

## Task 4 – Extended writing: Writing about changes in popular entertainment

**Level:** ISE III

**Focus:** Task 4 – Extended writing

**Aims:** To read for specific information and to write approximately 200 words on a topic

**Objectives:** To read a short text and talk about entertainment in the past and entertainment now, to focus on expressions useful for the writing task, to write approximately 200 words and to proofread for errors

**Skill:** Skimming and scanning, expressing opinions and evaluating

**Subject area:** The arts – Popular entertainment

**Language functions:** Developing and justifying an argument

**Lexis:** Entertainment

**Materials needed:** One worksheet per student, one picture of Shakespeare and one picture of Shakespeare's Globe Theatre

**Timing:** 1 hour

### Preparation

1. Print one student worksheet per student.
2. Print one or two pictures of Shakespeare and Shakespeare's Globe Theatre.

### In class

1. Tell the class that in the lesson they are going to read two short texts, talk about the texts they have read and then write a short essay. This is to practise the writing part of the ISE III exam. In the exam, they will have 40 minutes to write one essay.
2. Tell students that in today's lesson they are going to be talking about 'popular entertainment'. Introduce the topic by pointing to the picture of Shakespeare and asking if anyone knows who he is. Elicit or tell the class that it is Shakespeare, who wrote many great plays, for example 'Romeo and Juliet'. Point to the picture of the Globe Theatre and elicit/tell the class that this was the theatre where Shakespeare's plays were performed in the early 1600s in England.
3. Write the words '**buildings**', '**advertising**', '**the cost of seats**' and '**men and women who perform in the theatre or cinema**' on the board. Ask the class to think about how going to the Globe was different from going to the theatre or cinema today. Ask students to brainstorm their answers and put some ideas on the board. Then put the students in pairs and label each student either A or B. Give out the student worksheet.
4. Tell the A students to read text A and tell the B students to read text B. Tell them they need to read their texts to find out about public entertainment in the 1600s and if the ideas on the board are right. Give the class two minutes to read their texts and five minutes to discuss in pairs how popular entertainment today is different to going to the theatre in England/Britain in Shakespeare's time.
5. Ask for some more open-class feedback on the differences in entertainment, for example, usually buildings have roofs and everyone who pays generally has a seat, there is not an area for poor people, there are fire regulations for buildings and props, advertising for entertainment is usually in the newspaper or online, both men and women take equal part in entertainment, governments do not usually close down theatres.
6. Ask each pair to make a list of other kinds of public entertainment that they have in their country now, for example, football matches, sports events, Formula 1 racing, music festivals. Get feedback in open-class and write some different kinds of entertainment on the board. Make the point that there was little choice of popular entertainment in the 1600s.
7. Tell the class they are going to write an essay: '**Popular entertainment nowadays is very different to going to the theatre 100s of years ago. Do you agree?**' Write the title on the board.

## Preparation activities for ISE III Reading & Writing

8. Ask the students working in pairs to look at the Language focus boxes on the worksheet. Ask them to talk together about which phrases have similar meanings and when they could use the phrases. Make sure everyone knows the meaning of all the phrases. Give some of your own examples of how to use the phrases in the context. For example, '*In my view, we are lucky to have so much choice in entertainment nowadays*', '*Entertainment today is more varied*', '*Going to the theatre was less comfortable for some people*', '*Years ago men dressed as women on stage, whereas now both men and women act, sing and perform on stage*'. Ask the class which other words from the boxes they could use in your examples.
9. Ask the class to give you some examples of their own about entertainment using the phrases in the box. Write some of the examples on the board.
10. Tell the students they have five minutes to plan, in pairs, how many paragraphs they think the 200-230 word essay should have and what each paragraph should include. Get feedback in open-class and put suggestions on the board.

### For example:

- ▶ Introduction (40 words approximately) which explains if the student agrees or not
  - ▶ Main body paragraph 1 (50 words approximately) about entertainment in the past and how it was different from now
  - ▶ Main body paragraph 2 (100 words approximately) about types of entertainment today and how it is different from the past
  - ▶ Conclusion (40 words approximately) which summarises what the student has written and answers the essay question
11. Give the students 20 minutes to plan and write their essay. After 20 minutes, ask the students to stop writing and check their work. When they check their work they should look out for the following (write up on the board):
    - ▶ Subject-verb agreements
    - ▶ Correct tense
    - ▶ Spelling mistakes
    - ▶ Correct expressions
    - ▶ Three items from the Language focus boxes
  12. Give the students five minutes to speak to their partner about their essays and to see if their partner can help them correct any language/grammatical problems.

### Extension activity

The students who are more advanced can complete all of their essay in class. (There is a further essay, number 4 on the student worksheet, which students could also complete at home.)

