

# 2 Put on a show

## Lesson 1 Vocabulary 1

### 1 Complete the crossword.

Down



o  
r  
c  
h  
e  
s  
t  
r  
a

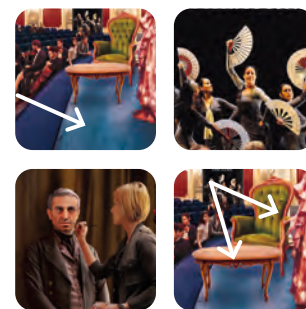
1 2  
3  
4  
5  
6  
7

Across



### 2 Write the words from Activity 1 and from the pictures below in the correct categories. There is one word you don't need.

performers	places	activities	design
musician			



### 3 Write answers for you.

1 Which role in Activity 2 do you think needs the most training? Why?

2 Would you prefer to be on stage or backstage? Why?

3 What kind of things do you usually have to rehearse for? Why?



1 Read and circle. Which sentence is false?

- 1 Theatres used to be / use to be quite dark.
- 2 The theatres used **light** / to **light** candles.
- 3 The audience **used to be** / **be used** very noisy.
- 4 People didn't use / used to like standing at the back of the theatre.
- 5 The actors **doesn't** / **didn't** use to wear costumes. They wore their everyday clothes.

2 Complete the text with the verbs and the correct form of *used to*.

DID YOU KNOW ... ?

Search

Did you know that when new theatres opened in London in the 19th century, they  
 1 didn't use to do (not / do) traditional plays? They weren't allowed to.  
 Because of this they created new ways to entertain people. An orchestra  
 2 \_\_\_\_\_ (play) along with the action  
 instead of the actors speaking. Also, designers  
 3 \_\_\_\_\_ (make) fantastic sets  
 to make the experience more enjoyable. The actors  
 4 \_\_\_\_\_ (not / read) poems  
 but they 5 \_\_\_\_\_ (perform) songs.  
 It was all very exciting and they 6 \_\_\_\_\_  
 (have) huge audiences of up to 3,000 people.



3 <sup>2.1</sup> Exam practice Listen. For each question, choose the correct answer.

1 What did the boy often use to do?



A



B



C

2 Where did the girl use to go?



A



B



C

3 What did the boy use to like?



A



B



C

I can write about past habits using *used to*



# How I learned the hard way

## After you read

1 Remember the story. Write *D* (Darren), *L* (Lizzie) or *DM* (Dance Master).

Who ...

- 1 gets angry with someone?   D
- 2 changes the dancers that are at the front?
- 3 uses breaks in rehearsal to practise?
- 4 gives a lot of criticism?
- 5 learns from two other people?



2 Read the story on Pupil's Book pages 24–25 again. Match the situations to the places.

- |   |               |                            |
|---|---------------|----------------------------|
| 1 Darren arguing with the dance master. | <u>  a  </u>  | a on stage                 |
| 2 Darren having fun with friends.       | <u>      </u> | b backstage                |
| 3 Lizzie doing extra rehearsals.        | <u>      </u> | c outside rehearsals       |
| 4 The dance master criticising Lizzie.  | <u>      </u> | d the text doesn't tell us |
| 5 Darren accepting criticism.           | <u>      </u> |                            |

3 **Critical thinking** Answer the questions.

- 1 Why do you think the dance master moved Darren to the back of the stage?  
\_\_\_\_\_
- 2 Why do you think Lizzie got on well with the dance master?  
\_\_\_\_\_

### Word work: Collocations (verb + preposition)

Some verbs and prepositions often go together.

**Speak to**

Find and write the prepositions in the story that go with these verbs.

**argue** \_\_\_\_\_ **think** \_\_\_\_\_  
**believe** \_\_\_\_\_ **ask** \_\_\_\_\_

4 Complete the sentences with the correct form of the verb + preposition.

- 1 It's a good idea to   speak to   the director if you don't understand.
- 2 Last week, we \_\_\_\_\_ help with the set design.
- 3 It's important to \_\_\_\_\_ yourself to feel confident.
- 4 I want to be in the play, but I need to \_\_\_\_\_ which part.
- 5 Sometimes, I \_\_\_\_\_ my best friend but usually we agree.



