

## Suggested activities for directing the play

### 1. Identify and practise key movements

#### Key movements in 'What Would You Like to Be?'

- a. Listening to music
- b. Pointing at a picture
- c. Shrugging shoulders
- d. Showing someone a picture
- e. Waving hands to get someone's attention
- f. Looking at something with no interest
- g. Covering ears and making an unpleasant face
- h. Posing like a reporter with a camera
- i. Doing an action of putting out a fire with a big hose
- j. Whistling and cheering for someone
- k. Handing someone something
- l. Singing and moving the body to the music

Here is the story that incorporates all the key movements in the play.

#### 'Tom's Birthday Party'

Tom is celebrating his birthday party with his friends at home. Mary is listening to her favourite music (*key movement a*) on an MP3 player. Joe likes drawing and shows a picture book to Kitty (*key movement d*). He points at the picture of a monkey (*key movement b*). She shrugs her shoulders (*key movement c*) to show that she is not fond of that picture. Susan, sitting next to her, does not like the painting either and looks at it with no interest (*key movement f*). Meanwhile Tom is playing his guitar in an awful way. His sister, Tami, covers her ears and makes an unpleasant face (*key movement g*). Jimmy pretends to spray water on Tom as though he were a fireman putting out a fire with a big hose (*key movement i*) while Tim poses like a reporter taking photos of Jimmy with his camera (*key movement h*). Suddenly there is a silence in the room as a handsome boy walks into the room. He is Alan Lam, a famous singer on TV and a cousin of Tom. Tom's friends are excited to see him. They wave their hands to get his attention (*key movement e*). They also whistle and cheer (*key movement j*). One of them finds a microphone and hands it to Alan (*key movement k*). Alan starts to sing and move his body to the music (*key movement l*).



## 2. Identify and practise key dialogues

- a. Dialogues which convey the meaning of the play to the audience

e.g. **Kitty:** Come on, Joe, sing a song for us.

**Jill:** *(Handing the microphone to Joe)* Yeah, Joe. Give it a try.

*(Joe starts singing into the microphone. Everyone is amazed at how well Joe can sing and move his body to the music.)*

This dialogue shows us that very often we do not know what we want to be in the future until we try to do what we would like to do.

- b. Dialogues which convey the nature of the characters

e.g. **Peter:** I'd like to be a fireman. I want to put out fires and save people. *(Doing an action of putting out a fire with a big hose)*

**Kitty:** I'd like to be a nurse because I like to help sick people. How about you, Joe?

**Joe:** I've no idea but I like listening to music. But I'll probably follow my dad and be a baker.

This dialogue shows that some children, like Peter and Kitty, know what they would like to be in the future even when they are very young. But others, like Joe, are not sure and have to discover for themselves what they would like to be.

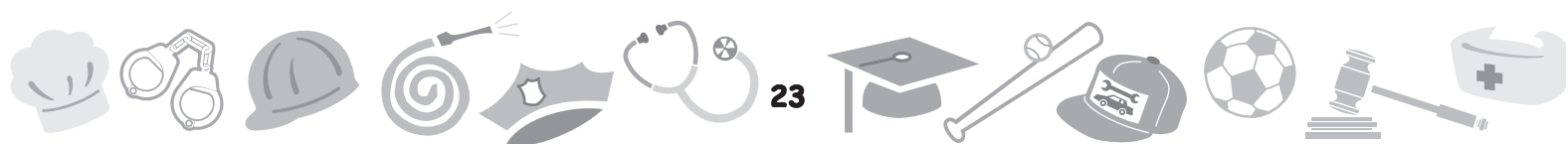
- c. Dialogues which include the language focus

e.g. **Kitty:** Do you know what you'd like to be, Jill?

**Jill:** Well, my parents would like me to be a doctor because I'm good at Maths and Science. But I want to be a painter. How about you?

**Kitty:** I'd like to be a nurse because I like to help sick people. How about you, Joe?

This dialogue helps pupils to practise using modals to express preferences, and connectives to give reasons.



### 3. Prepare the sets, props and sound effects

Scene 1 and Scene 3 are set in Kitty's house. Scene 2 is set in a classroom. If the play is performed in the school hall, the simplest way of setting these two scenes is to define these areas by the furniture. Kitty's living room can be easily suggested by borrowing 2 sofas and a coffee table and if possible, a TV set (for Scene 3's karaoke party). If these are not available, any chairs or table found in the hall would do. An empty carton could suggest the TV set. The classroom area could be marked out by ordinary desks and chairs put together.

If the play is to be performed in a classroom, the desks and chairs should be cleared to the sides of the classroom. Again the two areas can be suggested by putting chairs facing some desks (in place of the coffee table) for Kitty's living room. And the classroom arrangement can be desks put together for project work.

In this play, the important props are the microphone and the karaoke equipment. It would be fun if a TV and a video/VCD player can be borrowed from the school and a real karaoke tape/VCD played as accompaniment to Joe's song at the end of Scene 3. But if that is not possible, just borrow a microphone or roll a magazine into a cone and use it as a microphone.

There are no sound effects for this play. But if Joe could sing to real musical accompaniment, it would give the pupils extra fun.

