

Answers Exercise 1

- a page 38
- b 8
- c Saturday jobs in the USA
- d page 38 and page 43
- e an e-mail

LESSON 1



3 A fantastic weekend

Language contents

Grammar: Past continuous, *some, any, a lot of, much, many*, Past continuous and past simple
Vocabulary: Socializing, Weekend activities
Vocabulary guide: The verb *have*
English in use: Describing scenes in the past

Skills guides

Speaking guide: Say something!
Writing guide: Word order

Unit objectives

Describe weekend activities
 Talk about situations, scenes and events in the past
 Express different quantities

Unit Race

- 1 How quickly can you find the answers?
 - a What page is the *Speaking guide* on?
 - b How many photos can you see on page 33?
 - c What do you read about in *English in the World* on page 43?
 - d What pages are the two *Extra Activities* on in this unit?
 - e What kind of text can you see on page 34?



Rack Your Brains!

- 2 Work in pairs or groups of three. Think of a good party you once went to. Make a list of things which make a good party.

Think about:



3 A fantastic weekend

Unit objectives

Describe weekend activities
Talk about situations, scenes and events in the past
Express different quantities

Lesson aims

To look at the language and objectives covered in the unit and to introduce the topic of the unit.
To teach a lexical set related to young people's socializing.

Warm-up

Start the lesson with a warm-up activity to introduce the theme of the unit. Write 'A FANTASTIC WEEKEND' on the board, with the letters spread all over the board. Ask the students first what phrase these letters make. Tell students this is the title of this unit and ask them to open their books at page 32.

Unit Race

- 1 Set a five-minute time limit for students to look through the unit and find the answers in pairs.

Rack Your Brains!

- 2 Students work in pairs or groups of three. They think of a good party they once went to. Ask students to prepare a list of things which make a good party using the categories given in exercise 2. When they finish, elicit the ideas from the class.


Optional activity

Encourage students to tell each other in pairs how they usually spend their weekends. Have a quick feedback session with the whole class. Hopefully someone will mention going to parties. Then tell students the entire unit will be devoted to different forms of socializing.

Teacher's notes

Vocabulary

Socializing

- 3 Students match the photos with the phrases.
- 4  18 Let students listen to the track, check their answers and repeat the phrases.

Tapescript Exercise 4

- | | | | |
|---|-------------------------|---|-----------------------|
| 1 | dance with someone | 5 | ask someone out |
| 2 | chat to someone | 6 | tell stories / jokes |
| 3 | play a game | 7 | have a good time |
| 4 | have something to drink | 8 | have something to eat |

- 5 Students complete the dialogue with the phrases from exercise 3. To check the answers ask some students to perform the dialogue to the class.

Vocabulary guide

The verb have

Students look at the *Vocabulary guide*. Ask different students to read a phrase each aloud. Tell students that there are many common expressions with *have* in English, and they are

often expressed differently in their language, so they need to learn them as they come across them. Elicit other common nouns we use with *have* (*have a bath, have supper, have fun*, etc). To round off this lesson, ask students to write sentences with *have* and common nouns to describe activities. Alternatively, students could take it in turns to act out a phrase with *have* for their classmates to guess.

Speaking

- 6 Students ask and answer the questions in pairs. Students may prepare for this activity in note form first.

Optional activity

You might write the beginnings of questions on the board and ask students to finish them using the expressions from the *Vocabulary guide*, e.g. *What time ...?*, *When did you last ...?*, *Who did you ... with?*, etc. Invite different suggestions from the class and write them on the board. Then tell your students to ask and answer the questions in pairs.



Homework

Workbook, Vocabulary, page 24

Teacher's notes

Answers Exercise 3

- | | |
|---------------------------|-------------------------|
| 1 dance with someone | 5 ask someone out |
| 2 chat to someone | 6 tell stories / jokes |
| 3 play a game | 7 have a good time |
| 4 have something to drink | 8 have something to eat |

Vocabulary
Socializing



3 **EXAM!** Match the photos with the phrases below.

