

2 Put on a show

AfL Activity

Pupils' own answers

Activity 1

1 e 2 i 3 g 4 j
5 d 6 b 7 a 8 h
9 l 10 f 11 k 12 c

Activity 2

1 orchestra
2 conductor
3 stage
4 backstage
5 set
6 make-up
7 rehearse
8 dance company

2 Put on a show

Lesson 1 Vocabulary 1

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

5

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

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?

22 Key learning outcome: Identify and use words to talk about performances Activity Book, p.22

2 Put on a show

Lesson 1 Vocabulary 1

1 Complete the crossword.

Down

1

2

3

4

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1 o
r
c
5 r e h e a r s e
e
s
t
r
a
a
g
e
2 a
3 c o n d u c t o r
o
d
i
6 p e r f o r m
7 m u s i c i a n
e

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Across

3

5

6

7

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	stage	perform	set
conductor	backstage	rehearse	make-up
dance company			costume
orchestra			

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?

Pupils' own answers

22 I can write about performances

Objectives: Identify and use words to talk about performances

Vocabulary: *audience, backstage, conductor, costume, dance company, make-up, musician, orchestra, perform, rehearse, set, stage*

Materials: Classroom Presentation Kit, Flashcards

Optional: Real-world items for live performances, such as concert tickets, show posters, reviews from newspapers

Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

To **focus** the class, do Mindfulness routine 4.

Pupil's Book, page 22

✔ What do you know?


Follow the **Assessment for learning routine** on p. 17.

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

Follow the **Vocabulary presentation routine** on p. 17.

1 set 2 perform 3 make-up 4 rehearse
5 backstage 6 audience 7 musician 8 orchestra
9 dance company 10 costume 11 conductor 12 stage

Engage If you brought the suggested optional items for live performances, place them on tables around the room and allow some time for pupils to look at them and ask questions or describe them with a partner (e.g. *This is a poster for a show. I can see the dates and times of the show. Here's the price of a ticket.*). If you don't have the optional items, use the vocabulary flashcards instead.

 Ask pupils how they say *conductor* in their own language. Explain that some words in English may look the same as words in their own language but have a different meaning. These words are called *false friends*.

2 Work in groups. Do the quiz.

Follow the **Vocabulary practice activity routine** on p. 17.

Ask pupils if they ever watch quizzes on TV.

Support Put groups of pupils who may need more support together. Ask that these groups allocate two questions per group member. Explain that they should focus only on answering their own two questions. Then they can share their answers with their group.

During whole class feedback, check pronunciation and lead a drill, if necessary.

3 Think. Answer the questions.

Follow the **Vocabulary practice activity routine** on p. 17.

Reach higher Write extra questions on the board for early finishers to discuss in pairs, such as:

Have you ever been backstage at a live performance? What was it like? How did you feel?

Have you ever had to rehearse for something? What was it?

Activity Book, page 22

1 Complete the crossword.

Do the first example as a class.

Support As you monitor, direct pupils who need help with spelling to Pupil's Book, p. 22.

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

Reach higher Have your language assistant monitor and ask early finishers if they can think of another category that some of the words can fit into (e.g. words with two syllables).

Support On the board, write the names of categories and a translation into the pupils' home language. Ask pupils who need support to look at the board to check the meaning of each category.

3 Write answers for you.

Reach higher Write the following questions on the board for early finishers to answer:

What is the best costume you have ever seen in a film or show? Can you describe it?

How often do you think your favourite actor has to rehearse?

Closing routine

Do Mindfulness routine 2 on p. 32.

Activity 1

It was like a theatre in the 19th century: there were candles and the audience was noisy.

Lesson 2 Grammar 1 **2**

5 **1** 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 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 we / they people
used to	play be have go
didn't use to	mobile phones. with my toys. quiet in the audience. to concerts.

Look
Think and choose.
They **didn't use 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.

Activity Book, p.23 Key learning outcome: Talk about past habits using *used to* > 23

didn't use to

Activity 1

Sentence 5 is false; they wore very different clothes.

