

Before you watch

Work with a partner. Discuss the questions.

- 1 What happened in Part 1?
- 2 Can you remember the characters' names?
- 3 Who was new to The Hub?
- 4 What happened at the end of Part 1?
- 5 Why did Rachel want to go home?

While you watch

1 Why did you come to The Hub, Rachel?

a Listen to Rachel explaining why she joined The Hub. Tick (✓) the reasons you hear.

- 1 Rachel is new to the area and wanted to meet people. ☐
- 2 Lots of Rachel's school friends go to The Hub. ☐
- 3 Rachel wants to be a famous actress. ☐
- 4 Rachel likes drama. ☐
- 5 Somebody at school told Rachel about The Hub. ☐

b What is Rachel's problem? Do you think it is easy joining a new group?
Do you think Rachel is brave? Why / Why not?

2 Talking about Rachel

a Listen to Joe and Leon talking about Rachel. What do they think? Write *Leon* or *Joe* to complete the sentences.

- 1 thinks Rachel was doing all right in the warm-up.
- 2 thinks Rachel doesn't like performing.
- 3 thinks Rachel is too shy.
- 4 thinks Kelly likes her.
- 5 thinks Kelly likes everyone.

b Do you think Leon and Joe like Rachel? Why / Why not?

3 Be brave!

Watch the café scene. Mark the sentences *T* (true) or *F* (false).

- 1 Rachel is bad at magic. ☐
- 2 Kelly thinks the trick is great. ☐
- 3 The performance can only be a song or dance. ☐
- 4 Kelly wants Rachel to stay. ☐
- 5 Leon and Joe think Rachel doesn't want to stay. ☐
- 6 Rachel wants Kelly, Joe and Leon to help her. ☐



4 The performances

Write true sentences comparing these things.

- 1 Leon – me
.....
- 2 Rachel – me
.....
- 3 Leon's dance – Rachel's magic tricks
.....
- 4 the card trick – the key trick
.....

5 See you next time?

Watch the last scene and answer the questions.

- 1 Did Leon like Rachel's magic tricks?
- 2 Does Joe want Rachel to leave The Hub?
- 3 Does Rachel want to go to The Hub again?

After you watch

Work in groups of four. Imagine you are a character from The Hub. Plan the script for the start of the next programme.

Leon: *Hi, Rachel.*

Rachel: *Hi, Leon. Do you want to learn a magic trick?*

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The Hub: Magic tricks

Programme overview

SUMMARY

The Hub: Part 2 follows the story of Rachel as she struggles to find the confidence to perform. In Part 2 Kelly persuades Rachel to stay and take part in the performances they are preparing in the drama workshop. Rachel does a selection of magic tricks which are well received and we see her self-confidence grow. By the end of the programme Rachel has decided not to leave The Hub.

LANGUAGE

This programme corresponds to Units 13 and 14 of *English in Mind* Second edition Starter Level.

Grammar: Past simple – regular and irregular verbs (Unit 13)
Comparison of adjectives (Unit 14)

Vocabulary: Adjectives (Unit 14.6)

Before you watch

This task refreshes students' memories about *The Hub: Part 1*. Ask students to discuss the questions in pairs or small groups. When the task is completed, ask a few students to tell you their answers.

Answers 1 See previous programme overview. 2 Joe, Kelly, Leon and Rachel 3 Rachel 4 Rachel wanted to leave The Hub. 5 She didn't want to do a performance.

While you watch

1 Why did you come to The Hub, Rachel?

- a** Before starting this task, allow students time to read the sentences. Watch Scenes 1 and 2 and ask students to tick Rachel's reasons for coming to The Hub.

Answers 1, 4, 5

- b** Put students in pairs to discuss the questions. To extend this task, ask students if they think it is easy to move to a new area. Do they think it's a good idea to join a club like The Hub to make friends?

Answers Rachel isn't very confident.; Students' own answers.; Students' own answers.

2 Talking about Rachel

- a** Before starting this task, ask students what Joe and Leon think of Rachel.

Do they like her? Watch Scene 3 and get students to complete the sentences with the correct name.

Answers 1 Leon 2 Joe 3 Joe 4 Leon 5 Joe

- b** Put students in pairs to discuss the questions.

Answers Students' own answers.

3 Be brave!

Before starting this task, allow students time to read the sentences. Watch Scene 4 and get students to mark the sentences true or false. To extend the task, ask students to correct the false sentences.

Answers 1 F (Rachel is really good at magic.) 2 T
3 F (The performance can be anything.) 4 T 5 T 6 T

4 The performances

Watch Scene 5 then ask students to write comparative sentences. Students may need to watch this scene several times to complete the sentences.

Example answers

- 1 Leon is a better dancer than me.
2 Rachel is better at magic tricks than me.
3 Leon's dance was more interesting than Rachel's magic tricks.
4 The card trick was more boring than the key trick.

5 See you next time?

Watch Scene 6 then get students to answer the questions. Watch the scene again to check the answers. Encourage students to think about why Rachel feels happier now. Ask your students about experiences they've had that have been challenging or difficult. How did they feel afterwards? Students could share their individual experiences in small groups or as a whole class.

Answers 1 Yes 2 No. 3 Yes.

After you watch

Put students into groups of four. They should decide between themselves which character they want to be. They should imagine it is the following week and plan the start of the next programme. This is a challenging task so students will probably need your support and guidance to write the script and act it out.