sound has been a possibility in the theater.

Although music is still the most common sound effect, wind, rain, thunder, and animal noises have been essential since the earliest Greek tragedies. Any sound that cannot be created by a performer may be considered a sound effect. Such sounds are most often used for realistic effect (for example, a train rushing by or city sounds outside a window), but they can also assist in the creation of mood or rhythm.



### **Sources**



<http://litera1no4.tripod.com/elements.html>



[www.readwritethink.org/lesson\\_images/lesson802/Conflict.ppt](http://www.readwritethink.org/lesson_images/lesson802/Conflict.ppt)



# The Writer



## John Townsend



John Townsend was a teacher for 25 years and is now a full-time writer. He has just written his 100<sup>th</sup> book, all designed to be short, exciting reads to switch any reader onto text. His works include fiction, nonfiction, and plays all for young people. He is the author of the *Incredible Creature Series*, *Raintree Series*, *True Crime Series*, and *Painful Histories Series*.

You can find some of John's books at the following link: [www.heinemann.co.uk](http://www.heinemann.co.uk)

### Interview

#### What do you most enjoy about reading?

Reading is great for getting the imagination working. Some people prefer television to radio because they say the pictures are better. Isn't that so with reading? It unlocks your imagination like nothing else -and let's face it, imagination can change the world.

### **How do you champion reading in particular to boys/men?**

Having taught for many years in secondary schools, I know only too well that “reading isn't cool” for some boys. “Why read the book when you can watch the DVD?” was often the cry. They weren't convinced about the pictures being better with the book! That's why I started writing stories, short plays and non-fiction that are meant to be fun reads. After all, if reading is an entertaining experience and not too daunting, it's going to switch on even the most switched-off. So I keep on writing!

### **What books, magazines etc do you enjoy reading yourself?**

For me, reading is a bit like the buses. Not much for quite a while - then a load all at once. At least, that's reading for pleasure. 'Functional reading' as part of the day-job involves reading newspapers, web pages and reference books for information. But reading for pleasure these days tends to be more of a luxury for holidays. I suppose that's my way of admitting I don't read as much as I should or as I'd like -partly because I'm not too good at sitting still for long or curling up with a book all day. Is that a 'male thing'? Autobiographical writing has always interested me - anything from Laurie Lee to Anhua Gao. Yet just like those buses, it can be great to hop on anything that comes along and see where it takes you.

After all, you can easily hop off again if you get too fidgety!



### **Sources**



[www.literacytrust.org.uk/campaign/Champions/.../JohnTownsend.pdf](http://www.literacytrust.org.uk/campaign/Champions/.../JohnTownsend.pdf)

Date accessed: 27 October 2009



## Synopsis

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**“Gulp and Gasp”** tells about Lord Septic who is determined to find the long lost Gatsby Gold owned by Lady Gatsby who was brutally murdered. He buys a railway line where he believes the Gatsby Gold is hidden. He will do anything to get his hands on the gold and he will kill those who get in his way. Meanwhile, Rose, a blind girl, turns up at the station to sell flowers to support her ailing mother. Acting on the instruction of Lord Septic, Crouch tries to get her to leave the station. He throws her flowers onto the railway track. Percy, the dashing young orphan, comes to her rescue only to be knocked unconscious by Lord Septic. Both he and Crouch tie Rose to a railway track in an attempt to get rid of her. She finds out about Percy’s true identity and the secret of the Gatsby Gold. The approaching train can mark the end of Rose and resolve Lord Septic’s problem. Is the fate of these people in the hands of Percy? Will Percy manage to save Rose and find the truth about his identity? Or will this be the end of him?



# Plot



*\* Learners should be encouraged to read and discover the sequence in the plot by themselves.*

**THE PAST**  
**(One dark night...)**  
**The Train**

Lord Septic's father tricked the richest widow in town, Lady Gatsby to meet him and bring the Gatsby Gold. She came with the gold and her baby but hid the gold before Lord Septic and his father could get it. Lord Septic's father tied her to the railway track to frighten her so that she would tell them where she had hidden the gold. However, the train came early and she was killed. Lord Septic threw her baby into the litter bin. The gold was never found.

**THE PRESENT**  
**(A cold, foggy night...)**  
**The Midnight Express**



- a. Lord Septic and his servant wait for the night train. The train is late and Lord Septic who is in the process of buying the railway line complains and goes to his office. He instructs his servant, Crouch to get rid off the flower seller seen on the railway platform.
- b. Crouch tells Rose, the blind flower seller to go away. She tries to get him to buy her flowers. Although he realizes that she is blind, he throws her flowers away and leaves after threatening her that if she does not leave, he would throw her under the train.
- c. Percy, a young man helps Rose not realizing that she is blind. When she tells him how she became blind, he explains that he is an orphan and that he was found in a litter bin. His mother was said to have been killed on the railway line. They get attracted to each other.

Rose had worked in Lord Septic's match factory packing big match boxes. He did not keep the matches safe because it would cost him money. There was a fire and many workers were killed. Rose escaped the fire but the flames hurt her eyes and she became blind. As Lord Septic did not pay the workers, they went on strike at the match factory.



- d. Crouch comes back and shouts at them. Percy grabs his collar and frightens Crouch who then blames his master, Lord Septic.
- e. Lord Septic comes quietly from behind and hits Percy on the head with his stick. When Rose says that she will report to the 'Evening News' about Lord Septic's cruel deeds, Crouch and Lord Septic grab her and take her to the track. Rose faints. When Percy tells them to let her go, Lord Septic slams Percy's head against a station locker. His nose begins to bleed. Crouch then ties Rose to the track.
- f. Percy regains consciousness and runs off into the path of the approaching train. Lord Septic thinks that Percy is a coward who is escaping from him and that he will be killed by the train.
- g. Rose hears Lord Septic telling Crouch how he and his father had killed Lady Catsby and thrown her child into the litter bin.
- h. The train screeches to a halt. Percy comes back and leaps out with a chain he uses to wind around both Lord Septic and Crouch quickly so that they are unable to escape. He describes how he had removed his purple pants and dabbed it on his bleeding nose to make it turn red. To stop the train, he had then climbed up the gas lamp at the station and covered it with his pants so that it shone red. The guard on the train was told to call the police.
- i. Rose informs Percy that he is Gatsby's son. They use the clue on the key and find the gold in the New Station Lockers.
- j. Percy offers half of the gold to Rose for her eye operation and her mother's pills. He then proposes to her. Both Percy and Rose walk away in the opposite direction when they hear the police coming to take the villains away. Percy is in his long-johns and does not have his pants on!

Here are the plot components of Gulp and Gasp for your reference.

## 'Gulp and Gasp'

**Climax:** Rose is tied to the track with train approaching. Percy saves Rose

**Rising Action:** Conflict between Crouch and Rose, between Crouch and Percy and between Lord Septic and Rose lead to Percy's conflict with Lord Septic.

**Falling Action:** The wicked men are tied up. Percy finds out that he is Gatsby's son and he searches for the Gatsby Gold.

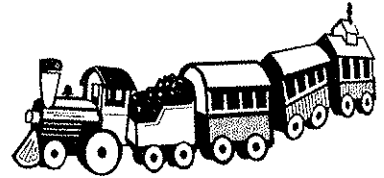
**Exposition:** Lord Septic is a rich man who wants power and is looking for the Gatsby Gold. Rose is blind and poor while Percy is a poor orphan.

**Resolution:** Percy finds the Gatsby Gold . He proposes to Rose and the two wicked men are caught by the police.

## GULP AND GASP



# Setting



### Place :

This play is set somewhere at an empty Railway Station in rural England.

### Time :

It is a foggy and cold night. It is set during the early part of the industrial revolution of the twentieth Century. Most people are from the working-class who are often oppressed by the powerful elite-class.

### People :

- The rich and influential aristocrats are immaculate and grand in appearance with the men often wearing top hats, coats and ties. Gloves are essential to keep out the cold and a cane adds a certain swagger.
- The poor working class is mostly servants to the gentry or workers in the factories. They have a poor appearance wearing somber and worn-out clothes.

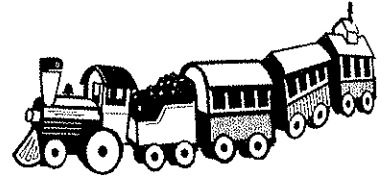
### Culture:

- The rich rule their lives with much fanfare and decorum. They are deemed to be more cultured and often look down on the less fortunate.
- The more affluent class would speak in a distinctly more formal language than their less wealthy counterparts.
- There is a distinct separation between the rich upper class society and the poor and downtrodden.





# Characters



## Lord Septic

*The nasty boss of the railways.  
A cruel and evil villain of the worst sort.*



Lord Septic is the man who runs the town and soon will be the mayor. He likes things to be done his way or else... He is married to Clora who owns a gun factory. Lord Septic is never satisfied with what he has. Lord Septic is very greedy. He longs for more power, more money and more fame. In addition, he likes to show off his power. He would do anything to those who get in his way.

General Characteristics : ♦ Greedy  
♦ Cruel



## Crouch

*Lord Septic's slimy little servant  
- a bully who grovels for a living.*



Crouch works for Lord Septic as his loyal servant. He is subservient to Lord Septic's orders. He is also a bully. He also enjoys having power whenever he has the chance. As Lord Septic summarizes it best, Crouch can be a half-wit and sometimes he can be a dim-wit. His simple mindedness adds humour to the story.

General Characteristics : ♦ Bully  
♦ Loyal





# Themes



These are some of the themes found in the play:



## **Greed and materialism**

Greed is often associated with materialism. Once a person is obsessed with materialism, greed would overwhelm him. He would want to be richer and richer. Thus, he may do anything to achieve his ambition. In the drama, Lord Septic still yearns for more, despite already being rich and powerful. His aim in life is to be the richest man in the world. Everything he does is in the pursuit of wealth. For instance, Lord Septic and his father killed Lady Gatsby for the Gatsby Gold. He married his wife, Clora for her gun factory although he considers her as annoying. Besides, he buys the railway line in order to search for the Gatsby Gold. He also disregards the safe storage of the matches at his match factory in order to cut cost.



## **Unconditional love**

There is unconditional love between Percy and Rose. Although Rose is visually challenged and poor, Percy loves her even when he finds out that he is Lord Percy. His status and wealth do not change his love for Rose. In fact, he wants to marry her and give half of Gatsby Gold to Rose so that she could spend the money on her eye operation, her mother's medical pills and a new home.

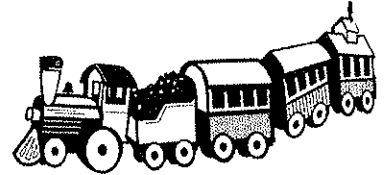


## Justice prevails

The drama upholds justice. In the drama, Lord Septic is a cruel and evil villain. He has committed various crimes in his life. For example, together with his father, they murdered Lady Gatsby to get the Gatsby Gold. Then, he threw Lady Gatsby's baby in the litter bin. However, at the end, the villain is finally caught. Lady Gatsby's murderer is found. The Gatsby Gold is returned to the rightful owner. The truth reigns.



# Values



Here are some of the values found in the play:



## Kindness

We need to be kind to others. For example, Lord Septic is unkind to the poor like Rose. He regards her as a beggar and disallow her to sell flowers at the railway station. Similarly, Crouch is unkind to Rose. He is aware that Rose is visually challenged but he bullies her by throwing away her tray of flowers. He also tries to chase her out of the railway station. In contrast, Percy is kind to Rose. He helps her to pick up her flowers which are thrown away by Crouch. He does not ill-treat Rose. He tries to cheer her up. When he knows he is the rightful owner of the Gatsby Gold, he offers to pay for Rose's eye operation and her mother's medical pills.



## Responsibility

We need to be responsible in life. Lord Septic is an irresponsible employer. He did not pay the salary of his workers at the match factory. He also did not prioritise safety at the factory by keeping the matches safe. Rose, on the other hand is a very responsible daughter. Despite her visual disability, she works by selling flowers to help her mother.



## Respect

We need to respect others irrespective of their social rank. Lord Septic is an aristocrat of high social rank in society. He looks down on Crouch, his subordinate who is also his servant. He uses negative words like "fool", "half-wit", "dim-wit", "dim", "daft", "dopey", "dozey" and "dippy" on Crouch. These words show that Lord Septic disrespects Crouch and he perceives Crouch to be unintelligent.



# Suggested Activities



## Part One : Warm ups

***Drama is a performing art.  
The essence of drama is live performance in front of an audience.***

Shiach, D. (1987) *From Page to Performance* (CUP), p.1

*Warm-up* ( also referred to as 'Ice breakers', 'Energizers' or 'Deinhibitizers' ) games are important activities that can be used to sharpen up your group of students who often have to sit for long hours in their hard chairs. Executed properly, these games or exercises will help add energy, help refocus a group that has become scattered, or for waking up one! These exercises or games also bring about originality to your students' acting. Many of them can be done with no materials in any reasonably sized space.



## Sources



<http://www.childdrama.com/warmups.html>



<http://wilderdom.com/games/Icebreakers.html>



# The Midnight Express



## Aims



- to improve group dynamics
- to get students to focus on task
- to prepare students for movements



40 minutes



## Materials



Drama script (page 85)



## Steps

- 1 Students discuss different types of trains, speeds at which they travel and why they make emergency stops.
- 2 Class is divided into two groups and leaders are selected.
- 3 Students stand in a line and imitate the movements of a train.
- 4 Students practice chuffing and making sounds like an approaching train which then screeches to a halt due to an emergency (Refer to page 85 in the text). Get the students to improve the movements and sounds of the train. Get them to share their thoughts about the activity.

**Notes**

The group should aim to work together as one train in both movements and sound effects.





# Mmmm.....



## Aims



To respond to various questions and statements by using different intonations of 'mmm'



To express feelings and thoughts by using 'mmm'



40 minutes



## Materials



Examples of different responses for "mmm" and the meanings (Refer to Handout D2)



Task sheets for while listening activity (Refer to Worksheet D2)



## Steps

1

Demonstrate and explain how different intonations of 'mmm' may bring different meanings (refer to Handout D2).

2

Distribute Worksheet D2.

3

In pairs, the students take turns to make statements or ask questions provided in a table in worksheet D2. One student speaks and the other responds with 'mmm'. The speaker has to listen and watch for paralinguistic features in order to understand and guess the meaning of 'mmm' as used by his partner.

4

A few students demonstrate in front of the class for other students to guess meanings.

5

The presenter gives feedback on whether the guesses are accurate.

## Notes

Some statements are taken from pages 62 and 63 of the textbook.

The variations of 'mmm' in this activity are only examples. The teacher may also sensitize students to paralinguistic features used by the presenters and on pragmatic competence.



## Sources



Ladousse, G.P. (1987). Role Play. Oxford: OUP



URL : <http://en.wikipedia.org/wiki/Mmmmm...>  
Date accessed : 13 October 2009



# Mmmm.....

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Here are some variations of 'mmm'

- a short sharp 'mm' with falling intonation (strong disagreement or disapproval)
- a short sharp 'mm' with rising intonation (surprise or 'what!' exclamation)
- a longer 'mmm' with a rise-fall-rise pattern (doubt and tentativeness)
- 'mmm' with pitch rising and later falling (something is tasty and within reach)
- two short syllables of 'mmm-mmm' with the first a quart higher than the second (negation)
- 'mmm-mmm' with the first syllable falling and the second rising (confirmation)



Mmmm.....



Listen to your friend carefully while looking at him or her. Guess the meanings of 'mmm' he or she utters in response to your statement or question. Tick (✓) the suitable box.

Name of speaker:

Statements or questions	Meanings of 'mmm'					
	Strong disagreement	Surprise	Doubt	Something is tasty	Negation	Confirmation
1. It's late.						
2. My train is late.						
3. I hate being late.						
4. You are late.						
5. The night is foul.						
6. I'm angry.						
7. Am I late?						
8. Are you angry?						
9. Do you know why I'm angry?						

Name of speaker:

Statements or questions	Meanings of 'mmm'					
	Strong disagreement	Surprise	Doubt	Something is tasty	Negation	Confirmation
1. It's late.						
2. My train is late.						
3. I hate being late.						
4. You are late.						
5. The night is foul.						
6. I'm angry.						
7. Am I late?						
8. Are you angry?						
9. Do you know why I'm angry?						



# Ask for...



## Aim



To get students generate characters, conflict and laughter.



10 minutes



## Materials

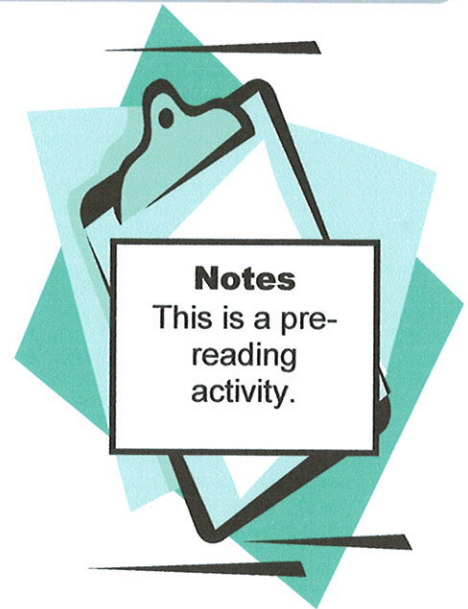


Set of word cards.



## Steps

- 1 Prepare a set of word cards on different category alphabetically. For example, animal, building, career, dinner and so on.
- 2 A student will pick a card and tell the class the word. For example her card might be 'dance' other students in the class will think of a question related to dance and he/she will try to answer in 5 or 10 seconds.
- 3 Example:  
*Student A gets a card with the word 'dance', so the class can come out with question such as "A type of dance you would like to learn." Student A has to give an answer as fast as she can.*

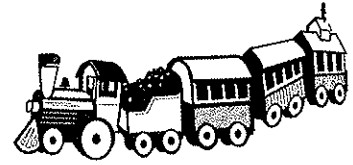


### Notes

This is a pre-reading activity.



Ask for...



Word Cards

Animal	Building	Career	Dinner
Hobbies	Movies	Sports	Actor
Actress	Vehicle	Dance	Nature
Weather	Flowers	Sports	Food



# Blind Guess



## Aims



- To describe the shape and texture of different inanimate objects
- To identify objects through the sense of touch



20 minutes



## Materials



a handkerchief



a ball



a twig



a piece of rock



a piece of metallic pipe



an apple



## Steps

- 1 A student is blindfolded with a piece of handkerchief.
- 2 The student is given to hold and touch an object (eg. a basketball) .
- 3 Teacher instructs the student to describe in three words the texture and shape of the object.
- 4 The student finally names the object.
- 5 Other students take turns to repeat the activity with other objects.
- 6 Discuss with the class how the blind could 'see' without their eyes.

## Notes

Instead of being blindfolded, students could describe smaller objects in a box or bag. Add objects of different texture or shape to the list. This activity could be carried out before or after reading the part where the blind Rose describes a lamp post (page 74)



# Can you say it?



## Aim(s)



To practise saying tongue twisters.



40 minutes



## Materials



Drama script



'Can you say it?' worksheet



## Steps

- 1 Ask students if they know what a tongue twister is. If possible, ask students to give examples.
- 2 Ask students to turn to page 91 and spot a tongue twister. Ask students to try saying it.
- 3 Pass out a copy of the task sheet to each student.
- 4 Ask students to try saying more tongue twisters.
- 5 If time permits, ask students to write tongue twisters for their friends to read.

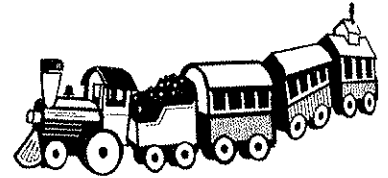
## Notes

Teacher can reward students who are able to read the tongue twister correctly.





# Can you say it?



Can you say the sentence below in a single breath? Try practicing it and read it to your friends.

**Percy's purse and purple pants popped these plotters and their pranks!**

Page 91

Now, try to read these tongue twisters.

**Six slippery snails slid slowly seaward.**

**We surely shall see the sun shine soon.**

**Imagine an imaginary menagerie manager imagining managing an imaginary menagerie.**

**A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk.**

**A big black bug bit a big black bear, made the big black bear bleed blood.**



Try to write a tongue twister on your own, in pairs or in groups and ask the others try saying it out loud. Your tongue twister must be related to the story.



