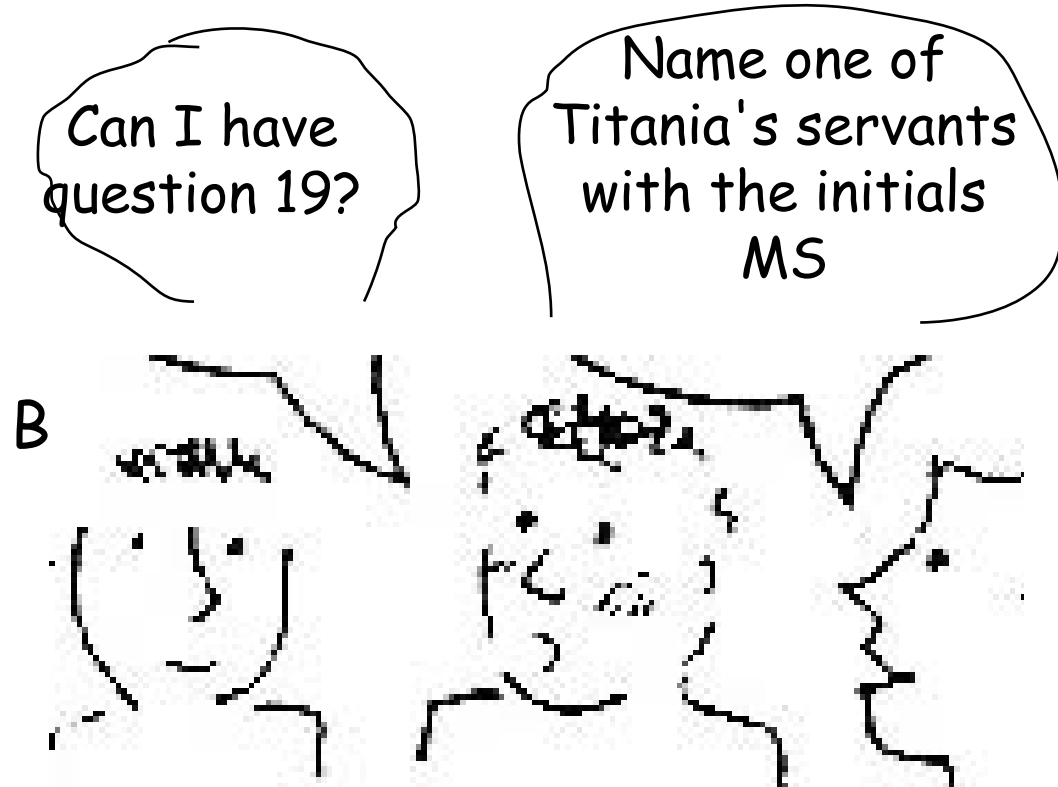
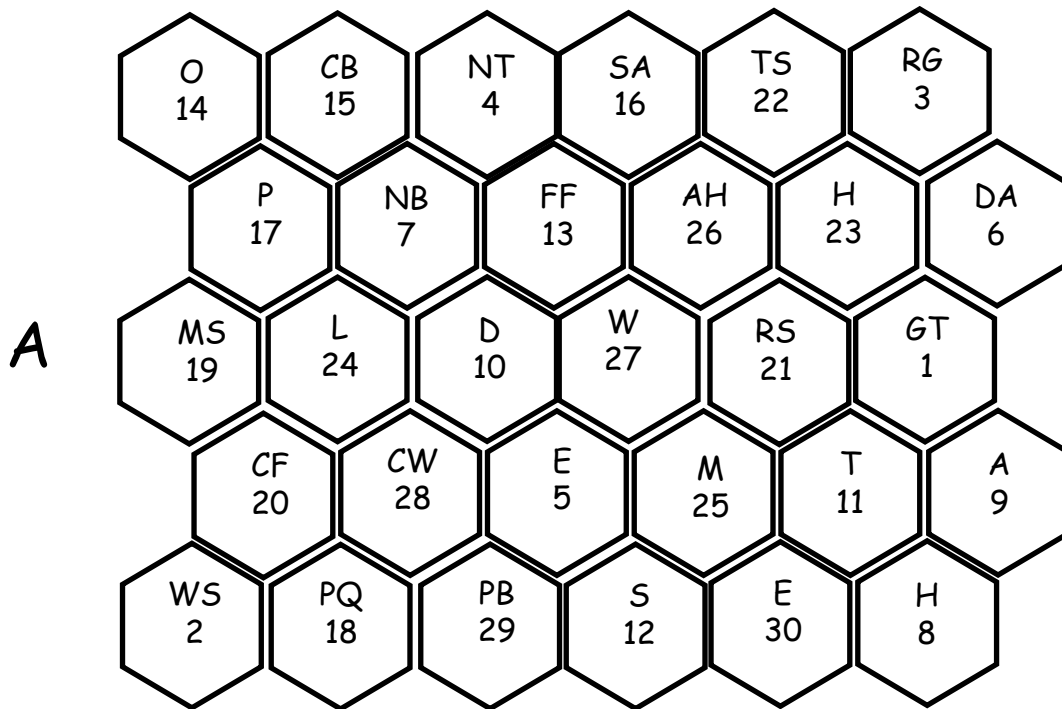