- chat to someone
ask someone out have a good time
have something to drink have something to eat
tell stories/jokes play a game
dance with someone

4 **1** **18** Listen, check and repeat.

5 **EXAM!** Complete the dialogue between two people at a party with the phrases from 3.

Lisa: Jon, how are you? Are you (a) _____ at the party?
Jon: Oh, yes, I am. The music is great! But I'm a bit hungry. I should (b) _____ . Maybe I'll try Marta's cookies?
Lisa: That's a good idea, they're delicious. Hey, look at Tomek! He always makes people laugh. Even now he's (c) _____ to the group of girls!
Jon: Yeah, he's so funny ... But I don't really know why all the girls like him so much ... Lisa, would you like to (d) _____ me? I love this song!
Lisa: Let's go!
after a while ...
Lisa: Jon, look, Tomek's (e) _____ to my best friend Anna! You're right, girls like him a lot! I hope he's not going to (f) _____ out!
Jon: Lisa, do you really want to dance with ME?

Vocabulary guide

The verb have

We can use **have** with some nouns to describe activities. Here are some common expressions with **have**:

- have a shower
- have a chat
- have a look
- have breakfast
- have lunch
- have dinner
- have something to eat
- have something to drink
- have a good time

Speaking

6 **EXAM!** Ask and answer these questions about the last party you went to, or the last time you were with your friends.

- a Did you dance? Who did you dance with?
- b Who did you chat to?
- c Did you ask someone out?
- d Did you have something to drink? What did you have?
- e Did you have something to eat? What did you have?
- f Did you play a game? What game did you play?
- g Did you tell a story or a joke?

Answers Exercise 5

- | | |
|----------------------------|--------------|
| a having a good time | d dance with |
| b have something to eat | e chatting |
| c chatting / telling jokes | f ask her |

Answers Exercise 2

b, a, c

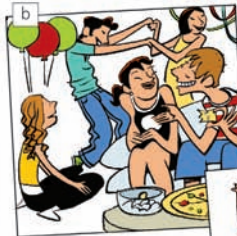
Answer Exercise 1

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LESSON 2

Reading

- 1 **EXAMI** Look at the pictures of a party. How many people were at the party?



- 2 **EXAMI** 19 Read the e-mail from Emma to her friend Simon. Put the three pictures in the order of the e-mail.

File Edit View Insert

Send Reply Forward

From

Subject

3 Attachments, 255.0 KB

party 1.jpg party 2.jpg party 3.jpg

Hi Simon

Did you have a good weekend? My friend Kate had a motorbike accident last week and she broke her leg. We decided to have a surprise party for her on Saturday. There were a lot of people there. It was great! Have a look at the photos.

In the first photo you can see Roy and Cathy. They were chatting all night. What were they talking about? I think Roy was asking her out, but he says he wasn't. Well, they weren't talking about maths homework! In the background you can see Bill and Karen. They were dancing. I wasn't dancing at that moment because the music was terrible. There weren't many good CDs at the party but at least there was some hip-hop later.

In the second photo you can see Patricia and Sally. Patricia was wearing jeans and a T-shirt. They were having a drink with Kate. There wasn't much food at the party. After nine o'clock there wasn't any pizza and there weren't any crisps, there were just some horrible sandwiches that Bill made! 😞

In the last photo we were playing a game. We were laughing because Sally's team couldn't answer any of the questions! Roy was happy in this photo because his team was winning.

The next party is in three weeks and you're invited! I hope you can come. 😊

Emma

- 3 **EXAMI** Read the e-mail again and answer the questions.

- What was the reason for the party?
- Why wasn't Emma dancing in the first photo?
- What was the problem with the food?
- What was the problem with Sally's team?

- 4 Find these people in the pictures.

- a **Roy** b Sally
- c Kate d Emma
- e **Bill**

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Answers Exercise 3

- It was a surprise party for Kate because she had a motorbike accident.
- Emma wasn't dancing because the music was terrible.
- The problem was that there wasn't much food.
- Sally's team couldn't answer any questions in the game.

Answers Exercise 4

- Roy – picture b
- Sally – picture a
- Kate – picture a
- