

**Professional Development Course on  
Teaching English through Language Arts  
at Secondary Level**

*Teaching English Through  
Story and Drama*



*Part One*

*Teaching English  
Through  
Short Stories*

## Rationale for using short stories to teach English:

As mentioned in the English Language Curriculum and Assessment Guide,

“Reading is a means to help learners to seek information, develop thinking skills, enrich knowledge, enhance language proficiency and broaden perspectives.”<sup>1</sup> (pg. 81)

reading is seen as an important process of enhancing learner’s learning capacity and personal growth. Besides that, providing learners with a variety of texts that interest them can enhance their enjoyment in learning and acts as an effective motivation to encourage learners to share their personal responses with peers and so, help in developing learner’s capability to use English to respond and give expression to real and imaginative experience in their daily life. The advantages of using stories in teaching are obvious.

Yet, despite the various advantages in using a long novel in helping the students to cultivate a good and consistent habit of reading, long novels may not be suitable for some reluctant readers who usually can’t sustain their patience and interest in reading. Therefore, short stories can be motivational to readers who lack interest in reading. Since the students that I am currently teaching are weaker in English and they are also less motivational in reading English, I can recognize the motivational quality of using short stories, which can give them a sense of achievement when they have finished reading a short piece of writing.

---

<sup>1</sup> The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. *English language curriculum and assessment guide (Secondary 4-6)*. [Hong Kong] : Govt. Logistics Dept., 2007.

I have chosen a horror story because I believe that students are easily intrigued by the genre of horror, and thus, they are willing to analyze the stories and use them as a model for their own writing. Apart from that, short stories are appropriate for classroom use since though they are horrifying, they also have important messages about good and evil and human motivation. That is also the reason why it is an important source of language arts materials, which have much to offer in stimulating readers' genuine responses and interaction among themselves. Of course, teachers need to select and develop suitable and related language activities through which the learners' language sensitivity and cultural awareness, as well as creative and critical thinking can be developed.

And I hope that by using the horror and suspense in Allan Poe's *The Black Cat And Other Short Stories*, and the activities that I have devised, the story can serve as a springboard to students' reading of longer novels, which helps to achieve the long term aim of helping the students appreciate the value of reading and make them become motivated to make reading a life-long pleasure.

# *The Black Cat and Other Stories*

**Target Group:** F.4 Band II CMI students

**No. of lessons:** 22

## **Learning Outcomes:**

Students will be able to:

### ***A. Author and background of the book:***

1. briefly give the biography of the author by having a glimpse of his background.
2. understand the relationship between the life experience of the author and the story he wrote.
3. make predictions about the story “The Black Cat and Other Stories”:
  - the plot
  - the kinds of characters
  - the kinds of vocabulary found in the story.

### ***B. The plot:***

4. describe the setting of the story by exploring the initial relationship among the characters.
5. identify and give 4 dramatic moments in the story.
6. analyzing the cause and effects of different dramatic actions which lead to the climax.
7. analyze the conflicts in the story.
8. analyze the basic structure of the story.

### ***C. Characterization***

9. compare and contrast the characters of the main protagonists.
10. analyze the changes of the main character by tracing what he did and his personal traits.

### ***D. The theme***

11. find the themes conveyed and supported by the events in the story.
12. respond to the story by keeping a reading journal and doing an evaluation form.

### ***E. Model writing***

13. write a creative horror story basing on what they have learnt in this story as a model.

SS = students

T = teacher

Lesson	Learning activities	Rationales	Resources
1 - 3	<p><b><i>Pre-reading activities:</i></b></p> <p><b><i>Activity 1: Making predictions about the plot, characters of the story:</i></b></p> <p>SS look at the cover of the book and predict:</p> <ul style="list-style-type: none"><li>- the plot</li><li>- the characters in the story</li></ul> <p><b><i>Activity 2: Vocabulary building</i></b></p> <ul style="list-style-type: none"><li>- SS predict the vocabulary items that they would come across in the story.</li><li>- SS find out the answers to their prediction by keeping a record of the vocabulary items they come across when reading.</li></ul>	<ol style="list-style-type: none"><li>1. - to arouse SS's interest in reading the story.</li><li>2. - help students build up a vocabulary list while reading.</li></ol>	<p>Cover of the book</p> <p>Worksheet 1</p>

	<p><b>Activity 3: Knowing the author</b></p> <p>a. SS look at the photo of the author and think of three things that they would like to know about him.</p> <p>b. SS scan through the information about the author and find the answers.</p> <p>c. SS try to select the part of the life of the author, which they think has affected the author’s writing of the story “The Black Cat”</p>	<p>3. – enhance the SS’s understanding of the story.</p> <p>4. - help SS understand the relationship between the life experiences of an author and his work.</p>	
<p><b>4 – 6</b></p>	<p><b>While-reading activities:</b></p> <p><b>1. The setting:</b></p>		<p>Worksheet 2</p>



	<p><b><i>Activity 1: Introducing the characters &amp; their relationship</i></b></p> <ul style="list-style-type: none"> <li>- Based on the description on page 1 of the story, SS draw a family photo of the narrator and write a caption to describe the photo.</li> </ul> <p><b><i>Activity 2: Interviewing the main characters</i></b></p> <ul style="list-style-type: none"> <li>- SS form in pairs and look at each other's drawing of the family photo of the narrator.</li> <li>- SS take turns and play the role of an interviewer to interview the narrator and his wife.</li> <li>- Based on the description on page 1,</li> </ul>	<ol style="list-style-type: none"> <li>1. – guide SS to extract information about the setting of the story, including the introduction of the characters and their relationship.</li> <li>2. – help SS further explore the psychology of the characters with the support of the text description.</li> </ol>	
--	--	--	--

<p>7 – 9</p>	<p>SS try to finish a dialogue and then role play the dialogue with their partner.</p> <p><b>2. The Plot</b></p> <p><b><i>Activity 1: Knowing cause &amp; effects of the main events</i></b></p> <ul style="list-style-type: none"> <li>- SS are given a picture showing the ending of the story.</li> <li>- SS are asked to trace back to the main 4 dramatic events that cause this ending.</li> </ul> <p><b><i>Activity 2: Analyzing the structure of the story</i></b></p> <ul style="list-style-type: none"> <li>- T. presents to the students the basic</li> </ul>	<ol style="list-style-type: none"> <li>1. – help SS to identify at least 4 main dramatic events of the story.</li> <li>2. – help SS analyze the cause and effects of the events and how they lead to the ending of the story.</li> <li>3. – help SS understand the basic structure</li> </ol>	<p>Worksheet 3</p>
--------------	--	---	--------------------

<p>10 – 13</p>	<p>structure of a story.</p> <ul style="list-style-type: none"> <li>- Based on the model, SS analyze the structure of <i>The Black Cat</i>.</li> </ul> <p><b>Activity 3: Keeping a response journal</b></p> <ul style="list-style-type: none"> <li>- SS keep a response journal by writing the quotes in the story which impress them most and list the reasons why.</li> <li>- SS also need to respond to the quotes by relating the quotes they have chosen to their own thoughts or experience.</li> </ul> <p><b>3. Characterization</b></p> <p><b>Activity 1: Completing a diary</b></p>	<p>of a story.</p> <ul style="list-style-type: none"> <li>4. – guide SS to analyze the structure of <i>The Black Cat</i> with the model.</li> <li>5. – encourage SS to respond to the text and relate the meanings embedded in the text to their real experience.</li> </ul>	<p>Worksheet 4</p>
----------------	--	--	--------------------

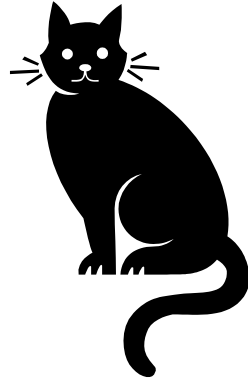
	<ul style="list-style-type: none"> <li>- based on the plot of the story, SS analyze how the narrator feels and thinks after each dramatic event and fill in the diary for him.</li> <li>- SS describe the main changes that have taken place within the narrator, which leads to his final character at the end of the story.</li> </ul> <p><b><i>Activity 2: Comparing and contrasting the characters</i></b></p> <ul style="list-style-type: none"> <li>- SS imagine themselves as a writer going to write a biography of the narrator.</li> <li>- SS draws two photos of the narrator</li> </ul>	<ol style="list-style-type: none"> <li>1. – help SS analyze the changes in the character of the narrator by comparing his character at the beginning of the story and the end of the story.</li> <li>2. – help SS trace how different events affect this character change.</li> <li>3. – help SS compare and contrast the character of the two main protagonists in terms of their character development.</li> </ol>	
--	---	--	--

