

Suggestions for Staging

► How to Stage the Play

A stage plan is shown below to give you an idea for staging the play “New Patches for Old” and the *General Stage Directions* that follow are based on this plan. These directions can be easily adapted to suit the space and facilities available to you. If there is no stage at your school, you can chalk a stage area on your classroom floor.

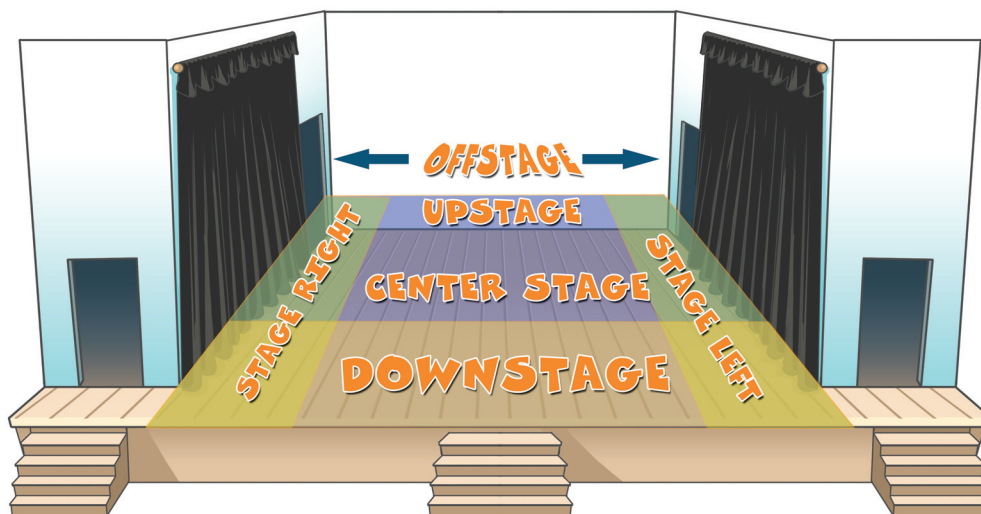
We have also included some suggestions for *Scenery*, *Set Arrangement* and *Props* which should be simple enough to find or make. It would be a good idea to involve the students in designing/making/finding sets and props, either as a whole class activity, or as a task for any students who do not wish to perform in the play.

Once you have an idea of how you want to stage the play, start assigning roles. The number of roles in this play can be adapted to fit the number of students you have available or who are willing to perform. For example, the role of the narrator could be performed by one student or split into parts to be performed by several students.

It is advisable to assign the narration to the older students in the class, and the non-speaking parts to younger or shyer students. The narrator(s) may stand to the right or left of the stage so as not to be in the way of the action, and may be dressed as genies to add to the atmosphere on stage.

Additionally, students who like to sing may perform in the choir. Depending on the number of students you have available, the choir can be separate from the cast, or, if necessary, members of the cast dressed as villagers can serve as the choir.

As well as working on sets and props, students who do not wish to perform may work backstage on sound, lighting, makeup and prompting or as stagehands. In this way they will feel like an important part of the production, even if they are not acting on stage.



A very important part of any production is the rehearsal period, so you should start rehearsing the play well in advance of the actual performance. After completing all the lessons in “New Patches of Old”, students should have a clear idea of the story and should be ready to start working on the production.

Included in this book are some *Drama Activities* which can be used at the beginning of each rehearsal to relax and motivate students and give them a greater understanding of the skills which are used in acting. Students can use our audio recording to practise their lines at home. In class, details such as the way actors move, speak, enter or exit, etc, should be discussed at the beginning of each rehearsal. Then the actors can rehearse and get feedback from you on their performances.

Finally, before the actual performance it is essential to have one full dress and technical rehearsal with lighting and sound, etc, so that everybody knows exactly what to do in the actual performance.