## 1 Complete the text.

crowd entertainment ~~band~~ venue atmosphere tour

We used to watch my brother's <sup>1</sup> band play in a small theatre. Music isn't my favourite type of <sup>2</sup> \_\_\_\_\_ but they were very good. A music manager saw them and asked them if they wanted to do a <sup>3</sup> \_\_\_\_\_. They were excited because they could play in a huge <sup>4</sup> \_\_\_\_\_. Their concert was really popular. There was a big <sup>5</sup> \_\_\_\_\_ waiting to buy tickets. Then when we got inside the <sup>6</sup> \_\_\_\_\_ was amazing!

## 2 Exam practice Match the people to the concerts.



The young people below all want to go to a music concert. Read the four adverts for concerts. Decide which concert each person will go to. There is one advert you don't need.

- Jenna likes guitar groups. She used to prefer concerts in big venues but now she likes small venues.
- Mario loves new music. He prefers solo singers and quiet venues and does not like queuing for tickets.
- Anna likes very loud music. She likes to hear bands play in places with big crowds and a good atmosphere.

A

**The X Band**

Playing near you soon. All your favourite love songs. See tour dates on our website and buy tickets. Latest songs plus guest star.

B

**Songman**

Songman is Ben the guitar player who writes his own songs. Theatre venues only. Get tickets online for new tour.

C

**The Drummers**

The only group with two musicians on drums! Come and listen to our amazing sound in the Central Stadium. Seats for 50,000. Be there! Tickets online.

D

**Susie & Dan**

Brother and sister singers who also play guitar. Hear the most popular songs from the last decade in our special club venues. Hurry - only 100 seats per show. Tickets from venues only.

3  Listen and answer the questions.

- Why did we start building more concert halls?  
because people were getting richer and moving to cities
- Where did people listen to music before stadiums?  
\_\_\_\_\_
- Why did bands start playing in stadiums?  
\_\_\_\_\_
- What did people enjoy about the first stadium concert?  
\_\_\_\_\_



1 Unscramble and write the questions.

1 Where / to / play / use / bands / did / ?

*Where did bands use to play?*

2 did / them / watch / to / use / When / people / ?

3 they / What type / use / play / to / music / did / of / ?

4 more entertainment / there / use / be / to / in the past / Did / ?

5 a band / play / you / use / Did / to / in / ?

2 Complete the questions with the correct form of *used to*.

Interview questions

1 How often did the band

use to play (play)?

2 What \_\_\_\_\_ the atmosphere

\_\_\_\_\_ (be) like?

3 How big \_\_\_\_\_ the crowd

\_\_\_\_\_ (get)?

4 \_\_\_\_\_ the band

\_\_\_\_\_ (enjoy) playing?

5 \_\_\_\_\_ they

\_\_\_\_\_ (do) many tour dates?



3 Read and write questions for the answers.

1 Where did you use to play the violin ?

I used to play the violin in the orchestra.

2 How often \_\_\_\_\_ ?

I used to watch the band every week.

3 Did \_\_\_\_\_ ?

Yes, I used to go on tour in the summer.

4 What type \_\_\_\_\_ ?

I used to like watching magic shows.



## After you read

- 1  Look at the texts on Pupil's Book pages 28–29 again. Match the words to the definitions (1–5). Use the information in the texts to help you. 

My dictionary ✕

folk tales
expressions
culture
gesturing
oral

- 1 the ideas, traditions and behaviour of a group of people
- 2 what your face makes when it shows your feelings
- 3 old stories that everyone knows
- 4 moving your hands or part of your body to communicate meaning
- 5 spoken and not written

culture

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- 2 Read the texts again. Which texts ... 

- 1 describe a personal opinion? \_\_\_\_\_
- 2 give facts about something? \_\_\_\_\_
- 3 refer to what people believe to be true? \_\_\_\_\_

- 3 Read the texts again and choose where you will find the information you need: A, B or C. 

