

# 2 Put on a show

## Lesson 1 Vocabulary 1

### ✓ What do you know?

- 1 Have you ever been to a play, concert or musical?
- 2 What type of event do you think is most fun to watch? Why?



### UNIT OBJECTIVES

- Talk about performances
- Talk about past habits
- Read a first-person narrative
- Read and write a diary about a performance
- Give a talk on performances in the past

### 1 2.1 Match the words to the photo. Then listen, check and repeat.

- a musician   b audience   c stage   d backstage   e set   f costume   g make-up  
 h orchestra   i perform   j rehearse   k conductor   l dance company

### 2 Work in groups. Do the quiz.

### ? Name it!

- |   |   |
|---|---|
| 1 A large group of musicians playing together.    | 5 The decoration of the stage.                  |
| 2 The person who directs an orchestra.            | 6 What performers wear on their faces on stage. |
| 3 The place actors perform.                       | 7 To practise for a performance.                |
| 4 The part of a theatre the audience doesn't see. | 8 A group of dancers who perform together.      |

### 3 Think. Answer the questions.

- 1 What happens on stage at a theatre? What happens backstage?
- 2 Do you think it's harder to rehearse or to perform? Why?

5

It's 'Let me entertain you!' month!



**1** **2.2** Listen and read. What was different about the theatre Elena went to?

- B:** Hi, Elena! That's a great photo – did you go to a theatre?
- E:** Hi, Bruno! Yes, my class went to see a play in a special theatre yesterday. It was just like a theatre in the 19th century.
- B:** That sounds cool. Was it very different?
- E:** Yes. There were lots of candles, because **theatres didn't use to have electric lights.**
- B:** Oh, that sounds dangerous!
- E:** And we could shout at the actors and talk while they performed, because **19th century audiences didn't use to be quiet.**
- B:** Really? I don't think I'd like that!
- E:** It was fun but very noisy. I think that's why **people used to stand so close to the stage!** Afterwards we went backstage to see where the actors put on their make-up. I got to try on a costume too!
- B:** Ah, so that's why you're wearing that dress in the photo!
- E:** Yes, **people used to wear very different clothes.**



**2** Look at the examples in bold in the dialogue. Think and decide.

We use *used to* to talk about things that happened **once / often** in the past.

**3** **2.3** Listen and follow. Then make your own sentences.

Grammar reference, p.119

*used to / didn't use to*

In the past, Many years ago, When I was a baby,	I / you she / he	<b>used to</b>	<b>play</b>	mobile phones. with my toys. quiet in the audience. to concerts.
	we / they people	<b>didn't use to</b>	<b>be</b> <b>have</b> <b>go</b>	

**Look**

Think and choose.  
*They didn't used to / didn't use to have electricity.*

**4** **Talk Partners** Play a card game in pairs.

Go to Activity Book, p.131



In the 19th century, people used to use candles.







### Before you read

#### 1 Think and discuss.

- 1 What qualities and skills do you think a performer needs?
- 2 How do you feel about performing on stage?

- 2  Look at the title of the story and the pictures. What problem do you think the main character has? Read and check. 

## How I learned the hard way

My story is about myself. My name is Darren and I'm a dancer. I perform with a dance company. Our shows are very popular and we usually have very big audiences.

I thought I was a very good dancer – one of the stars of the company. I was always at the front of the stage and had the best roles. But I didn't use to practise very much. I didn't think I needed to. I just wanted to see my friends and have fun. I started to get angry with the dance master. When we rehearsed, he told me again and again that I was doing the dance wrong. I didn't agree. I thought he was wrong, so I used to **argue with him**.



Then my role changed and I wasn't happy. The dance master moved me further and further back on stage. I wasn't one of the stars anymore. One of the girls, Lizzie, took my role at the front. I didn't understand why. The dance master used to tell her what she was doing wrong too. But she didn't argue with him. She just stood quietly and listened.