► Scenery

Scene 1: At the tailor's

A street scene with open shop fronts painted onto the backdrop – from stage right to left: a shoemaker's, a baker's and a tailor's. Shop signs are either painted onto the backdrop or on separate pieces of paper or cardboard and attached to it. In front of the shoemaker's and the tailor's are stalls. These can be tables covered with brown tablecloths. On top of the stalls are various items to indicate the type of shop, e.g. shoes for Hasan's shop and clothes and accessories for the tailor's.

Scene 2: Three houses

The backdrop should be painted to show the interior of Hasan's house, perhaps with a few windows and pictures painted onto it. At centre stage, there are a table and a chair where Hasan's wife does the cooking and later on, where Hasan shortens the trousers. An illusion of his mother's and daughter's house can be created by putting two cardboard or polystyrene doors standing at each end of the stage. Hasan's mother and daughter can be hiding behind them throughout the scene and (dis)appear behind them according to their cues. The door downstage right indicates the daughter's house. The door downstage left indicates the mother's house.

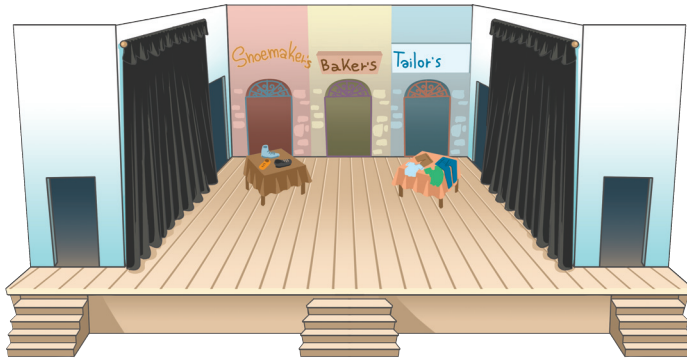
Scene 3: Hasan's house 1

Same as Scene 2, but without the doors from Hasan's mother's and daughter's houses.

Scene 4: Hasan's house 2

In this scene the stage is divided in two: the bedroom and the living room. On stage right, there is a rug or a sleeping mat or a camp bed for Hasan to be sleeping on. Next to his 'bed' is a chair with his short trousers carefully laid on it. A cardboard door, or a plain polystyrene frame to give the illusion of a door, separates this area of the stage from the rest, where the living room is supposed to be. On stage left is the living room, with the table from Scene 2 with three chairs around it.

Set Arrangement



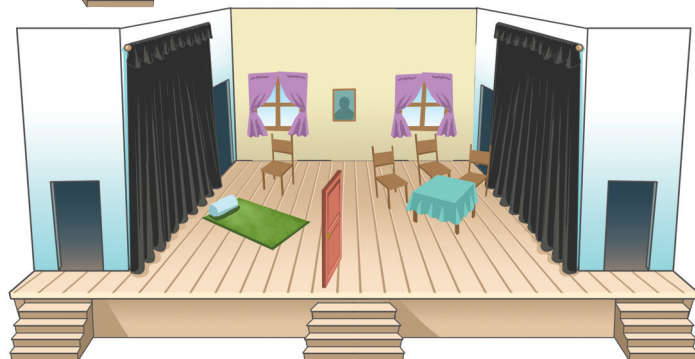
Scene 1: At the tailor's



Scene 2: Three houses



Scene 3: Hasan's house 1



Scene 4: Hasan's house 2

Script and General Stage Directions

Actors: Hasan
Tailor
Hasan's wife
Hasan's mother
Hasan's daughter

Narrator: One, or as many Ss as necessary,
dressed as genies.

Scene 1 (At the tailor's)

Curtains open. Stage lights on to show a street scene with shop fronts: a shoemaker's, a baker's, a tailor's. Hasan is standing behind his stall (the shoemaker's), working.

He takes a plain shopping bag and goes to the tailor's. The tailor is busy behind his stall, sewing.

Hasan picks up each item, shows it to the audience, then gets a money pouch from his pocket and pays for them. The tailor takes the money and Hasan puts the items in his bag and leaves.