- 1 You want to perform as a single character from a book. A \_\_\_\_\_
- 2 You want to watch someone tell a story in a really interesting way. \_\_\_\_\_
- 3 You want to take part in a group performance of a book. \_\_\_\_\_
- 4 You want to understand the reasons for your character's actions. \_\_\_\_\_
- 5 You want to understand people better. \_\_\_\_\_



- 4  **Critical thinking** What do you think? Write.

- 1 Which kind of performance would help you remember a story best? Why?  
\_\_\_\_\_
- 2 What do you think you need to be a good storyteller? Why?  
\_\_\_\_\_



1 Read and circle.

Hi everyone! <sup>1</sup>OK, so / I mean today I'm going to talk to you about performances in the 19th century. <sup>2</sup>Actually / Really, I'm going to focus on musicals because I'm a musician myself. <sup>3</sup>Well / I mean, in the 19th century they sang a lot of songs at the theatres and the audience used to join in. <sup>4</sup>OK / I mean, if they knew the words to the song, then they joined in. <sup>5</sup>Basically / OK, so it was great fun!

2 **Pronunciation: weak to**  
Listen and repeat.

- 1 I'm going to talk about ...
- 2 They used to perform ...
- 3 They used to go ...

3 Read, think and write notes for your talk about performances in the past.

- 1 What kinds of performance do you want to talk about?  
\_\_\_\_\_
- 2 Where did these performances take place and who went to see them?  
\_\_\_\_\_
- 3 What did the performers do? What kind of things went wrong?  
\_\_\_\_\_
- 4 What do you think about these performances?  
\_\_\_\_\_



4 Look at your answers in Activity 3. Write notes for each point, an introduction and a conclusion.

Introduce performance: \_\_\_\_\_

First point: \_\_\_\_\_

\_\_\_\_\_

Second point: \_\_\_\_\_

\_\_\_\_\_

Third point: \_\_\_\_\_

\_\_\_\_\_

Conclusion: \_\_\_\_\_

\_\_\_\_\_

5 Look at the checklist and tick (✓). Go back to Pupil's Book, p.30

Decide:


- which details to use.
- which examples to give.

Be ready to:

- use fillers to give your audience time to understand.
- use the weak to.



## Plan

1 Think about a performance you have seen or taken part in. Complete the chart. 

1 My performance

- What performance?

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- Watch or take part?

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2 What happened?

- What was interesting?

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- What was good?

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3 What changed?

- How I felt before:

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- How I felt after:

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2 Look at your ideas in Activity 1. Write notes for your diary. 

What did I do? \_\_\_\_\_

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At the performance: \_\_\_\_\_

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I used to feel \_\_\_\_\_

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After the performance, I felt \_\_\_\_\_

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## Write

3 Now write a draft of your diary in your notebook. Remember to use your notes from Activity 2. 





# Review



How do you say these performance words in your language? Are they similar or different?

## 1 Read and circle.

### MUSIC MAG

#### THE INTERVIEW

**MusicMag:** Today we're talking to Jenny Hughes, who knows everything about 19th century performances. Jenny, tell us, did actors use to wear <sup>1</sup> **make-up** / **musicians** in 19th century theatres?

**Jenny:** Yes, they did!

**MusicMag:** What did the <sup>2</sup> **conductor** / **costume** use to do?

**Jenny:** He or she used to direct the <sup>3</sup> **set** / **orchestra**.

**MusicMag:** What did the <sup>4</sup> **audience** / **dance company** use to do before a show?

**Jenny:** They used to <sup>5</sup> **perform** / **rehearse**.

**MusicMag:** Where did the actors put on their <sup>6</sup> **costumes** / **orchestra**?

**Jenny:** They used to put them on <sup>7</sup> **backstage** / **on the stage**.

**MusicMag:** Did the <sup>8</sup> **conductor** / **audience** use to be quiet?

**Jenny:** No, it was very noisy!

**MusicMag:** Is that why people used to stand so close to the <sup>9</sup> **set** / **make-up**?

**Jenny:** Yes, they wanted to hear the <sup>10</sup> **set** / **actors**!

## 2 Match the words to the descriptions.

- |                 |                               |
|-----------------|-------------------------------|
| 1 tour          | a 400 people, 6,000 people    |
| 2 venue         | b greatest, best, most famous |
| 3 entertainment | c stadium, theatre, club      |
| 4 crowd         | d lively, dull, exciting      |
| 5 atmosphere    | e magic, songs, dance         |
| 6 band          | f 6 July, 10 July, 12 July    |