One day, the dance master stopped her so many times and told her she was doing it wrong. I watched her go backstage in the break. She didn't look angry or upset. She was rehearsing back there. She was doing the dance over and over, and she was getting better. Finally, I **spoke to her**.

'Aren't you angry with the dance master?' I asked her. 'Well, I don't like being told I'm doing it wrong,' she told me. 'But I know he's saying those things to make a better performance for everyone.' I **thought about** what she said and realised she was right.



The next time we rehearsed, I decided to do things differently. The dance master said a lot of things about my dancing and this time I listened. He told me about the kind of emotion I needed to show, as well as how to move better. Suddenly, I saw he was right and what he was saying was helpful. I listened more and even **asked for his help** sometimes. Finally, one evening, I danced perfectly. I was so happy. Now I'm more confident and I **believe in myself** much more.

### After you read

#### 3 Read the story again. Find examples of these things.

- 1 What Darren thinks about the dance master at first.
- 2 How he feels about dancing at the back of the stage.
- 3 How he acts when he sees Lizzie getting better.

### Accept and learn from criticism

#### 4 Read and discuss.

- 1 Why doesn't Darren want to listen to the dance master?
- 2 Why does he change his behaviour?
- 3 What is the result of the change?
- 4 How do you feel when people criticise what you're doing?
- 5 Describe a time when you changed what you were doing because of what someone said to you.



#### Understand characters

To understand a character in a story, we need to look at how the character thinks, feels and acts:

- thinks: *I thought I was a very good dancer ...*
- feels: *I started to get angry ...*
- acts: *I used to argue with him ...*

## Lesson 4 Vocabulary 2 & Listening

- 1 2.5 Match the words to the pictures. Then listen, check and repeat.

a tour   b venue   c entertainment   d crowd   e atmosphere   f band



Can you name any famous musicians or artists from the 19th century?



- 2 Look at the pictures and text below. Think and discuss.

- 1 What is the topic of the podcast?
- 2 What can you see in the photos?
- 3 What information do you think you will hear?



Music through the ages



Today we're going to talk to Katrina, a musician, about how concerts have changed since the 19th century.



### Use pictures and text to make predictions

Before you listen, look at the pictures and read the description of what you're going to listen to. Identify the topic and try to predict what information you will hear.

- 3 2.6 Listen and check your ideas in Activity 2.

- 4 2.6 Listen again. Put events a-e in order.

- a The Beatles' manager wanted to sell more tickets.
- b People went to see concerts in small venues.
- c There were only two concert halls in Europe.
- d Promenade concerts in parks became popular.
- e Bands began to perform in big stadiums.

- 5 Discuss in pairs.

- 1 Have you ever been to a concert? What band did you see?
- 2 Which do you prefer: watching live music at a venue or online entertainment?





1 Listen and read. What did Ling's grandad use to do?

- L: Hi, Mason! What's up?
- M: Hi, Ling! I've just listened to a radio programme about concerts in the past. Did you know that the first band to play in a big stadium was The Beatles?
- L: That's cool! Did I tell you my grandad used to be in a band?
- M: No, you didn't! **What did he use to play?**
- L: Actually, he was the singer.
- M: Wow! That's so cool. **Did he use to do lots of concerts?**
- L: Yes, he did. I've seen old photos. He used to wear funny clothes!
- M: **Where did he use to perform?**
- L: He performed in small venues, not in huge stadiums like today.
- M: **Did he use to have lots of fans?**
- L: Yes, he did. He says that the atmosphere was great. He used to love going on tour and entertaining people.



2 Listen and follow. Then make your own questions.

Grammar reference, p.119

**used to with Wh- and Yes / No questions**

What		you		<b>perform?</b>
Where	<b>did</b>	she / he		<b>do?</b>
When		we	<b>use to</b>	<b>rehearse</b> every day?
	<b>Did</b>	they		<b>sing</b> in a band?
				<b>go</b> on holiday?