At centre stage, he suddenly stops and looks at his trousers. He holds out his trousers for the audience to see the holes and the patches, putting a finger through one of the holes.

He goes back to the tailor. He finds a new pair of trousers, picks them up and holds them against him to check the length. They're too long.

He holds the trousers up and puts three fingers at the bottom of one trouser leg.

The tailor takes out a pocket watch and taps the clock face to show Hasan the time. Hasan looks disappointed, takes the trousers and exits stage right. Lights fade. Curtains close.

Narrator: This is Hasan,
a good shoemaker.
He has a shop
next to the baker.

Tomorrow there is
a big holiday.
Hasan goes shopping
for presents today.

A blouse for his wife.
A scarf for his mum.
Ribbons for his daughter—
as bright as the sun!

But look at his trousers,
all patches and holes.
He needs something new—
he can't wear those!

So he goes to the tailor
to buy a new pair.
But there's only one left
and they're too long to wear.

Hasan: Can you shorten these, please?
They're three fingers long.

Tailor: I'm sorry, it's late.
The work can't go on.

Scene 2 (Three Houses)

Curtains open to show Hasan's house. Lights on centre stage. Hasan's wife is preparing food on the table using pots and pans. Hasan enters from the audience. His wife sees him, wipes her hands on her apron and takes a few steps forward to greet him. Hasan takes the blouse out of his bag.

His wife takes it and holds it up. She is very pleased.

Hasan takes his trousers out of his bag and holds them up.

He puts his three fingers at the hem of the trouser leg to show how much they need to be shortened.

Hasan's wife looks sorry and points to all the pots and pans on the table.

Stage lights fade out as Hasan goes downstage centre. Then a single spotlight follows him downstage left, to his mother's door. He knocks. His mother appears from behind the door. The spotlight increases to encompass both actors. Hasan takes the scarf out from his bag and gives it to her with a big smile. She is thrilled at the present and gives him a hug.

Hasan now takes his trousers out of the bag and again shows how much they need to be shortened.

Mother is sorry she can't help either. She points to the daughter's door downstage right and goes behind her own door. The spotlight decreases and follows Hasan downstage right, to his daughter's door. He looks disappointed.

Narrator: Hasan goes back home and opens the door.
His wife is still cooking food for the poor.

Hasan: Hello, my dear.
This blouse is for you.

Wife: It's beautiful, Hasan!
I love it! Thank you!

Hasan: I ask you one thing.
It is very small.
It's really so little.
It's nothing at all.
Shorten these trousers.
Just three fingers, please.
Then I can look perfect tomorrow in these.

Wife: I can't. I am busy.
There's so much to cook!
Go and see Mother.
She can have a look.

Narrator: He goes to his mother.
He knocks on her door.

He shows her the scarf.
She likes it for sure.

Hasan: I ask you one thing.
It is very small.
Shorten these trousers,
'cause I'm not very tall.

Mother: I can't. I am busy.
I'm praying, you see.
Go to your daughter—
she's better than me.

He knocks on his daughter's door. She appears behind it, holding a baby wrapped up in her arms. Spotlight increases again. He takes the ribbons out of his bag and gives them to her. She takes them excitedly, gives him a big smile and a hug. Again, Hasan takes out the trousers from his bag and shows her and the audience how much they need to be shortened.

Play SFX 1 (baby crying). The daughter is sorry she can't help and rocks the baby.

Hasan lowers his head and leaves. His daughter disappears behind the door. The spotlight decreases again and follows him back to his house. When he reaches centre stage, no one else is in his house and the table is cleared of the pots and pans. He takes the trousers out and puts them on the table. He takes a pair of scissors from a box on the table and looks as though he is cutting a bit off. Then, he holds the trousers against him and they seem to be the right length because he's holding them a bit higher now. Hasan is very pleased and stage lights fade out. Curtains close.