Lesson 2 Grammar 1 **2**


1 Read and circle. Which sentence is false?

- Theatres **used to be** / use to be quite dark.
- The theatres used **light** / **to light** candles.
- The audience **used to be** / be used very noisy.
- People didn't **use** / **used to** like standing at the back of the theatre.
- 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 **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 **used to play** (play) along with the action instead of the actors speaking. Also, designers **used to make** (make) fantastic sets to make the experience more enjoyable. The actors **didn't use to read** (not / read) poems but they **used to perform** (perform) songs. It was all very exciting and they **used to have** (have) huge audiences of up to 3,000 people.



3 **Exam practice** Listen. For each question, choose the correct answer.

- What did the boy often use to do?
  
 A B C
- Where did the girl use to go?
  
 A B C
- What did the boy use to like?
  
 A B C

I can write about past habits using *used to* > 23

Objectives: Talk about past habits using *used to*; Exam practice: B1 Preliminary for Schools Listening, Part 1

Grammar: *used to*: In the past, people didn't use to have mobile phones. When I was a baby, I used to play with toys.

Recycled language: audience, backstage, costume, make-up, orchestra, perform, rehearse, stage

Materials: Classroom Presentation Kit, Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Opening routine

To **energise** the class, do TPR Dynamic routine 3 on p. 32.

Pupil's Book, page 23

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

Follow the **Grammar presentation routine** on p. 19.

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

Follow the **Focus on meaning and use routine** on p. 19.

To help pupils understand the concept of *used to*, ask:
What do we often use for light today? Electric lights or candles? (electric lights)

What did people often use in the past? (candles)


This is something that often happened in the past, but doesn't happen today. We can use used to to show this.

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

Look Read out the text and elicit the correct form.

Follow the **Controlled grammar practice routine** on p. 19.

- 1 When I was a baby, I didn't use to go to concerts.
- 2 Many years ago, she used to play with my toys.
- 3 In the past, people didn't use to be quiet in the audience.

 Elicit how pupils say *used to* in their own language. Is it the same number of words?

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

Follow the **Communicative practice routine** on p. 19.

Each pupil cuts out a set of cards and combines theirs with a partner's. Make sure each pair has one pile of word cards and one pile of picture cards face down in front of them.

Follow the **Assessment for learning routine** on p. 19.

Activity Book, page 23

1 Read and circle. Which sentence is false?

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

3 2.1 **Exam practice** Listen. For each question, choose the correct answer.

Exam tip

B1 Preliminary for Schools Listening, Part 1

Elicit that it is important to look carefully at all the pictures in this type of exam activity to help pupils identify key information.

1

Boy: I used to enjoy lots of activities when I was younger. I didn't use to play football much but my dad used to play basketball with me every weekend. I got quite good! Then when I was older, I learned to play volleyball as well and now I'm on the team!

2

Boy: Sally, where are you?

Girl: I'm at home.

Boy: Will you come to the park with me?

Girl: Do we have to go? It's so boring. I used to go there every day in the holidays.

Boy: Yes, but Dan and Helen are going. You used to enjoy playing with them.

Girl: OK, but later let's go to the cinema. I was there last week – it's really good!

3

Mum: Tom, aren't you going to see your friend Ted's performance?

Boy: Um, yes. I'm not sure it will be very good though.

Mum: Oh, why?

Boy: Well, the orchestra used to be great but now they've got a new conductor and some of the musicians are leaving. So it's not as good any more.

Closing routine

Do Mindfulness routine 1 on p. 32.

Activity 1

Suggested answers: 1 confidence, hard worker, good listener, works well in a team, creative; 2 Pupils' own answers

Activity 2

The main character (Darren) is a dancer. His role changes and the dance master moves him further and further back on stage because he doesn't practise and he argues with the dance master.

Lesson 3 Reading

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.

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Key learning outcome: Read and respond to a first-person narrative

2

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 ...

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Activity Book, p.24 Key learning outcomes: Understand characters; Accept and learn from criticism

Activity 3

Suggested answers:

- 1 I thought he was wrong.
- 2 I wasn't happy.
- 3 Finally, I spoke to her.

Activity 4

- 1 Because he thinks he's a very good dancer and he doesn't agree with the dance master.
- 2 Because he sees that Lizzie dances better because she listens to the dance master and practises a lot.
- 3 He danced perfectly and felt very happy.
- 4 and 5 Pupils' own answers

Lesson 3 Reading

How I learned the hard way

After you read

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

Who ...	D	
1 gets angry with someone?	DM	
2 changes the dancers that are at the front?	L	
3 uses breaks in rehearsal to practise?	DM	
4 gives a lot of criticism?	D	
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.	a	a on stage
2 Darren having fun with friends.	c	b backstage
3 Lizzie doing extra rehearsals.	b	c outside rehearsals
4 The dance master criticising Lizzie.	a	d the text doesn't tell us
5 Darren accepting criticism.	a	
- 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?