**Look**

Think and choose.  
 Did you **use to** / **used to** perform in small venues?  
 Yes, I **did**. / Yes, I **used**.

3 Work in pairs. Imagine you are your favourite pop star or a member of your favourite band. Take turns to ask and answer questions about before you became famous.

- When / rehearse?
- Where / perform?
- What / do in your free time?
- Did / feel nervous on stage?
- Did / perform for your family?
- Did / write your own songs?


When did you use to rehearse?

I used to rehearse after school.





## Before you read

- 1  What different ways of performing stories can you think of? Read the texts and check your ideas. 

## What's the best way to perform my favourite story?

A

### Thursday 3 March

Yesterday was World Book Day at our school. We all came dressed as a character from our favourite book. It was great! We had to guess who was who. I always used to dress up as Harry Potter, but this year I was Willy Wonka! My mum made my costume – it was very funny!

In class we all talked about what our characters do in their stories and why. There were some amazing costumes and the characters seemed very real. Then we imagined our character talking to other characters from different books and performed what we thought they might say to each other. It was really fun! Sam and I want to do it again. We're going to look online for more ideas!



B



## Encyclopaedia for Kids

### Chennai Storytelling Festival, India

Before we could write or print books, people used to share stories from folk tales and about historical events by telling them to each other. They made these stories exciting by gesturing with their hands and changing the expressions on their faces. These traditional methods of oral storytelling are celebrated in a famous festival held every year in the city of Chennai in India. The organisers of the festival believe that storytelling is important because it tells us about our own culture and helps us to understand places and communities we haven't seen. Also, it helps people become better at communicating.

Every February, people come to Chennai from all over the world to listen to and tell stories about their cultures to audiences at the festival. There are stories for children and adults, and many of the events are free.

To find out about other storytelling traditions, go to page 198.





## After you read

### 2 Read the texts again and answer.

- 1 Which performance would you like to watch? Why?
- 2 Which performance would you like to be in? Why?
- 3 Which performance do you think could help you understand a story best? Why?

### Identify relevant information

When you look for information to help you make a decision, you need to:

- Think about your question. Are you looking for facts or opinions? What do you need to know to help you decide?
- Think about the texts.
  - Is all of the text related to your question? What information isn't useful?
  - Is there any information missing?

### 3 Read the question above the texts and answer.

- 1 Do you need facts or opinions to answer the question?
- 2 Which of these points will help you answer the question?
  - a the writer's favourite stories
  - b the skills you need to perform
  - c if people have enjoyed the performances
  - d what you use to perform
  - e which country the performance is in

### 4 Read the texts again and answer **Which texts ...**

- 1 give information about the skills you need to perform?
- 2 give information about people enjoying the performances?
- 3 give information about what you use to perform?
- 4 have information missing? What is the information?

### 5 Think and discuss. What do you think is the best way to perform your favourite story?



What can we learn from other cultures' stories?  
What can we learn from telling stories?



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**CAN YOU  
SING?  
CAN YOU  
DANCE?  
CAN YOU  
ACT?**

Our very popular musical production of *Oliver!* is back and we are looking for actors who can sing and dance to perform with us.

*Oliver!* is based on a Charles Dickens book set in London in the 19th century.

You must be aged between 11 and 14 years old and have some acting experience.

**Auditions:** 6 March at 3 pm,  
Arts Theatre.

You must come with an adult.  
Please wear 19th century costume.

**Come and be part of a  
great new show!**

For more information, go to our website by searching 'Arts Theatre Oliver' online. Complete our online form to register.