<p>14 – 15</p>	<p>with his wife, one taken at the beginning of the story and another at the end of the story.</p> <ul style="list-style-type: none"> <li>- SS start to write a biography by describing the character of the narrator and his wife based on what they did in the story.</li> <li>- SS compare and contrast their character by listing the common features between them.</li> </ul> <p><b>4. Analyzing the conflicts</b></p> <p><i>Activity: Completing a conflict chart</i></p> <ul style="list-style-type: none"> <li>- SS analyze the conflicts which build</li> </ul>	<ul style="list-style-type: none"> <li>4. – help SS to base their analysis on the incidents described in the story.</li> <li>5. – help SS to make their analysis by using a chart showing unique and common features of the two main characters.</li> </ul> <p>– help SS find out the conflicts</p>	<p>Worksheet 5</p>
----------------	--	---	--------------------

<p><b>16 – 17</b></p>	<p>up in the story by referring to the incidents which show and develop the conflicts.</p> <p><b>5. Themes</b></p> <p><i>Activity: Group Discussion</i></p> <ul style="list-style-type: none"> <li>- SS are given a list of themes and they are asked to think if any of the themes are conveyed in the story.</li> <li>- SS need to base their choice on the incidents which show the theme(s).</li> </ul>	<p>between different characters in different events in the story.</p> <ul style="list-style-type: none"> <li>- help SS find out the theme(s) conveyed in the story by looking at the incidents in the story.</li> </ul>	<p>Worksheet 6</p>
<p><b>18 - 22</b></p>	<p><i>Post-reading activities:</i></p> <p><i>Activity 1: Evaluating the story</i></p> <ul style="list-style-type: none"> <li>- SS respond to the text by filling in an evaluation form of the story.</li> </ul>	<ul style="list-style-type: none"> <li>- encourage the SS to respond to their text by stating their preferences and opinions.</li> </ul>	<p>Worksheet 7</p>

	<p><b><i>Activity 2: Writing a horror story</i></b></p> <ul style="list-style-type: none"> <li>- SS write a horror story to submit to enter a writing competition in <i>The Young Post</i> based on what they have learnt in reading this story and a rubric for writing a story.</li> </ul>	<ul style="list-style-type: none"> <li>- to enhance SS's interests in reading and appreciating the short story.</li> <li>- to help SS to apply what they have learnt about short stories in creative writing.</li> </ul>	<p>Rubrics for writing short stories</p> <p>Assessment rubrics for story writing</p>
--	--	--	--

# The Black Cat



## *Worksheets*





Name: \_\_\_\_\_ (     )

Grade / Marks: \_\_\_\_\_

Class: F. (     )

Date: \_\_\_\_\_

**Worksheet 1**  
**Making predictions**



**Activity 1: Making predictions about the plot and characters**

1. Look at the cover of the story. Use three adjectives to describe what feelings it gives you when you look at it.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. What does the colour black symbolize in your culture?

\_\_\_\_\_  
\_\_\_\_\_

3. Which genre (romance, science fiction, horror, drama... etc), do you think, this story belongs to?

\_\_\_\_\_

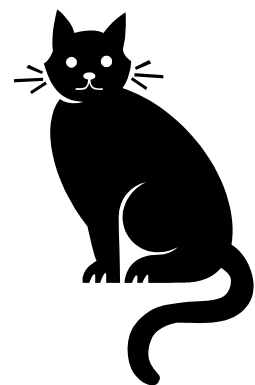
4. What kind of characters do you expect to find in the story (their physical appearances & personalities)?

\_\_\_\_\_  
\_\_\_\_\_

**Activity 2: Vocabulary building**

Part A: Below is a list of vocabulary items. Which of these do you think you will find in the story? Put a tick (✓) next to the words that you think you will read in the story.

Vocabulary				Vocabulary			
evil	<input type="checkbox"/>	bury	<input type="checkbox"/>	enemies	<input type="checkbox"/>	shoulders	<input type="checkbox"/>
horrible	<input type="checkbox"/>	shadow	<input type="checkbox"/>	oval	<input type="checkbox"/>	notice	<input type="checkbox"/>
portrait	<input type="checkbox"/>	cellar	<input type="checkbox"/>	realize	<input type="checkbox"/>	gallows	<input type="checkbox"/>
masked	<input type="checkbox"/>	musical	<input type="checkbox"/>	escape	<input type="checkbox"/>	movement	<input type="checkbox"/>
lovely	<input type="checkbox"/>	plaster	<input type="checkbox"/>	shaking	<input type="checkbox"/>	wrist	<input type="checkbox"/>
		servant	<input type="checkbox"/>			lift	<input type="checkbox"/>



Part B: Find the answers to Part A by keeping a vocabulary list for each section while you are reading the book.

**SECTION 1**

(pg. 1 – 2)

**SECTION 2**

(pg. 3 – 5)

**SECTION 3**

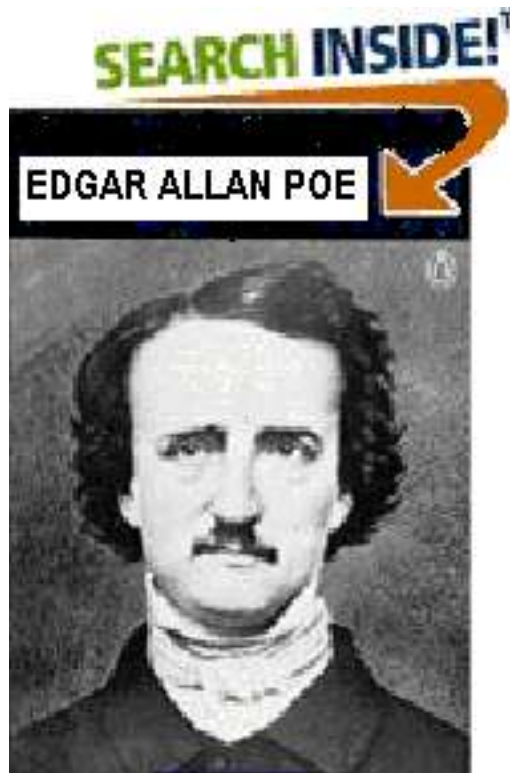
(pg. 6 – 7)

**SECTION 4**

(pg. 8 – 10)



*Activity 3: Knowing the author*



Form into groups of four and discuss the following questions.

1. What kind of impression does this picture of the author give you?

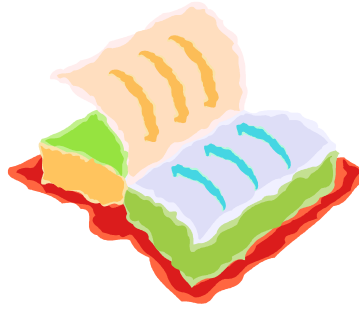
---

---

---

2. Think of 3 things that you would like to know about the author.

- ---
- ---
- ---



3. Scan through the pages about the author. Can you find the answers to your questions?

- \_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_

4. Which part of his life do you think has affected his writing of the story “The Black Cat”?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ (     )

Grade / Marks: \_\_\_\_\_

Class: F. (     )

Date: \_\_\_\_\_

## Worksheet 2

### The Setting

#### ***Activity 1: Introducing the characters & their relationship***

Read pg. 1 of the story. Suppose the writer took a photo of his family at the beginning of the story and put it in his album, what would the photo be like?

1. Draw the family photo of the narrator in the following frame.
2. Write a photo caption to describe how the narrator felt when he took the photo.

---

---

## Activity 2: Interviewing the main characters

Now, form in pairs and look at each other's drawing of the family photo of the narrator. Try to take turns and play the role of an interviewer. One of you interviews the narrator and the other interviews his wife. Based on the page you have read, finish one of the following dialogues and role play the dialogue with your partner:



Interviewer:	The photo shows that there are a lot of pets in your house. When was this photo taken?
Narrator:	_____
Interviewer:	Do you love these animals?
Narrator:	_____
Interviewer:	Did you take care of them yourselves?
Narrator:	_____
Interviewer:	Does your wife love animals like you?
Narrator:	_____
Interviewer:	Which one is your most favourite pet?
Narrator:	_____
Interviewer:	How was your relationship with it?
Narrator:	_____



Interviewer:	The photo shows that there are a lot of pets in your house. When was this photo taken?
Narrator's wife:	<hr/> <hr/>
Interviewer:	When you married your husband, did you know that he was living with these animals?
Narrator's wife:	<hr/> <hr/>
Interviewer:	Do you love these animals?
Narrator's wife:	<hr/> <hr/>
Interviewer:	What about your husband?
Narrator's wife:	<hr/> <hr/>
Interviewer:	There is a black cat there. What is its name? Do you like it?
Narrator's wife:	<hr/> <hr/>
Interviewer:	Do you believe that black means evil?
Narrator's wife:	<hr/> <hr/>
Interviewer:	Does your husband like it?
Narrator's wife:	<hr/> <hr/>



Name: \_\_\_\_\_ (     )

Grade / Marks: \_\_\_\_\_

Class: F. (     )

Date: \_\_\_\_\_

### Worksheet 3 The Plot

#### *Activity 1: Knowing cause & effects of the main events*

The following picture shows the last event of the story. What are the main events that lead to this ending? Describe 4 main events in the boxes provided that lead to the ending.