# Categories



## Aims



- To get to know their friends better.
- To celebrate diversity among students.
- To organise people into smaller groups for other activities.



40 minutes



## Materials



'Categories' handout



## Steps

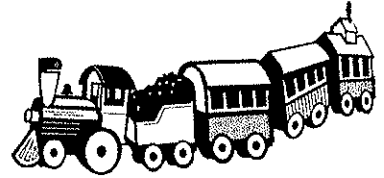
- 1 Ask everyone to stand up and then to walk around; explain that you will announce a category (see *Handout D6* or use your own) and that participants should then quickly organise themselves into smaller groups, based on the category to which they belong.
- 2 Once everyone is organised into their groups, ask each group to identify itself.
- 3 Allow participants time to say hello and mingle/chat with each other when the smaller groups are formed.
- 4 Keep things moving by asking participants to walk around before announcing the next category.
- 5 Continue until the group is "warmed up" and ready for the next activity. This will probably be after ~5 topics, depending on the group, purpose, and time available.
- 6 For the first category, use one with two options and announce one side of the room for one category and the other side of the room for the other category. This should help participants to get the idea for how the activity works.

## Notes

(Optional)  
Make a brief comment or ask each group a question after they have organized themselves.



# Categories



## List of categories



### The "Two" categories

- When you clasp your hands together and fold the thumbs across the top, is your right or left thumb on top?
- Fold your arms across your chest. Is your right or left arm on top?
- Which leg do you put into your pants first?
- Which eye do you prefer to wink with?
- Which side of the bed (left or right) do you get out of in the morning?
- Can you roll your tongue? (yes/no)

### The "Three" categories

- When licking an ice cream cone...do you:
- Twirl the cone clockwise
- Twirl the cone counterclockwise
- Lick up and down?

### The "Many" categories

- How many siblings do you have?
- What's your shoe size?
- What type of shoes are you wearing?
- What's your favourite colour?
- What's your star sign?



# Charade



## Aims



To guess a word from 'body' actions

To act out words using body language, facial expressions and gestures

To be understand the words and expressions used in the script.



20 minutes



## Materials



Handout D7



## Steps

- 1 Students are divided into 2 teams; A and B.
- 2 Give a volunteer from team A a word from the word list (handout 1). He will then 'act' the word out using facial expressions, gestures, and body expression.
- 3 Group A members guess what the word is within 2 minutes.
- 4 A volunteer from Group B then repeats the activity but is given another word.
- 5 Repeat the activity alternately between Group A and B.
- 6 Jot down 2 points on a score board for each successful guess within the time limit. The group with the biggest score wins the game.

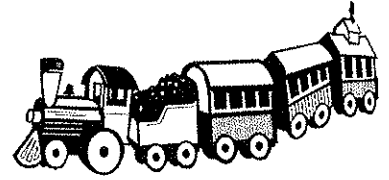


## Notes

Note that the words listed are from the script and thus would help students understand the setting, vocabulary and the acting expressions used.



# Charade



Word list:

A	B
gulp	gasp
late	nag
shock	livid
foggy	flea
Railway station	septic tank
knight	flower seller
damsel	train
matches	rose
key	blind
villain	crouch



# Hiss, Gulp and Gasp!



## Aim



to create awareness on relationship between non-verbal sounds and emotions or opinions



40 minutes



## Materials



Drama script

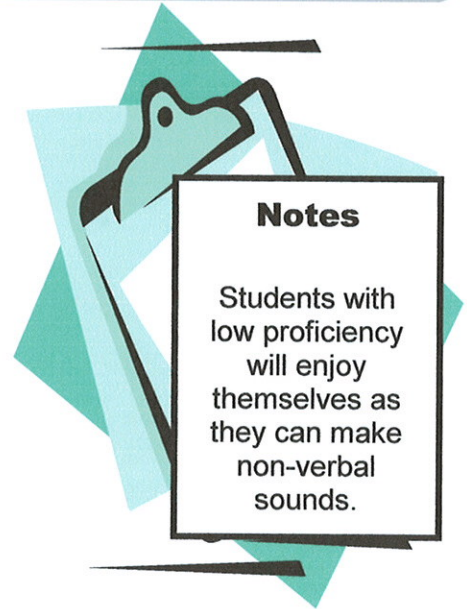


Worksheet D8



## Steps

- 1 Class is divided into two and leaders are appointed.
- 2 Both groups are given handouts with words which have to be expressed by making appropriate sounds. Students practice making these sounds collectively.
- 3 Students search for these words in the text and discuss who is making these non-verbal sounds and their significance.
- 4 The groups present their views to the rest.

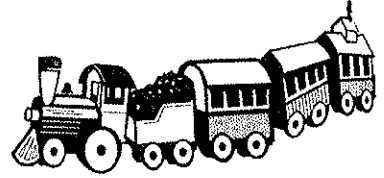


### Notes

Students with low proficiency will enjoy themselves as they can make non-verbal sounds.



# Hiss, Gulp and Gasp!



Hiss

Boo

Gulp

Gasp

Cheer

Groan



# How many A's in a single A?



## Aims



To use various intonations.

To find 'inner' rhythms.



10 minutes



## Steps

- 1 Teacher explains that different intonations bring different feelings or emotions.
- 2 Ask a volunteer to express his or her feeling or emotion using only the letter 'A'. They may include paralinguistic features.
- 3 Students guess the volunteer's feeling. The volunteer gives his or her comments.
- 4 Get other volunteers to present.

## Notes

Begin with a letter to syllable up to a sentence. For example, first the letter 'a' than 'ba' to sentences.





I want you to give me.....



**Aim(s)**



- To display basic movements in acting.
- To give correct instructions.

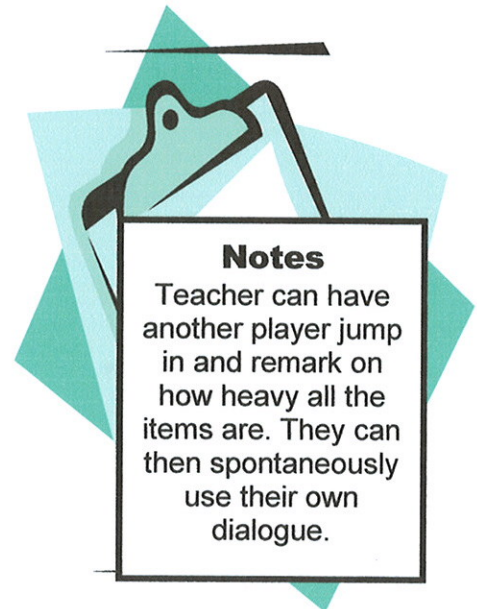


15 minutes



**Steps**

- 1 Ask students to stand in a big circle. Choose one player to stand in the centre. The student begins the game by calling out one of the student's name and instructing him/her to do an action for example: "I want you to give me.....a pail of water."
- 2 The other student mimes or acts out (in an exaggerated manner) giving him a pail of water.
- 3 Repeat this activity with another student in the circle using other instructions.



**Notes**

Teacher can have another player jump in and remark on how heavy all the items are. They can then spontaneously use their own dialogue.



# Let's have fun with stress and intonation



## Aim



To learn that different stress and intonation in a sentence can change its meaning.



40 minutes



## Materials



Drama script

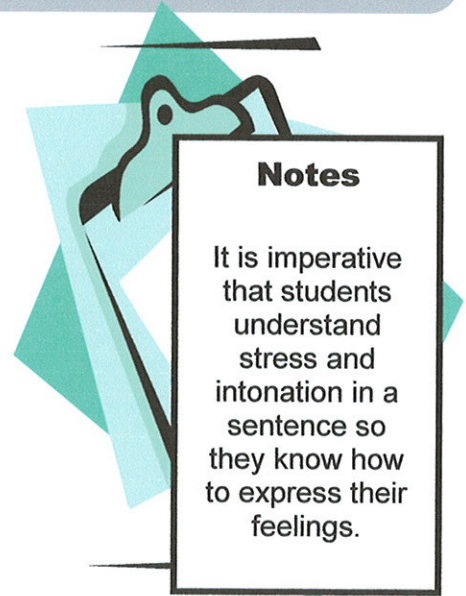


'Let's have fun with stress and intonation' worksheet



## Steps

- 1 Distribute a copy of the task sheet to each student.
- 2 Ask students to practice saying the sentences given with different word stress and intonation to match the feelings of the person.
- 3 Students practise reading parts of the script aloud with the correct stress and intonation.
- 4 Students give suggestions how to make the sentences sound more natural and lively.



## Notes

It is imperative that students understand stress and intonation in a sentence so they know how to express their feelings.



# Let's have fun with stress and intonation



Do you know that when an utterance, word or sentence is read with different stress and intonation, it has different meanings?

Try to say these with different word stress and intonation. Have your partner or friends guess what you are feeling.

Mmm. Mmm. (page 62)

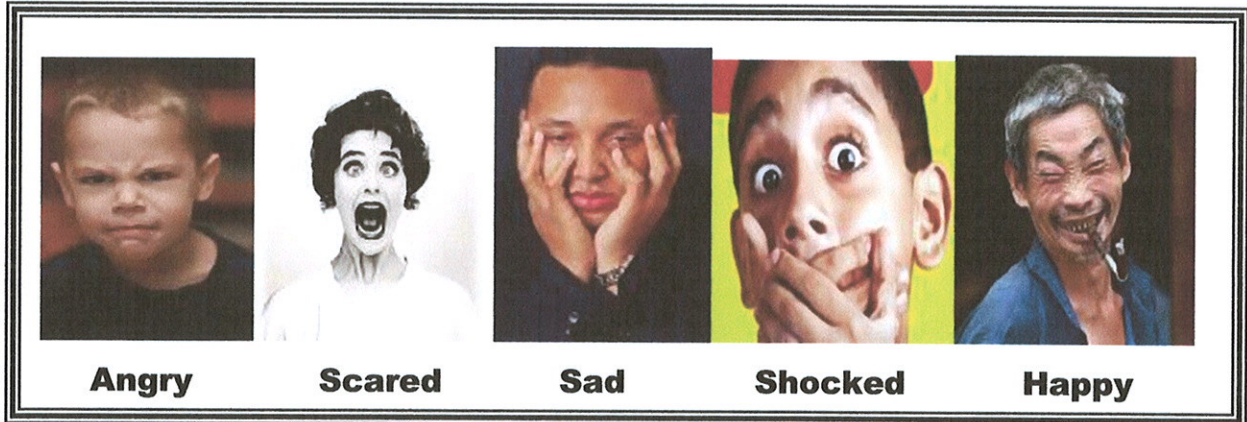
Very late. (page 62)

I am going upstairs. (page 66)

It means it's the end of the week. (page 67)

What do you think you are doing? (page 70)

My name is Rose. (page 75)



Angry

Scared

Sad

Shocked

Happy



# Mirror, Mirror on the Wall



## Aims



- To warm-up the actors' facial expression
- To practise showing emotions of different facial expression
- To evaluate 'realistic' facial expressions and to give comments for improvement



30 minutes



## Materials



Handout D12 – list of antonyms



## Steps

- 1 Organise students into pairs. Students stand and face each other.
- 2 Students read from handout a list of words opposite in meaning. Teacher helps students with any unfamiliar words.
- 3 Read out aloud one word from list A (Handout D12). Students take turns to express the word using their facial expression. Their partner studies the expression and comments whether it is correct or how to improve it.
- 4 Read aloud the antonym of the word from list B. The expression must also then be opposite to it. Repeat the procedure with the other pairs of words.
- 5 Individual students can then volunteer to show both facial expressions to the class. The class then give their comments.

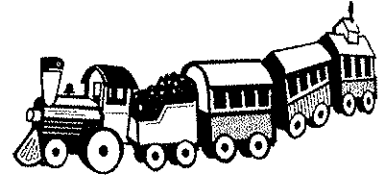


## Notes

During the warming-up stage right before acting, students need to practise 'making-faces' as much as possible. It is also suitable for the students to do this at the pre-reading stage.



## Mirror, Mirror on the Wall



List of antonyms:

	<b>A</b>	<b>B</b>
1.	<b>Angry</b>	<b>Pleased</b>
2.	<b>Cruel</b>	<b>Kind</b>
3.	<b>Stupid</b>	<b>Clever</b>
4.	<b>Arrogant</b>	<b>Humble</b>
5.	<b>Sad</b>	<b>Happy</b>
6.	<b>Hate</b>	<b>Love</b>



# Mirrors



## Aim



to create readiness for acting



40 minutes



## Materials

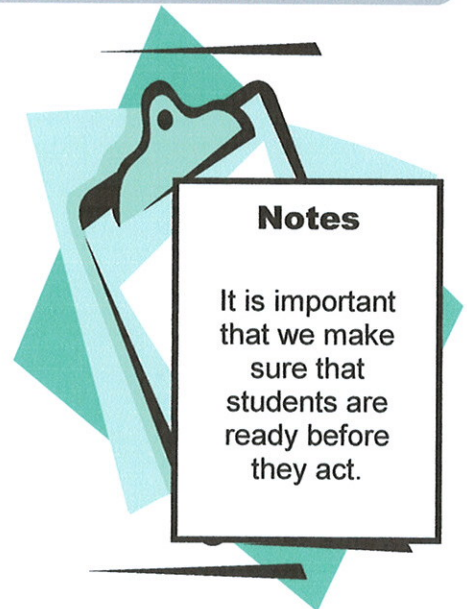


Drama script



## Steps

- 1 Students do this activity in pairs. Student A performs activities such as cleaning the teeth, applying make-up, brushing hair, washing a car, etc. Student B is the 'mirror image' carefully copying everything done by the real person as in a mirror. They change roles after five minutes.
- 2 Students repeat the above but this time they do movements and actions of Lord Septic, Crouch, Percy and Rose as found in the play. They can experiment with different ways of walking or doing other actions.
- 3 Some students can present these movements to the class and the class can be asked to guess which character is being depicted and describe what the character is doing.



## Notes

It is important that we make sure that students are ready before they act.



# My Life as a .....



## Aims



- To arouse students' creativity.
- To exercise students' imagination.



40 minutes



## Steps

- 1 Explain to students what monologue is.
- 2 In circle, students imagine themselves as an object.
- 3 In turn, students perform their monologue as the object chosen. They begin their dialogue with , "This morning I was picked up and I knew immediately there was something wrong...."
- 4 They begin their dialogue with , "This morning I was picked up and I knew immediately there was something wrong....".
- 5 Get a few students to perform their monologue.



## Notes

Example:

Student A: "She stood at the foul line, stared at the basket, and then threw me up in the air...."

Student B: "And getting thrown up in the air is pretty stressful for a blown-glass paperweight. For a moment I hoped that I'd never come down again..."



# Opposite Talk



## Aims



- To write a short dialogue for two characters of different emotions
- To practise acting different emotions using different facial expressions



40 minutes



## Materials



Handout D15 – list of antonyms



## Steps

- 1 Show students the dialogue taken from the text (Handout D15). Students identify and write down the emotion an actor needs to show when acting each exchange.
- 2 Students in pairs practise acting the dialogue.
- 3 Give each pair one set of the antonyms from handout 1. Students collaborate on writing a short dialogue showing opposite emotions. The characters and the dialogue are of their own creativity.
- 4 Edit their dialogue. The pair of students then practise acting it.
- 5 Students take turns to perform their acting in front of the class.
- 6 Choose the best pair. The pair that receives the loudest applause from the class is announced as the winner.

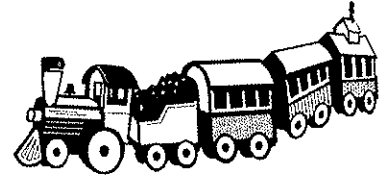
## Notes

This activity is suitable for the pre-reading stage. It will give them the chance to write their own short script while at the same time do the acting.





# Opposite Talk



Read the sentences in Table 1 below. What kind of emotion must one have when 'acting' each part. Choose your answer from Table 2 below.

Table 1:

	Dialogue	Emotion:
1.	Bah! Who cares about that? It doesn't matter if you can see or not on a night like this.	
2.	Please...I beg you.	

Table 2:

	OPPOSITE EMOTIONS	
1.	Angry	Plead
2.	Cruel	Kind
3.	Stupid	Clever
4.	Arrogant	Humble
5.	Sad	Happy
6.	Hate	Love



# Rewind



## Aim



To remember their movement in time.

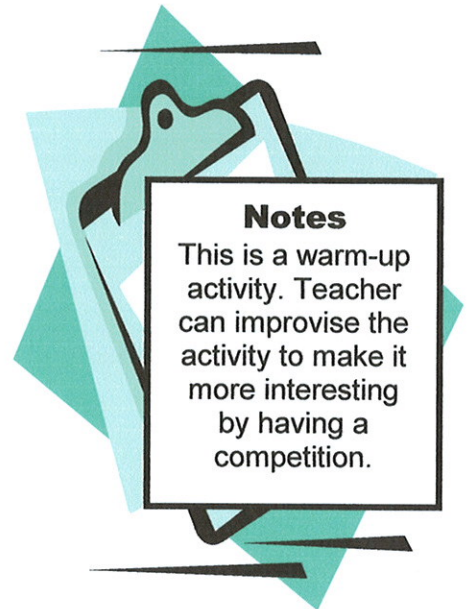


15 minutes



## Steps

- 1 Divide students into Student A and Student B. Ask student A to think of a simple action such as opening a car door and entering it.
- 2 Get students to take turns performing and observing as they practice their actions. First in forward motion, and then in reverse. For example: walking backwards, getting out of the car backwards. This is just like rewinding a videotape.
- 3 During the practice, partners should watch each other closely and remind each other of any movements they have forgotten to include as they perform their actions backward.
- 4 After 3 minutes teacher can invite each pair to perform their actions for the rest of the class to view and guess what it is.



## Notes

This is a warm-up activity. Teacher can improvise the activity to make it more interesting by having a competition.



# Sound Effects



## Aims



- To practise vocalization.
- To display creativity.



40 minutes



## Materials



Handout D17 – list of antonyms



## Steps

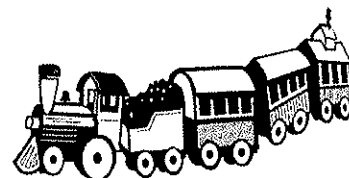
- 1 Invite a pair of students in front of the class. Ask one pair do various movements. Meanwhile the other pair effects to describe.
- 2 Divide students into groups of four or five. Each group is given a scene card.
- 3 Each group describes the scene given with only sound effects. No words are allowed.
- 4 Other students guess the situation.

## Notes

Let students use all the sounds and movement they know.



# Sound Effects



## SCENE CARDS

Zoo	Market	Railway station
Mall	Canteen	Gymnasium
Hospital	Bus Station	Police station



# Suggested Activities



## Part Two : Pre-production

**Pre-production is the process of preparing all the elements involved in a film, play, or other performance.**

In this guidebook, we have put together samples of activities that require students to read "Gulp and Gasp". At the same time, the activities can get the students to explore elements of drama (setting, plot, characters, values and themes) as well as the English Language experientially by reflecting upon human experiences, sharing their perceptions, trying out roles, and playing "pretend."

We wish to remind you that there are opportunities in some of these activities that you as teachers can link to topics and themes in other more traditional academic subjects. This way, we can indirectly enhance students' understanding of other subjects and enrich their school experience.



## Sources



<http://en.wikipedia.org/wiki/Preproduction>

Date accessed: 27 October 2009



# Teacher: Lord Septic



## Aims



- To develop students' understanding of the historical setting
- To take the role of the working class
- To practise giving questions



40 minutes



## Materials



Reading materials on aristocracy during the twentieth century



Long stick



Long black hat



Other types of hats



## Steps

- 1 Read up on British aristocracy during the twentieth century.
- 2 Ask students to take the role of the working class in Lord Septic's Town. They may wear their hats.
- 3 Take the role of Lord Septic. Wear the long black hat and bring a long stick to enhance your character.
- 4 The "working class" ask "Lord Septic" on aristocracy.
- 5 "Lord Septic" answers their questions. Try to be as cruel, evil and nasty as Lord Septic in the drama.



## Notes

This is an adaptation of 'teacher-in-role' activity. The teacher needs to be familiar with the setting before taking the role of Lord Septic. Therefore, reading is a must! It is advisable that the teacher explains to the students about 'teacher-in-role' before conducting this activity.