Pupils' own answers
- 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 asked for help with the set design.
 - 3 It's important to believe in yourself to feel confident.
 - 4 I want to be in the play, but I need to think about which part.
 - 5 Sometimes, I argue with my best friend but usually we agree.

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 with think about
believe in ask for

24


I can read and respond to a first-person narrative; I can use collocations (verb + preposition)

Objectives: Read and respond to a first-person narrative; Understand characters; Social-emotional learning (SEL): Accept and learn from criticism

Recycled language: *audience, backstage, dance company, perform, rehearse, stage*

Materials: Classroom Presentation Kit,  Something for Everyone Book, SEL Activity Card 2, SEL Posters 1 and 2

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, pages 24–25

Before you read

1 Think and discuss.

Follow the **Before you read routine** on p. 21.

2 2.4 Look at the title of the story and the pictures. What problem do you think the main character has? Read and check.

Follow the **While you read routine** on p. 21.

Support Pair less confident pupils with more confident pupils, and give them a few minutes to describe the images to each other. This will help pupils to prepare.

Engage After reading, ask the following questions. To answer *True*, pupils stretch their arms above their heads. To answer *False*, they sit on their hands.

Darren didn't practise much. (True)

Darren was good friends with his dance master. (False)

Another boy took Darren's role at the front. (False)

Lizzie looked angry in the break. (False)

Eventually, Darren saw that the dance master was saying helpful things. (True)

After you read

Follow the **After you read routine** on p. 21.

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

 Pupils **identify and describe** how characters are feeling and acting in the story.

Reading skill: Understand characters

Being able to recognise how characters think, feel and act helps us to understand and identify with them. Ask pupils to think of two people from films or books and discuss with a partner. *What does each character think and feel? How do they act?*

4 Read and discuss.

Follow the **Social-emotional learning (SEL) routine** on p. 21.

Social-emotional learning: Accept and learn from criticism



When answering question 2, focus pupils on how they know why Darren changed his behaviour (e.g. *He talked to Lizzy about how she reacts to criticism*).

Guide pupils to realise that criticism may be hurtful sometimes, but it is often good for us. When we know what we are not doing well, we are able to work on it.

To develop the SEL focus further, have pupils discuss these questions in pairs: *Why do we sometimes find criticism difficult to deal with? Is criticism easier to accept from certain people, such as a teacher or friend? Why?*


If time allows, extend this into how we can give feedback sensitively.

Activity Book, page 24

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

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

3 **Critical thinking** Answer the questions.

 Pupils practise **analysis and criticism** of creative texts by considering further how the characters acted.

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

Follow the **Word work routine** on p. 21.

Word work: Collocations (verb + preposition)

Elicit whether pupils use a preposition with these verbs in their own language.

Challenge fast finishers to write more sentences using the verbs and prepositions.

Closing routine

Do Communication routine 1 on p. 32.

Activity 1

- 1 b 2 c 3 e
- 4 d 5 f 6 a

Activity 2

Suggested answers:

- 1 How concerts have changed since the 19th century.
- 2 A concert from the past and a modern-day concert.
- 3 The differences between concerts in the past and the present.

Activity 4

- 1 c 2 d 3 b
- 4 a 5 e

Lesson 4 Vocabulary 2 & Listening

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



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

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



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?

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

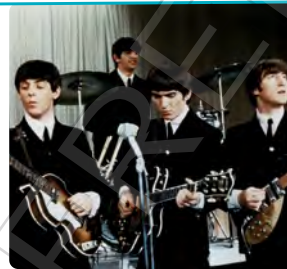
Use pictures and text to make predictions

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 Listen and check your ideas in Activity 2.

4 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?

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Key learning outcomes: Identify and use words to talk about music concerts; Use pictures and text to make predictions

Activity Book, p.25

Science question
Pupils' own answers

Activity 3

- 1 The podcast is about how concerts have changed.
- 2 The photos are of a promenade concert in 19th century and a modern stadium concert.
- 3 Katrina talks about the differences between concerts in the past and the present, and when and why concerts in big stadium venues became popular.

