UNIT 16 Get Ready

Words

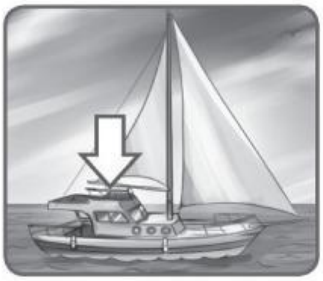
A Label the pictures and definitions.

cabin advisor deck grateful tempest save playwright break up react villain stage set

1 a person who gives advice

2 

3 thankful

4 

5 take out of danger

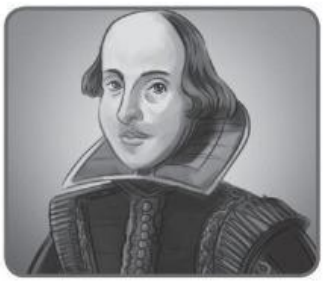
6 

7 damage

8 

9 behave in response to something

10 

11 

12 

Student Book page 160
LIVEWORKSHEETS

B Circle the correct answer.

1 A big storm at sea can _____ a ship.
- **a** save
- **b** break up
- **c** react
- **d** unique

2 A villain in a play is _____.
- **a** a hero
- **b** a grateful person
- **c** a bad person
- **d** a good person

3 You are grateful when _____.
- **a** someone helps you
- **b** someone scares you
- **c** someone makes you angry
- **d** someone knows your name

4 A set in a theater is _____.
- **a** the script you read from
- **b** where the actors perform
- **c** the main character in a play
- **d** the background and furniture for the play

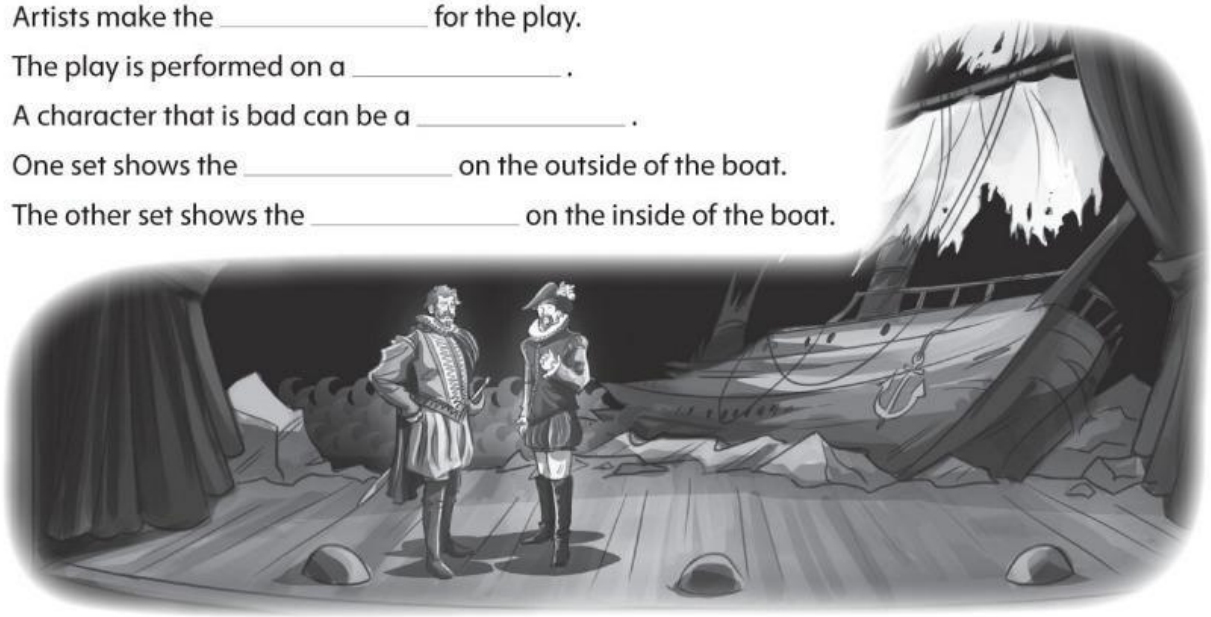
5 A person who gives advice about what to do is _____.
- **a** a grateful person
- **b** a villain
- **c** a playwright
- **d** an advisor

6 A tempest is _____.
- **a** a villain
- **b** a deck
- **c** a violent storm
- **d** a stage

C Complete the sentences.

cabin	deck	stage	set	playwright	villain

1 A _____ writes a play.
2 Artists make the _____ for the play.
3 The play is performed on a _____.
4 A character that is bad can be a _____.
5 One set shows the _____ on the outside of the boat.
6 The other set shows the _____ on the inside of the boat.



LIVEWORKSHEETS

Read

A Read the story. What is the students' play about?

B Read the story again. Remember: As you read, make connections to your experiences.

The Play



The students in the theater class have been hard at work. The school play is only two months away, and there is still so much work to be done before the performance. The students have done most of the work themselves. Three of the students have written the play. They are part of an organization for young **playwrights**.

The plot for the play is very simple. The main characters are the captain, his crew, and a pirate on another ship, who is the **villain**. At the end of the play, both ships are destroyed in a **tempest**. The villain and the captain are in the water trying to get to a lifeboat. The villain **saves** the captain by pulling him into the lifeboat. When they wrote the play, the young playwrights were trying to express the idea that a terrifying and bad villain could change and become a hero.

It is difficult to create the **sets**. The students and their teacher have to design many different parts that can move to different parts of the **stage**. They have to show the **deck** of the ship for some scenes, and the inside of the ship's **cabin** for others. They also have to show the water and the second ship coming. Then, near the end of the play, they have to show the ships **breaking up** in the storm.

It is challenging to build the sets. Painted cardboard and wood will be used for pieces of the ships. Some of the sets will be on wheels so they can move easily. For the water, big strips of blue cloth will be used. The lightning will be made with pieces of white cloth wrapped in shiny wire. These will be suspended from the top of the stage.

When the sets are done, the costumes have to be made. One of the student's mothers is a costume designer who has volunteered to help. She is helping to design them, and some of the students will help her sew.

The student actors will spend many weeks in rehearsals until it is finally time for opening night. They expect that everyone will like the play, but they don't know exactly how the audience will react. Maybe everyone will clap and cheer so loudly, the sound of applause will be like thunder! They hope the play will be an enormous success!

Think

Have you ever been in a play or a show? What was it like?

Student Book page 152
LIVEWORKSHEETS

Understand

Comprehension

A **Make connections. Tell about a play you have been in or seen. Tell about something you have built or helped to create.**

B **Answer the questions.**

1 What is the idea the playwrights want to express?

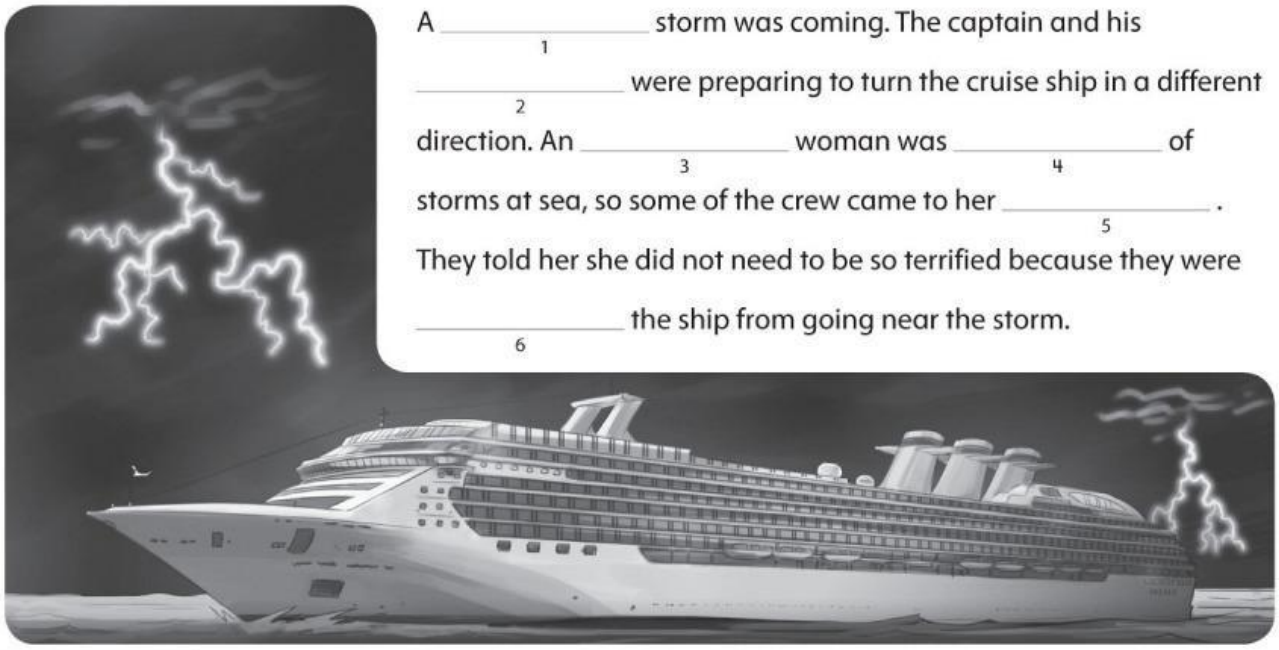
2 What materials do the students use for the sets?

3 What do the sets need to show?

4 How will the audience react to the play?

C **Words in Context** **Complete the paragraph.**

aid	massive	crew	elderly	petrified	preventing



A _____ (1) storm was coming. The captain and his _____ (2) were preparing to turn the cruise ship in a different direction. An _____ (3) woman was _____ (4) of storms at sea, so some of the crew came to her _____ (5). They told her she did not need to be so terrified because they were _____ (6) the ship from going near the storm.

LIVEWORKSHEETS

Grammar in Use



A Study the grammar.

Learn **Infinitive as Subject**

It is (It's) / It was	+	difficult (adjective)	+	to create the sets. (infinitive as subject)
Creating the sets	+	is / was	+	difficult.

Working on the sets is exciting.
It is challenging to build them.
It isn't easy to write a novel.
Writing a novel is hard work.

B Complete the sentences.

tempting exciting dangerous wise difficult relaxing challenging amazing
check drive go eat taking working making watching

1 ___Working___ with the other artists was ___difficult___ .
2 _____ a long bath is _____ .
3 _____ the sculpture was _____ .
4 _____ the artist make a sculpture is _____ .
5 It's ___dangerous___ to ___drive___ in a storm.
6 It's _____ to _____ the weather report.
7 It's _____ to _____ on the roller coaster.
8 It was _____ to _____ all the cookies.



LIVEWORKSHEETS

C Rewrite the sentences.

1 

Collaborating with people on art is challenging.

It's challenging to collaborate with people on art.

2 

Reading a good book is relaxing.

3 

Watching the acrobats perform was amazing.

4 

It's exciting to see a musical.

5 

It's difficult to write a play.

6 

It was terrifying to perform for the first time.

D Complete the sentences about yourself.

1 I think it's relaxing _____.

2 I think it's difficult _____.

3 I think it's easy _____.

4 I think _____ is fun.

5 I think _____ is exciting.

6 I think _____ is terrifying.

LIVEWORKSHEETS

Word Study

A Complete the sentences.

study for	work for	talk about	think about	belong to
apologize for	ask for	care for		





1 He can't go to the movies. He has to _____ his test tomorrow.

2 She's getting a new job. She's going to _____ the artist as an assistant.

3 She's giving a speech. She's going to _____ artistic expression.

4 He hurt her feelings. He's going to _____ what he said.

5 He is going to _____ saxophone lessons. Do you think his mom will say yes?

6 He wants to become a nurse so that he can _____ people.

7 She is going to join the playwright's club. She likes to be part of a group. She wants to _____ a group of writers.

8 She needs a new idea for the story. She needs it to be quiet so she can _____ what she wants to write.





B Complete the sentences about your own experiences.

1 I like to talk about _____.

2 I don't like to talk about _____.

3 I like to think about _____.

4 I don't like to think about _____.

5 I belong to _____.

6 I have to study for _____.

7 I sometimes ask for _____.

8 Recently I had to apologize for _____.

9 I like to care for _____.

LIVEWORKSHEETS

Writing Study

A **Rewrite the sentences. Use semicolons. You may need to delete the words *and*, *but*, or *yet*.**

1 Artists express feelings through their paintings, and many of the paintings show strong feelings.

2 Musicians often collaborate, and in our band we compose songs together.

3 Actors in a play can become very good friends, and Jeb and I became best friends during our production.

4 Most authors like to work alone, yet this author could only write with someone else.

5 I love to write stories and I want to be a playwright.

6 Everyone loved the play, but it didn't win any awards.

B **Write a paragraph based on the model below.**

Tell about how you like to express yourself through art, music, theater, or writing. Use semicolons to connect ideas. Use *it's* or *it was* + adjectives from page 155.

I like to play music; I play the flute and the saxophone. Sometimes it's challenging to learn a new piece. My favorite kind of music is jazz; it's exciting to play. It's difficult to learn all the chords and scales in jazz. The best part about being a musician is playing with other people. It's exciting to be in a band with other musicians.