## Sources



Dickinson, R. Jonathan, N. and Shenton Primary School (2006). *Improve your primary school through drama*. London: David Fulton Publishers



# Setting The Scene



## Aims



- To know the setting of the drama
- To describe the setting of the drama



40 minutes



## Materials



- pictures of old railway station
- pictures of steam-engine



- pictures of an Englishman in period costume



## Steps

- 1 Divide students into 3 groups.
- 2 Distribute a set of pictures to each group.
- 3 Students in each group describe what they see in the picture. They note down the description for reference.
- 4 A student appointed by each group describe their picture to the class
- 5 Students in the other groups could ask questions about the pictures they are describing.

## Notes

This could be carried out before the students start reading the script. As the story unfolds, the teacher can relate the students to the pictures given (eg. when introducing the scenery). Other related visuals could also be used.



## Sources



URL : <http://www.docbrown.info/docspics/nymr/index.htm>  
Date accessed : 13 October 2009





# Setting The Scene



Set 1



Set 2



Set 3





# Snapshot



## Aims



To make and confirm predictions about what is found in the story based on its cover.



40 minutes



## Material

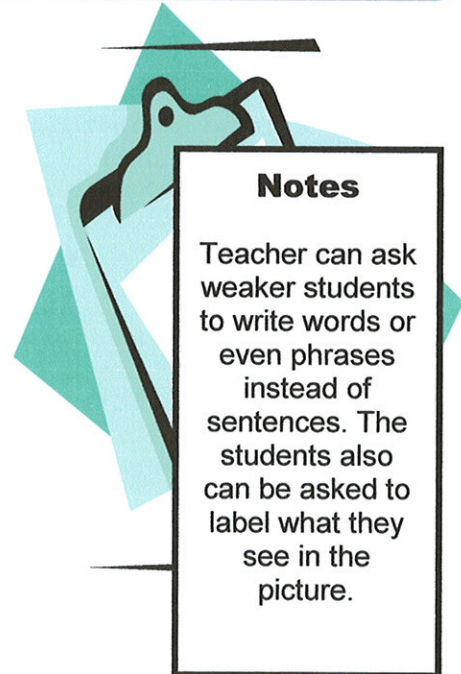


'Snapshot' Worksheet D20



## Steps

- 1 Ask students if they agree with the adage 'A picture is worth a thousand words' and why.
- 2 Distribute a copy of the worksheet to each student.
- 3 Students write sentences that describe what they think the story is about.
- 4 Students share their predictions with the class. Discuss students' predictions.
- 5 Ask students to keep Worksheet D5. They will compare their predictions with the drama after they have finished reading it.



## Notes

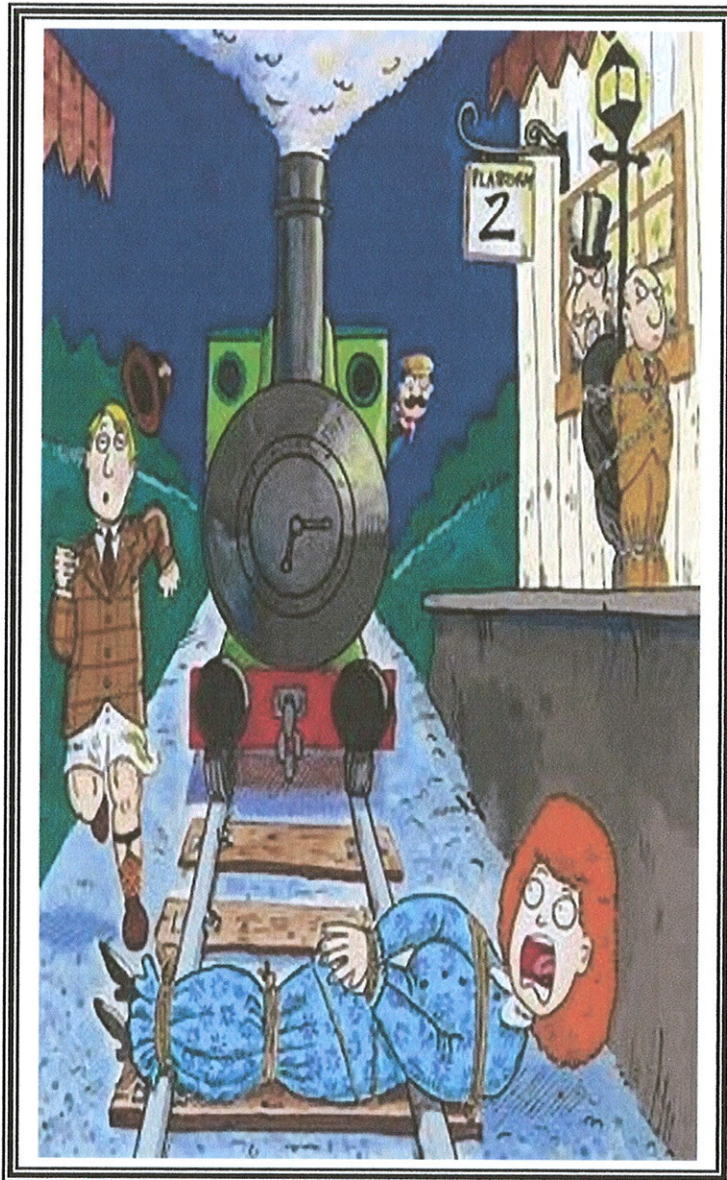
Teacher can ask weaker students to write words or even phrases instead of sentences. The students also can be asked to label what they see in the picture.



# Snapshot



From the picture given below, what do you think the story is all about? Write down 5 of your predictions in the space given. Check your predictions again after you have read the play to see how many of your predictions are correct.



Write your predictions here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

How many of your predictions are accurate?



- 5     Excellent
- 4     Very good
- 3     Good



# Key Events



## Aims



To sequence key events in the story.



80 minutes



## Materials



Scissors, markers and strings



'Key events' Worksheet D21



## Steps

- 1 Get students into groups of 4-5. Distribute a copy of the worksheet to each group.
- 2 Students draw pictures related to key events of the story on the head of the keys.
- 3 Students write one key event on each key. Teacher gives more copies if needed.
- 4 Students cut the keys and string them together to form a chain.
- 5 Students display the key chains on the English notice board.

## Notes

Idea adapted from *The Big Book of Reading Response Activities* by Michael Gravois (2007)



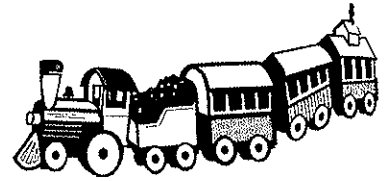
## Sources



Gravois, M. (2007) *The Big Book of Reading Response Activities*. Scholarstic.



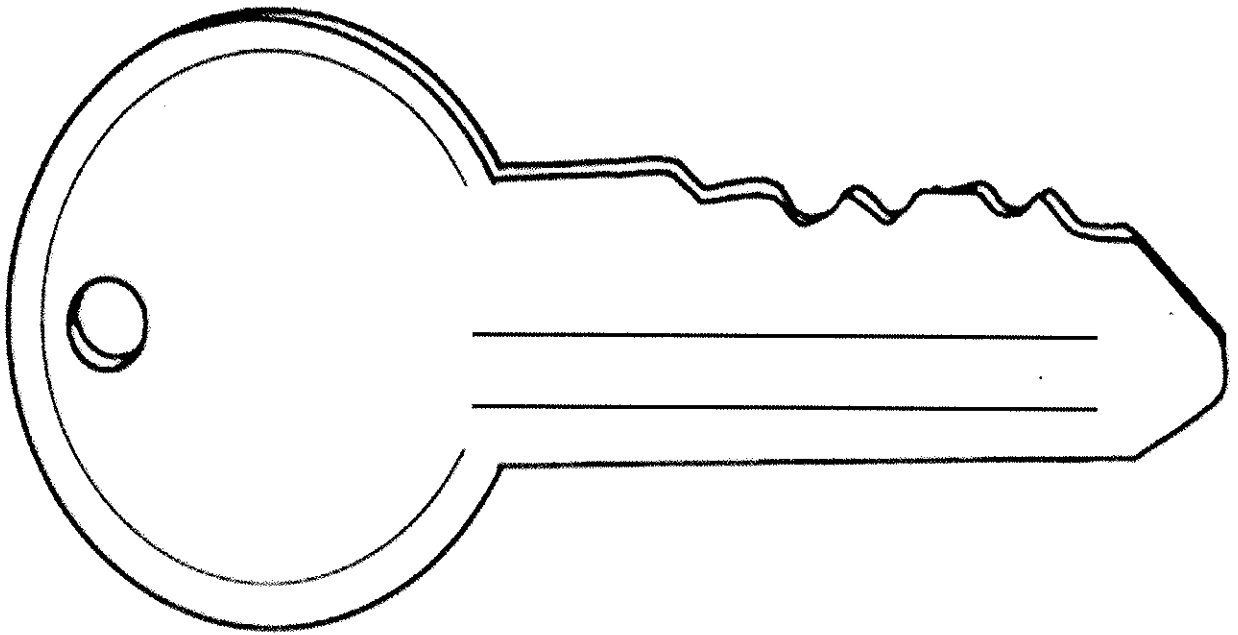
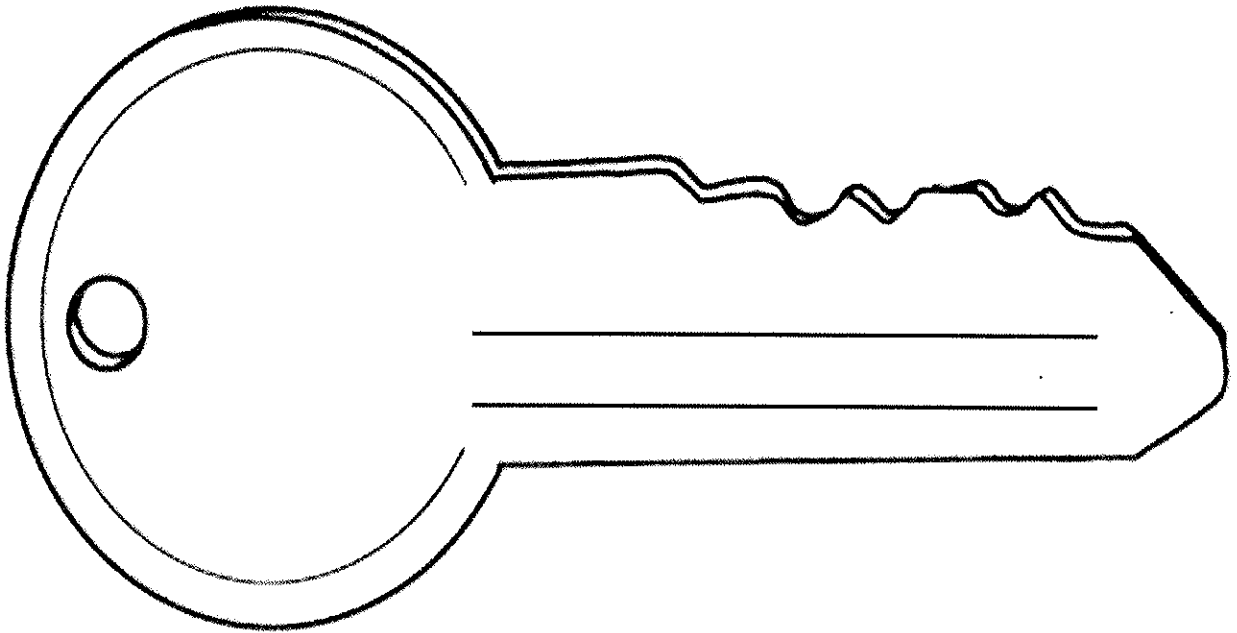
# Key Events



Lord Septic and Crouch arrive at the Railway  
Station and find out that the train has not arrived.

\_\_\_\_\_

\_\_\_\_\_







# A poetic summary



## Aim(s)



To write the summary of the drama in the form of a poem.



80 minutes



## Materials



Drama script



'A poetic summary' worksheet



## Steps

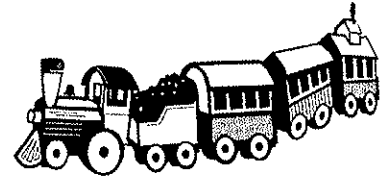
- 1 Write a few words on the board and asks students to come up with words that rhyme with them.
- 2 Ask students to turn to page 75 and find words that rhyme.
- 3 Pass out a copy of the worksheet to each student.
- 4 Ask students to write a summary of the drama in the form of a poem. Students are encouraged to be as creative as possible.
- 5 If time permits, ask students to recite their poems and paste them on the English notice board.

## Notes

The winners can also be asked to recite their winning poems during the school assembly.



# A poetic summary



Percy is a natural poet. When he expresses his admiration for Rose, he does it poetically using rhyming words.

A pure sweet *rose*.  
Then let me pick you  
and hold you under my *nose*.  
You need someone like me to look after you.



Write a summary of this drama in the form of a poem. Be creative and be ready to recite it to your friends.



# All jumbled up



## Aim



To decide the correct events for each part of the story.



40 minutes



## Materials



Drama script



'All jumbled up' worksheets



Glue



Scissors



## Steps

- 1 Distribute the worksheet to the students.
- 2 Tell students to decide which event strip goes to which part of the story.
- 3 Students cut the strips and paste them in the correct boxes
- 4 Acknowledge the first group to finish the task correctly.
- 5 Ask students to write a short summary of the whole story using the event strips as a guide.

## Notes

This activity can be conducted as a whole class activity. However, the teacher would have to come up with more event strips, enough for the whole class.



# All jumbled up



Your group's task is to sort the strips of events according to the four parts of the story and sequence them. Paste them in the space provided once your group is sure with the answer.

**Part 1**

**Part 2**

**Part 3**

**Part 4**

Lord Septic tells Crouch of his intention to find the Gatsby Gold.

Rose tells Percy that she lost her eyesight in a factory fire.

Clora is waiting for Lord Septic at their Country Castle.

Percy tells Rose that he is an orphan.

Lord Septic spots a flower seller at the railway station.

Percy helps Rose to pick up flowers strewn all over on the floor.

Crouch throws away Rose's heathers.

Crouch ties Rose to the railway track

Rose says she needs money for her eyes operation.

Percy stops the train.

Rose's mother is sick.

Percy finds the Gatsby Gold.



# At your fingertips



## Aim(s)



To identify the major plot points of a story.



80 minutes



## Materials



Drama script



'At your fingertips' handout

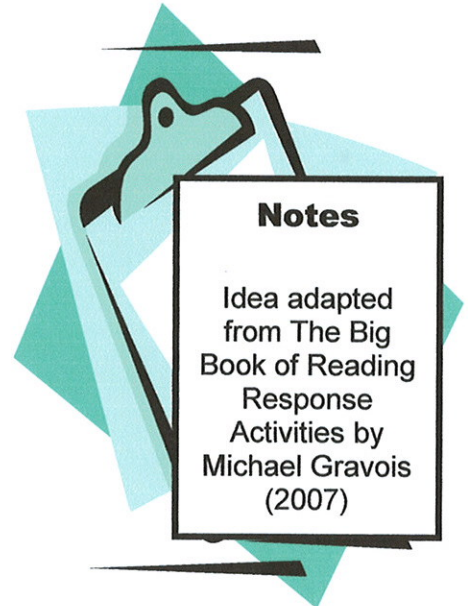


'At your fingertips' worksheet



## Steps

- 1 Tell students that their task is to retell the story in a few simple sentences.
- 2 Discuss what each fingertip means. Use a familiar story to illustrate the concept of 'Somebody / Wanted / But / So / Then' (See the handout D24)
- 3 Pass out a copy of the task sheet to each student. Teacher gives more worksheets if needed.
- 4 Have students write a word or phrase on each of the fingers to illustrate the major plot points of the story.
- 5 Ask students to present their work.



### Notes

Idea adapted from The Big Book of Reading Response Activities by Michael Gravois (2007)



## Sources



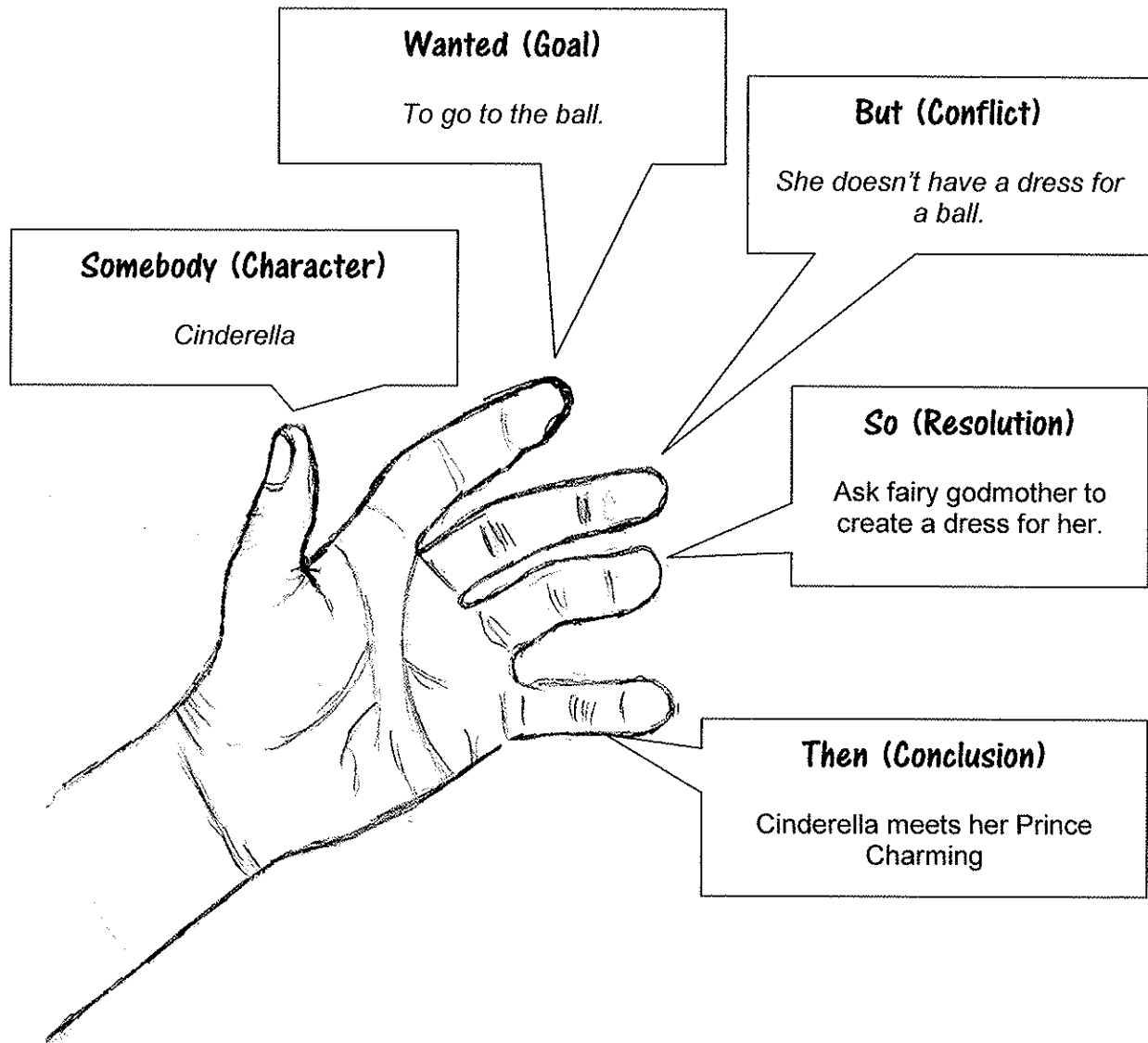
The Big Book of Reading Response Activities by Michael Gravois (2007)