Lesson 4 Vocabulary 2 & Listening 2

1 Complete the text.

crowd entertainment band venue atmosphere tour

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

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

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.

- 1 Why did we start building more concert halls?
because people were getting richer and moving to cities
- 2 Where did people listen to music before stadiums?
in parks and concert halls/small venues
- 3 Why did bands start playing in stadiums?
to sell more tickets
- 4 What did people enjoy about the first stadium concert?
the incredible atmosphere



I can write about music concerts



Objectives: Identify and use words to talk about music concerts; Use pictures and text to make predictions; Exam Practice: B1 Preliminary for Schools Reading, Part 2

Vocabulary: *atmosphere, band, crowd, entertainment, tour, venue*

Materials: Classroom Presentation Kit, Flashcards, Assessment Rubric

Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.

Pupil's Book, page 26

Science question

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

This relates to the social science topic of 19th century Spain. Elicit that the 19th century was from 1801 to 1900. Brainstorm as a class famous musicians or artists from that century.

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

Follow the **Vocabulary presentation routine** on p. 23.

Support Monitor pupils who may need more support first, and remind them to read each word and to guess if they aren't sure of the answer.

1 venue 2 entertainment 3 atmosphere 4 crowd
5 band 6 tour

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

Reach higher Write extra questions on the board for early finishers to answer together: *Have you seen pictures like these before? Where? Do you know any facts related to these pictures?*

Listening skill: Use pictures and text to make predictions

Divide the board into four columns: *Pictures, Description, Topic, and What will I hear?* Nominate pupils to describe the pictures to you, and write this in the first column. Then ask for the key words from the descriptions and add these to the second column. Ask what topics could be related to the first two columns, and add these to the third column. Finally, ask pupils to guess what they will hear. Write these guesses in the fourth column. Explain to pupils that these predictions can help us feel prepared and confident about listening.

3 2.6 Listen and check your ideas in Activity 2.

Follow the **Before listening routine** on p. 23.

See audioscript, p. 225.

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

Follow the **While listening routine** on p. 23.

5 Discuss in pairs.

Follow the **After listening routine** on p. 23.

Engage Ask pupils to raise their hands to show their answers and count how many pupils have been to a concert and the most popular form of entertainment.

Follow the **Assessment for learning routine** on p. 23.

Activity Book, page 25

1 Complete the text.

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

Exam tip


B1 Preliminary for Schools Reading, Part 2

In this part of the exam, pupils match five descriptions of people to eight short texts on a particular topic. Put pupils in groups of three to look at each title and predict what they may hear.

3 2.2 Listen and answer the questions.

See audioscript, p. 225.

Support Before playing the audio, put pupils into pairs to write notes with possible answers to the questions (based on logic/their experience/what they remember from listening to this audio from the Pupil's Book). Pupils then listen and simply cross out the incorrect notes.

 Pupils write answers to the questions by **relying specific information** from the audio.

Closing routine

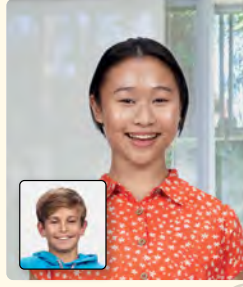
Do TPR Dynamic routine 3 on p. 32.

Activity 1

He used to sing in a band and perform in small venues.

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	did	you	perform?
Where	did	she / he	do?
When	did	we	rehearse every day?
	Did	they	sing in a band?
			go on holiday?

Look

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

use to
Yes, I did.

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.



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 / ?
When did people use to watch them?
- 3 they / What type / use / play / to / music / did / of / ?
What type of music did they use to play?
- 4 more entertainment / there / use / be / to / in the past / Did / ?
Did there use to be more entertainment in the past?
- 5 a band / play / you / use / Did / to / in / ?
Did you use to play in a band?

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 did the atmosphere use to be (be) like?
- 3 How big did the crowd use to get (get)?
- 4 Did the band use to enjoy (enjoy) playing?
- 5 Did they use to do (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 did you use to watch the band ? I used to watch the band every week.
- 3 Did you use to go on tour (in the summer) ? Yes, I used to go on tour in the summer.
- 4 What type of entertainment / shows did you use to like watching/to watch ? I used to like watching magic shows.