## 3 Complete the sentences with the correct prepositions.

- 1 We're rehearsing on Monday night - if you can't come, speak \_\_\_\_\_ to \_\_\_\_\_ the director.
- 2 I never argue \_\_\_\_\_ my brother - he's bigger than me!
- 3 If you can't go to the concert, ask \_\_\_\_\_ your money back.
- 4 I used to believe \_\_\_\_\_ magic but I don't now!
- 5 In our 19th century project, we have to think \_\_\_\_\_ the way people lived.

#### 4 Read and circle.

Dear Bruno,

How are things going with your project? Can I ask you some questions about your past for my project?

What toys <sup>1</sup> **did** / **do** you use to play with when you were small? I used <sup>2</sup> **to play** / **play** with toy animals but then I gave them all to my sister. What about playing outside? What kind of games did you <sup>3</sup> **use** / **used** to play? <sup>4</sup> **Did you use** / **Did you used** to do any sports with your friends? I <sup>5</sup> **used** / **use** to dance with my neighbours in our garden. I <sup>6</sup> **didn't use** / **didn't used** to enjoy it very much though, as I wasn't very good!

Bye!

Elena

#### 5 Complete the text using *used to*, *didn't use to* and the verbs below.

play watch have ~~play~~ ask organise

Hi Elena,

Your project sounds great! I'm studying the past too but my project is about the theatre. Let me answer your questions. When I was small, I <sup>1</sup> used to play with trains and cars. I <sup>2</sup> \_\_\_\_\_ my parents for new ones every birthday! I <sup>3</sup> \_\_\_\_\_ games outside very much as it was too hot, but sometimes we <sup>4</sup> \_\_\_\_\_ football matches in our street. We <sup>5</sup> \_\_\_\_\_ a garden to play sports. Usually I played with my friends in my bedroom or we just <sup>6</sup> \_\_\_\_\_ TV. I still do that!

Hope that helps.

Bruno

#### 6 Look at Elena's email in Activity 4. Find the questions about *toys*, *games* and *sports*. Answer the questions for you.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Think about Unit 2

Read the unit objectives and the sentences below. Write.

### 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

★ What I did best in this unit is ...

because ...

★ Something I did really well is ...

because ...

☁️ I want to get better at ...



by ...

- |   |   |
|---|---|
| <input type="radio"/> reading some blogs about entertainment.     | <input type="radio"/> practising the new vocabulary with a partner. |
| <input type="radio"/> writing new sentences with the grammar.     | <input type="radio"/> writing my diary again using my checklist.    |
| <input type="radio"/> listening to a podcast about a performance. | <input type="radio"/> playing the digital games on my Pupil's App.  |

My ideas:

Go to the map on pp.4-5 and complete your unit pass.



**Exam tip: Listening, Part 3**

Read the notes carefully and think about what you expect to hear.

Decide what kind of information goes in each gap.

Use the second listening to check your answers and make sure they make sense in the sentences.

**1 For each question choose the correct answer.**

1 You are going to listen to a talk about '19th century home entertainment'.

What do you think you will hear about?

- A the past
- B the future
- C nowadays

2 What kind of information is missing from this sentence?

*The information is about families that lived in ...*

- A a noun
- B a verb
- C an adjective

**2**  **2.4** Listen. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

You will hear a pupil telling a class about home entertainment in the 19th century.

**19th century home entertainment**

The information is about families that lived in (1) \_\_\_\_\_.

Boys and girls usually played in different (2) \_\_\_\_\_.

Most people did not have a (3) \_\_\_\_\_.

The boys played in the street with (4) \_\_\_\_\_ made of metal.

Some games were hard for girls because of their (5) \_\_\_\_\_.

The children often played a game together where you had to (6) \_\_\_\_\_.

**3**  **2.4** Listen again and check your answers.

**4** Check your answers with a partner. Look at the exam tip again. Did you follow the advice?