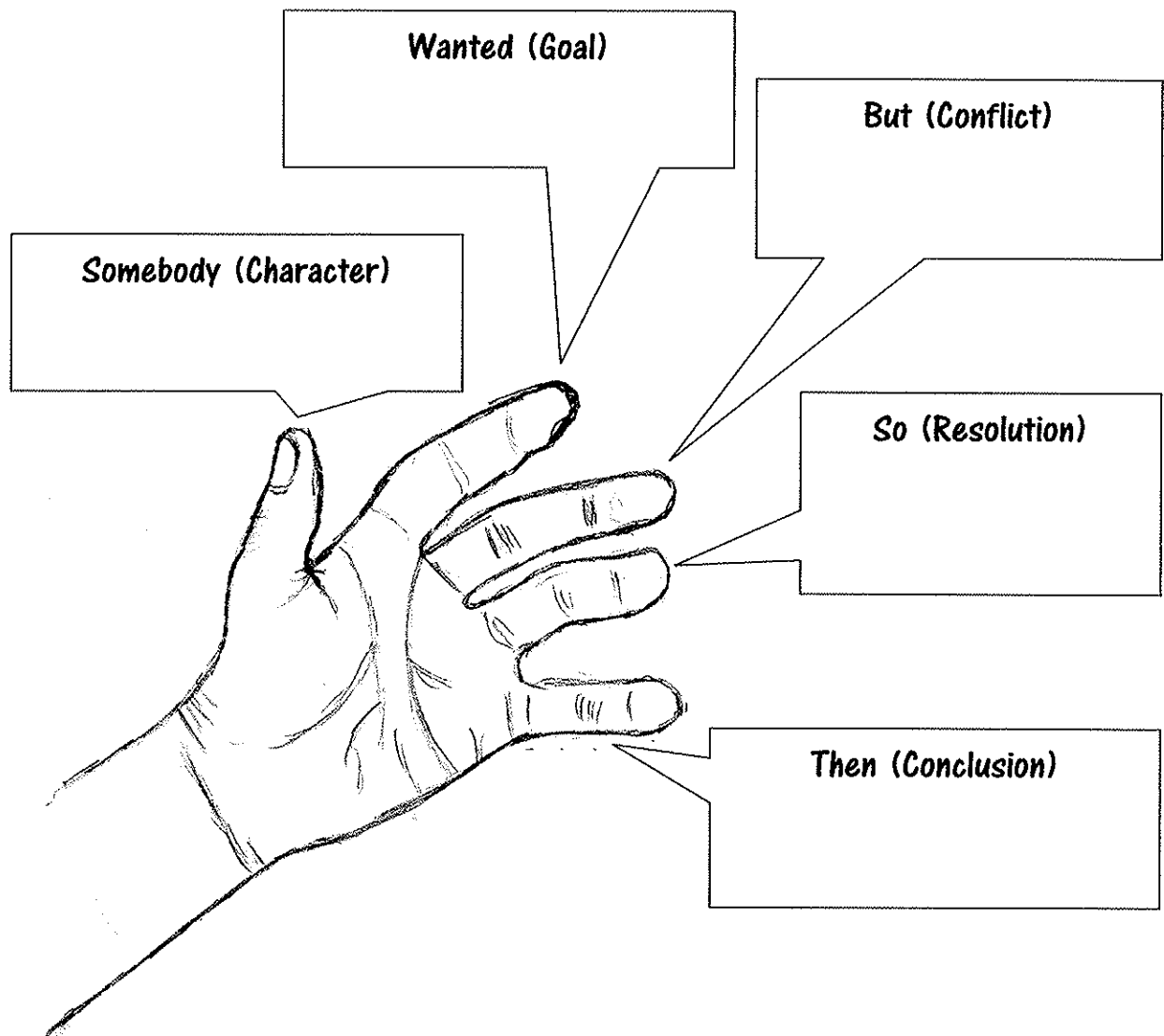
# At your fingertips



Example taken from the fairy tale, Cinderella.



Cinderella wanted to go to the ball, but she doesn't have a dress; so her fairy godmother creates one for her; then she meets her Prince Charming.



A large, empty rectangular box with rounded corners and a double-line border, intended for writing a story or notes.





# Foreign Movie



## Aims



To get students to mimic a scene and to get students to guess a scene.



40 minutes



## Materials



Drama script



Movie clips



## Steps

- 1 Teacher plays a movie clip and mutes the sound. Students guess what the conversation in the clip is about.
- 2 Invite two students to act as 'dubbers', who will create a conversation for the muted movie clip.
- 3 Get students to create a situation and act it out and the 'dubbers' will speak for them.
- 4 Other students will try to guess the situation.

## Notes

Teacher can use other scene to make it more interesting.



# Story Web



## Aim



To present the story line in a non-linear form.



80 minutes



## Materials



Drama script

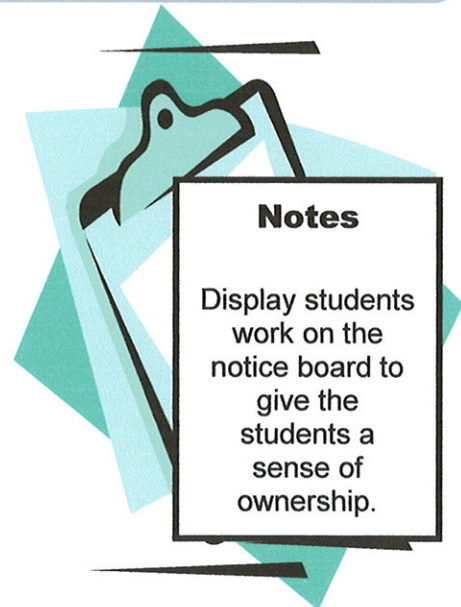


'Story web' handout



## Steps

- 1 Ask students for the advantages of using mind maps are.
- 2 Pass out a copy of the handout to each group.
- 3 Go through the first part of the story web with the students.
- 4 Ask students to paste the handout on the mahjong paper. Students complete the story web on mahjong paper. Students are encouraged to be creative. Students can even complete as homework.
- 5 Students can be asked to present their story web.



## Notes

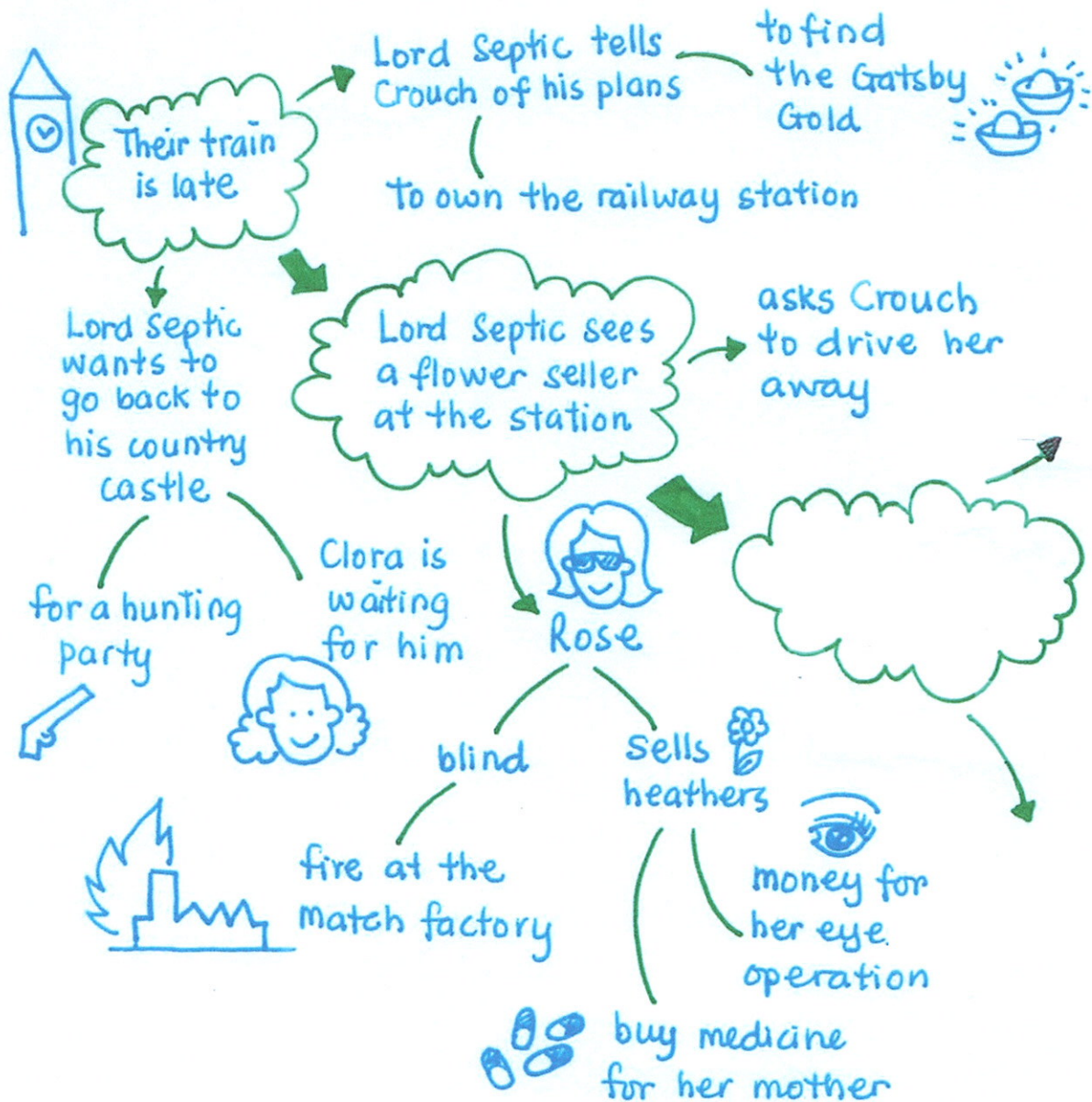
Display students work on the notice board to give the students a sense of ownership.



# Story Web



Expand the story web below. Be as creative as possible. Combine papers if necessary.





# What is in a Name?



## Aim



To predict, find meaning and give reasons why the names of the characters are as such.



80 minutes



## Materials



Dictionaries



Drama script



The Internet (Optional)



'What is in a name?' Handout D27



## Steps

1

Ask students if they know what their names mean or why they are given that name.

2

Give a copy of the handout to each student.

3

Tell students that every name means something and there is a reason why a person is given that name. Use the name JACK as an example. (Refer to handout 27)

4

Ask students to predict, find the meaning and give reasons why the names of the characters in the drama are as such.

5

Ask students to share their findings with their friends.

## Notes

Teacher can ask students to find out the meaning of their names in the previous lesson.



## What is in a Name?



Every name has a meaning. Find out what the name of the characters in the drama mean. You may want to use the Internet, the drama script or the dictionary to help you. Discuss with your friends and teacher if the names given to the characters are suitable.

Example :

**jack**<sup>1</sup> /dʒæk/ n [C]

1 ► **TOOL FOR LIFTING** ◀ a piece of equipment used to lift a heavy weight off the ground, such as a car, and support it while it is in the air: *a hydraulic jack*

2 ► **CARD GAMES** ◀ a card used in card games that has a man's picture on it and is worth less than a queen and more than a ten: *a pair of jacks*

3 ► **ELECTRICAL** ◀ an electronic connection for a telephone or other electric machine

4 ► **CHILDREN'S GAME** ◀ a) **jacks** [plural] a children's game in which the players try to pick up small objects while bouncing (BOUNCE) and catching a ball  
b) a small metal or plastic object that has six points, used in this game

5 ► **BALL** ◀ a small white ball at which players aim larger balls in the game of bowls (BOWL<sup>1</sup> (3a))

6 **I'm all right, Jack** *BrE usually spoken* someone with an I'm all right Jack attitude is happy with their life and does not care about other people.

7 ► **PERSON** ◀ **every man jack** *BrE old-fashioned* every single person; everyone: *Every man jack of them is without a job.*

8 **jack shit/diddly** *AmE spoken* an impolite expression meaning nothing at all: *He knows jack shit about cars.*  
—see also JUMPING JACK, UNION JACK

Taken from Longman Dictionary of Contemporary English

From my findings, I think Jack is an interesting character. This is not only because Jack is strong and can lift a heavy weight off the ground but also fun to be with. This is because the name Jack is used in many games for children such as in card games and other ball games. The name Jack also tells me that Jack is a common person as Jack is a common name used to address every single person in the olden days.



# Up Close & Personal



## Aim



Students analyse the characters in Gulp and Gasp



40 minutes



## Materials



Drama script



Worksheet D28



## Steps

1

Choose one of the characters, Crouch, in Gulp and Gasp and invite students to talk about the character in terms of his heredity, environment, age, race, temperament and health.

2

Accept all justified answers.

3

Give out Worksheet D28 to all students. In pairs, get the students to choose one of the four characters and analyse the character together.

4

After 20 minutes, get each pair of students to find other pairs which have analysed the same character as theirs to form a larger group. Students compare and discuss their answers.

5

In one large group, get students to pick the best character analysis and it is then read out to the whole class.



## Notes

Alternatively, the teacher can ask students to suggest other aspects for character analysis.

**N.B. The Worksheet for *Up-close & Personal* may be used with other texts for character analysis activity.**



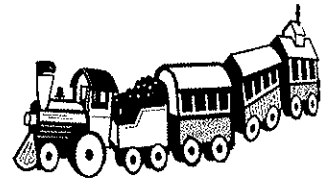
## Source



Lee, R. (2005) **Everything About Theatre!** Colorado : Meriweather Publishing Ltd., pp 105



# Up Close & Personal



CHARACTER'S NAME : .....

<i>Heredity</i>	
<i>Environment</i>	
<i>Age</i>	
<i>Rage</i>	
<i>Temperament</i>	
<i>Health</i>	
*	

*\*Additional aspects for character analysis.*



# Guess what I feel



## Aims



To understand emotional changes in character



To use suitable intonation and stress



40 minutes



## Materials



Drama script (Page 77 and 78)



## Steps

1

Get students into groups of three to do dramatized reading as Percy, Rose and Crouch.

2

Students express fear, admiration or other emotions in their tones.

3

Students try to express emotions through facial expressions and gestures.



## Notes

Remember to do warm up activities before carrying out this activity.





# Thematic Collage



## Aims



- To reinforce the themes in the drama
- To relate the themes to real life
- To build collages based on the themes



80 minutes



## Materials



- Manila cards
- Supply of newspapers

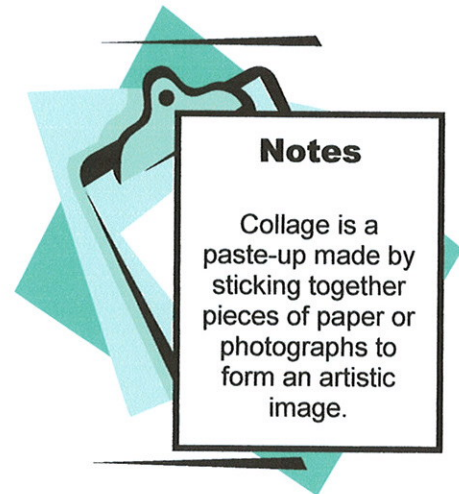


- Glue
- Sticky tape



## Steps

- 1 Divide the students into a few groups and assign each group with a theme from the drama.
- 2 Students choose any symbols, pictures, stories or articles from the newspapers which represent the theme.
- 3 Students cut and paste the materials creatively on to the manila card before exhibiting them in class.
- 4 Students to stand by their exhibited work and take turn to talk about their collage.



## Notes

Collage is a paste-up made by sticking together pieces of paper or photographs to form an artistic image.



## Source



Grundy, Peter (1993). *Newspapers*. Oxford: OUP



# Unconditional Love



## Aims



- To reinforce the theme 'unconditional love'
- To relate the theme 'unconditional love' to real life



40 minutes



## Materials



- The song 'Unconditional Love' by Victoria Beckham
- The lyric of 'Unconditional Love' by Victoria Beckham (Handout D31)
- Photocopied lyric of 'Unconditional Love' with blanks (Worksheet D31)



## Steps

- 1 Distribute the photocopied lyric with blanks (Worksheet 31)
- 2 Get students to guess the correct answer for each blank in the worksheet.
- 3 Students listen to the song while checking their answers. Check the answers with the students before discussing the meaning of the song



## Notes

There are always slight variations in the ways the themes are treated between songs and literature. For advanced students, they may draw parallels between the themes and choose their preference.



## Sources



Murphey, Tim (1992). *Music and song*. Oxford: OUP.

URL : [http://www.allthelyrics.com/lyrics/victoria\\_beckham/unconditional\\_love-lyrics-7742.html](http://www.allthelyrics.com/lyrics/victoria_beckham/unconditional_love-lyrics-7742.html)



Date accessed : 26 October 2009



# Unconditional Love



## Unconditional Love lyrics

You could give me diamonds  
You could give me pearls  
Give me all the fast cars  
In the world  
But there is only one thing  
And it's bigger than the sea  
The only thing that matters  
Is what you've given me

And I say

Chorus: When I see the bright lights in your eyes  
Feel like a bird that's just learned to fly  
From now until the end of time  
I'm glad you came into my life  
My gift sent from above  
Unconditional love

You take me as I am  
Not who I'm dressed up to be  
Looking at you tells me  
The best things in life are free  
You're the blessing that I treasure  
With heart so true  
No one ever touched me  
The way that you do

(Repeat chorus)

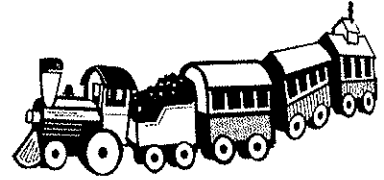
With your innocence you opened up my heart  
I knew that I would love you right from the very start  
You turned my life around showed me a better way  
Thoughts of you will always make me have a brighter day  
When I'm by your side it helps to see me through  
Can't express all the happiness when I'm with you  
A gift from up above the one I'm dreaming of  
I'll always cherish you my unconditional love

(Repeat chorus)

Gift sent from above  
Unconditional love  
Gift sent from above  
Unconditional love



# Unconditional Love



Look at the song lyric below. Fill in the box with suitable words from the box.

a) cars	e) gift	i) sea
b) eyes	f) time	j) diamonds
c) love	g) day	k) happiness
d) life	h) world	l) heart

## Unconditional Love

You could give me (1) \_\_\_\_\_

You could give me pearls

Give me all the fast (2) \_\_\_\_\_

In the (3) \_\_\_\_\_

But there is only one thing

And it's bigger than the (4) \_\_\_\_\_

The only thing that matters

Is what you've given me

And I say

Chorus: When I see the bright lights in your (5) \_\_\_\_\_

Feel like a bird that's just learned to fly

From now until the end of (6) \_\_\_\_\_

I'm glad you came into my life

My (7) \_\_\_\_\_ sent from above

Unconditional love

You take me as I am  
Not who I'm dressed up to be  
Looking at you tells me  
The best things in (8) \_\_\_\_\_ are free  
You're the blessing that I treasure  
With heart so true  
No one ever touched me  
The way that you do

(Repeat chorus)

With your innocence you opened up my (9) \_\_\_\_\_  
I knew that I would love you right from the very start  
You turned my life around showed me a better way  
Thoughts of you will always make me have a brighter (10) \_\_\_\_\_

When I'm by your side it helps to see me through  
Can't express all the (11) \_\_\_\_\_ when I'm with you  
A gift from up above the one I'm dreaming of  
I'll always cherish you my unconditional love

(Repeat chorus)

Gift sent from above  
Unconditional (12) \_\_\_\_\_  
Gift sent from above  
Unconditional love



# Know Your Values!



## Aim



To decide the values found in the story from the given statements



40 minutes



## Materials



'Know your values' Worksheet D32



Scissors



## Steps

1

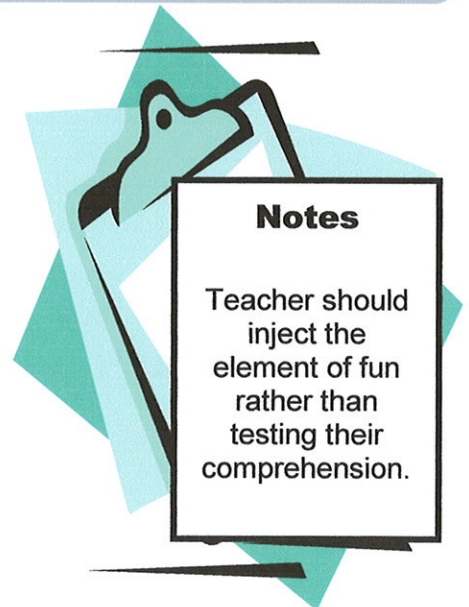
Explain to students that they will be given a piece of paper containing three words (Worksheet D32). Cut the words out.

2

Ask students to explain and give examples of the three values.

3

Tell students that statements will be read to them and they have to decide which value those statements are referring to by raising the cut out of the values.



## Notes

Teacher should inject the element of fun rather than testing their comprehension.



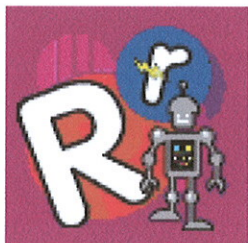
# Know Your Values!



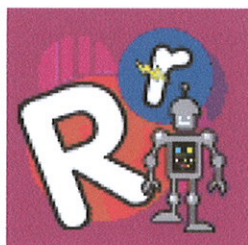
Cut out these three words. These are the values found in the story.



## KINDNESS



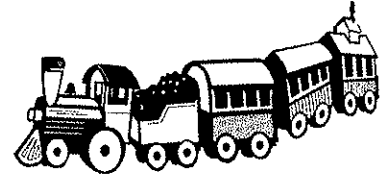
## RESPONSIBILITY



## RESPECT



# Know Your Values!



Pick these statements randomly to be read to the students. This list is inexhaustible. Add more when necessary.

## **Kindness**.....

- Lord Septic regards Rose as a beggar.
- Lord Septic disallows Rose to sell flowers at the Railway Station.
- Crouch throws Rose's tray of flowers.
- Percy picks up Rose's flowers.
- Percy offers to pay for Rose's eyes operation.

## **Responsibility**.....

- Lord Septic did not pay the salary of the match factory workers.
- Lord Septic did not make sure that the matches were kept safely.
- Rose sells flowers to buy medicine for her mother.

## **Kindness**.....

- Lord Septic calls Crouch with negative words.
- Lord Septic looks down on Crouch who is his servant.





# Do It Right!



## Aims



- To act out small scenes from the drama
- To discuss what should be done to make it morally correct.



80 minutes



## Materials

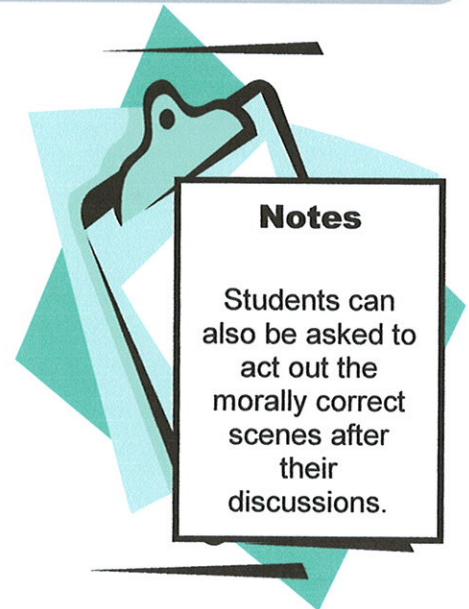


'Do it right!' Situation Cards (Worksheet D33)



## Steps

- 1 Distribute the situation cards to the students. Students are to work in groups.
- 2 Tell students that they would have to act of the particular scene from the story.
- 3 Students act out the scenes.
- 4 Discuss which part of the scene is morally unacceptable and what should be done instead.

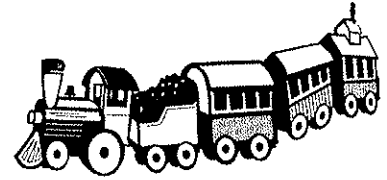


## Notes

Students can also be asked to act out the morally correct scenes after their discussions.



# Do It Right!



Act out these scenes in groups. Discuss which part of the scene is morally unacceptable in our society. What should be done instead? Discuss your answer with the class.

### Situation One

୧୦୧୧

Lord Septic asks Crouch to chase Rose away and not to sell flowers at the railway Station



### Situation Two

୧୦୧୧

Lord Septic did not pay the salary of his workers and did not keep the matches safe.



### Situation Three

୧୦୧୧

Lord Septic calls crouch with many degrading and negative words such as 'dim-wit' and 'daft'.



# Double Meaning



## Aim



To find out the literal meaning and figurative meaning of expressions used in the script.



80 minutes



## Materials



Dictionaries



Drama script



The Internet (Optional)

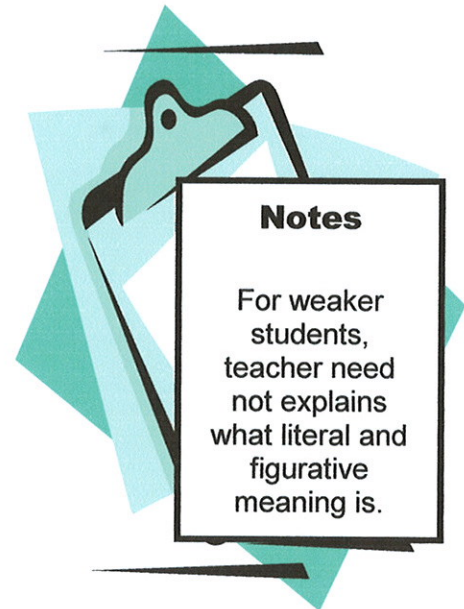


'Double meaning' worksheet



## Steps

- 1 Tell students that certain words or expressions can be easily misunderstood as they can have more than one meaning. Ask students if they know of any example.
- 2 Give students an example from the script to explain what literal meaning and what figurative meaning are.
- 3 Give a copy of the task sheet to each student.
- 4 Ask students to find the meanings of words and expressions used. Students then share their findings and teacher discusses the answers.
- 5 Ask students to find more sample from the drama script to add to the list. Students check with their friends or teacher.

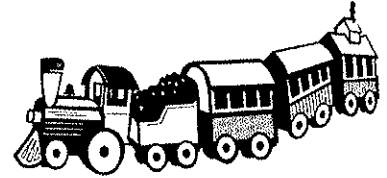


## Notes

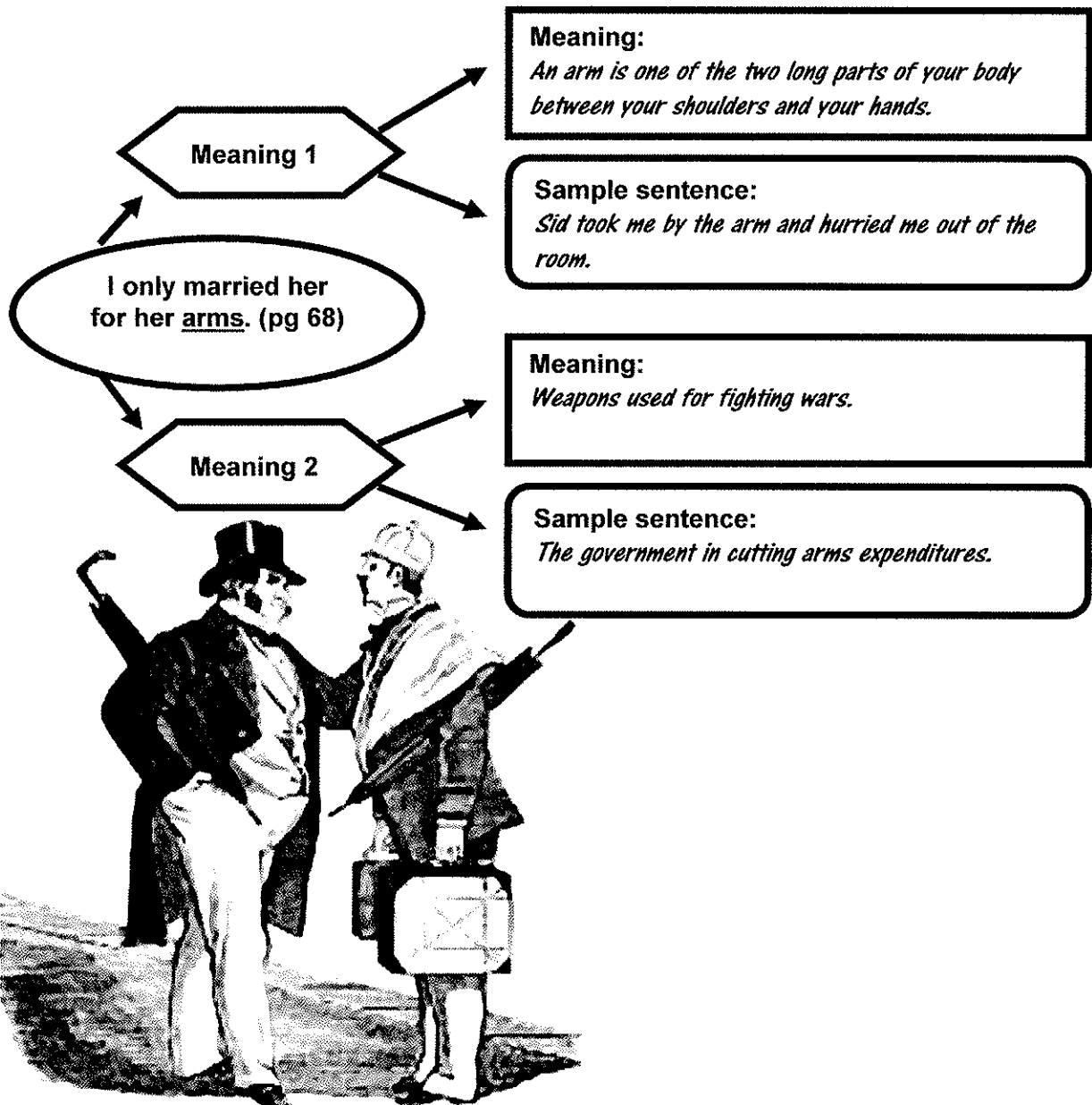
For weaker students, teacher need not explain what literal and figurative meaning is.



# Double Meaning

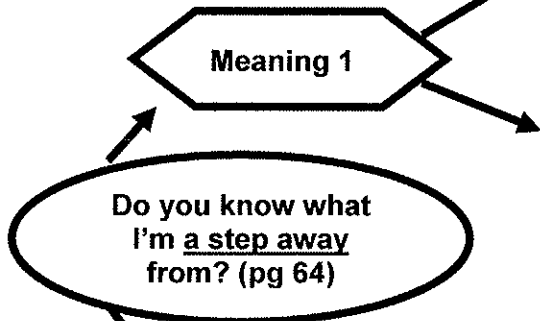


A word or an expression can have more than one meaning and at times, it can cause confusion. This is because it can have two meanings. With the help of a dictionary, the Internet or the drama script, try to find out the meaning of these words or expressions. Do find more examples from the drama script you have read.





With the help of a dictionary, the Internet or the drama script, try to find out the meaning of these words and expressions.



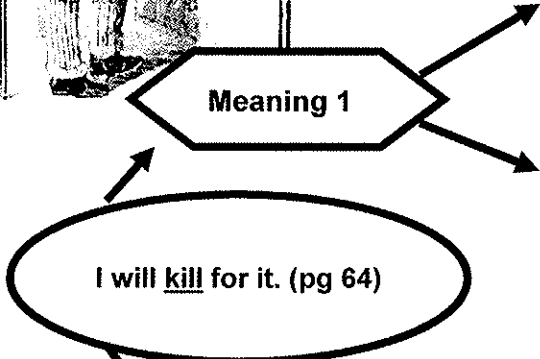
Meaning:

Sample sentence:



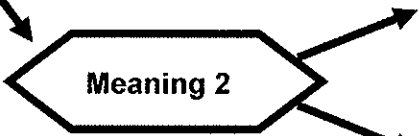
Meaning:

Sample sentence:



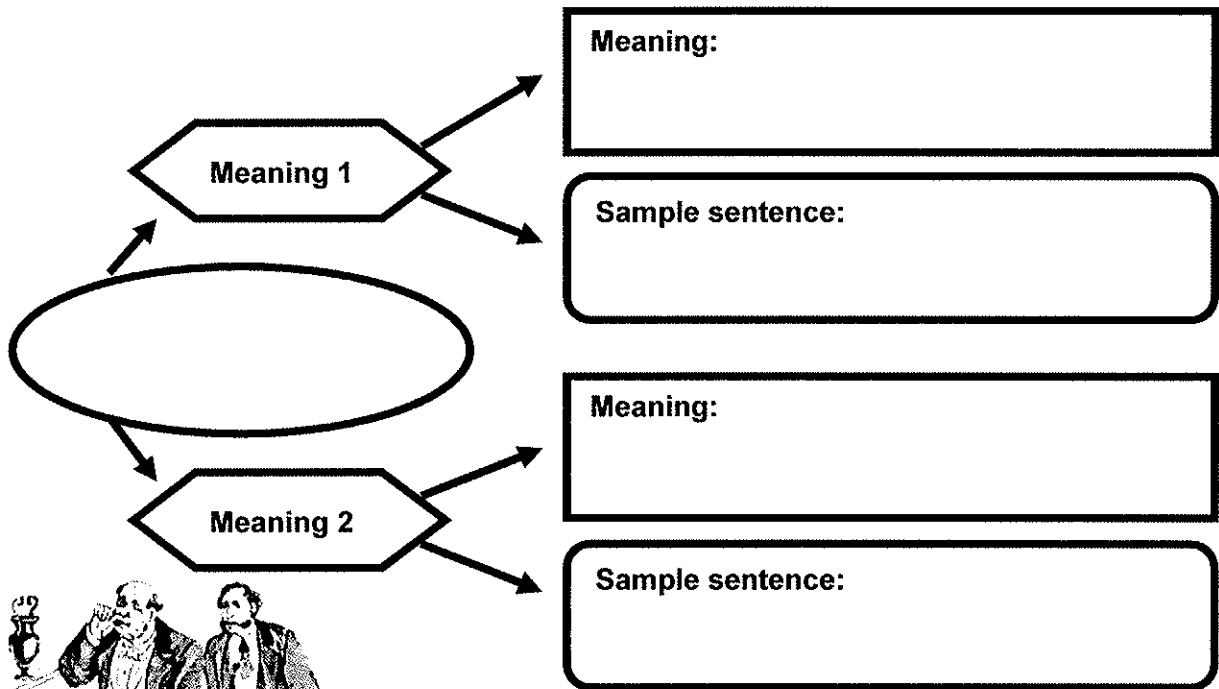
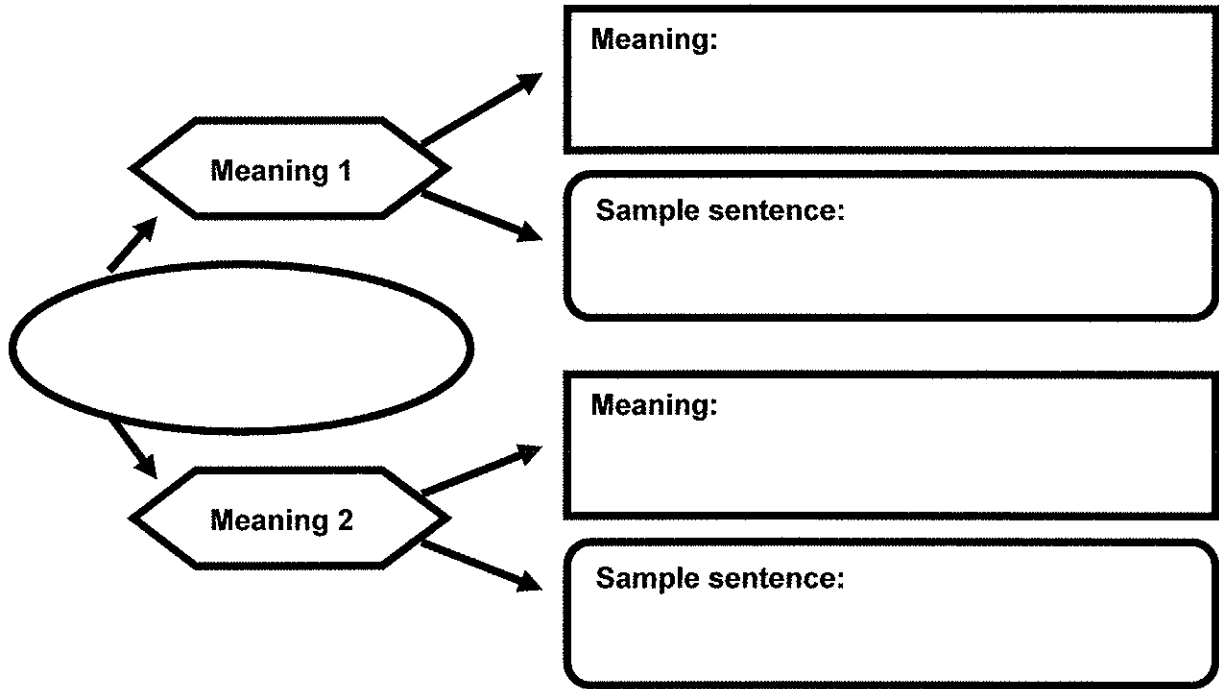
Meaning:

Sample sentence:



Meaning:

Sample sentence:





# A 'F'unny Night



## Aims



To identify adjectives starting with alphabet 'f' and understand their meanings



To correctly pronounce adjectives starting with the 'f' sound



40 minutes



## Materials



Dictionary and Worksheet D35



## Steps

- 1 Recall students what adjectives are. Give examples.
- 2 Students think of or search the dictionary for ten or more adjectives starting with the alphabet 'f'.
- 3 Jot down the adjectives on the whiteboard.
- 4 Discuss with the students the meanings of the words and their pronunciation.
- 5 Students in groups take turns to practise saying the adjectives aloud.
- 6 Students in groups compete to be the best group to say the words aloud in unison.
- 7 Explains that the letter 'F' is also very special as the drama script contains a lot of words starting with the letter 'F'.
- 8 Distribute a copy of the worksheet to each student.
- 9 Students find as many words starting with the letter 'F' found in the drama script. They then locate the words in the word puzzle.
- 10 Ask students to make sentences with these words.

## Notes

This could be carried out as part of warming up activity. Later, when going through the script where a lot of adjectives starting with 'f' are used (eg. pages 66-67), relate this activity to the students



# A F<sup>u</sup>unny Night



Find as many 'f' words used in the drama as possible. In the word puzzle below, locate and draw a line over those words. Compete with your friends and see who can find the most 'f' words in the shortest time.

F	U	I	T	E	U	M	E	R	F	S	I	F	A
E	F	L	O	W	E	R	S	E	L	L	E	R	E
E	R	O	R	V	I	S	H	M	A	R	O	E	F
F	O	G	G	Y	S	L	Y	N	B	Y	F	Y	E
I	S	I	E	F	L	A	W	L	B	E	A	T	E
O	T	L	F	E	D	U	P	F	Y	H	M	G	U
R	Y	U	K	I	H	E	O	E	O	S	E	F	I
Z	I	O	R	J	E	M	O	T	A	I	N	A	F
F	E	F	I	L	T	H	Y	M	D	L	F	T	M
H	A	I	B	U	L	C	O	L	E	F	A	M	B
F	R	E	E	Z	I	N	G	Y	D	O	O	F	A
E	E	M	I	W	Z	O	N	E	X	F	G	Q	L
F	L	E	A	I	N	F	E	S	T	E	D	F	O
I	A	V	F	U	E	U	F	X	A	F	E	D	I

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

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_





# Active listening



## Aims



- to listen with concentration and follow instructions
- to understand and describe characters
- to recognize differences in vowels and pronounce words correctly
- to do dramatized reading with suitable intonation and stress



40 minutes



## Materials



Drama script

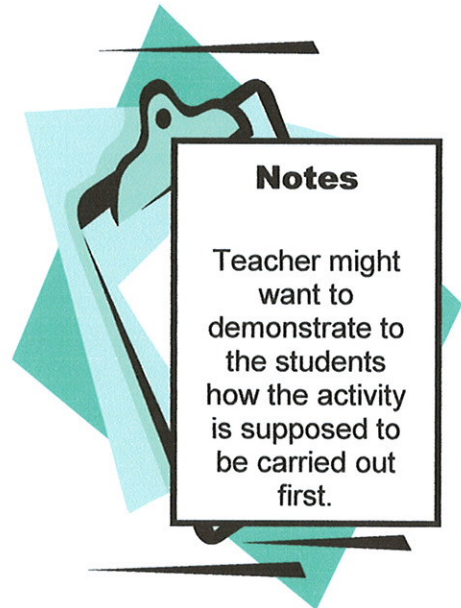


'Active listening' worksheet



## Steps

1.
  - a. A game is played. Student A is blindfolded by Student B who then gives him or her five different instructions on movement such as 'Walk to the teacher's table'. Then Student B is blindfolded by Student A and is given similar instructions.
  - b. How will a blind girl like Rose move about at the railway station? Act it out.
  - c. What do you think her facial expressions will show when speaking to Percy? Act it out.
2. Pairwork: Students practise saying **'wick'** and **'week'** followed by other words with short vowel and long vowel sounds given in worksheet A. They write more words on their own and present to class.
3. Students do dramatized reading with suitable intonation and stress.



## Notes

Teacher might want to demonstrate to the students how the activity is supposed to be carried out first.



# Active listening



With a partner, say these words aloud. Is there a difference? What do they mean?

Word	Meaning	Word	Meaning
wick		week	
bit		beat	
chip		cheap	
dip		deep	
fill		feel	
grid		greed	
hit		heat	
fit		feet	

Use a dictionary and write down other words which sound similar but differ due to vowel length. Say these words aloud in class correctly to see if your friends get them right.

Word	Meaning	Word	Meaning



# Arms



## Aims



- to read with appropriate stress and intonation
- to understand Lord Septic's character in relation to his wife
- to understand the different uses of the word 'arm'



80 minutes



## Materials



Drama script



Worksheet 37



## Steps

- 1 Pairwork: Students do dramatized reading of section on Lord Septic's wife on pages 67 and 68. Student A will take the role of Crouch and Student B the role of Lord Septic.
- 2 Invite pairs to role-play or act the scene in front of the class.
- 3 Discussion on Lord Septic's feelings for his wife and the meaning of 'arms'.
- 4 Instruct students to use the dictionary to look up the various uses of the word 'arms' and complete worksheet.

## Notes

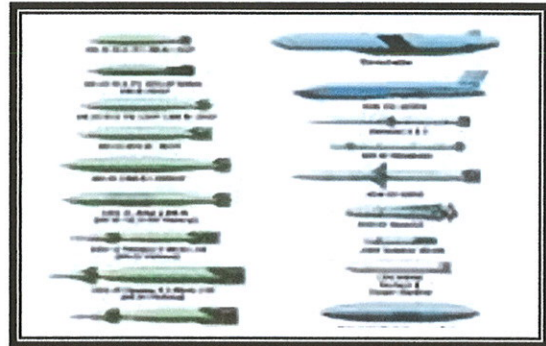
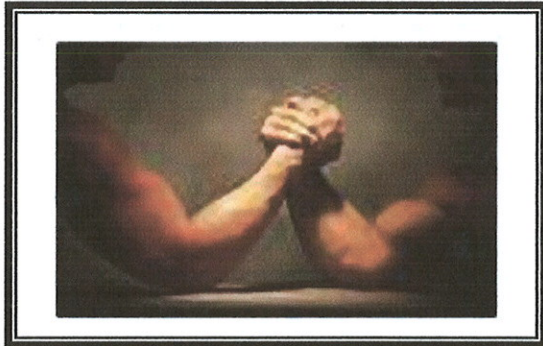
Students understanding of pages 67 and 68 can also be assessed by using worksheet 1 before dramatized reading is carried out.



# Arms



What do you see in the pictures below?



Fill in the blanks with the correct form of the word or expression of 'arm'. Do you know these meanings? Look up for the meanings in your dictionary.

took him by the arm	taking up arms	arms
at arm's length	twist his arm	up in arms
give my right arm	arm in arm	armed

- Daniel and his wife walked \_\_\_\_\_.
- The residents are \_\_\_\_\_ against the developer as he is planning to build houses on the spacious playground.
- His grandmother welcomed him \_\_\_\_\_.
- Justin keeps his friends \_\_\_\_\_ to avoid getting into arguments.
- I will \_\_\_\_\_ to be sixteen again.
- Flora placed her \_\_\_\_\_ around Alice to comfort her.
- His mother \_\_\_\_\_ and hurried him out of the room.
- Boys as young as 13 are \_\_\_\_\_ to defend their people in countries like Somalia.
- He \_\_\_\_\_ himself with a hockey stick when the thief came entered the house.
- I am sure he will go for the extra classes if his parents \_\_\_\_\_.



# My Other Half



## Aim



to create awareness in the use of present tense and past tense.



40 minutes



## Materials

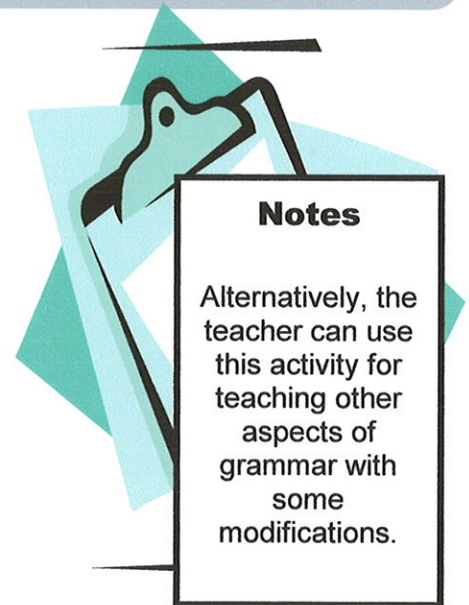


Worksheet D38



## Steps

- 1 Two corners or areas are marked as Present Tense Corner and Past Tense Corner.
- 2 Students are divided into two groups.
- 3 Each student is given a card with one half of a sentence taken from the play. The verb is omitted.
- 4 The students have to circulate to find the half which completes their own and decide which verb is used in the story.
- 5 After completing the sentence, they go to the correct section or corner to indicate the tense used.

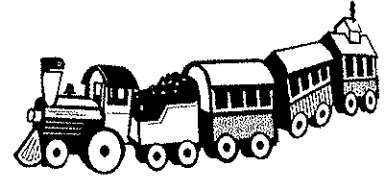


## Notes

Alternatively, the teacher can use this activity for teaching other aspects of grammar with some modifications.



# My Other Half



**SAMPLE – PRESENT TENSE**

A	B
My train	.....late.
It	..... a foul and filthy night.
..... you know	why I'm angry?
This fog	..... so thick.
I .....see	a thing out there.
She.....	a gun factory.
My mother ..... so sick	and I .....pay for the pills.
What ..... I do? Where	..... I go?
You ..... cold, yet	so strong and smooth..with just a hint of rust.
I say, you ..... so	pretty when you .....
Then let me ..... you	and ..... you under my nose.
You ..... someone like me	to ..... after you.

**SAMPLE – PAST TENSE**

<p>Yes, I ..... to</p> <p>He ..... keep the matches safe</p> <p>There ..... a fire and</p> <p>I ..... lucky. But</p> <p>I ..... just a baby</p> <p>My mother .....</p> <p>I ..... nothing, apart from an apple core</p> <p>They ..... me</p> <p>I ..... right here as my father</p> <p>Lady Gatsby ..... here with her baby in one arm and the Gatsby Gold</p> <p>We ..... her to the track to make</p> <p>I ..... it away</p>	<p>pack the match boxes.</p> <p>because it ..... cost him money.</p> <p>many workers were .....</p> <p>the flames ..... my eyes.</p> <p>when they ..... me.</p> <p>..... on this railway line.</p> <p>on my head and a little purse ..... around my neck.</p> <p>'purse key' at the workhouse.</p> <p>..... Lady Gatsby to the same track.</p> <p>in the other. But somehow she ..... it before we ..... our hands on it.</p> <p>her tell us where she'd ..... it.</p> <p>in the litter bin.</p>
--	--



# Radio Play



## Aim



to be able to vary stress and intonation when speaking



40 minutes



## Materials



Text page 88 to page 90



## Steps

1

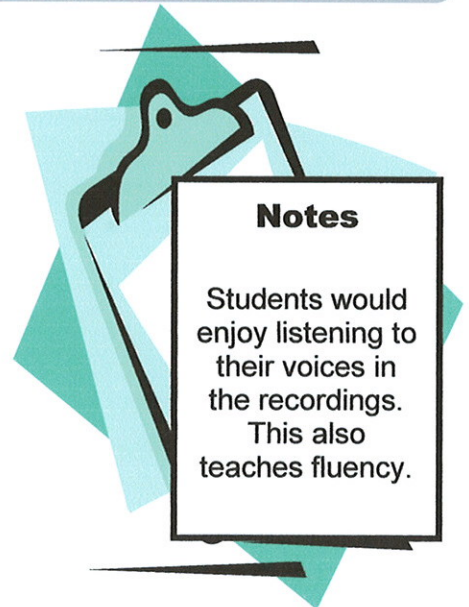
Students listen to a part of a recording of a radio play or advertisement.

2

Students form groups of four and role play Percy, Rose, Lord Septic and Crouch for a radio play.

3

They make a recording and play it to the class or present a live recording session to the class.



## Notes

Students would enjoy listening to their voices in the recordings. This also teaches fluency.





## Suggested Activities



### Part Three : Production

"The future of our nation depends on our ability to create-and to be creative.

During the coming decades our most important national resources will be human resources.

If our nation is to continue to meet the challenges of the future, today's schools need to develop creative leaders."

The activities we have to share in this section will encourage our students to learn to cooperate and work together to find the best way for each member of a group to contribute. The activities also demand students to listen to and accept the viewpoints and contributions of others.

We really hope teachers will eventually get their students to dramatise "Gulp and Gasp" either in parts (which can be carried out in or out of a classroom) or as a major stage production in the main school hall. If the latter was to take place, then the pre-production activities will include the following initiatives (this list is not exhaustive) from teachers and students:

- **Prepare a proposal:** this is to help students focus on their project to dramatise "Gulp and Gasp".
- **Set a date:** you will probably already have a date or set of dates in which you expect the project to take place, so designate days for rehearsals and at least one full-dress rehearsal before staging the play.
- **Find a suitable location:** get students to conduct thorough research and find the right location for your play and make sure you get permission from the relevant people.
- **Crew:** Select/ Audition actors and set up a production committee. (e.g. stage manager, sound engineer, costume designer etc.)
- **Field Research:** Make sure the students read and do enough research into the subject matter.
- **Risk Assessment:** get students to discuss and consider any potential hazards and make plans to overcome them.



### Source



From *Performing together: The Arts and Education*, jointly published by The American Association of School Administrators, The Alliance for Education and The John F. Kennedy Center for the Performing Arts in 1985.



# Power Play!



## Aims



- to understand and describe characters
- to understand changes and act out different facets of same character
- to vary stress and tone
- to express attitudes



40 minutes



## Materials



Role play cards



## Steps

- 1 Teacher instructs students to work in pairs and role play both the situations taken from the text.
- 2 Some pairs present or act out for the class.
- 3 Class discusses ways to improve characterization in terms of stress and intonation.
- 4 Discuss personal experiences of power and behavior.



## Notes

Alternatively, the teacher can ask students to lead the discussion.



# Power Play!



## Role play card A

- Crouch : Don't get too near the edge of the platform, sir.
- Lord Septic : If this train doesn't come soon, I'll sack the driver. I'll sack everyone. After all, next week I'll own this railway line.
- Crouch : Indeed, sir. Most true, your ever-so big lordship, sir.
- Lord Septic : Nothing can stop me now. I'm just a step away. Do you know what I'm just a step away from?
- Crouch : Yes. The edge of the platform. Be careful, sir.
- Lord Septic : No, you fool! Power. Money. Fame.
- Crouch : But you've got a bit of that already.
- Lord Septic : More! I want more, Crouch. I need it. I long for it. I'm mad for it. I'll kill for it.
- Crouch : And you always want what you get, sir.
- Lord Septic : No, Crouch. I always get what I want. At last, I own this station. Soon I will own all the stations from here to King's Cross. And when I do.....do you know what I'll be ?

## Role play card B

Crouch : Now then, I shall enjoy this. At last I have some power.....Oi !

Rose : Hello?

Crouch : What do you think you're doing?

Rose : Would you like a few lovely flowers, sir? Only a penny a bunch.

Crouch : Shut up. Clear off. Get lost.

Rose : I'll take that as a no, then.

Crouch : Get off this platform. We don't have beggars here.

Rose : But I'm just a poor harmless flower seller.

Crouch : Then you shouldn't be out on a night like this. On such a dark and foggy night you could get lost..... ha ha ha.

Rose : It's the same to me if it's night or day.

Crouch : What do you mean, you fool?

Rose : I'm blind.

Crouch : Blind?

Rose : Yes, sir. Do buy a sprig of heather for a penny. It may bring you good luck.

Crouch : I told you: NO BEGGARS. If Lord Septic sees you, he'll throw you on to the track..... lucky heather and all.....ha ha ha.



# Using Puppets



## Aim



To use stick puppets for drama production



## Materials



Stick Puppets (Handout 41)



A simple puppet theatre (Handout 41a)



## Steps

- 1 Students make stick puppets for the characters in the drama (Handout 41).
- 2 Students make a simple theatre for use with the puppets (Handout 41a).
- 3 Students perform the drama.

## Notes

For other variations, you may want to check out these websites:  
 Puppet Craft Projects – [http://familycrafts.about.com/od/puppets/Puppet\\_Craft\\_Projects.htm](http://familycrafts.about.com/od/puppets/Puppet_Craft_Projects.htm)  
 How to Make a Puppet Theatre – [http://www.ehow.com/how/2081661\\_make-puppet-theatre.html](http://www.ehow.com/how/2081661_make-puppet-theatre.html)



## Source



Phillips, Sarah (1999). *Drama with children*. Oxford: OUP



# Using Puppets



## Stick puppets

Materials: photocopies or drawings of the characters, one stick for each puppet, coloured pencils, scissors, card, glue, sticky tape.

- ✎ Draw or photocopy the outline of the character on to thin card.
- ✎ Colour it and draw other parts of the body or costume.
- ✎ Attach one thin stick on to the back of the puppet.
- ✎ Below are some examples of simple sticky puppets taken from <http://images.google.com.my>





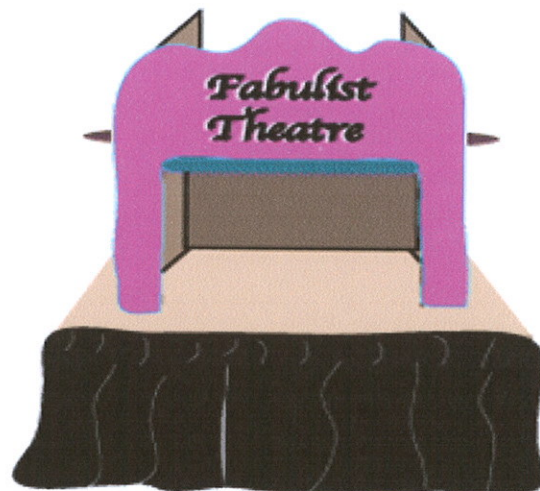
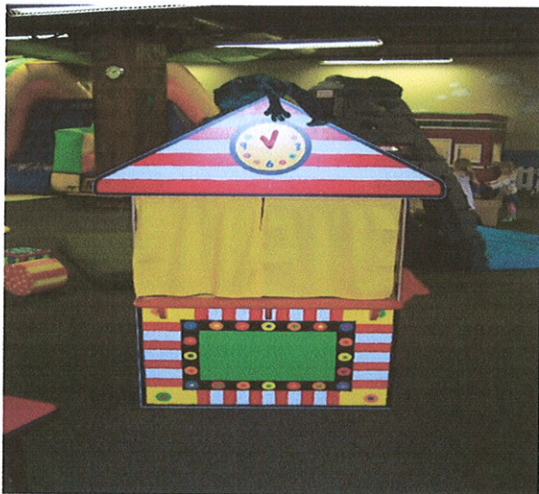
# Using Puppets



## Simple puppet theatre

Materials: two or three tables, a sheet or a length of paper, coloured pencils or paints, thick box, sticky tapes

- ✎ Put the tables in a line
- ✎ Students crouch behind the tables
- ✎ Decorate the sheet or paper with suitable backdrop
- ✎ Pin a sheet or a length of paper across the front desks to hide the puppeteers.
- ✎ Use the box to make a window frame.
- ✎ Decorate the window frame.
- ✎ Paste the frame onto the table
- ✎ Below are two examples of table puppets taken from <http://images.google.com.my>







# The Producer



## Aim(s)



To choose who to play the characters in the story.



To give reasons for their selections.



80 minutes



## Materials



Old magazines or newspapers



'The Producer' worksheet



## Steps

- 1 Ask students if a film is to be made about them, which famous actor or actress do they want to play them and why.
- 2 Distribute a copy of the task sheet to each student.
- 3 Ask students to work in groups and decide which of the actors and actresses are to play the characters in the drama.
- 4 Ask students to find a person to play the character if they are not satisfied with the selection given from old magazines and newspapers.
- 5 Ask students to present their decisions. They must give reasons why these people are chosen in the casting.

## Notes

Students are encouraged to take down notes and asks questions when their friends are presenting.




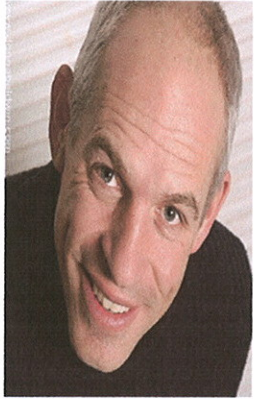

# The Producer



Imagine that your team is to produce the drama Gulp and Gasp. These aspiring actors and actresses came for the audition. Which of these people would you choose to play the role of Lord Septic, Crouch, Percy and Rose? Discuss with your group members and come up with a unanimous decision. Your team may choose your own actors or actresses if your team is unhappy with the selection given.



**Lord Septic**

			An actor of your choice. Paste the photo here.
--	--	---	---

**Actor 1**

**Actor 2**

**Actor 3**

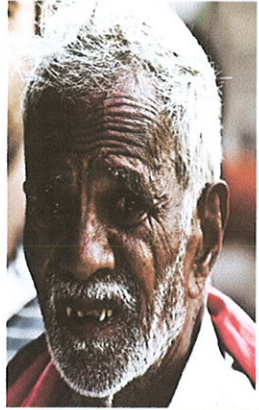

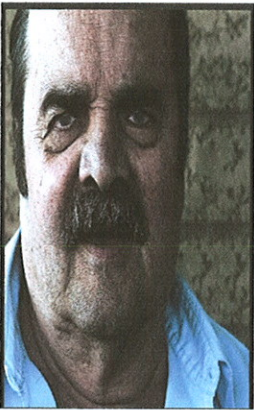
**Actor 4**

We choose \_\_\_\_\_ to play the role of Lord Septic because...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## Crouch

			An actor of your choice. Paste the photo here.
---	---	--	---

**Actor 1**

**Actor 2**

**Actor 3**

**Actor 4**

We choose \_\_\_\_\_ to play the role of Crouch because...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





**Percy**

			An actor of your choice. Paste the photo here.
---	---	--	--

**Actor 1**

**Actor 2**

**Actor 3**

**Actor 4**

We choose \_\_\_\_\_ to play the role of Percy because...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





**Rose**



**Actress 1**



**Actress 2**



**Actress 3**

An actress of your choice. Paste the photo here.

**Actress 4**

We choose \_\_\_\_\_ to play the role of Rose because...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_








# Dear Mr. Townsend,



## Aims

-  To compose an email
-  To express thoughts and feelings to the writer
-  To send the email to the writer



240 minutes



## Materials

-  Email template (Handout 43)
-  Sample of a composed email (Sample answer)
-  Internet connection
-  Email ID



## Steps

- 1** In groups, students brainstorm the comments, suggestions or opinions they wish to express to John Townsend.
- 2** Show the email template and sample to the students
- 3** Students compose their email.
- 4** Edit the letters.
- 5** Get students into the computer lab and register their email ID.
- 6** Students type their emails and send to the writer.

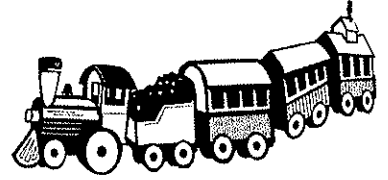
## Notes

John Townsend can be contacted at:

[john.towns@lineone.net](mailto:john.towns@lineone.net)  
 Teacher may also consider sending the emails as a grouped email.



