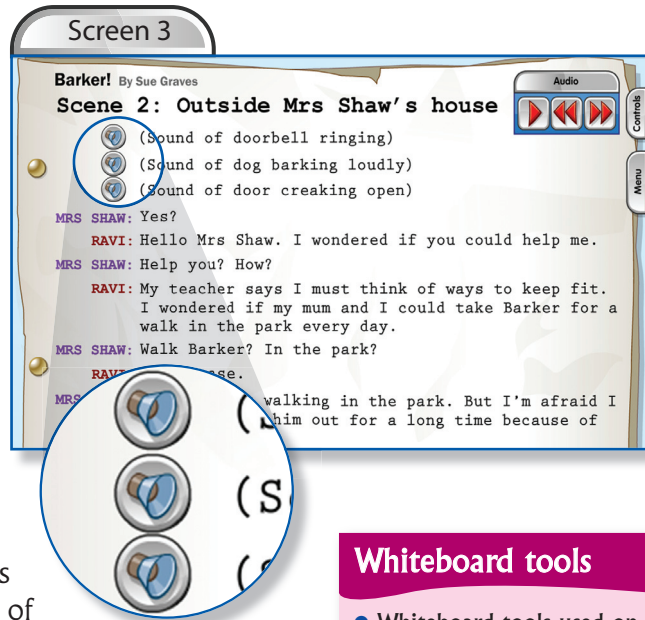


additional information.

- Consider the two settings. Ask: *What sound effects help us to imagine the details of the setting in Scene 1 and Scene 2?* (For example: the sound of pouring coffee gives an image of people seated at a table, a coffee pot, coffee and mugs.)
- Ask: *How did you feel at the start of Scene 2?* Talk about the effects of the barking and creaking door. Elicit how sound can create atmosphere and suspense.



Responding to the text

- Explain that the children should work in groups of four, so each group member can focus on one of the characters. Ask them to list the information they glean about the character from: what the character says, the sound of their voice, what they do, how others react to them or what others say about them. Encourage them to discuss their findings with their group.
- Ask: *How important is the tone, pace and expression of the voices?* Invite the children to work in groups to rehearse the play. Encourage them to think of any changes they might like to make from the original. Remind them to use expressive voices to portray their characters and to engage the listener. Ask them to record, listen to and revise their performance, or perform it to the others for feedback.

Writing activities

Explain that the children are going to work in groups of four to write two more scenes for the play. Discuss how the plot could be extended with another problem and resolution (for example: Ravi loses the dog, but it has run home).

Ask the children to use photocopiable page 42 'What happened next?' to plan each of their scenes. Remind them that everything must happen through dialogue and sound. When they are happy with their plan, they can type up and lay out their playscripts using *Barker!* as a model.

Whiteboard tools

- Whiteboard tools used on the screen shots include:
 - Outline box
 - Pen tool
 - Highlighter
 - Text tool
 - Colours used

Assessment

- Invite groups to perform their two extra scenes to the class. Does the dialogue hold the listeners' attention? Are the characters still convincing? Is the dialogue spoken with expression?

Reference to 100 Literacy Framework Lessons

- Narrative Unit 5 Dialogue and plays pages 83–100

Photocopiable

- See page 42 or CD-ROM.

