

Module: Change

Unit: Thinking about the future

Title: What Would You Like to Be?

(Adapted from 'What would you like to be?' - New On Target Student's Book 5A and 'What will I be like?' - New On Target Student's Book 5C)

Key stage targets:

Interpersonal Strand/Dimension (ID)

- To establish and maintain relationships and routines in school and other familiar situations (IDa)
- To converse about feelings, ideas, experiences and plans (IDb)
- To participate with others in making choices and decisions for carrying out events (IDd)

Knowledge Strand/Dimension (KD)

- To identify ideas in simple spoken and written texts, form opinions and express them (KDC)
- To recognize and solve simple problems in given situations, and describe the solutions (KDD)
- To understand some aspects of how the English language works, including how grammatical features contribute to meaning and how simple texts are organized; and apply this understanding to one's learning and use of the language (KDF)

Experience Strand/Dimension (ED)

- To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through presenting short simple plays (EDA)
- To respond to characters and events in imaginative and other narrative texts through oral, written and performative means (EDb)
- To give expression to imaginative ideas through oral, written and performative means (EDc)
- To give expression to one's experience through activities such as providing simple oral and written accounts of events and one's reactions to them (EDd)

Language focus:

- Use modals to express preferences
e.g. Joe, what would you like to be in the future?
- Use connectives to give reasons
e.g. I'd like to be a nurse because I like to help sick people.



Synopsis:

Kitty, Peter, Jill, Joe and Ben are classmates. While Ben and Peter are reading a football magazine, they talk about their future. Jill and Kitty also join in the conversation and discuss what they want to be. However, Joe does not join in because he is uncertain about his future. While they are having a karaoke party at Kitty's house, they find that Joe is a very good singer.

Key movements:

- 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

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.