Objectives: Ask and answer about past habits

Grammar: *used to* with *Wh-* and *Yes / No* questions: *Where did he use to perform? Did he use to rehearse every day?*

Recycled language: *band, atmosphere, perform, rehearse, tour, venue*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book

Opening routine

To **energise** the class, do TPR Dynamic routine 1 on p. 32.

Pupil's Book, page 27

1 2.7 Listen and read. What did Ling's grandad use to do?

Follow the **Grammar presentation routine** on p. 25.

Ask pupils to tell their partner what their grandparents used to do.

Engage Ask the following questions about the dialogue. Tell pupils to nod their heads for *Yes*, and to click their fingers for *No*.

Does Ling's grandad play in a band now? (No)

Did he sing in a band in the past? (Yes)

Did he wear cool clothes? (No)

Did he love going on tour? (Yes)

2 2.8 Listen and follow. Then make your own questions.

Look Read out the text and elicit the correct forms.

Follow the **Controlled grammar practice routine** on p. 25.

1 What did she use to do?

2 Did you use to rehearse every day?

3 Where did you use to go on holiday?

On the board, write *He used to sing in a band*. Then below this, write *Where did he use to perform?* Ask pupils what they notice about these two examples. Guide them to notice that there is no *-d* at the end of *use* in the question form. Model the two examples and ask if they can hear different pronunciation between *used to* and *use to*. (There is no difference)

Focus pupils on the weak pronunciation of *to* in *use to*.

Reach higher Ask pupils, if they can, to make answers for their questions.

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.

Follow the **Communicative practice routine** on p. 25.

Engage Ask pupils to close their eyes and imagine they are their favourite pop star/band member. Ask them (still with eyes closed) to imagine what they do every day, what it feels like to be famous, and what their life used to be like.

Classroom management tip

To help all pupils participate in this speaking activity fully, first allow a few minutes for pupils to write the questions (using the prompts) in their notebook. When everyone has written the questions, lead a chain drill of the questions, so that everyone can confidently ask the questions.

After this, put pupils into pairs and they should be ready to speak.

Activity Book, page 26

1 Unscramble and write the questions.

Support Write the first word for each question on the board.

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

3 Read and write questions for the answers.

Closing routine

Do Mindfulness routine 4 on p. 32.

Activity 1

Suggested answers: A play on a stage, dancing the story, singing the story; Ideas featured in the texts: dressing up as a character from a story, story-telling in front of an audience, a musical.

Activity 2

Pupils' own answers

Lesson 6 Read the world

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.



C 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.

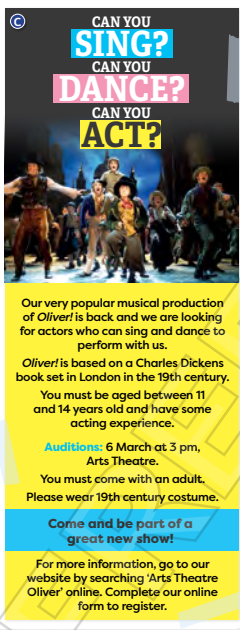
You must be aged between 11 and 14 years old and have some acting experience.

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.



After you read

2 Read the texts again and answer.

- Which performance would you like to watch? Why?
- Which performance would you like to be in? Why?
- 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.

- Do you need facts or opinions to answer the question?
 - the writer's favourite stories
 - the skills you need to perform
 - if people have enjoyed the performances
 - what you use to perform
 - which country the performance is in
- Read the texts again and answer **Which texts ...**
 - give information about the skills you need to perform?
 - give information about people enjoying the performances?
 - give information about what you use to perform?
 - have information missing? What is the information?
- 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?