### Further support activity

Make sure that all the ideas and examples using the phrases are clearly written on the board, so that the learners who are finding the task difficult can use these 'prompts' in their essays. These learners can start their essays with the introductory paragraph, number 3 on the student worksheet. That way they only need to write three paragraphs for their essay.

### Homework

Tell the class to write the answer to a new essay title: 'Communication between people is easier today than it was 100 years ago. Do you agree?' (See number 4 on the student worksheet).

## **Student worksheet: Writing about changes in popular entertainment**

### **1. Reading**

Work in pairs. One student reads text A and one student reads text B. **After you have read the texts**, tell your partner **how entertainment at the theatre in Shakespeare's time was different to entertainment in your country now**. Talk about the buildings, advertising, price/type of seats, women and men in the world of entertainment, and what different kinds of entertainment there is in your country now.

#### **Text A**

What became William Shakespeare's famous Globe Theatre, the most famous theatre in England, was built in 1599 alongside the River Thames, which runs through London. The Globe was built of recycled wood from another theatre and as a large, round mainly open-air theatre, with just a small roof that only covered the area where people sat. There were three storeys of seating and the theatre could hold up to 3,000 people in the audience. By the bottom of the stage there was an area called 'the pit' and this is where poor people paid just a penny to stand and watch a performance of a play, sometimes in the rain. Some of the stage extended out between these people in 'the pit' so they were surrounded by the actors.

The first Globe Theatre burnt down in 1613 when one of the props being used in a play set fire to the theatre's thatched roof. The whole theatre took less than two hours to burn down completely.

#### **Text B**

One very unusual fact about theatres at this time in England was that the theatre used to put different coloured flags outside the theatre each time there was a performance. That way the public knew what kind of play was going to be shown that day. There was a red flag for a history play, a white flag for a comedy and black for a tragedy. Also, at the entrance to the Globe there was an inscription in Latin which said 'The whole world is a playhouse'. And apart from the flags advertising different kinds of plays, another different feature of a theatre at this time in history was the fact that there were no actresses at the Globe Theatre, or in fact at any other theatre in the country. The female roles in the plays were all taken by young boys because theatres at that time were not considered appropriate places for women to work.

In 1642 all the theatres in England were closed down by Parliament and no plays were allowed to be put on. This meant that people had almost no popular entertainment, as there were few alternatives to the theatre.

## Preparation activities for ISE III Reading & Writing

### 2. Language focus

Look at the following phrases. Work with your partner and decide which phrases you want to use in your essay.

#### Giving opinions

In my opinion ...

In my view ...

As far as I'm concerned ...

From my point of view ...

I think that ...

#### Evaluating

It's less/more likely/probable that ...

It is much more effective/costly/varied/comfortable than ...

Today ... has been improved in terms of ...

#### Comparing

Whereas ...

On the other hand ...

On the contrary ...

### 3. Possible introductory paragraph:

'Hundreds of years ago there was not much entertainment for people. Now we have many things that we can do in the evenings and at weekends. I agree it is very different. I will explain my reasons.'

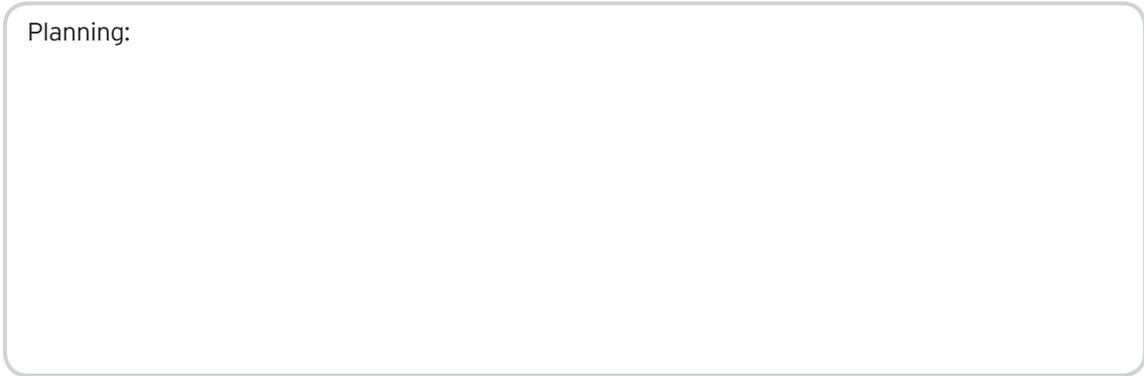
**4. Extra essay title:**

Communication between people is much easier today than it was 100 years ago. Do you agree?

Write an essay of 200-230 words about the topic.

Plan the paragraphs here:

Planning:



Now write your essay on the lines below:



