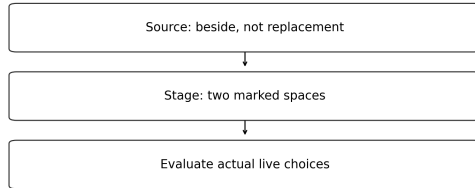


Supported focus — From non-dramatic literature to live theatre

Supported focus preparation

Method and conditions



- Transformation makes theatre from non-dramatic literature.
- Literary analysis; source-to-stage choices; critical reflection.

Worked method 1

Read and reason

Transformation makes theatre from non-dramatic literature. Map a source feature to a practical choice and explain what is retained or changed. For Text B, two cup positions can become two marked spaces, while the final refusal becomes a deliberate stillness. A storyboard, script or commentary prepares a performance; it does not fulfil the required live performance or individual oral.

Original context 1

Read and reason

Original classroom texts, written for this supplement. They are not school-selected assessed works. Text A — The label Every morning I polished the brass plate beside the door. It carried my father's name, and visitors asked for him even after I took charge of the shop. I answered their questions, found the parts, and wrapped each purchase.

Original context 2

Read and reason

Still, at the door, they thanked the name on the plate. One afternoon I put a small card below it: "Ask for Leila." The next visitor read the card aloud, hesitated, and then asked me where the hinges were. I left the brass plate shining. The card stayed too.

Original context 3

Read and reason

Text B — A space on the shelf (original poem) I cleared a place beside the cup, not where the cup had been. The shelf kept its old circle; the new wood still looked clean. By evening, two rings darkened it. I did not rub them out. Context supplied for this exercise: both texts are contemporary original classroom writing in English.

Original context 4

Read and reason

No author biography, translation history or evidence about a real society is supplied. Compare what the wording permits; do not invent historical facts. A real course comparison must use the school's eligible studied works.

Attempt 1.1

Read and reason

Propose a complete short transformation of Text B with beginning, development and ending. Explain one retained feature, one change and one omission.

Reasoning 1.1

Read and reason

Begin with one performer guarding a marked circle. A second performer clears a neighbouring space while the first remains. Both place cups; end with the second reaching to wipe a ring, then leaving both visible. Retain beside-versus-replacement through two spaces. Change first-person narration into shared visible action. Omit literal shelf description while retaining its spatial relationship.

Reasoning 1.2

Read and reason

This is a short rehearsal proposal, not a ten-minute assessed performance.

Attempt 2.1

Read and reason

Give two alternative voice or movement choices and a question for observers that would test the intended meaning without leading them.

Reasoning 2.1

Read and reason

Speak the poem once with stillness, or distribute its lines between performers with a repeated movement. Ask “What relationship did you notice between the two spaces, and what made you think that?” rather than “Did you understand our perfect message of coexistence?” Record ambiguous or contrary responses as evidence too.

Attempt 3.1

Read and reason

Outline an individual oral evaluating the transformation after live work. Identify the evidence still absent now.

Reasoning 3.1

Read and reason

Explain the source reading, precise retained/changed/omitted features, personal choices, actual rehearsal revisions, live audience evidence and remaining limitations. Current text supplies a plan only; school-approved source selection, real rehearsal, required live duration and supervised oral remain absent. A typed commentary cannot certify those performances.

Transfer and limits

Read and reason

Literary analysis; source-to-stage choices; critical reflection.

Check yourself

Read and reason

Close the worked reasoning. Explain why the method fits the final transfer task, reconstruct its conclusion, and state a condition that would change your answer. Then check the full reasoning in the reference.