Scene 3 (Hasan's house 1)

Curtains open. Stage lights dimmed (blue). It's night-time. Hasan's trousers are on the table. His wife creeps on stage and sits at the table. She pretends to be cutting a bit off and holds up the pieces she has cut for the audience to see. Those fabric strips should be hidden on the table under the trousers.

His wife goes out stage right. His mother enters stage left. She is holding a pin. She does the same as Hasan's wife.

Narrator: He goes to his daughter and knocks on her door.

He gives her the ribbons.
She likes them even more!

Hasan: I ask you one thing.
Please, help me out here.
Can you shorten these trousers?
They're new ones, my dear.

Daughter: Father, I'm sorry.
The baby needs me.
Can't my mother do it?
She's better, you see!

Narrator: So Hasan goes home
with his trousers still long.

He does it himself
and he tries them on.



Narrator: It's dark now. It's night.
Who's here? Can you see?
And what is she doing?
Who can it be?
It's Hasan's wife!
She goes to the shelf.
She picks up the trousers
and sews them herself.

His wife goes out
and someone comes in.
Look! It's his mother!
And she's holding a pin!

Hasan's mother turns to the audience.

Hasan's mother puts the trousers back on the table and turns to exit stage left. Before she does so, she turns to the audience again. Daughter enters stage right and takes the trousers from the table. She does the same as the other two, places the trousers on a chair and exits stage right. Stage lights fade out and curtains close.

Scene 4 (Hasan's house 2)

Curtains open to show the bedroom and the living room. Stage lights are on. Hasan is sleeping on a small rug on the floor (stage right) wearing his shirt, a sleeping hat and a pair of boxer shorts. He wakes up, stretches and gets up quickly. He takes the shortened trousers from the chair near him and puts them on. Meanwhile, his mother, wife and daughter enter stage left and sit on the chairs in the living room (stage left). They are all wearing the presents Hasan gave them. Hasan suddenly realises that his trousers are too short. He looks at them, holds his arms out and runs downstage centre to show them to the audience, too.

Hasan goes through the door on centre stage to stage left (the living room). All women are still sitting at the table. Daughter is holding the baby, too. Hasan stands in front of the ladies, holding his arms out. The ladies see him, stop chatting and then try to hide their laughs behind their hands.

Narrator: She picks up the trousers,
and cuts off a bit.
And then she smiles,

Mother: Now these can fit!

Narrator: His mother goes out,
and she looks very pleased.

Mother: His trousers are shorter.
Hasan can wear these.

Narrator: But where is the daughter?
Here she comes too.
She picks up the trousers
and shortens them too.



Narrator: Next day it is time
for the family to go
to the big celebration
with new things to show.
Hasan quickly gets up
and starts getting dressed.
He knows he must hurry.
There's no time to rest!

But look! His new trousers!
They reach to his knees!

Hasan: How can it be?
I cannot wear these!

Narrator: He goes to the room—
the ladies all stare.
His wife, his daughter
and his mother are there.
When they see his trousers
they know what is wrong.
They all start to laugh.

Hasan holds up three fingers and points to each lady as the narrator names them.

Hasan's wife approaches him and pats him on the shoulder.

His mother approaches him, too, from the other side.

His daughter comes near with the baby in her arms. Hasan takes off his trousers and gives them to his wife. His daughter gives him the baby to hold. The three women take the trousers to the table and pretend to sew. Actors discreetly switch the short trousers with a long patched pair, which they give to Hasan. He puts them on and struts about the stage as he speaks his lines and then joins hands with the rest of his family. The choir starts singing the song.

Song: Remember to be kind

Ladies: Now they're not long!

Narrator: Three fingers the mother.
Three fingers the daughter.
Three fingers the wife.
Now they're nine fingers shorter.

Wife: Don't worry, Hasan.
I know what to do.

Mother: We can sew back the pieces ...

Daughter: ... and make them like new.