Midsummer Night's Dream: Blockbusters

1. GT - Name a place where Shakespeare's plays were performed.
2. WS - Who was the author of Midsummer Night's Dream?



Midsummer Night's Dream: Blockbusters

Developed by Gaynor Hope from the Grange School in Aylesbury, Buckinghamshire in 1997. We have not provided answers since we thought the referee could consult a copy of the play if they get stuck. You can make the activity more difficult by removing the initial letters. Pupils can try to develop their own versions for this or different plays.

The webaddress for this activity is:

<http://www.collaborativelearning.org/msnblockbusters.pdf>

Last updated 6th April 2016

Our collaborative talk for learning activities are designed to:

...build on prior knowledge.

...move from concrete to abstract thinking.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible interactive teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter 'PAPERCLIP' is also updated regularly.

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

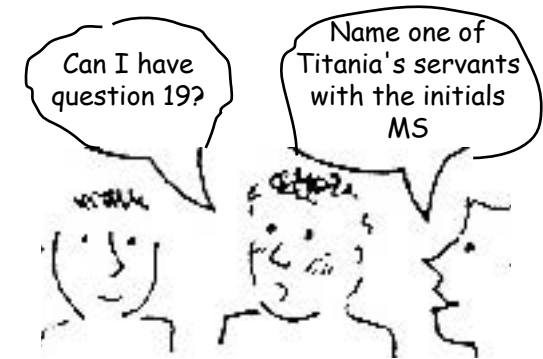
*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/msnblockbusters.pdf>

Midsummer Night's Dream: Blockbusters



Instructions

This is a game for two (or two pairs of) players and a referee.

You need a blockbuster board, counters in two colours and a set of questions.

Player A starts on the left hand side of the board and Player B starts on the right hand side of the board. The referee sits between the two players and holds the question sheet.

Player A chooses a hexagon on the far left (there are three to choose from) and quotes the number. The referee asks them the question with that number. If they are right they can put their colour counter on the hexagon. Player B then chooses a number from the far right of the board (only two to choose from here!) and tries to answer the question. If they cannot answer they must try another number when they next have a turn.

When Player A chooses their second question it must be a number in a hexagon that touches the hexagon with their counter. e.g. if they answered Question 2 they can only choose Questions 18 or 20.

The aim of the game is to be first to cross to the other side of the board. You cannot answer questions which already have a counter.

The player who wins then plays the referee and the player who loses becomes referee.

HOT TIP! The first letter of each answer is on the hexagon.

Midsummer Night's Dream: Blockbuster Questions

1. GT - Name a place where Shakespeare's plays were performed.
2. WS - Who was the author of Midsummer Night's Dream?
3. RG - What was the name given by villagers to Oberon's servant?
4. NT - Name the place where Pyramus and Thisbe meet.
5. E - Who was the gentleman who went to Theseus for advice?
6. DA - What is Theseus' title?
7. NB - Who was the weaver who wanted all the parts?
8. H - Who was not allowed to marry whom she wished, but may have to go to a nunnery?
9. A - Name the area in which the play is set.
10. D - Who married Helena eventually?
11. T - Who was the partner to Pyramus?
12. S - Who played the part of a lion?
13. FF - Who played the part of Thisbe?
14. O - Who was King of the Fairies?
15. CB - Who was the child who the fairies argued over?
16. SA - Name the birthplace of Shakespeare.
17. P - Who was the fairy who put an asses head on Bottom the weaver?
18. PQ - Who was the man who directed the play in the play?
19. MS - Name one of Titania's servants with the initials MS.
20. CF - What is the name of magic herb used to make people fall in love?
21. RS - Who was the tailor who played Moonshine in the play of Pyramus?
22. TS - Who was the man who played the Wall in the play of Pyramus?
23. H - What is the name of the Queen who is to marry after the war with Theseus?
24. L - What is the name given to Hermia, Lysander, Helena and Demetrius as a group?
25. M - What is the name given to a group of workmen?
26. AH - Who was the woman who married Shakespeare?
27. W - What keeps Pyramus and Thisbe apart?
28. CW - Name a fairy. Bottom says that if he cuts his finger she can mend it.
29. PB - Name one of the fairies with the initials PB.
30. E - What is the name given the speech that Puck says at the end of the play?

Midsummer Night's Dream: Blockbusters