**Event #1**

---

---

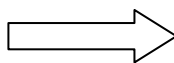
---

---

---

---

---



**Event #2**

---

---

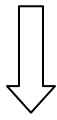
---

---

---

---

---



**Event #3**

---

---

---

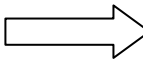
---

---

---

---

---



**Event #4**

---

---

---

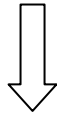
---

---

---

---

---



**The ending**



---

---

---

---

---

---

---

---

---

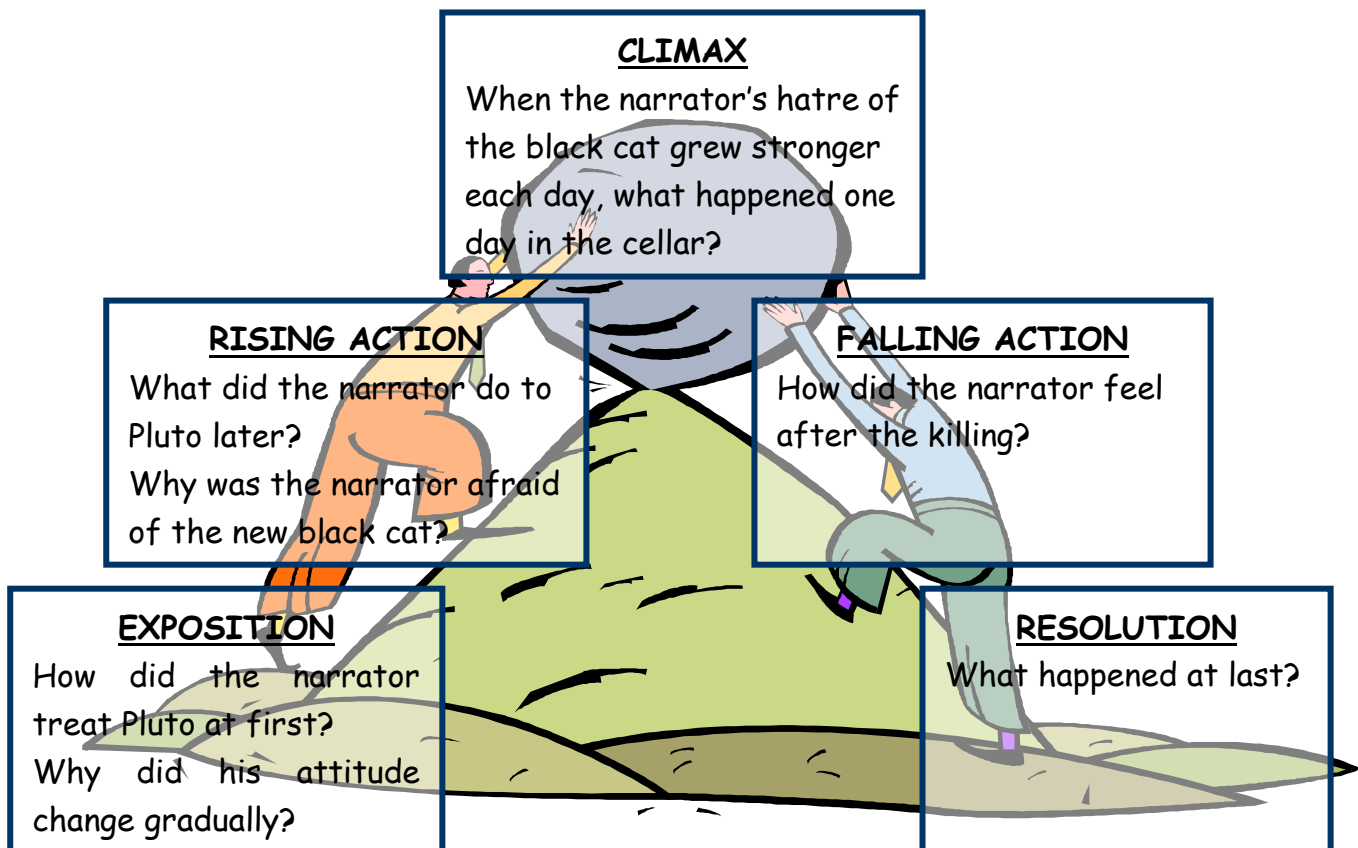
---

## Activity 2: Analyzing the structure of the story

If you are told to report this story to the class, how will you report it?

Make use of the following diagram to help you to prepare for the report.

(Source: [http://engres.ied.edu.hk/lang\\_arts/tasks/Billy-Grp4/ws01-PlotDiagram.doc](http://engres.ied.edu.hk/lang_arts/tasks/Billy-Grp4/ws01-PlotDiagram.doc))



**EXPOSITION:**

**RISING ACTION:**

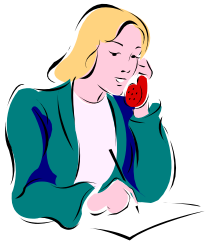
**CLIMAX:**

**FALLING ACTION:**

**RESOLUTION:**

### Activity 3: Keeping a response journal

Sometimes some sentences or incidents in a story impress us most due to our experiences and feelings. Try to jot down some of the quotes or incidents in the story which impress you while you are reading and explain why. Describe your related thoughts or experiences.



## My responses



Quotes / incidents that impresses you most	Reasons	Related thoughts / experiences

--	--	--

Name: \_\_\_\_\_ (     )

Grade / Marks: \_\_\_\_\_

Class: F. (     )

Date: \_\_\_\_\_

## Worksheet 4 Characterization

### *Activity 1: Completing a diary*

The character of the narrator gradually changes as the story goes. He has written a diary to show his feelings after each event. How did the narrator feel after each of the following events? Help him complete the diary by

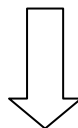
1. describing what kind of person the narrator was at the beginning of the story.
2. describing how he felt after each event.
3. describing the main changes in the main character by the end of the story.

*My Diary*



At the beginning:

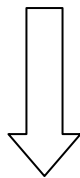
What kind of person am I?



<i>Events</i>	<i>My feelings</i>
<p><i>Event #1</i></p> <p>Became drunk very often and hit my wife and Pluto.</p>	
<p><i>Event #2</i></p> <p>Cut out one of Pluto's eyes</p>	
<p><i>Event #3</i></p> <p>Hung Pluto by his neck from a tree in the garden until he was dead.</p>	
<p><i>Event #4</i></p> <p>Discovered and kept another black cat like Pluto.</p>	
<p><i>Event #5</i></p> <p>Realized the shape of the gallows on the black cat's chest.</p>	



<i>Event #6</i> I killed my wife.	
<i>Event #6</i> The black cat disappeared.	
<i>Event #7</i> The police came and the voice of the cat led them to discover the murder.	



By the end:

What kind of person am I?

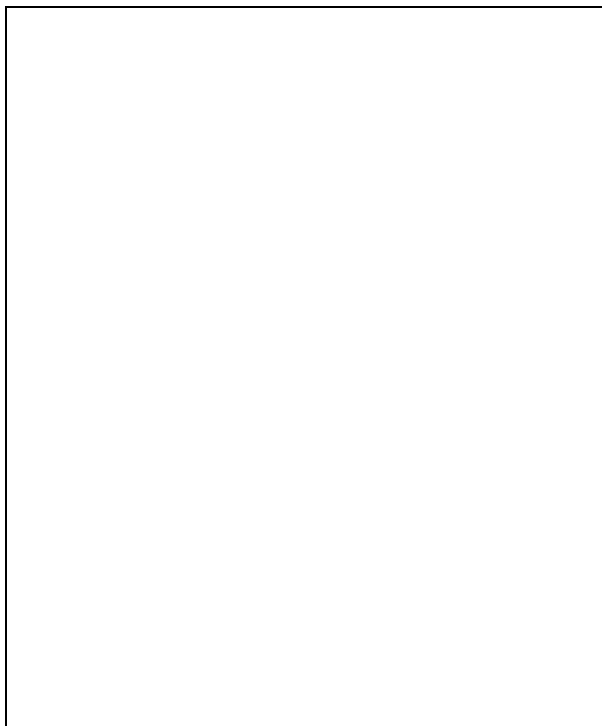
***Activity 2: Comparing and contrasting the characters***

The narrator went through some changes and developed into another person. Did this happen to his wife as well?

Suppose you were a writer and going to write a biography of the narrator, describing him and his family. Now, you had got two photographs of the narrator and his wife together. One of the photos was taken at the beginning of the story when they were living with a lot of pets, and the other was taken just before the narrator murdered his wife.