28 Key learning outcome: Read and respond to a diary, an encyclopaedia entry and a flyer. Activity Book, p.27 Key learning outcome: Give a personal response to a text; Identify relevant information 29

Activity 3

1 Both. Facts for information about the different ways, and opinions to help you choose 'the best'.
2 b, c, d

Activity 4

1 Text B and C: B – good at telling stories; C – good at singing, dancing and acting.
2 All: A – It was really fun!; B – people come to Chennai from all over the world to listen to and tell stories; C – Our very popular musical production of *Oliver!* is back
3 All: A – costumes; B – hands and faces; C – costumes
4 Text A has information missing; information about the skills you need

Lesson 6 Read the world

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




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

2 Read the texts again. Which texts ...

- describe a personal opinion? **A**
- give facts about something? **C, B**
- refer to what people believe to be true? **B**

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

- You want to perform as a single character from a book. **A**
- You want to watch someone tell a story in a really interesting way. **B**
- You want to take part in a group performance of a book. **C**
- You want to understand the reasons for your character's actions. **A**
- You want to understand people better. **B**

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

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


Pupils' own answers

I can read and respond to a diary, an encyclopaedia entry and a flyer; I can identify relevant information


27

Objectives: Read and respond to a diary, an encyclopaedia entry and a flyer; Give a personal response to a text (critical literacy); Identify relevant information (information literacy)

Recycled language: *audience, costume, perform; I always used to dress up as Harry Potter., ... people used to share stories from folk tales ...*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

Pupil's Book, pages 28–29

Before you read


1  **2.9 What different ways of performing stories can you think of? Read the texts and check your ideas.** 

Follow the **Before you read routine** on p. 27.

After you read

2   **Read the texts again and answer.** 

Follow the **While you read routine** on p. 27.

 Pupils give a **personal response** to the texts by saying which description they like best and why.

Critical literacy: Give a personal response to a text

Explain that a 'personal response' doesn't just mean whether you like something or not. Elicit what other responses we may have to a text (e.g. whether we want to do something ourselves; which options in a text might be the most helpful to us personally, etc.). Explain that engaging with a text in this way helps us to recognise why/how the text is relevant to us.

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

Follow the **After you read routine** on p. 27.

Information literacy: Identify relevant information

Tell the class that if we think about the questions in the skill box when we read a text, this will help us to read more efficiently. Have pupils write the following headings in their notebooks: *Fact/opinion? Useful? What's missing?* The next time they are looking for information to make a decision, they can use this list to help them identify if information is relevant.

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

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

Follow the **After you read routine** on p. 27.



Follow the **Assessment for learning routine** on p. 27.

ESDC


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


Guide pupils to realise that telling stories allows us to step into someone's shoes and see/feel how they experience the world. This helps us understand them better. When a story comes from a different culture to ours, this helps us to understand that culture. More importantly, when we listen to the stories of other cultures, we often find that we – as people – are very similar. So, stories can help us understand and appreciate not only our differences, but our similarities.


Activity Book, page 27

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.** 

2 **Read the texts again. Which texts ...** 

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

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

 This activity allows pupils to express a **personal response** to the texts.

Closing routine

Do Communication routine 4 on p. 32.

Activity 2

- 1 a (magic lantern) show
- 2 a circus
- 3 a play (at home)

Activity 3

- 1 d
- 2 b
- 3 a
- 4 c

Lesson 7 Speaking **Communication skills**

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

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

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

4 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.

30 **Key learning outcomes:** Give a talk about performances in the past; Think about your audience

Science question
Pupils' own answers

Activity 4
1, 3, 4, 6

Lesson 7 Speaking **Communication skills**

1 Read and circle.


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

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

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

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

- What kinds of performance do you want to talk about?
- Where did these performances take place and who went to see them?
- What did the performers do? What kind of things went wrong?
- 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:	Be ready to:
• which details to use. <input type="checkbox"/>	• use fillers to give your audience time to understand. <input type="checkbox"/>
• which examples to give. <input type="checkbox"/>	• use the weak to. <input type="checkbox"/>

28 I can plan a talk about a performance in the past 


Objectives: Give a talk about performances in the past; Think about your audience

Functional language: *Well, ...; Actually, ...; You see ...; OK, so ...; I mean, ...; Basically, ...*

Recycled language: *audience; Have you ever wondered how children our age used to entertain themselves ..., ... sometimes the children used to perform plays ...*

Materials: Classroom Presentation Kit,  Something for Everyone Book, teacher and peer Assessment Rubrics

Opening routine

 Play the mindfulness animation or audio to **energise** pupils before speaking activities.

Pupil's Book, page 30

Science question

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

This question relates to the social science topic of the 19th century. Write important dates in 19th-century history and see if pupils can name the events.

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

Follow the **activity routine** on p. 29.

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

Follow the **Video activity routine** on p. 29.
See video script, p. 225.