Dear Mr. Townsend,



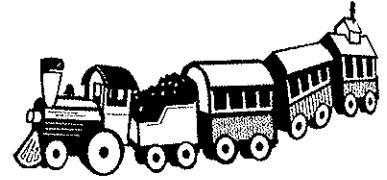
**Email template**

To:

Subject:



# Dear Mr. Townsend,



## Sample of a composed email

To:

[john.towns@lineone.net](mailto:john.towns@lineone.net)

Subject:

We love Gulp and Gasp.

Dear Mr. Townsend,

We are a group of students from a secondary school in Malaysia. Our school is SMK Azam Bestari and it is situated in a small town called Triang in Pahang. We are very much privileged this year as we get to study your drama, Gulp and Gasp. We think the drama is hilarious.

Our favourite character is Crouch. When we produced the drama last month, we had a very funny actor playing his role. He made us laugh throughout the drama.

We wish there is a sequel to this drama. We really want to know what will happen to Lord Septic and Crouch at the end. We wonder whether Lord Septic will use his position to break himself free from punishment.

Our teacher has suggested to us to read more of your books. Would you like to suggest any?

We are looking forward for your reply. Till then, bye.

Yours sincerely,  
Jasvinder, Lochana, Munira,  
Patrick and Wai Jean.








# The Trial



## Aims




-  To immerse oneself in the character's role
-  To express one's own point of view
-  To give judgement in a 'trial'



160 minutes



## Materials

-  class furniture arranged like a court scene
-  costume (wig, robe, etc.)
-  prop (gavel, judge's bench, witness stand, etc.)



## Steps

- 1 Students choose which role they want to play;
  - The defendant: Lord Septic,
  - The witnesses:
    - Crouch, Percy and Rose
    - Policemen
    - Forensic officer
  - The defence team
  - The prosecuting team
  - The judge
  - The Bailiff
  - The Court interpreter
  - The jury (a group)
  - The audience (a group)
  - Reporter

## Notes

This activity is suitable for a good class since acting a court scene requires more competent speakers and tedious preparation.

The whole activity may be carried out in several parts. Allow for any unexpected or funny turn of events to make it enjoyable. It can end with either a spontaneous or a rehearsed verdict.

- 2 Discuss with the class the procedure of having a trial and what each role does. (Students could also independently research for information on this subject before the discussion.)
- 3 Students prepare for their roles with guidance from their teacher.
- 4 The 'judge' presides the court session by first accusing Lord Septic of murder and the defendant pleading his innocence.
- 5 The prosecuting and the defending lawyer take turns to interview the 4 main characters.
- 6 Based on the witness's testimony, the prosecutor followed by the defender give their return speech to accuse or to defend Lord Septic.
- 7 The 'jury' deliberates on the case and then gives the verdict of innocent or guilty to the judge.
- 8 The 'judge' announces the verdict. The 'audience' responds.

### Notes

Students could research for;

- the role of each participant
- the procedure of a court sitting
- the use of court terms (lingo); eg. objection, overule, sustain, heresay, etc.
- the costume used
- arrangement of furniture



# D.I.Y. Design



## Aim(s)



- To design t-shirts for the characters in the drama
- To give advice or show support



80 minutes



## Materials



Manila cards and scissors



Markers and coloured pencils



## Steps

- 1 Assign a few groups with different characters in the drama.
- 2 In their groups, students identify one advice or motivational phrase they want to give to the character assigned to them.
- 3 Give one manila card to each group. They cut the card into the shape of a t-shirt
- 4 Students write their advice or motivational phrase on the "t-shirt".
- 5 Students colour the "t-shirt" to make it interesting.
- 6 Paste all the "t-shirts" on the notice board.

## Notes

Alternatively, students can create real t-shirts, mugs, lapel buttons or banners



# Off Script



## Aims



- To train students how to listen and how to react.
- To get students think quickly and creatively.



40 minutes



## Materials



Drama script



## Steps

- 1 One student read randomly dialogue from the text.
- 2 The second students listen to the words and incorporate him/ her into the scene.  
For example:  
Student A: *Percy, can it really be you?*
- 3 The second students do not need to worry about saying the actual response to this line. The student simply assumes the role of 'Percy' and tries his/her best to respond in character.
- 4 The students than can complete the dialogue as they like it. Students can create a situation based on the single dialogue given.



## Notes

Example:  
 Student A: *Percy, can it really be you?*  
 Student B: *I just came back from the library.*  
 The students than can complete the dialogue as they like it.



# Song Writers



## Aim



To compose a theme song for the drama



160 minutes



## Materials



Song lyric



Music



## Steps

- 1 In groups, ask students to compose a song lyric for the drama
- 2 The lyric may be based on any characters, themes or values.
- 3 Edit students' work.
- 4 Students find a suitable tune for their lyric.
- 5 Students perform their songs to class.

## Notes

Alternatively, musically-inclined students can produce their own tune.



# Story Board



## Aim



To create a story board based on the drama



160 minutes



## Materials



Power point slides



Images from the internet



## Steps

- 1 Students create their story line based on the drama.
- 2 Students copy suitable images from the internet.
- 3 Students add dialogues or narration.
- 4 Students insert suitable background music.
- 5 Students present their final product.

## Notes

Alternatively, students can create the story board using video or mahjong paper.



# TV News Report



## Aims



- To interview the character s in the drama
- To produce correct wh-questions for an interview
- To give response towards each character's point of views



80 minutes



## Materials



Handout D49



2 desks



## Steps

- 1 Ask for 4 volunteers to take the role of Lord Septic, Crouch, Percy and Rose.
- 2 Divide the rest of the class into 4 groups. Each group is assigned with a character.
- 3 Each group discusses and prepares 8 - 12 interview questions for their assigned character.
- 4 A student from each group interviews their character. Each character answers the questions according to his or her own view.
- 5 Other students in each group note down the responses. Each group collaborates to write one report based on their interview for a Television News Report
- 6 Students use two desks to set up the TV (Handout 49). Each group representative read aloud their report like for a TV News Broadcast.
- 7 Students discuss the differences in the characters' points of views.

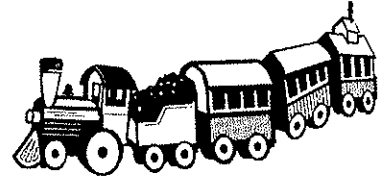


## Notes

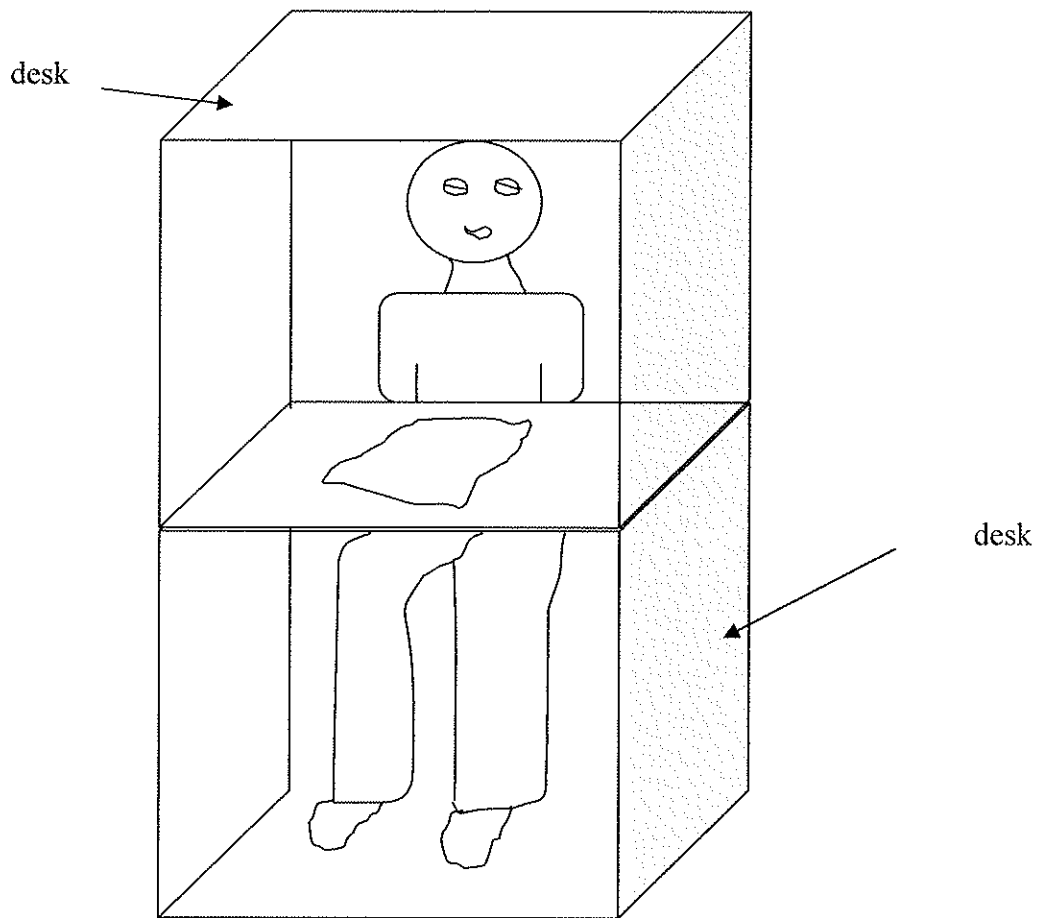
This activity could be used at the post reading stage. An easy TV set-up can be done by putting a student's desk on top of another one. The 'news reader' could sit behind the table with his face framed within the empty 'rectangle' of the top desk.



# TV News Report



Set up a Mock TV set for the students to use in presenting the news report. Place a student's desk on top of another one (see diagram).

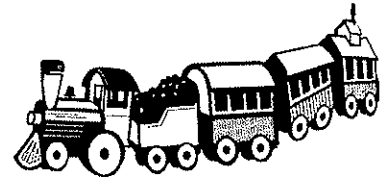






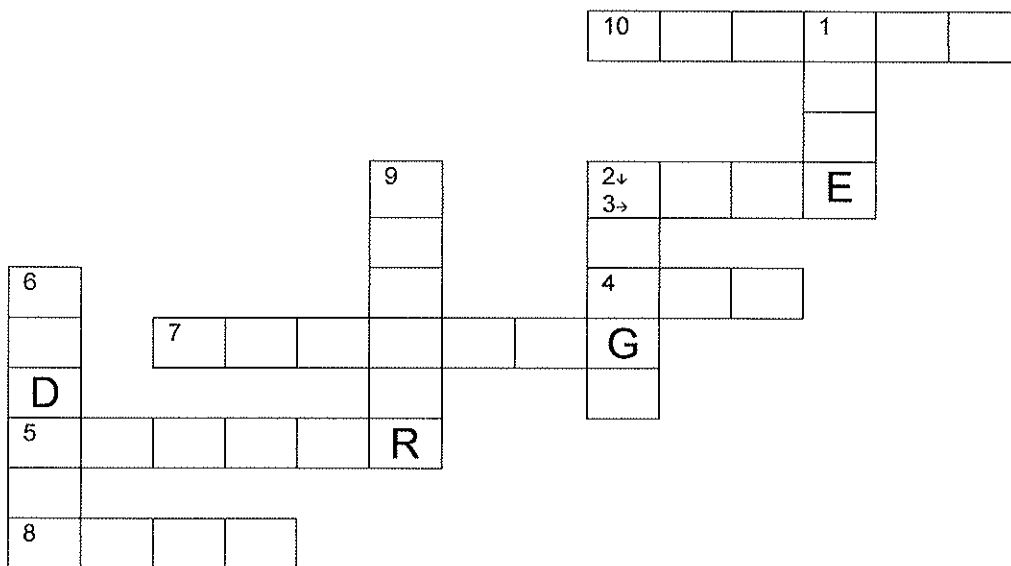
# Have I Understood?

(Part 1)



You have read Part I of Gulp and Gasp. Check your understanding by solving the crossword below.

## Part I : At the railway station



- ✎ Lord Septic stomps up and down the platform angrily because the train is (1).
- ✎ Lord Septic thinks that the Gatsby Gold is (6) along the railway track.
- ✎ In a (2) night, one cannot see the railway track.
- ✎ Lord Septic enjoys (7) when he gets back to his country castle.
- ✎ Lord Septic wants more power, money and (3).
- ✎ Clora gets on Lord Septic's nerves as she (8) a lot.
- ✎ Lord Septic marries Clora because she has a (4) factory.
- ✎ Crouch is Lord Septic's (9).
- ✎ Lord Septic will sack the (5) if the train is late.
- ✎ Lord Septic sees a flower (10) under the station clock.



# Have I Understood?

## (Part 2)



You have read Part II of Gulp and Gasp. Check your understanding by solving the anagrams below.

### Part II : It is all about Rose

I am mistaken for a \_\_\_(1)\_\_\_ . (eebggr)

I am a \_\_\_(2)\_\_\_ flower seller. (ibdl n)

I am saving money for my \_\_\_(10)\_\_\_ operation. (eey)

My mother is very \_\_\_(3)\_\_\_ . (icks)

I need to buy \_\_\_(9)\_\_\_ for my mother. (eeiicdmn)

I have not \_\_\_(4)\_\_\_ for three days. (aeent)

I sell flowers at the \_\_\_(8)\_\_\_ Station. (aailrwy)

I sell sprigs of heather only a \_\_\_(5)\_\_\_ a bunch. (ennpy)

I am scared that I would not be able to pay the \_\_\_(7)\_\_\_ . (enrt)

I stay in an \_\_\_(6)\_\_\_ (aictt) room owned by Lord Septic.



# Have I Understood?

(Part 3)



You have read Part III of Gulp and Gasp. Check your understanding by correcting the factual errors in each of the sentences below.

## Part III : Percy meets Rose

- 1 Lord Septic picks up the flowers for Rose.
- 2 Rose lost her eyesight in a candle factory.
- 3 A few workers were killed at the factory fire.
- 4 Rose and her mother live in an attic room owned by Percy.
- 5 People said that Percy's mother was killed at the railway station.
- 6 Percy thinks that NSL means NEVER SELL LOLLIPOP.
- 7 Percy puts a tiny purse with the letters NSL on it in his pocket as a lucky charm.
- 8 Percy was found in a litter bin at the candle factory.
- 9 Rose's hands are cold and her face is rosy.
- 10 People at the railway station call Percy, 'purse key'.



# Have I Understood?

(Part 4)



You have read Part IV of Gulp and Gasp. Check your understanding by sequencing these events.

## Part IV : Percy is Lord Percy


- A) Percy ties Lord Septic and Crouch with a chain.
- B) Rose tells Percy that he is the heir to the Gatsby Gold.
- C) Percy asks Rose to marry him.
- D) Percy finds gold hidden at the New Station Locker.
- E) Lord Septic hits Percy from the back.
- F) Percy puts his pants over the lamp.
- G) The police arrive to arrest Lord Percy.
- H) The train stops.
- I) Crouch ties Rose to the railway track.
- J) Percy asks the guard to call the police.





# How Well Do I Know Lord Septic?

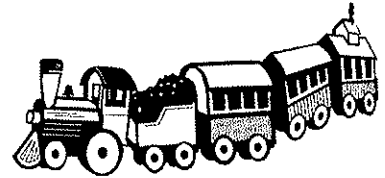


**Answer the following questions.**

1. What does Lord Septic 'need to kill' during the hunting party at his country castle?  
\_\_\_\_\_ [ 1 mark ]
2. According to Lord Septic, what is not a bad idea?  
\_\_\_\_\_ [ 1 mark ]
3. What does Lord Septic say his wife does 'for a living'?  
\_\_\_\_\_ [ 1 mark ]
4. Why did he marry her?  
\_\_\_\_\_ [ 1 mark ]
5. Does Lord Septic love his wife? Give a reason.  
\_\_\_\_\_ [ 1 mark ]
6. Why does Lord Septic want a good war?  
\_\_\_\_\_ [ 1 mark ]
7. What is the Septic Tank and what is it used for?  
\_\_\_\_\_ [ 1 mark ]
8. Why do you think Lord Septic says that Crouch is dim, daft, dopey, dozey and dippy?  
\_\_\_\_\_ [ 1 mark ]
9. In your opinion, what kind of person is Lord Septic?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [ 2 marks ]



# Reversal of Fortune



## ASSESSMENT

Read the text from page 80 to 86.

After Lord Septic was caught and punished for his crimes, and Percy found the infamous Gatsby Gold, events in G&G changed considerably and affect all the characters.

In G & G	NEW status	In G & G	NEW status
Rose	Lady Rose (married to Percy and becomes Lady Percy who is aware of the changes in Percy)	Lord Septic	Septic (served a long sentence in a jail but has repented and released from jail. He now begs for a living)
Percy	Lord Percy (becomes very rich but has become arrogant & mean)	Crouch	Crouch (met with an accident that left him blind. He sells newspapers for a living)

### **Task:**

In Groups of 10, create a situation where the 4 characters meet again 10 years later at the train station.

Based on the scene on pages 80-86, prepare a short skit...

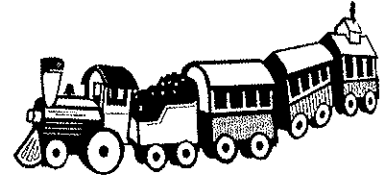
Your group will have to write a script as well as prepare for the presentation of the skit.

The skit should not be longer than 15 minutes. Give a new title for your new script.

Teacher can use the criteria in the Appendix to award mark.



# Reversal of Fortune



## EVALUATION CRITERIA FOR SMALL GROUP PRESENTATION

SCALE: 5 = Excellent 4= Good 3= Average 2= Fair 1= Weak

CRITERIA		1	2	3	4	5	Remarks
<b>Creativity (35%)</b>	Collects relevant information						
	Organizes the group effectively (+ Timing),						
	Work collaboratively.						
	Adds constructive ideas.						
	Able to demonstrate awareness of dramatic elements						
	Assume a group identity in order to accomplish an assigned task.						
	Able to create a believable environment						
<b>Overall Coordination (25%)</b>	Voice projection / stage presence						
	Effective use of props.						
	Able to work constructively with others.						
	Eye contact, posture & gestures.						
	Able to draw and sustain audience interest.						
<b>Language (30%)</b>	Grammar & Sentence Structure						
	Vocabulary / Choice of words						
	Pronunciation & Enunciation						
	Coherence & Cohesion						
	Stress & Intonation						
	Fluency						

CRITERIA		☹	☺	☺	Remarks
<b>Values</b>	Co-operation				
	Dilligence				
	Attentiveness				
	Confidence				
	Commitment.				





## My Performance So Far...



### Aim



to actively engage in the process of self-evaluation during the production stage in order to be effective and independent learners.



30 minutes



### Materials

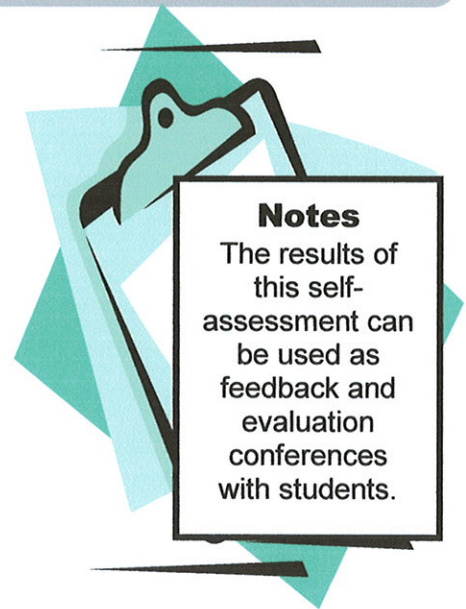


Self-assessment form



### Steps

- 1 At the end of a drama presentation (Production), provide the self-assessment form to each student and get them to assess their own work and progress.
- 2 Remind students to set better targets for future presentations.
- 3 Students can hand in the feedback form after 1-2 days.



### Notes

The results of this self-assessment can be used as feedback and evaluation conferences with students.