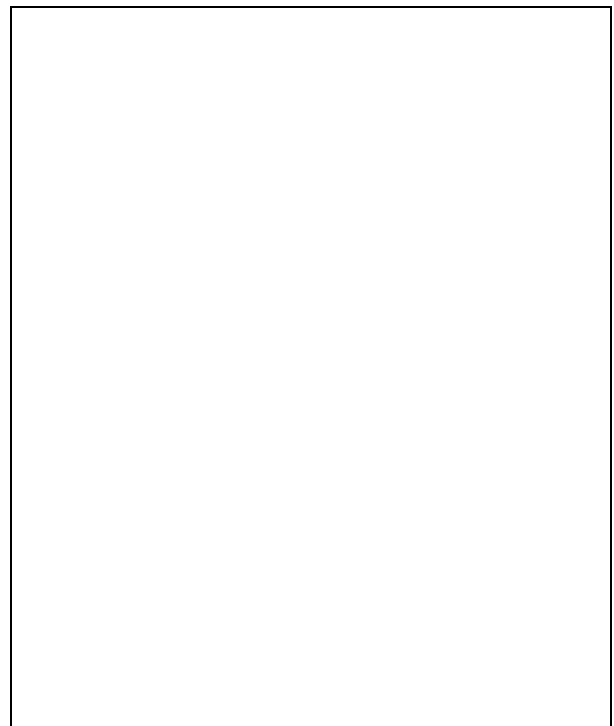
- a. Try to draw the two photographs of them.
- b. Compare and contrast their personalities basing on what they did in the story.

***A biography***



***Photograph 1***

The narrator & his wife taken at the beginning of their story.



***Photograph 2***

The narrator & his wife taken at the of their story.

Description of Photograph 1:

<i>The Character of the narrator's wife</i>	<i>What she did</i>
<i>Common features between the narrator and his wife</i>	
<i>The Character of the narrator'</i>	<i>What he did</i>

--	--

Description of Photograph 2:

<i>The Character of the narrator's wife</i>	<i>What she did</i>
<i>Common features between the narrator and his wife</i>	
<i>The Character of the narrator'</i>	<i>What he did</i>

--	--

Name: \_\_\_\_\_ (      )

Grade / Marks: \_\_\_\_\_

Class: F. (      )

Date: \_\_\_\_\_

## Worksheet 5

### Analyzing the conflicts

#### *Activity 1: Completing a conflict chart*

The story has a tragic ending. Conflicts between different characters have contributed to the climax and the ending of a story. What are the conflicts in this story? Complete the chart below:

<b>(who) VS (who)</b>	<b>What are the conflict(s)?</b>	<b>Incidents in the story which show the conflict(s)</b>
<b>VS</b>		
<b>VS</b>		

<b>VS</b>		
-----------	--	--

Name: \_\_\_\_\_ (      )

Grade / Marks: \_\_\_\_\_

Class: F. (      )

Date: \_\_\_\_\_

## Worksheet 6

### Finding the theme(s)

#### *Activity 1: Group Discussion*

Form yourselves into groups of 4 and try to think of the themes conveyed in the story.

Refer to the incidents in the story to support your ideas.

Below is a list of themes that you may choose from. You can think of others which you think suitable.

<p>1. Love</p> <p>2. Hatre</p> <p>3. Family violence</p> <p>4. Self-destruction</p> <p>5. Evil power</p>	<p>6. Superstition</p> <p>7. Murder</p> <p>8. Mystery</p> <p>9. Inner evil</p> <p>10. Lost of affection</p>
--	---

Theme(s)	Incidents in the story

<b>Theme(s)</b>	<b>Incidents in the story</b>



Name: \_\_\_\_\_ ( )

Grade / Marks: \_\_\_\_\_

Class: F. ( )

Date: \_\_\_\_\_

## Worksheet 7 Extended Activities

### *Activity 1: Evaluating the story*

Do you like the story? Complete the evaluation form of the story.

**Overall Evaluation**

**General opinions of the story *The Black Cat*:**

1. What do you think of the story? Does it meet your expectation?  
\_\_\_\_\_  
\_\_\_\_\_
2. What do you like in the story?  
\_\_\_\_\_  
\_\_\_\_\_
3. Who is your favourite character? Why?  
\_\_\_\_\_  
\_\_\_\_\_
4. Which is your favourite part? Why?  
\_\_\_\_\_  
\_\_\_\_\_
5. Which part would you like to change if you could? Why?  
\_\_\_\_\_  
\_\_\_\_\_
6. How many stars would you give the film? Colour the stars.  
5 stars means the film was excellent.  
  
☆ ☆ ☆ ☆ ☆

**Activity 2: Writing a horror story**

Every Halloween, students write to *The Young Post* to enter the writing competition. Make use of what you have learnt in this story to write another horror story to enter the competition this year.

**Title : ( )**

<p><b>Setting / background of the story:</b></p> <ul style="list-style-type: none"><li>- place, time, mood</li><li>- perspective</li><li>- description of characters</li></ul>	
<p><b>Rising actions / Sequence of events:</b></p> <ul style="list-style-type: none"><li>- causes and effects</li><li>- conflicts between characters</li><li>- feelings of the characters</li></ul>	

<b>Climax:</b> <ul style="list-style-type: none"><li>- <b>dramatic actions</b></li><li>- <b>strong emotions of the characters</b></li></ul>	
<b>Falling actions:</b> <ul style="list-style-type: none"><li>- <b>What happened after the climax?</b></li><li>- <b>Any calming down of feelings?</b></li></ul>	

<p><b>Resolution / Ending:</b></p> <ul style="list-style-type: none"><li>- Any twists / surprises?</li></ul>	


### Activity 3: Rubrics for short story writing

Make use of the following rubric to refine your draft.

Source: [http://engres.ied.edu.hk/lang\\_arts/lang\\_arts.html](http://engres.ied.edu.hk/lang_arts/lang_arts.html)

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

# RUBRIC FOR SHORT STORY



**AFTER WRITING THE ROUGH DRAFT OF YOUR NARRATIVE, USE THE FOLLOWING RUBRIC TO HELP YOU IN YOUR REVISING/EDITING STAGES.**

① → **Title**

a. What is your title: \_\_\_\_\_

b. Explain how it is **EFFECTIVE**:

\_\_\_\_\_

\_\_\_\_\_

② → **Beginning**

a. Remember that all stories need **EFFECTIVE BEGINNINGS**. Write the first sentence (or the first few sentences) of your story below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Explain why it will get the **READER'S ATTENTION**:  
(Remember that often an editor will stop reading after an introduction that has failed to interest him or her.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© 1999 M. E. LEDBETTER

③ → **Setting**

- a. Quote an example of how you have **ESTABLISHED SETTING EARLY** in the story:

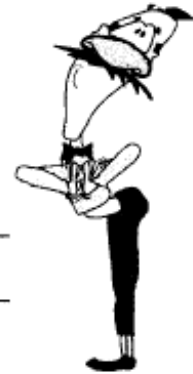
---

---

- b. How is the setting **ESSENTIAL** in your story?

---

---



④ → **Characterization**

- a. Readers need to identify with or be interested in the characters. Quote a passage from your narrative that proves that a **READER SHOULD CARE ABOUT THE PLIGHT OF ONE OF YOUR CHARACTERS.**

---

---

---

- b. Explain the **APPEAL**:

---

---

- ⑤ → **Theme**--Readers want some sort of **MESSAGE** from your story, something they can say they've learned about life or human behavior.

**QUOTE OR EXPLAIN** your theme (your message): \_\_\_\_\_

---

---

⑥ → **Plot/Conflict**--Draw a **PLOT GRAPH** of your story, showing at least three rising actions, one climax, and one falling action. **REMEMBER THAT READERS WANT TO SEE CONFLICT, IF ONLY INTERNAL.**



⑦ → **Style**--To prove that you've tried to develop a style of your own, quote examples of the following:

a. **SPECIFIC DETAILS** for effect: \_\_\_\_\_

\_\_\_\_\_

b. **FIGURATIVE LANGUAGE:** \_\_\_\_\_

\_\_\_\_\_

c. **ANOTHER STYLISTIC DEVICE:** \_\_\_\_\_

\_\_\_\_\_

⑧ → **Tone/Mood**--What is the tone/mood of your story?

\_\_\_\_\_

⑨ → **Mechanical Errors**--Prove that you've proofread for these by citing examples of words or passages that have been revised:

a. **SPELLING**--List 3 words you have looked up:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

b. **RUN-ONS**--List 2 examples of run-ons or sentences that you thought could be run-ons.

1. \_\_\_\_\_

2. \_\_\_\_\_

c. **FRAGMENTS**--List 2 examples of fragments or sentences that you thought could be fragments:

1. \_\_\_\_\_

2. \_\_\_\_\_

d. **TENSE CONSISTENCY**--Explain what tense you have used and list 3 examples:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

⑩ → **Effective Ending**

a. **WRITE** the ending of your narrative:

---

---

---

---

b. **EXPLAIN** how it is effective:

---

---





Source: Adapted from [http://engres.ied.edu.hk/lang\\_arts/lang\\_arts.html](http://engres.ied.edu.hk/lang_arts/lang_arts.html)

### Short Story Assessment Grading Rubric

Content / Score	3	2	1
Setting 9	The setting is clearly presented and has an impact on the story. The reader will experience the story through the writer's use of sensory language.	The setting is clear but may not have much of an impact on the story. An attempt to use some sensory language is present.	The setting may be unclear or not be addressed at all. There is very little to no sensory language present.
Characterization	Characters are strongly developed as individuals. The reader learns about the main character(s) through appearance, actions, thoughts and speech. All characters remain true to themselves throughout the story and have been flushed out with a past and a future.	The main character(s) have identifiable characteristics that are reasonably well developed through most of the following: appearance, actions, thoughts and speech. They may seem to lack the depth of having a past or a future.	Characters are not clearly drawn. They may exist as little more than a name and a description or the writer may be relying on a stereotype. Characters may be inconsistent or may lack enough detail for the reader to form a judgment.
Plot	The central conflict is clearly identifiable and convincingly important to the characters. All actions form a chain of events, each leading to a new situation. This linking of events and situations will move the plot along, leading up to the climax in a logical and meaningful way. The characters will struggle with their problems in interesting and significant ways on their journey through the climax. The story will wrap up with a satisfying resolution.	The central conflict is clear and important to the characters. The chain of events that lead to new situations may lack development. The characters will struggle with their problems. The story will build up to the climax which will lead to a resolution that ties up most all of the loose ends of the story.	The conflict may be confusing or non-existent. There may be a clear conflict but its importance to the characters is never addressed. The action may be little more than a series of events. The characters may be passively engaged/there is no evidence of a struggle. The story may lack a climax and resolution or else they are present but are not convincingly tied in with the rest of the story.

<b>Style/Voice</b>	The author's voice and tone are appropriate and enhance the story. The use of dialogue, figurative language and descriptive language help the reader experience the story. Sentences vary in length and type. The movement of the story from the beginning, to the middle, to the end is handled in a fluent and logical manner.	The author's voice and tone do not interfere with the reader's understanding of the story. There may be a forced use of dialogue, figurative language and descriptive language, or the attempt lacks development. Writing is workman-like but the meaning is clear. The transition from the beginning, to the middle, to the end may be choppy or awkward.	The author's voice and tone are confusing and interfere with the reader's understanding of the story. Sentences may need to be reread for meaning. Transitions may be lacking. The sequencing of events from the beginning, to the middle, to the end of the story may be disjointed.
<b>Conventions</b>	The story has been carefully proofread and contains few or no errors in punctuation, sentence structure, grammar, spelling or punctuation. The final copy is neat and properly formatted.	The story has been well proofread. There may be some errors but they do not interfere with the understanding of the story. The final copy is neat and properly formatted.	The story shows little evidence of proofreading. Too many errors distract from the meaning of the story. The story may not be "final copy" quality.
<b>Overall</b>	All of the elements of the story work together in a successful way. The setting, characters and plot will combine to create a meaningful and logical narrative.	The story is competently told. Some of the elements of the story may be present but they may seem <i>forced</i> , not completely blending together to enhance the narrative.	The elements of the story work in isolation from each other. The meaningfulness and logic of the narrative may be confusing or absent.

Total: \_\_\_\_\_ Grade: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## References

Edgar Allan Poe (Retold by David Wharry) 1991. *The Black Cat And Other Stories*. Penguin Books, 1991.

[http://engres.ied.edu.hk/lang\\_arts/lang\\_arts.html](http://engres.ied.edu.hk/lang_arts/lang_arts.html)

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=836](http://www.readwritethink.org/lessons/lesson_view.asp?id=836)

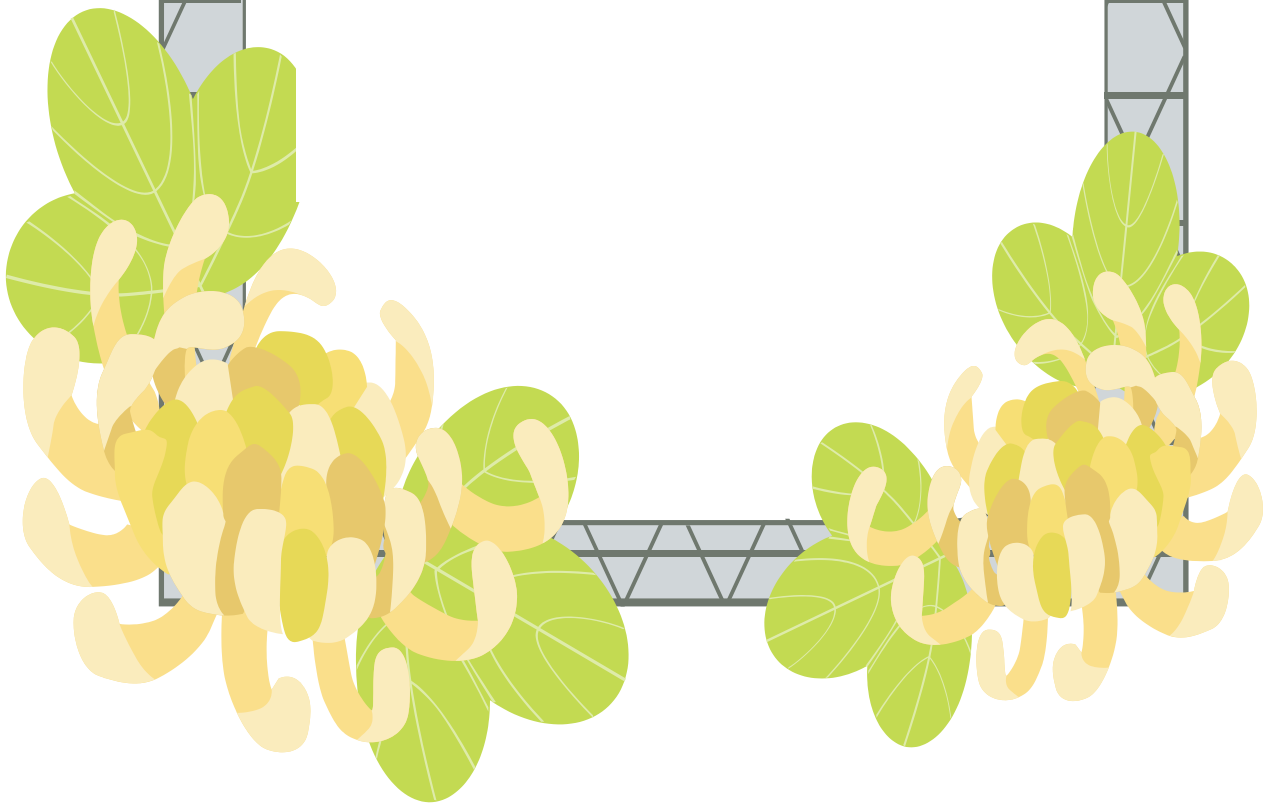
<http://www.timsheppard.co.uk/story/index.html>

Katherine Luongo-Orlando. 2001 *A project approach to language learning : linking literary genres and themes in elementary classrooms*. Markham, Ont. :  
Pembroke, c2001

The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. *English language curriculum and assessment guide (Secondary 4-6)*. [Hong Kong] : Govt. Logistics Dept., 2007.

# *Part Two*

## *Teaching English Through Drama*



## **Rationale for using drama to teach English:**

“Drama has an important rôle to play in the personal development of our students. The skills and qualities developed by students in drama, such as teamwork, creativity, leadership and risk-taking are assets in all subjects and all areas of life. Drama stimulates the imagination and allows students to explore issues and experiences in a safe and supportive environment.”<sup>2</sup>

As mentioned above, besides offering an extensive range of contexts and roles to boost learners’ self-confidence in using English and develop their language skills, drama is also used as a medium through which learners engage in purposeful communication. Through responding to characters, events, issues and themes in dramatic texts, students can interact with each other to give expression to imaginative texts from their own experience.

Besides, drama provides a rich experience that engages body, emotions, and senses in dynamic learning, thus, it can promote the development of the students’ multi-intelligence so that every student is valued, and all students receive a more well-rounded and complete education.

Most importantly, drama games are powerful means to motivate students’ active involvement in learning as it brings fun and laughter into the classroom and encourages cooperation and collaboration in a creative context.

---

<sup>2</sup> Source: <http://www.universalteacher.org.uk/drama/drama.htm>

# *A Quarrel*

**Target Group:** F.4 Band II CMI students

**No. of lessons:** 15

## **Learning Outcomes:**

### **Students will be able to:**

1. understand a given situation by exploring the following aspects of the situation:
  - structure and action
  - characters
  - conflicts
  - atmosphere
2. improvise and develop scenes which explore the psychology of the main characters.
3. work collaboratively to create dialogues between different characters.
4. give a dramatic reading of different dialogues
5. explore how tension builds up before a critical event and predict what is going to happen immediately after.
6. develop a scene as the ending of the story.
7. enact and convey action, character, atmosphere and tension when scripting and performing the play.