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


Follow the **Video activity routine** on p. 29.

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

Follow the **Key phrases routine** on p. 29.

Speaking skill: Think about your audience

Read out a part of the video script very quickly. Ask pupils if it was easy or hard to understand. Read it again and have pupils say 'stop' to add pauses or fillers.

 Remind pupils that *actually* is a false friend.

5 Plan your talk.

Follow the **Planning and preparation routine** on p. 29.


Activity Book, page 28

1 Read and circle.

2 2.3 Listen and repeat.

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

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


 Pupils practise **breaking down complicated information** by breaking their talk down into points.

5 Look at the checklist and tick (✓).

Pupil's Book, page 30

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

Follow the **Communicative practice routine** on p. 29.

 Pupils practise **breaking down complicated information** by using fillers and pauses to help understanding.

7 **Reflect.** Discuss your talk with your group.

Follow the **Assessment for learning routine** on p. 29.

Closing routine

Do TPR Dynamic routine 2 on p. 32.

Activity 1
clapped and cheered

Activity 3
Suggested answers:
a This evening I performed in the school play ...
b I'm so happy!
c I used to be nervous about being on stage, but now I feel confident.


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](#)

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

What do you know now?

Think about Unit 2
[Go to Activity Book, p.32](#)

> 31

Activity 2

- 1 He performed in a play at school.
- 2 Because he rehearsed a lot.
- 3 Because it used to be his mum's favourite story.
- 4 Because he thought he wasn't good enough at singing.
- 5 The audience. Because there was a great atmosphere.

Plan

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

<p>1 My performance</p> <ul style="list-style-type: none"> • What performance? <p><i>Pupils' own answers</i></p> <ul style="list-style-type: none"> • Watch or take part? 	<p>2 What happened?</p> <ul style="list-style-type: none"> • What was interesting? <p><i>Pupils' own answers</i></p> <ul style="list-style-type: none"> • What was good? 	<p>3 What changed?</p> <ul style="list-style-type: none"> • How I felt before: <p><i>Pupils' own answers</i></p> <ul style="list-style-type: none"> • How I felt after:
--	---	--

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

What did I do? _____

At the performance: _____

I used to feel _____

After the performance, I felt _____


Pupils' own answers

Write

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

Objectives: Identify features of a diary; Plan and write a diary entry about a performance

Recycled language: *atmosphere, audience, conductor, orchestra, perform, rehearse*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubrics

Opening routine

To **focus** the class, do Mindfulness routine 3 on p. 32.

Pupil's Book, page 31

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

Follow the **Model text activity routine** on p. 31.

Engage Ask pupils if they write a diary. If they do, they should wiggle their fingers. If they don't, they should tap the top of their head. Count how many pupils keep a diary.

Ask the following questions:

Support *When did Hugo perform? (This evening/ Monday 25th October) What was the name of the play? (Oliver!)*

Reach higher *Why was Hugo excited about this performance? (It was his mum's favourite story) How does Hugo feel about his singing in the performance? (It was amazing)*

2 Read the diary again and answer the questions.

Follow the **Model text activity routine** on p. 31.

 Pupils practise scanning a text for **specific information** and **relaying** it to a partner.

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

Follow the **Writing skill routine** on p. 31.

Writing skill: Features of a diary

Read the box aloud and, as you do, point out in the example text the different features of the diary that are mentioned. Ask pupils if diaries have the same features in their home language. Is there anything different about the layout or features?

4 Plan and write a diary entry.

Follow the **Planning routine** on p. 31

Activity Book, page 29

Plan

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

Classroom management tip

Pupils who lack confidence in their writing often avoid *starting* to write, so to help ensure all pupils are working at a similar pace, add a stage here for pupils to share their charts with a partner. This allows pupils to gain confidence in their ability to write about this topic, and so everyone is more likely to start the next stage (writing the draft blog itself), at the same time.

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

Write

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

Follow the **Writing activity routine** on p. 31.

Follow the **Assessment for learning routine** on p. 31.

Pupil's Book, page 31

What do you know now?

Follow the **Assessment for learning: Progress review routine** on p. 31.

Closing routine

Do TPR Dynamic routine 3 on p. 32.

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 ¹make-up/ ²musicians in 19th century theatres?

Jenny: Yes, they did!