1 Look and think. What kind of performances were there in the 19th century?

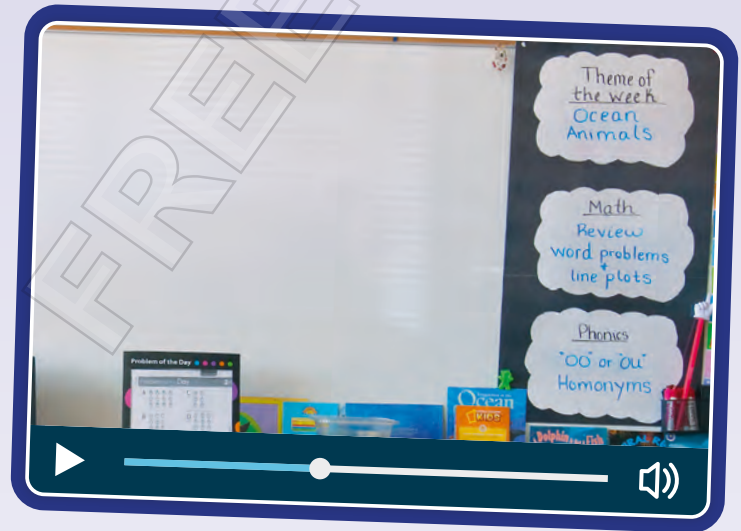
Can you name any important events that took place in your country in the 19th century?



2 2.10 Watch the girl giving a talk about performances in the 19th century. Check your ideas in Activity 1.

3 2.10 Watch again. Number the parts of the talk (a-d) in order.

- a Give details and examples of the topic.
- b Introduce the topic further.
- c Give a conclusion about the topic.
- d Say what the topic is.



4 2.10 Watch again. Which phrases does the girl use in her talk?

Using filler phrases

- |                 |                  |
|-----------------|------------------|
| 1 Well, ...     | 4 OK, so ...     |
| 2 Actually, ... | 5 I mean, ...    |
| 3 You see, ...  | 6 Basically, ... |

Think about your audience

When you give a talk, you need to think about your audience. They need time to understand and think about the information you are presenting.

- Don't speak too fast.
- Use fillers and pauses between topics.

Go to Activity Book, p.28, Activities 1 & 2

5 Plan your talk. [Go to Activity Book, p.28](#)

6 **Team Time** Work in groups. Take turns to give your talk. Use phrases from Activity 4 and think about your audience.

Today I'm going to talk about performances in the 19th century. OK, so the first thing I'm going to tell you about is ...



7 Reflect. Discuss your talk with your group.

# 1 Read Hugo's diary about a performance. What did the audience do at the end?

## Monday 25 October

This evening I performed in the school play and it went really well. I'm so happy! I used to be nervous about being on stage, but now I feel confident. We rehearsed the play a lot, so I knew I was ready.

The play was *Oliver!* the musical and I played the main character, Oliver. It's based on a book from the 19th century by Charles Dickens. I was really excited about it because it used to be my mum's favourite story when she was my age. I was surprised they chose me as Oliver. I thought I wasn't good enough at singing. But the teachers helped me and tonight I sang with an orchestra and a conductor! It was amazing!

I loved my costume too. I wore old clothes and make-up that looked like dirt. But the best part was the audience. There was a great atmosphere. When we finished the play, everyone clapped and cheered. It was the best night ever!



## 2 Read the diary again and answer the questions.

- 1 What did Hugo do today?
- 2 Why wasn't he nervous?
- 3 Why was he excited about the play?
- 4 Why was he surprised they chose him as Oliver?
- 5 What was the best part about the performance? Why?

### Features of a diary

In a diary, you write about what you do and how you feel. Follow this checklist to write your diary:

- a Use mainly the past simple because the events are finished.
- b Describe how you feel about what you did.
- c Describe how your feelings have changed. How did you use to feel? How do you feel now?

## 3 Find examples in Hugo's diary of features a-c from the box.

## 4 Plan and write a diary entry.

Go to Activity Book, p.29

What do you know now? ✓

Think about Unit 2

Go to Activity Book, p.32

**Key learning outcomes:** Identify features of a diary;  
Plan and write a diary entry about a performance