## Lesson Plan

SS = students

T = teacher

Lesson	Learning activities	Rationales	Resources
1 – 3	<p><b><i>Lead-in:</i></b></p> <ol style="list-style-type: none"> <li>1. T. shows SS a picture from the text in which the woman is angry at the man.</li> <li>2. T asks SS the following questions:               <ol style="list-style-type: none"> <li>i. Why do you think the woman is angry?</li> <li>ii. What do you think the man and the woman are saying?</li> </ol> </li> <li>3. T. asks the students what excuses (or lies) they will use when they are late.</li> </ol> <p><b><i>Exploration of the situation:</i></b></p> <ol style="list-style-type: none"> <li>1. SS are given the 1<sup>st</sup> paragraph of the situation for reading.</li> <li>2. SS form in groups and explore the</li> </ol>	<ol style="list-style-type: none"> <li>1. - to arouse SS's interest in reading the situation           <ul style="list-style-type: none"> <li>- to elicit students' previous experience to help them understand the tension in the text.</li> </ul> </li> <li>2. - to help SS understand the tension and the dilemma of the main character in the first scenario and how it affects the</li> </ol>	<p style="text-align: center;">A picture</p> <p style="text-align: center;">Worksheet 1</p>

<p><b>4 – 6</b></p>	<p>dilemma of the main character in the first scenario through analyzing and “thought tunnel”.</p> <p>3. SS create a dialogue for a scenario based on what they have discussed in the previous activities.</p> <p>4. T. chooses some pairs of SS to come out &amp; read out the dialogue.</p> <p><b><i>Exploration of the main characters &amp; their conflicts:</i></b></p> <p>1. SS are given the 2<sup>nd</sup> paragraph of the situation for reading.</p> <p>2. Role-on-the-wall: - T. draws an outline of Glenda and</p>	<p>character’s later actions.</p> <p>3. – to help students create a dialogue for role play based on the dramatic tension that they have explored.</p> <p>4. – to teach SS how to read the dialogue to convey dramatic effects and give meanings.</p> <p>5. – to help SS explore the main characters,</p>	<p>Worksheet 2</p> <p>Worksheet 3</p> <p>Large pictures of</p>
---------------------	--	--	--



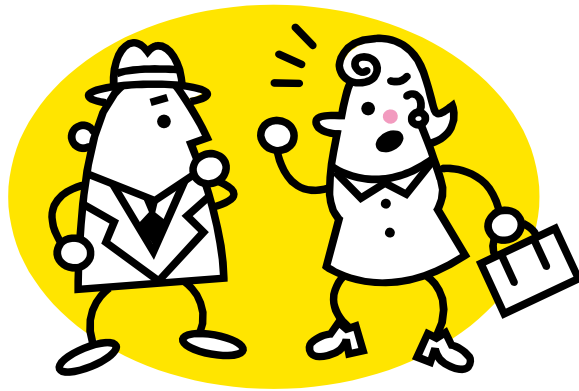
	<p>Mike on a large piece of paper.</p> <ul style="list-style-type: none"> <li>- SS take turns to come out and write down the details of these two central characters based on what they have read and interpret.</li> </ul> <p>3. SS try to compare and contrast the character of the main characters which lead to the central conflicts in the situation.</p> <p>4. SS create a dialogue for a scenario based on what they have discussed in the previous activities.</p> <p>5. SS read aloud the dialogue they have written in pairs.</p>	<p>including their characteristics and their psychology.</p> <p>6. – to help SS analyze how the conflicts build up in the story.</p> <p>7. – to equip SS with the skills of creating a dialogue for role play based on the dramatic tension that they have explored.</p> <p>8. – to give SS opportunities to practise reading aloud the dialogue to convey dramatic effects and give meanings.</p>	<p>the main characters</p> <p>Worksheet 4</p>
--	--	--	---

<p><b>7 – 10</b></p>	<p><b><i>Exploration of the dramatic tension which comes to a climax before a critical event:</i></b></p> <ol style="list-style-type: none"> <li>1. SS are given the last paragraph of the situation for reading.</li> <li>2. SS try to analyze the different actions which lead to the heightened emotions of the two main characters in the final meeting by exploring how the main characters’ emotions build up in each action.</li> <li>3. SS draw tableaux to represent each scene which helps to build up the final climax.</li> <li>4. Hot-seating: <ul style="list-style-type: none"> <li>- SS are divided into groups to do the interview of the two main characters to explore their psychology and emotions</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>9. – to equip SS with the dramatic skills to enact and convey action, character, atmosphere and tension when scripting and performing the play.</li> <li>10.– to equip SS with the skills of directing a play.</li> <li>11.– to help SS to explore the heightened tension just before the last critical event.</li> </ol>	<p>Worksheet 5</p>
----------------------	--	--	--------------------

<p><b>11</b></p>	<p>just before the last critical event.</p> <p><b><i>Learning the language patterns for scripting the final scene:</i></b></p> <ol style="list-style-type: none"> <li>1. SS are given examples of the language patterns for making accusations, denials and suggestions for learning.</li> <li>2. SS need to give two more example sentences for each pattern they have learnt.</li> </ol>	<p>12.– to equip SS with the language patterns for writing the script / dialogue for the last scene.</p>	<p>Worksheet 6</p>
<p><b>12 – 15</b></p>	<p><b><i>Writing the dialogue for the last scene:</i></b></p> <ol style="list-style-type: none"> <li>1. SS base on all they have learnt to write the dialogue for the last scene.</li> </ol>	<p>13.– SS make use of what they have explored to make a logical prediction of what is going to happen just as the last action in the situation ends.</p> <p>14.SS make use of what they have explored</p>	<p>Worksheet 7</p>

	2. SS should prepare to come out and role play the dialogue.	and the dramatic skills learnt to enact and convey action, character, atmosphere and dramatic tension by performing the play.	Drama Assessment Rubrics
--	--	---	-----------------------------

# A Quarrel



# Worksheets



## A Quarrel



Mike could see there was going to be trouble. He and his girlfriend, Glenda, had had a bitter quarrel only the week before because he had been late for a dinner-date. He was sure it was going to happen again. He was attending a Teachers' Union meeting at school. It was already 8 o'clock in the evening and he was supposed to meet Glenda at 8.15 in front of a cinema in the centre of town, at least 10 minutes drive away. The meeting, which had been called suddenly that afternoon, was obviously not going to end soon. Since Glenda had no phone, there had been no way of contacting her. 'Oh, my God,' he thought to himself. 'How am I going to get out of this damned thing?' He looked at his watch again and tried to look interested in the discussion about new salary scales.

Glenda got to the cinema just before 8.15. She was a nurse and had to work long hours at the hospital, so she did not like to waste what little free time she had. That was why she always got angry whenever Mike was not punctual. In the six months they had been going out together, he had been late time and time again. Even worse, he always had some silly excuse which she could hardly

believe. 'He'd better be on time this evening, or else!' she thought.

Mike was getting more and more impatient. At 8.05 he suddenly stood up. He felt terribly embarrassed. They were still arguing about salaries. 'I'm terribly sorry but I've got an appointment,' he said. Everybody stared. He stumbled over their feet, cursing to himself. Then he grabbed his coat, dashed to his car, and drove away. Then things really became difficult. First of all, traffic was very heavy and the main roads were jammed. To make matters worse, the cinema was up a one-way street. But worst of all, there was nowhere to park. He got so desperate that he left the car in a no-parking zone. It was past 8.30 when he got to the cinema. Glenda was waiting there. Her eyes were blazing with anger.

Name: \_\_\_\_\_ (     )

Grade / Marks: \_\_\_\_\_

Class: F. (     )

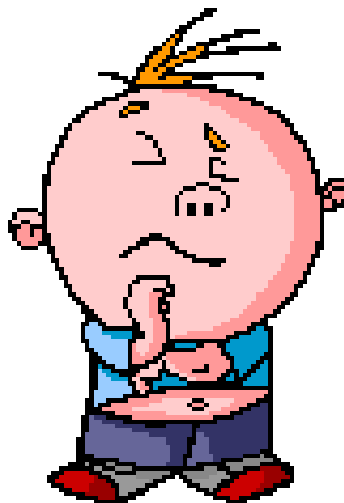
Date: \_\_\_\_\_

## Worksheet 1

### Exploring the dilemma of the main character

Form yourselves into groups of five and read the following excerpt of the text “A Quarrel”.

Mike could see there was going to be trouble. He and his girlfriend, Glenda, had had a bitter quarrel only the week before because he had been late for a dinner-date. He was sure it was going to happen again. He was attending a Teachers’ Union meeting at school. It was already 8 o’clock in the evening and he was supposed to meet Glenda at 8.15 in front of a cinema in the centre of town, at least 10 minutes drive away. The meeting, which had been called suddenly that afternoon, was obviously not going to end soon. Since Glenda had no phone, there had been no way of contacting her. ‘Oh, my God,’ he thought to himself. ‘How am I going to get out of this damned thing?’ He looked at his watch again and tried to look interested in the discussion about new salary scales.





