

# AFTER THE SHOW: IDEAS FOR WHOLE CLASS STARTER AND QUICK-FIRE ACTIVITIES

## NEW WORDS FOR OLD

*Expanding vocabulary and writing for performance.*

1. Challenge students to think of some different words to replace each **bold** one. They should try to change the tone of voice or personality of the character and aim to change the meaning of the sentence. You could introduce thesaurus work or synonyms.

- 'Are you positive we really lost them?' **asked** Jasmine. (Act 1, Sc 7)
- 'Fine. I don't need you guys anyway,' **said** Aladdin. (Act 2, Sc 1)
- 'Somebody call my agent,' **shouted** Genie. (Act 2, Sc 1)
- 'This is my happy place,' **screamed** Jafar. (Act 1 Sc 3)

2. Experiment with changing the meaning by asking the students to select and change other words by grammatical name such as nouns or adjectives (e.g. 'Someone call my mother,' wailed Genie).

## KEEP THE SCENE GOING

*Grammar and connectives*

1. Choose a scene from the show and ask the students to describe what happens, going round the class saying one word each. Write down on the board each time a linking word is used (e.g. but, then, however, next).
2. Discuss how these useful words can be used in composition. Ask students to compare the use of connectives in this verbal activity with connectives they can identify in the script extracts. Why do you think there are differences?

## EXTENSION

Extend this activity by challenging students to find other grammatical word types (e.g. verbs, adverbs and nouns).



## POINTS OF VIEW

*Understanding storylines and events on stage. Writing to describe events.*

Each student writes a 30 to 50 word mini-saga that sums up what they think happened in *Aladdin*. Ask for volunteers to read them out. Discuss what they have included and omitted. Do others agree?

**Q** Guided discussion:

- How could a writer use characters' differing points of view to develop a narrative? For example, if two characters are describing the same event and drawing different conclusions, then that might tell us a lot about their characters and how they are different (for instance, Aladdin and Jasmine's description of life inside the Palace).
- How might this impact on a story structure? For example, by suddenly introducing a second opinion of the same event later in a plot, a character's actions might be subject to a very different interpretation.