Narrator: They sew back the pieces,
and soon they're all right!

Hasan puts them on,
and they fit just right!

Hasan: And now, we are ready.
My legs are not cold.
My trousers are perfect!
New patches for old!



There are times when it seems
that nobody cares,
and then when you need help,
think nobody's there.

Chorus: Remember to be kind
to family and friends,
and they will repay you—
they'll be there in the end.

But wait for a moment,
and then you will find
that someone will help you—
that they will be kind.

Repeat chorus

► Props

Most of the items can be collected from the students and brought in for the rehearsals and final performance.

The **carrier bag** can be made of any kind of plain cloth. The **trousers** all need to be made of the same material. The first pair needs to be long, the second needs to be too short, and the third needs to be patched with the pieces that the women have supposedly cut off the original. The **fabric strips** need to be made of the same material as those trousers. The **pair of scissors** should be a pair of children's safety scissors so as not to cause any injuries. To avoid accidents, the **needles** and **pins** can also be large wooden or plastic ones. Thus, they will also be more visible to the audience.

Props	SCENE 1	SCENE 2	SCENE 3	SCENE 4
shopping bag	✓	✓		
a money pouch with coins	✓			
shoes for shoemaker's stall	✓			
blouse	✓	✓		
scarf	✓	✓		
ribbons	✓	✓		
long trousers	✓	✓		
pocket watch	✓			
pans and pots and food items		✓		
wrapped baby doll		✓		✓
sewing box		✓	✓	✓
scissors		✓	✓	
pins and needles			✓	✓
fabric strips		✓	✓	✓
short trousers				✓
patched trouser				✓

► Costumes

- 1 **Hasan:** Dark purple baggy trousers with lots of big patches and holes, light-coloured long-sleeved shirt. Brown waistcoat. A striped scarf around his waist. Turban made from light-coloured cloth and wound around his head. Beard made of grey wool. For Scene 4 he also needs to have a T-shirt, a sleeping mat and a pair of plain or striped boxer shorts.
- 2 **Tailor:** Same style clothes as Hasan but without patches and in different colours. Moustache drawn on student's face using black eyeliner.
- 3 **Wife:** Long green dress. Pink scarf on her head. Apron. Long sleeves. In Scene 4 she needs to take off the apron and wear the blouse that Hasan bought for her, which could be any kind of plain blouse that can be worn on top of the dress.
- 4 **Mother:** Long black dress and scarf for her head. Apron. Long sleeves. In Scene 4 she needs to take off the apron and her scarf and put on the scarf that Hasan gave her.
- 5 **Daughter:** Long pink dress. Matching scarf for her head. Long sleeves. In Scene 4, she needs to tie her scarf on her head using the ribbons that Hasan gave her.
- 6 **Narrator(s):** Turban with a jewel made from shiny paper stuck on the front. Long baggy-sleeved shirt with a glittery short waistcoat. A wide bright sash around the waist. Long, baggy trousers, fastened at the ankle and if possible, gold/silver shoes with the ends pointing up. Lots of jewellery on hands, wrists and around neck.



Drama Activities

1 Line up!

Aims: To help the Ss to get to know each other.

Preparation: You need to know all the Ss' names and dates of birth.

Materials: None.

Description:

- 1 Ask the Ss to arrange themselves in a line from the tallest to the shortest.
- 2 Ask the Ss to arrange themselves in a line with people whose name begins at the start of the alphabet at one end.
- 3 Ask the Ss to arrange themselves in a line from the oldest to the youngest. Now Ss will have to find out what part of month and the year their peers were born.

2 First-time listening and reading

Aims: To familiarise Ss with the story they are going to perform.

Preparation: Read the story and decide at which points it would be suitable to stop at and ask Ss to speculate on the story.

Materials: The audio CD and the Pupil's Books.