1. Try to explore the dilemma of Mike by analyzing his conditions and predicting what might happen if he continued to stay in the meeting:

<b>Conditions preventing him from leaving the meeting &amp; going to see Glenda</b>	<b>Conditions preventing him from staying in the meeting and not going to see Glenda</b>

2. Try to take turns to play the role of Mike and do the thought-tunnel to find out how you would think if you were Mike.

Two of you will be on one side of the tunnel taking the view that Mike should leave the meeting and go to meet Glenda immediately. Another two will take the opposing view.

Try to think about what consequences Mike might need to bear if he took the actions.



Name: \_\_\_\_\_ ( )

Grade / Marks: \_\_\_\_\_

Class: F. ( )

Date: \_\_\_\_\_

## Worksheet 2

### Writing a dialogue for a scenario

A. Imagine you were Mike and you were telling one of your colleagues about your situation in the meeting. Try to base on what you have discussed with your classmates in previous activities, finish the following dialogue with a partner:



<b>Mike:</b>	I must leave now. My girlfriend is waiting for me now at the cinema.
<b>Colleague A:</b>	But they have just started the meeting. They may call upon us for opinions.
<b>Mike:</b>	How long, do you think, will the meeting last?
<b>Colleague A:</b>	I'm not sure. But it's obviously not going to end soon. Can't you just phone your girlfriend and tell her about this?
<b>Mike:</b>	She had no phone. There's no way of contacting her!

<b>Colleague A:</b>	If you leave now, _____ _____ _____
<b>Mike:</b>	But we had a bitter quarrel only the week before just because I was late for a dinner-date. So, if I am late again this time, _____ _____
<b>Colleague A:</b>	_____ _____ _____
<b>Mike:</b>	_____ _____ _____

B. Try to take turns and read aloud the dialogue with your partner to convey how Mike and his colleague think about the situation.



Name: \_\_\_\_\_ (     )

Grade / Marks: \_\_\_\_\_

Class: F. (     )

Date: \_\_\_\_\_

### Worksheet 3

#### Exploring the psychology of the main characters and their conflicts

Form yourselves into groups of five and read the 2<sup>nd</sup> excerpt of the text “A Quarrel”.

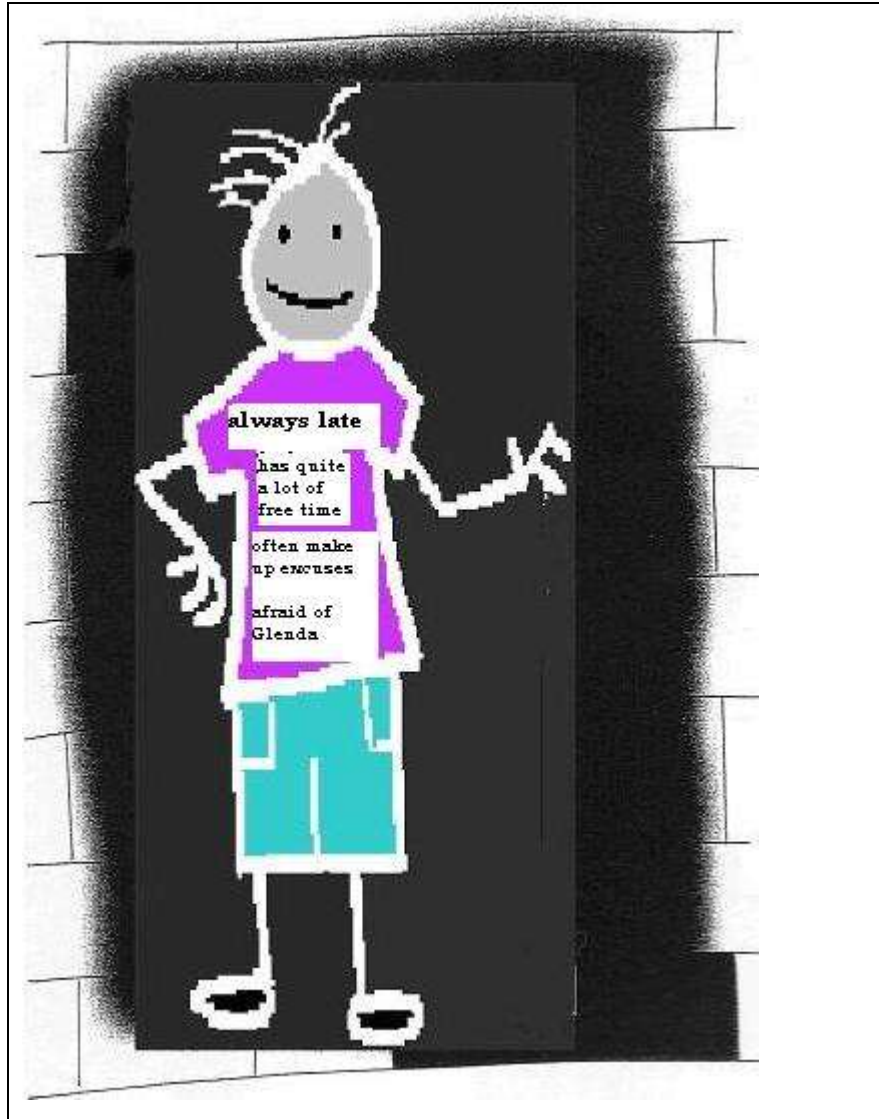
Glenda got to the cinema just before 8.15. She was a nurse and had to work long hours at the hospital, so she did not like to waste what little free time she had. That was why she always got angry whenever Mike was not punctual. In the six months they had been going out together, he had been late time and time again. Even worse, he always had some silly excuse which she could hardly believe. ‘He’d better be on time this evening, or else!’ she thought.

Part A: Now, based on what you have read so far about Mike and Glenda, try to take turns and write the details about their character on the pieces of paper that your teacher has stuck on the wall.

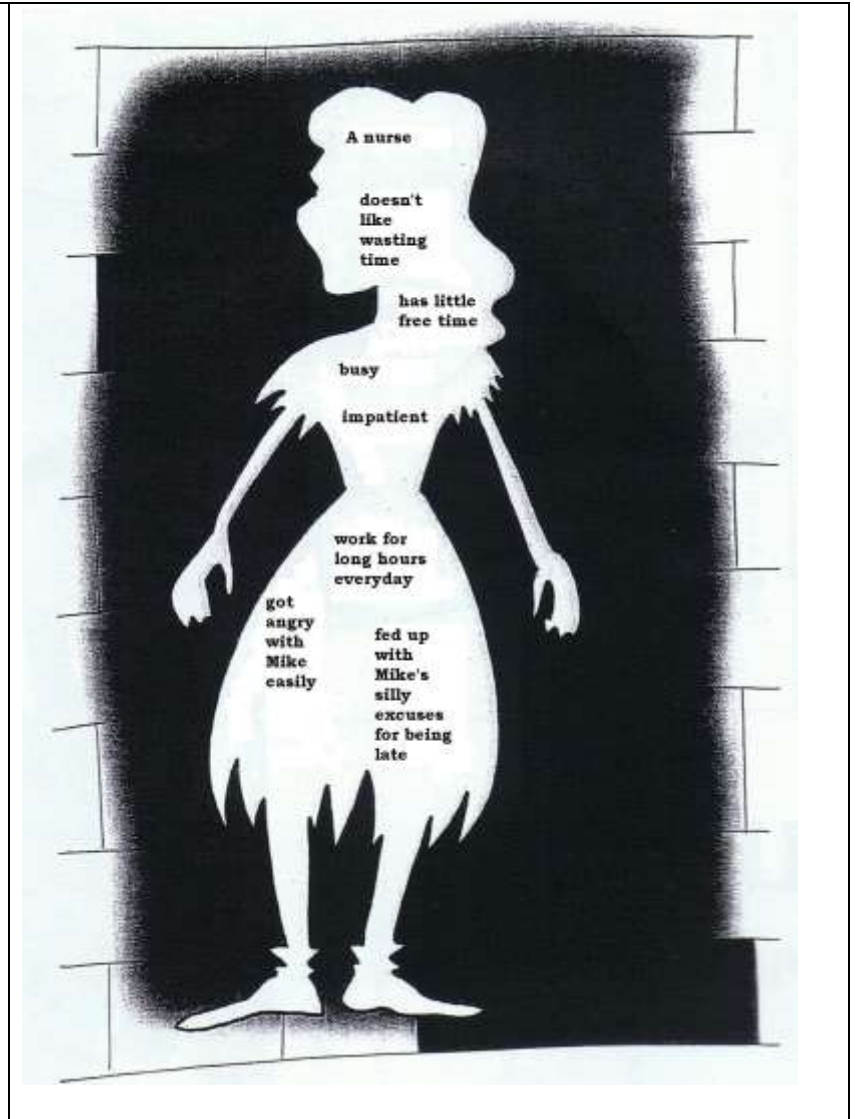
Part B: Try to compare and contrast their characters and find out how it builds up conflicts between them.