LIVEWORKSHEETS

Wrap Up

Writing

A Read this scene from a play.



(The captain and the crew members are standing on the deck pointing at the sky.)

Crew member 1 Captain, there is a massive storm coming!

Captain Yes, I know. I saw the enormous dark clouds. We must change our direction and steer away from those clouds.

Crew member 2 Yes. But what about the pirate ship? It's on the other side. The pirate is still trying to sink our ship.

(The crew members rush to the side of the ship. The pirate ship comes toward them. Then lightning strikes from above and the ships crash and break up.)

Pirate All is lost! The ship is gone! I must get to the lifeboat!
(Begins to swim toward boat)

Captain (Waves arms from water and calls out)
Help! Help!

Pirate (Climbs into boat)
I am saved! But I am so alone. There's nobody who can help me get to shore.

Captain (Swims up to lifeboat and calls to pirate)
Please save me! It doesn't matter anymore if we were ever enemies!

Pirate (Pulls captain up to boat)
We must help each other to the shore!

B Answer the questions.

1 What is the setting? _____

2 Who is in the scene? _____

3 What part of the script tells the actors what to do? _____

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LIVEWORKSHEETS

Write a scene from a play.

A You're going to write a scene from a play. Brainstorm. What will the play be about?

Where?	
When?	
Who?	
What happens?	

B Outline your ideas by filling in the story map.

Where:
When:

Characters:

Plot/Problem:

Event 1:

Event 2:

Event 3:

Ending:

C Now write the first draft of your play scene in your notebook.

D Checklist

Did you…

- ☐ include the character names and what they say?
- ☐ write stage directions in the present tense?
- ☐ read and revise?

E Now write the final draft of your play scene in your notebook.

LIVEWORKSHEETS

What have you learned?

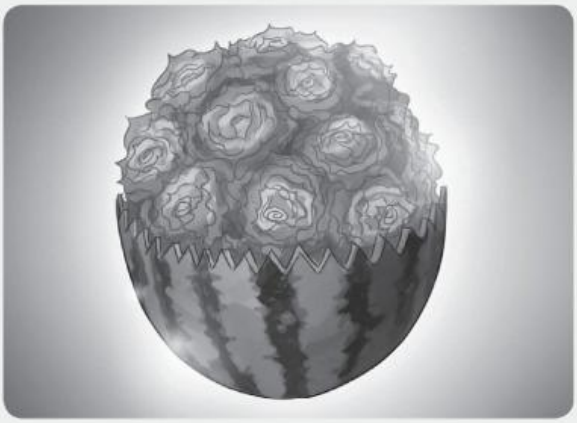
Review

A **Complete the paragraph.**

beneficial	promote	suitable	smelled	looked
ambitious	innovative	permanent	tasted	designed
remarkable	artificial			

A group of young artists put on a show. It was very _____(1)_____ ; nothing like it had been done in our city. They created sculptures out of food and had a feast! It was _____(2)_____ for the community; it helped bring people together. They made posters to _____(3)_____ the show. They called it Tasty Sculpture and told people it was _____(4)_____ for all ages. They warned everyone that it would not be there very long. It wasn't _____(5)_____ !

Many artists _____(6)_____ sculptures. The most _____(7)_____ one was a person made out of watermelons. It was an _____(8)_____ project because the artist used 30 watermelons to make it! The artists used only food; they didn't use anything _____(9)_____ . The sculptures were a sight to see; they _____(10)_____ incredible. When you walked into the room the air _____(11)_____ sweet. And when we ate the sculptures, they _____(12)_____ delicious!



BIG QUESTION 8

How do we express ourselves?

LIVEWORKSHEETS

B **Retell the story, "The Play," from page 152 in your own words. Try to use all the words in the box.**

playwright	villain	saved	sets	stage	deck	cabin	breaking up	reacted	crew

C **Complete the sentences.**

their	you're	where	it's	your	study for	there	belongs to
hear	wear	care for	here				

1



_____ not going out.

_____ brother needs you.

You have to _____ him.

2



_____ time for them to

_____ _____ test.

3



There's so much noise in _____ .

It's difficult to _____ .

_____ is the sound coming from?

4



I'm going to the party.

I'm going _____ at 8:00. I'm going to _____ a blue dress. It's not mine. It _____ _____ my sister.

LIVEWORKSHEETS