### Source

Adapted from

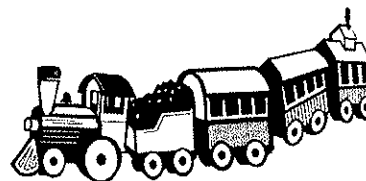


URL : <http://www.cmu.edu/teaching/assessment/>

Date accessed : 13 October 2009



# My Performance So Far...



Name : \_\_\_\_\_ Class: \_\_\_\_\_

Title of Drama: \_\_\_\_\_

Mark with a tick (✓)

<b>My contribution</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>
I co-operate with others				
I listen to the teacher				
I listen to my classmates				
I ask questions if I don't understand				
I help plan and organise drama				
I rehearse scenes to improve them				
I use my imagination when creating drama				
I include drama skills to make the drama better				
I put effort into the creative work and always stay on task				
<b>My Effort &amp; Techniques</b>				
I concentrate and stay focused when performing				
I'm good at spontaneous improvisation				
I'm good at planned improvisation				
I help other actors in performance				
I try to 'create' interesting characters				
I stay in character for the whole performance				
I consider the audience when I'm performing				
I use space well				
I'm loud enough for the audience to hear				
I change my language depending on the character				
I sometimes use performance skills like mime				
I sometimes use drama forms like freeze frames				

<b>My Performance</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>
I concentrate and stay focused when performing				
I'm good at spontaneous improvisation				
I'm good at planned improvisation				
I help other actors in performance				
I create interesting characters				
I stay in character for the whole performance				
<b>My Targets</b>				
Targets for my next performance/drama presentation are				
1.				
2.				
In the meantime, I hope my teacher can help me with...				
My special thanks to...				

**Signature :** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Let's try



## Practice 1

Read the extract below and answer the questions that follow.

LORD SEPTIC : Angry.  
CROUCH : Mmm.  
LORD SEPTIC : Very angry.  
CROUCH : Mmm. Mmmm.  
LORD SEPTIC : And do you know why I'm angry, Crouch?  
I hate nights like this.  
CROUCH : Indeed, sir.  
LORD SEPTIC : This fog is so thick. I can't see a thing out there.  
It's as thick as ...  
CROUCH : Pea soup, sir. Very thick pea soup.  
LORD SEPTIC : And there's nothing worse than pea soup is there, crouch?  
CROUCH : Not really, sir. Apart from sprouts. I would think a mushy  
sprout soup is pretty foul. Worse than a pea in this fog.  
LORD SEPTIC : I can't even see the railway track.

1. Why is Lord Septic angry?

\_\_\_\_\_ [ 1 mark ]

2. What time of the day is it? How do you know?

\_\_\_\_\_  
\_\_\_\_\_ [ 2 marks ]

3. What would you compare a foggy night with? Give a reason for your answer.

\_\_\_\_\_  
\_\_\_\_\_ [ 2 marks ]



# Let's try



## Practice 2

Read the extract below and answer the questions that follow.

LORD SEPTIC : More! I want more, Crouch. I need it. I long for it. I'm mad for it. I'll kill for it.

CROUCH : And you always want what you get, sir.

LORD SEPTIC : No, Crouch. I always get what I want. At last, I own this station. Soon I will own all the stations from here to King's Cross. And when I do... do you know what I'll be?

CROUCH : Even more greedy, sir?

1. What do you think King Cross is?

\_\_\_\_\_ [ 1 mark ]

2. Based on your understanding of the whole story, what does Lord Septic want more?

\_\_\_\_\_  
 \_\_\_\_\_ [ 2 marks ]

2. Do you agree with Crouch's answer that Lord Septic would get even more greedy? Give one reason for your answer.

\_\_\_\_\_  
 \_\_\_\_\_ [ 2 marks ]



# Let's try



## Practice 3

Read the extract below and answer the questions that follow.

LORD SEPTIC : 'F', Crouch. Tonight is an 'F'. Got it?

CROUCH : Yes, sir. It's a freezing, filthy, frosty, foggy, foul night. That's a lot of 'F's.

LORD SEPTIC : It's a FRIDAY night, Crouch. And you know what that means?

CROUCH : Indeed your lordship. Of course, sir. Indeed I do. It means... tomorrow is Saturday.

LORD SEPTIC : It means it's the end of the week. It means I need to get back to my country castle. I have a hunting party this weekend. I need to kill.

1. What does Friday means to Lord Septic?

\_\_\_\_\_ [ 1 mark ]

2. Where is Lord Septic going and why?

\_\_\_\_\_  
\_\_\_\_\_ [ 2 marks ]

3. In your opinion, why do you think Lord Septic needs to kill? Give a reason for your answer.

\_\_\_\_\_  
\_\_\_\_\_ [ 2 marks ]



# Let's try



## Practice 4

Read the extract below and answer the questions that follow.

CROUCH : Clora?  
LORD SEPTIC : Yes, Clora my wife. Clora Septic. She nags for a living. I only married her for her arms.  
CROUCH : Are they nice to hug?  
LORD SEPTIC : Not those arms. She owns a gun factory. We make weapons. We make bombs. One day we will arm the world. We want a good war. She's just made a tank that can kill from a mile in one burst. Just like her! It's called the Septic Tank.  
CROUCH : I bet that'll cause a bit of a stink, sir!  
LORD SEPTIC : Crouch, I don't know why I keep you as my porter. You are dim, daft, dopey, dozey and dippy. What's more you annoy me. I'm not nice when I'm cross.

1. Who is Clora?

\_\_\_\_\_ [ 1 mark ]

2. What does Clora's factory make? Give two.

\_\_\_\_\_  
\_\_\_\_\_ [ 2 marks ]

3. What do you think Lord Septic thinks of Crouch? Why do you say so?

\_\_\_\_\_  
\_\_\_\_\_ [ 2 marks ]



# Let's try



## Practice 5

Read the extract below and answer the questions that follow.

ROSE : [*She sobs as she tries to find her flowers*]  
What can I do? Where can I go? It's so cold. I can't feel my fingers. I can't find my flowers. If only I could see. If only I had a few coins. I can't go home without money. We'll starve. Poor mother will die. I won't be able to pay the rent. It's the end. I'll never see the sun again.  
[*She breaks down in terrible sobs as Percy enters*]

1. Based on your understanding of the whole story, what happened to Rose's flowers?

\_\_\_\_\_ [ 1 mark ]

2. Why does Rose need the money for?

\_\_\_\_\_  
\_\_\_\_\_ [ 2 marks ]

4. If you were in Rose's situation, what would you do to earn more money? Why would you do that?

\_\_\_\_\_  
\_\_\_\_\_ [ 2 marks ]





# Let's try



## Practice 6

Read the extract below and answer the questions that follow.

PERCY : You poor girl. [*He holds her hand*] You can't see, can you?

ROSE : Not since the fire at the match factory.

PERCY : Lord Septic's match factory?

ROSE : Yes. I used to pack the match boxes. Big match boxes. Full of big matches.

PERCY : Wasn't there a big strike at the match factory?

ROSE : Yes, Lord Septic didn't pay us. He didn't keep the matches safe because it would cost him money. There was a fire and many workers were killed. ***I was lucky.*** But the flames hurt my eyes. I can't see any more.

1. What caused the fire at the match factory?

\_\_\_\_\_ [ 1 mark ]

2. What were the consequences of the fire at the match factory?

\_\_\_\_\_  
 \_\_\_\_\_ [ 2 marks ]

3. **'I was lucky.'**  
 In your opinion, is Rose lucky? Give a reason for your answer.

\_\_\_\_\_  
 \_\_\_\_\_ [ 2 marks ]



# Answer Key



## Have I understood? (Part I)

- |   |        |    |         |
|---|--------|----|---------|
| 1 | late   | 6  | hidden  |
| 2 | foggy  | 7  | hunting |
| 3 | fame   | 8  | nags    |
| 4 | gun    | 9  | porter  |
| 5 | driver | 10 | seller  |



## Have I understood? (Part II)

- 1 I am mistaken for a beggar
- 2 I am a blind flower seller
- 3 My mother is very sick
- 4 I have not eaten for three days
- 5 I sell sprigs of heather only a penny a bunch
- 6 I stay in an attic room owned by Lord Septic
- 7 I am scared that I would not be able to pay the rent
- 8 I see flower at the railway station
- 9 I need to buy medicine for my mother
- 10 I am saving money for my eye operation



## Have I understood? (Part III)

- 1 Percy picks up the flowers for Rose.
- 2 Rose lost her eyesight in a match factory.
- 3 Many workers were killed at the factory fire.
- 4 Rose and her mother live in an attic room owned by Lord Septic.
- 5 People said that Percy's mother was killed on the railway track.
- 6 Percy thinks that NSL means NO SUCH LUCK.
- 7 Percy wears a tiny purse with the letters NSL around his neck as a lucky charm.
- 8 Percy was found in a litter bin at the railway station.
- 9 Rose's hands are cold and her face is pale.
- 10 People at the workhouse call Percy, 'purse key'.



## Have I understood? (Part IV)

Lord Septic hits Percy from the back.  
Crouch ties Rose to the railway track.  
Percy puts his pants over the lamp.  
The train stops.  
Percy asks the guard to call the police.  
Percy ties Lord Septic and Crouch with a chain.  
Rose tells Percy that he is the heir to the Gatsby Gold.  
Percy finds gold hidden at the New Station Locker.  
The police arrive to arrest Lord Percy.  
Percy asks Rose to marry him.



## Let's Try

### Practice 1

- 1 He could not see the railway track because of the foggy night
- 2 At night as it was foggy.
- 3 (Accept any acceptable answer)

### Practice 2

- 1 A railway station
- 2 He wanted more power, money and fame.
- 3 (Accept any acceptable answer)

### Practice 3

- 1 It means it is the end of the week.
- 2 He is going to his Country Castle as he has a hunting party during weekends.
- 3 (Accept any acceptable answer)

### Practice 4

- 1 Clora is Lord Septic's wife.
- 2 Guns, bombs and tanks.
- 3 (Accept any acceptable answer)

### Practice 5

- 1 Crouch threw them away.
- 2 For her eyes operation, to buy food, for her mothers medicine and to pay the rent
- 3 (Accept any acceptable answer)

### Practice 6

- 1 The matches were not kept properly.
- 2 Many people were killed and some were injured.
- 3 (Accept any acceptable answer)



# Glossary



**bedsit** / bed'sɪt / (p.25)

(*noun, British English*), a room that you rent and use for living and sleeping in

**bloated** / 'bləʊtəd / (p.3)

(*adjective*), full of liquid or gas and therefore bigger than normal, swollen

**chit** / tʃɪt / (p.17)

(*noun*), this is an old-fashioned word for a young woman or girl, especially one who is thought to have no respect for older people

**chuff** / tʃʌf / (p.81)

(*noun*), a noisy, puffing sound

**chuffed** / tʃʌft / (p.81)

(*adjective, informal British English*), pleased

**daft** / dɑ:ft / (p.69)

(*adjective, informal British English*), silly, usually in an amusing way

**desolate** / 'desələt / (p.4)

(*adjective*), very lonely and unhappy

**dippy** / 'dɪpi / (p.69)

(*adjective, informal*), stupid; crazy

**dry rot** /draɪ rɒt/

(p.76)

(*noun*), a fungus that causes wood to rot

**duvets** / 'du:vɛz/ (p.12)

(*noun*), a thick blanket stuffed with feathers or other soft materials

**Grim Reaper** / grɪm rɪ:pər/ (p.82)

(*noun*), name given to the personification of death, usually a cloaked man or a skeleton with a scythe

**gullies** / 'gʌlɪs/ (p.5)

(*noun, plural*), a small narrow channel, usually formed by a stream or by rain

**high street** / haɪ stri:t / (p.12)

(*noun, British English*), the main street of a town, where most of the shops, banks, etc. are

**horrendous** / hɒ'rendəs/ (p.3)

(*adjective*), horrible

**imploring** / ɪmˈplɔːrɪŋ/ (p.4)  
(*verb*), begging

**kitchenette** / ˌkɪtʃənət/ (p.13)  
(*verb, informal*), a small room used as a kitchen

**lino** / ˈlaɪnəʊ/ (p.26)  
(*noun, informal British English*), linoleum

**long-johns** / ˈlɒŋ dʒɒnz / (p.86)  
(*noun, informal*), long underpants

**Messrs.** / ˈmesəz / (p.16)  
(*noun*), the plural of ‘Mister’

**rising damp** / ˈraɪzɪŋ dæmp/ (p.76)  
(*noun, British English*), a condition that occurs when water comes up from the ground into the wall of a building, causing damage

**sleeper** / ˈsliːpər/ (p.66)  
(*noun*), a night train with beds for passengers on it

**tip** / tɪp/ (p.84)  
(*noun, British English*), an area for dumping rubbish

**walk this way** / wɔːk ðɪs weɪ/ (p.90)  
This is a recurrent joke in a number of movies and television shows. It refers to the double usage of “way” in English as both a *direction* and a *manner*. Presumably, Percy is walking in a certain way due to the fact that he is not wearing pants.

**wick** / wɪk/ (p.75)  
(*noun*), the string in the middle of a candle that you light up

**workhouse** / wɜːk haʊz/ (p.77)  
(*noun*), in Britain in the past, this is a building where very poor people were sent to live and given work to do

**soliloquy** / səˈlɪləkwɪ /

(*noun*) dramatic or literary form of discourse in which a character talks to himself or herself or reveals his or her thoughts without addressing a listener.

- a specific speech or piece of writing in this form of discourse.
- the act of speaking to oneself.

**genre** / ˈʒɒnrə /

(*noun*) a particular type of art, writing, music, which has certain features that all examples of this type share

**role play** / rəʊl pleɪ /

(noun) an exercise in which you pretend to be in a particular situation, especially to help you learn a language or deal with problems.

**dramatization** / dræmətaɪ'zeɪʃən /

(noun) to make a book or event into a play or film

**skit** / skɪt /

(noun) a short humorous performance or piece of writing



# Appendices



## APPENDIX 1

### TYPES AND STYLES IMPROVISATIONAL EXERCISE

There are different types of plays. You may decide to use one of the plot ideas suggested below as improvisation exercises to produce a play which is at least 4 minutes long but no longer than 10 minutes. The dialogue is not written down. However, a scenario or plot outline, along with brief descriptions of each of the characters is written down. Students should hand in their ideas in writing before they perform their improvisation for the class. The scene can be rehearsed several times using the style of acting suggested below so that the plot and character are firmly set in the minds of the actors.

1. **Melodrama**

Two brothers (or sisters, or a brother and a sister) are trying to find the treasure that their elderly and dying father has hidden. Each wants the treasure for himself (or herself) alone, but pretends to be willing to share. OR One person plans to commit a crime, and the other tries to prevent the crime. OR Create your own situation. Acting style is realistic and intense.

2. **Sentimental Drama**

Two people (not married) wait for their children to come out of separate surgeries; one child survives but the other dies. OR One person confesses to the other that he (or she) has been guilty of spreading untrue rumours and asks for forgiveness. OR Create your own situation. Acting style is super-realistic and intense.

3. **Sentimental Comedy**

A teenager tries to prevent a younger brother or sister from overhearing a 'private' conversation with the latest heart-throb, while the younger sibling teases, threatens, and maybe even blackmails the older sibling. OR One friend tries to teach another how to talk to a member of the opposite sex, so that he/she can promote a date for the big dance. OR Create your own situation. Acting style is realistic but comic.

4. **Farce**

In a case of mistaken identity, one person, trying to impress the guardian (father, mother, etc.) of a person he is interested in, discovers belatedly that the person he or she has been talking to is an inspector from the tax bureau. OR In an example of talking at cross purposes, one person is discussing the advantages of a particular used car, while the other is talking about his/her sister. OR Create your own situation. Acting style is physical, exaggerated, and comic.

5. **Theatre of the Absurd**

Two (or three) tramps meet on a deserted road and try to decide what to do for the day. OR Two (or three) clowns entertain themselves as they prepare for their first performance under the big top. OR A teacher tries to instruct a student (or two) in a meaningless foreign language. OR Create your own situation. Acting style is theatrical, presentational, and comic.

6. **Comedy of Manners**

Two rich people plan the invitation list for a grand banquet and dance, discussing the reasons why each others friends should not be invited. OR A high-society person (or two) interviews an applicant for the position of nanny or butler. OR Create your own situation. Acting style is exaggeratedly polite and sarcastic.

7. **Satire**

A teenager tries to find acceptance from another by adopting every passing fad in clothing, speech, etc. OR A phony "academic advisor and test-score-improver" worms his or her way into the good graces of a worried parent. OR Create your own situation. Acting style is exaggerated and comic.

8. **Social Drama**

Friends of a person about to be deported as an illegal alien wait for the friend to return from his hearing; while they wait they discuss changes in the immigration laws. OR Friends of a young man who committed suicide try to deal with their loss, and try to figure out ways to lessen the pressures of "getting into the right college" that seem to have contributed to their friend's death. OR Create your own situation. Acting style is exaggeratedly natural.

Adapted from Lee, R. (2005) *Everything about theatre-Teacher's Guide*. Colorado: Meriwether Publishing Ltd., pp54-55.





# PROPERTY PLOT

Show title: \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_

ACT/ SCENE	ITEM DESCRIPTION	USED BY (CHARACTER)	STORAGE LOCATION	SET-UP LOCATION	SPECIAL NOTES

Lee, R. (2005) *Everything about theatre-Teacher's Guide*. Colorado: Meriwether Publishing Ltd., pp134.



## Drama Production Team

Those in the production roles are responsible for setting up and dramatising every scene in the drama. Some of the people involved are listed below:

### **Producer**

The class needs to appoint a producer to oversee the entire production and bring together all the different elements and people. The role also requires him or her to be across all the various stages of production.

### **Director**

The class also will have to appoint a director. The director's role is to take overall responsibility for the creative, visual and sound aspects of a production. Often there are first and second assistant directors, who are involved in preparing the drama production schedule and ensuring everyone sticks to it. They also work to make sure the director has everything he or she needs to achieve the look and feel required.

### **Production Manager**

This person will oversee a production from start to finish, a production manager keeps a tight reign on the budget and organises all support facilities like food and drinks for actors. He/she will also plan crews, equipment and facilities.

### **Script Editor**

This person will work between the writer and the producer to make sure scripts are ready on time and help create the atmosphere the script is trying to get across. He/she may set up a team of editors to assist him/her. The team needs to ensure each scene continues on from the previous one smoothly.

### **Production secretary**

1-2 students can carry out this task: to provide essential administrative support to the production team by fulfilling a wide variety of traditional secretarial duties.

### **Location Manager**

He or She is responsible for finding locations for the drama presentation to ensure hassle free rehearsal sessions can take place. He/she is also responsible for health and safety and dealing with relevant people/authorities (those who usually use the chosen location).

### **Researchers**

Supporting the producer, this team of researchers contribute ideas, contacts and sources, as well as interviewing possible contributors and writing briefings and reports.

### **Runner**

The person who is appointed as Runner is usually the most junior member of the production team. He/she will then have the chance to get involved in all aspects of production, from photocopying to helping out with research.



## Panel of Writers



**EILEEN JESSIE AH GUAN  
(COORDINATOR)**

BAHAGIAN PEMBANGUNAN KURIKULUM,  
KEMENTERIAN PELAJARAN MALAYSIA, ARAS 4-8,  
BLOK E9, KOMPLEKS KERAJAAN PARCEL E,  
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN,  
46404 PUTRAJAYA



**NOOR AKBARI BT HJ  
ISMAIL ALI  
(PANEL HEAD)**  
IPGM KAMPUS KOTA  
BHARU,  
PENGKALAN CHEPA,  
16109 KOTA BHARU  
KELANTAN DARUL NAIM



**JIMMY THEN CHOON  
JING**

SMK BINTULU  
PETI SURAT 97  
KM 5, JALAN SULTAN  
ISKANDAR,  
97007 BINTULU  
SARAWAK



**SUHAILA BINTI AHMAD  
AKHIRUDIN**

SMK TAMAN SRI MUDA  
JLN SABAR 25/83,  
40400 SHAH ALAM,  
SELANGOR



**KHAIRUL ANUAR BIN  
YANG AHMAD**

SMK KING EDWARD VII,  
34000 TAIPING,  
PERAK DARUL RIDZUAN



**RATNAWATI BT KASSIM**

SMK KAMPUNG DATO'  
AHMAD SAID LEBUH,  
RAJAWALI 30020 IPOH  
PERAK DARUL RIDZUAN.



**SATHIAVANY A/P  
MADHAVAN**

SMK SAINT PAUL,  
JALAN  
MANICKAVASAGAM,  
70200 SEREMBAN  
NEGERI SEMBILAN