# Mike

# Glenda



VS



Try to find out from the details written on the pictures on the wall their conflicting characters:

<b>Mike</b>	<b>VS</b>	<b>Glenda</b>

Name: \_\_\_\_\_ ( )

Grade / Marks: \_\_\_\_\_

Class: F. ( )

Date: \_\_\_\_\_

### Worksheet 4

#### Writing a dialogue for a scenario

A. Imagine you were Glenda and you got to the cinema just before 8:15, but you could not see Mike anywhere. You just met a friend and started a dialogue with her. Finish the following dialogue with your partner:

<b>Amy:</b>	Who are you waiting for, Glenda?
<b>Glenda:</b>	My boyfriend, Mike. We are supposed to meet at 8:15, but now, it's already 8:15 and I still can't see him anywhere!
<b>Amy:</b>	Don't get so angry. He may just be late for 5 – 10 minutes.
<b>Glenda:</b>	Late for 5-10 minutes?! 5-10 minutes to me is already very precious. He should know that _____ _____ _____
<b>Amy:</b>	Maybe he has an urgent meeting suddenly or some serious matter to deal with.
<b>Glenda:</b>	No. He always _____ _____ _____
<b>Amy:</b>	Really? Has he always been late?



<b>Glenda::</b>	Yes. _____ _____ _____
<b>Amy:</b>	Then, he really should arrive early this time.
<b>Glenda:</b>	He'd better be on time this evening or _____ _____ _____
<b>Amy:</b>	O.K. My boyfriend has arrived. I need to leave now. See you later. Bye!

B. Try to take turns and read aloud the dialogue with your partner to convey how Glenda and her friends feel about the situation.



Name: \_\_\_\_\_ (      )

Grade / Marks: \_\_\_\_\_

Class: F. (      )

Date: \_\_\_\_\_


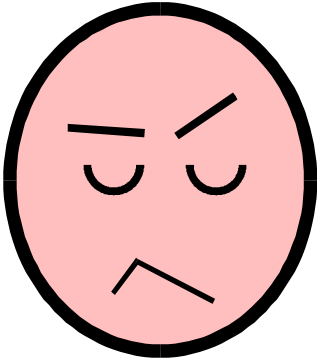
## **Worksheet 5**

### **Exploring the dramatic tension**

Form yourselves into groups of five and read the last excerpt of the text “A Quarrel”.

Mike was getting more and more impatient. At 8.05 he suddenly stood up. He felt terribly embarrassed. They were still arguing about salaries. ‘I’m terribly sorry but I’ve got an appointment,’ he said. Everybody stared. He stumbled over their feet, cursing to himself. Then he grabbed his coat, dashed to his car, and drove away. Then things really became difficult. First of all, traffic was very heavy and the main roads were jammed. To make matters worse, the cinema was up a one-way street. But worst of all, there was nowhere to park. He got so desperate that he left the car in a no-parking zone. It was past 8.30 when he got to the cinema. Glenda was waiting there. Her eyes were blazing with anger.

- A. Divide the above excerpt into different tableaux to represent different actions which lead to the final meeting of the main characters. Think of the two main characters’ thoughts and feeling in each tableau and draw their faces to express their emotion.

Description	Tableaux	Mike's feelings	Glenda's feelings
<p>e.g. at 8:05, Mike was getting more and more impatient. At 8.05 he suddenly stood up. He felt terribly embarrassed. They were still arguing about salaries. 'I'm terribly sorry but I've got an appointment,' he said. Everybody stared. He stumbled over their feet, cursing to himself. Then he grabbed his coat, dashed to his car, and drove away.</p>		<ul style="list-style-type: none"> <li>- impatient</li> <li>- embarrassed</li> <li>- becoming clumsy</li> <li>- extremely eager</li> </ul> 	<ul style="list-style-type: none"> <li>- growing more impatient while waiting</li> <li>- still hoping that Mike can arrive just in time for the film.</li> </ul> 
		-	-

		-	-
		-	-

B. Hot-seating:



1. In groups of five, choose one to be Mike and one to be Glenda. The rest will be responsible for asking the two main characters questions.
2. Think of how the two characters feel and think just before they meet finally in front of the cinema at 8:30.

Questions	Mike's responses	Glenda's responses

Name: \_\_\_\_\_ (     )

Grade / Marks: \_\_\_\_\_

Class: F. (     )

Date: \_\_\_\_\_

## Worksheet 6

### Learning the language for the final scripting

What would each character say when they finally meet?



Study the language patterns below:

#### *1. Accusations:*

**You always** come late

**You just** don't care, do you?

**Why can't you** be honest with me?

You started the quarrel!

You have another girl friend, haven't you?

**You didn't even** try to be punctual!

**Why can't you** be honest?

**Why are you** lying to me?

**Why don't you** tell the truth?

Can you think of two more?

---

---

2. *Denials:*

**Of course I do!**

**But I do try! And I did** try this evening!

I'm not lying, **damn it!**

**I'm not** making the scene!

**I denied that** I was lying

**I denied** having lied before!

Can you think of two more?

---

---

3. *Suggestions:*

**Can't we** have a drink? **Let's** have a drink.

**Wouldn't it be a good idea to** see another film?

Can you think of two more?

---

---

Name: \_\_\_\_\_ ( )

Grade / Marks: \_\_\_\_\_

Class: F. ( )

Date: \_\_\_\_\_

**Worksheet 7**  
**Writing a dialogue for the final scene**

A. Now, Mike has just got to the cinema. What do you think is going to happen between Mike and Glenda? Form into groups of 4 and finish the following dialogue. Remember to describe how each character should look in the conversation:

<b>Mike:</b> ( <i>out of breath</i> )	Gl.... Glenda. Sorry I'm late but I.....
<b>Glenda:</b> ( <i>coldly</i> )	So there you are.
<b>Mike:</b>	_____
	_____
	_____
<b>Glenda:</b>	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____





Source: Adapted from <http://www.teachervision.fen.com/reading-and-language-arts/rubrics/>

## Scoring Rubric: Drama

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

Date: \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization and Overall Impact</b>	<p>The play is logically devised based on the characters and conflicts explored in the situation.</p> <p>The order of the action is clear and easy to follow.</p> <p>The drama clearly and effectively delivers an emotional impact.</p>	<p>The action may not be completely based on the characters and conflicts explored in the situation.</p> <p>The order of the action is quite clear and easy to follow.</p> <p>To some degree, the drama e delivers an emotional impact.</p>	<p>The play may begin or end in a confusing way, or is not a convincing development of the situation.</p> <p>The order of the action may be confusing.</p> <p>The emotional impact may be unclear or contradictory.</p>	<p>The play begins or ends in a confusing way, or it lacks a logical development from the given situation.</p> <p>There is no emotional impact.</p>

<p><b>Elements of Drama</b></p>	<p>There is a strong central conflict. Dialogue is used effectively to develop the characters and the conflict. Clear stage directions provide useful information for the reader and for anyone who stages the play.</p>	<p>In most places, dialogue is used to develop the conflict and characters, but both conflict and characters could be more fully and dramatically developed. Stage directions are present, but should be more concise in places.</p>	<p>In some places, dialogue is used to develop the conflict and characters, but both conflict and characters lack development. Some stage directions are unclear or missing.</p>	<p>The central conflict is missing or unclear. Characters lack development. Dialogue does not develop the characters or the plot. Stage directions are unclear or missing.</p>
<p><b>Grammar, Usage, Mechanics, and Spelling</b></p>	<p>There are few or no errors in usage, grammar, or spelling. Mechanical conventions specific to drama, such as those that show speakers, speakers’</p>	<p>There are some errors in usage, grammar, or spelling. Mechanical conventions specific to drama, such as those that show speakers, speakers’ lines, and</p>	<p>The play is difficult to understand because of errors in usage, grammar, spelling, and mechanical conventions specific to drama, such as those that show</p>	<p>The play is consistently difficult to understand because of numerous and serious errors in usage, grammar, spelling, and mechanical conventions specific to</p>

	lines, and stage directions, have been used correctly throughout.	stage directions, have been used correctly in most places.	speakers, speakers' lines, and stage directions.	drama, such as those that show speakers, speakers' lines, and stage directions.
--	---	--	--	---

**Score:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_

**Comments:**

---

---

---

---

---

---

---

## ***References:***

Brian McGuire. 1999. *Recording, Assessing and Evaluating in Drama..*  
Pearson Publishing 1999.

Brian McGuire. 1999. *Student Handbook: Drama.* Pearson Publishing  
1999.

<http://dramaresource.com/index.php/Primary/Drama-and-Literacy-The-Nightingale.html>

<http://www.teachervision.fen.com/reading-and-language-arts/rubrics/>

<http://www.teachit.co.uk/attachments/rolepl.pdf>

<http://www.universalteacher.org.uk/drama/drama.htm>

Robert O'Neill. 1976. *Interaction.* Longman Group Ltd., 1976.

The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. *English language curriculum and assessment guide (Secondary 4-6).* [Hong Kong] : Govt. Logistics Dept., 2007.