

Before you watch

Imagine you saw this advert in a magazine. Work with a partner and answer the questions.

- 1 Do you think The Hub is an interesting place?
- 2 What type of people do you think go to The Hub?
- 3 Is there a place like The Hub where you live?
- 4 Would you like to go to The Hub?

Join us!

Learn to act, dance and sing.
The Hub is a drama club for active young people like you.

**For more information phone Mandy on
07770215849.**

Hope to see you soon!

the Hub

While you watch**1 Rachel arrives at The Hub**

Watch Rachel and put the events in order. Write 1–7 in the boxes.

- ☐ She walked upstairs to the drama studio.
- ☐ She looked into a room where people were dancing.
- ☐ She asked for directions at the reception.
- ☐ The drama teacher welcomed Rachel to The Hub.
- ☐ Rachel got off the bus and studied her map.
- ☐ She tried to dance and a boy watched her.
- ☐ Mandy introduced Rachel to her group.

2 The drama workshop

Watch the drama workshop then complete the sentences with *was/were*.

- 1 There about 20 people in the workshop.
- 2 The activities quite fun.
- 3 The teacher very nice.
- 4 The room quite big.

3 A short performance

Listen to Mandy. Mark the sentences *T* (true) or *F* (false).

- 1 Mandy wants everyone to do a performance. ☐
- 2 The performance can only be a song or a dance. ☐
- 3 The performance shows what each person is like. ☐
- 4 The performance can be very long. ☐
- 5 They can help each other. ☐

4 Planning a performance

a Listen to the group. Match the type of performance with the correct person.

- | | |
|---------|----------------|
| 1 Leon | a a song |
| 2 Kelly | b a poem |
| 3 Joe | c a dance solo |

b What performance is Rachel planning to do?

5 Rachel wants to go home

Why did Rachel say she wanted to go home? Choose the best answer.

- 1 Because she didn't like the class.
- 2 Because she didn't like her classmates.
- 3 Because she thought she wasn't very good at anything.

6 Pronunciation

-ed endings

Look at Exercise 1. Write the past simple verbs ending in *-ed* in the table.

/t/	/d/	/ɪd/

After you watch

Imagine you are in a drama workshop. Work in groups of four. Plan a one-minute presentation to describe who you are and what you like doing.

7

The Hub: The drama workshop

Programme overview

SUMMARY

This episode of *The Hub* focuses on Rachel's first time at The Hub. We meet the other main characters of the series: Leon, Joe and Kelly. They welcome Rachel but she is very nervous and lacks confidence. Kelly tries to persuade Rachel to stay and give a performance but by the end it seems like Rachel may leave The Hub for good.

It would be advisable to watch Parts 1 and 2 in consecutive classes or within a reasonably short space of time so that students can follow the whole story from start to finish.

LANGUAGE

This programme corresponds to Units 12 and 13 of *English in Mind* Second edition Starter Level.

Grammar: Past simple – *was/wasn't* & *were/weren't* (Unit 12)
Past simple – regular verbs, questions & negatives (Unit 13)

Pronunciation: -ed endings (Unit 13.3)

Before you watch

Put students in pairs to answer the questions. When the task is completed, ask a few students to feedback. To extend the task, ask students to imagine how it would feel to join a new club. Would they be nervous? Why / Why not?

While you watch

1 Rachel arrives at The Hub

This task practises the past simple. Watch Scene 1 and then ask students to order the events. To extend this, have a quick team game where points are awarded for writing the negative or question forms of the sentences.

Answers a 5 b 3 c 2 d 6 e 1 f 4 g 7

2 The drama workshop

This task practises *was/were*. Watch Scene 1 and ask students to complete the sentences. To extend this task, ask students to write more sentences about this scene.

Answers 1 were 2 were 3 was 4 was

3 A short performance

Watch Scene 2 and ask students to mark the sentences true or false. To extend this task, ask students to guess what performances Kelly, Joe, Leon and Rachel are planning to do.

Answers 1 T 2 F (The performance can be anything.) 3 T 4 F (The performance is short, about 1 minute long.) 5 T

4 Planning a performance

a Watch Scene 3 and ask students to match the performances with the correct person. To extend the task, ask students to tell you which performance they would most like to watch and why.

Answers 1 c 2 a 3 b

b Ask students to answer the question. To extend the task, ask students how Rachel feels.

Answer Rachel doesn't want to do a performance.

5 Rachel wants to go home

Watch Scene 4 then ask students to choose the correct option. To extend the task, ask students how they would feel in Rachel's situation. What happens in Part 2?

Answer 3

6 Pronunciation

This task practises the pronunciation of -ed endings. Ask students to underline all the past simple verbs ending in -ed in Task 1. Then ask students to complete the table using these verbs.

Answers /t/ walked, looked, asked, watched
/d/ welcomed, tried, introduced /ɪd/ studied

After you watch

Put students into groups of four. Tell them to imagine they are in a drama workshop. They have to plan a short performance to introduce themselves to the workshop. They can help each other as much as they like. If students are willing, ask them to do their performances in front of the class.