MusicMag: What did the ³conductor/ ⁴costume use to do?

Jenny: He or she used to direct the ⁵set/ ⁶orchestra.

MusicMag: What did the ⁷audience/ ⁸dance company use to do before a show?

Jenny: They used to ⁹perform/ ¹⁰rehearse.

MusicMag: Where did the actors put on their ¹¹costumes/ ¹²orchestra?

Jenny: They used to put them on ¹³backstage/ ¹⁴on the stage.

MusicMag: Did the ¹⁵conductor/ ¹⁶audience use to be quiet?

Jenny: No, it was very noisy!

MusicMag: Is that why people used to stand so close to the ¹⁷set/ ¹⁸make-up?

Jenny: Yes, they wanted to hear the ¹⁹set/ ²⁰actors!

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.

- We're rehearsing on Monday night – if you can't come, speak to the director.
- I never argue with my brother – he's bigger than me!
- If you can't go to the concert, ask for your money back.
- I used to believe in magic but I don't now!
- In our 19th century project, we have to think about 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 ¹did/ do you use to play with when you were small? I used ²to play/ play with toy animals but then I gave them all to my sister. What about playing outside? What kind of games did you ³use/ used to play? ⁴Did you use/ Did you used to do any sports with your friends? I ⁵used/ use to dance with my neighbours in our garden. I ⁶didn'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 ¹used to play with trains and cars. I ²used to ask my parents for new ones every birthday! I ³didn't use to play games outside very much as it was too hot, but sometimes we ⁴used to organise football matches in our street. We ⁵didn't use to have a garden to play sports. Usually I played with my friends in my bedroom or we just ⁶used to watch 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.

- _____
- _____
- _____

Pupils' own answers

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 practice 2

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.

- 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
- 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 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) 1890.
 Boys and girls usually played in different (2) groups.
 Most people did not have a (3) garden.
 The boys played in the street with (4) circles/hoops made of metal.
 Some games were hard for girls because of their (5) (long) skirts.
 The children often played a game together where you had to (6) hop/jump.

3 Listen again and check your answers.

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

Objectives: Review vocabulary and grammar from Unit 2; Assessment for learning Unit 2;
Exam practice: B1 Preliminary for Schools Listening, Part 3

Materials: Classroom Presentation Kit

Opening routine

To **energise** the class, do Communication routine 2 on p. 32.

Activity Book, pages 30–33

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

Guide pupils to notice which words are similar in their own language, then identify those that are different and encourage them to make a note of them in their notebooks with the translation in their own language.

1 Read and circle.

Engage As whole class feedback, have pupils wave their arms in the air if the first option is correct and touch one elbow for the second option.

2 Match the words to the descriptions.

3 Complete the sentences with the correct prepositions.

Reach higher Ask early finishers to choose two or three of the phrases and write their own sentences using them. Ask your language assistant to provide oral feedback to these pupils.

4 Read and circle.

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

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

Think about Unit 2

Follow the **Think about ... routine** on p. 59.

Exam practice

1 For each question choose the correct answer.

Exam tip

B1 Preliminary for Schools Listening, Part 3

Encourage pupils to check, after listening, what they have written in the gaps to make sure the grammar makes sense; for example, that a noun is singular or plural.

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.

Today I want to talk to you about how people lived over a hundred years ago. Have you ever wondered how children used to entertain themselves before we had video games? Well, I studied diaries from real families who were around in 1890 and, basically, I'm going to tell you what types of home entertainment they talked about. Okay, so let's look at how the children used to entertain themselves. Their parents were usually working so the children had to make their own entertainment. The boys and the girls didn't use to play together – they played in separate groups. The other thing is that both boys and girls used to play in the street quite often. This was because they used to live in very small homes but also because, you see, ordinary people didn't really have gardens. The boys could run around a lot more freely and they often used to play a game called Hoops. In this, they ran down the street with circles of metal to see who the winner was. While the boys were doing this, the girls used to enjoy skipping games. Actually, this was very hard because they used to wear long skirts! One game that boys and girls sometimes used to play together was Hopscotch. They drew numbered squares on the pavement then threw an object into one of the squares and you had to hop – I mean, jump on one leg – to get to the object. So would you like to only have these games to play?

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?

Closing routine

Do TPR Dynamic routine 2 on p. 32.