Description:

- 1 Introduce the story to the Ss by showing them the Pupil's Book cover and front page. Point to the characters and ask for Ss' speculations on both story and characters.
- 2 Play the audio CD while Ss follow in their books. When you reach the first stopping point, ask Ss to close their books and tell you what they think is going to happen next. Accept all answers and then continue.
- 3 After listening to the development of the story, stop again and ask Ss which of their suggestions were correct. Then play the story until the next stopping point.

3 Chanting

Aims:

- 1 To practise in a group before speaking alone.
- 2 To help Ss learn their lines.

Preparation: None.

Materials: The script pages from the Pupil's Book.

Description:

- 1 Divide the class into groups so that each group plays a different character. Read out the scene you have decided to practise while the Ss follow in their scripts. Change your own voice as you change character.
- 2 After every page, stop and allow the groups to chant the lines of their character in chorus.
- 3 Go through the play page by page.

- 4 Then read an entire scene and allow the Ss to chorus the scene.
- 5 By this stage, the Ss should be able to chorus the entire play while you listen.

4 Listen for the cue!

- Aims:** To help Ss learn their lines and identify when to say them.
- Preparation:** None.
- Materials:** The script pages from the Pupil's Book.
- Description:**
- 1 Point out that knowing when to speak is important in a play and that, in order to do that, Ss should identify the lines of the characters who speak before them (i.e. the cues).
 - 2 Allocate the roles and ask Ss to underline their lines in one colour and circle the lines before them. Ss that are not willing to act can work as prompters.
 - 3 Ask Ss to read out the play. Prompters can make sure that confused actors get their lines right.
 - 4 You can repeat the reading, focusing on intonation, pronunciation, clarity, etc.

5 Stop – Start – Action!

- Aims:**
- 1 To practise giving and receiving visual clues when on stage.
 - 2 To practise working co-operatively.
- Preparation:** Read the story and memorise the position and movements of the characters in each scene.
- Materials:** Audio CD and the Pupil's Book.
- Description:**
- 1 Pick a S to come to the front and tell them to start miming a scene, while listening to the recording.
 - 2 Play the recording. After about 15 seconds shout "Freeze!" and pause the recording. S1 freezes in place. Point to another S and S2 replaces the frozen S1, taking the exact same position. Shout "Go!" S2 continues and extends the action that S1 was in the middle of performing.
 - 3 Continue until all the Ss have had a turn.

6 Who am I?

- Aims:**
- 1 To encourage Ss to work together and practise co-ordination.
 - 2 To revise lines from the play they are about to perform.
- Preparation:** Practise miming a simple scene from the play.
- Materials:** The Pupil's Book.
- Description:**
- 1 Revise the basic plot of the play with the Ss.

- 2 Mime the scene you have prepared and ask them to guess who you are. After they have guessed, see if they can remember the lines of the character in that scene. Allow Ss to check their guesses by finding that scene in the book.
- 3 Divide the class into teams of 3 or 4. Tell them that now they have to do the same. Give time to each group to prepare a different part of the play.
- 4 When they are ready, each group performs its scene. The rest of the class tries to guess who is who and what is said.

7 Mirrors

Aims: To encourage Ss' observation and concentration abilities.

Preparation: None.

- Description:**
- 1 Ask Ss to sit or stand in pairs facing each other. Explain that one of them, S1, has to act as if he/she is looking in a mirror, and the other, S2, has to mirror their exact movements.
 - 2 Ss start practising in pairs. After a few minutes, ask Ss to change roles and S2 takes over the lead while S1 mirrors the movements. Point out that concentration is important and monitor the class, watching each pair.
 - 3 This activity can be turned into a game, where the best pair wins, by eliminating pairs if they do not mirror the exact movements of their partners.

8 On my way to school today ...

Aims: To encourage Ss to memorise things.

Preparation: None.

- Description:**
- 1 Ask Ss to sit in a circle.
 - 2 Select a S to start by saying "*On my way to school today, I saw a ... (e.g. dog).*" Each S in the circle continues by adding an item to the list.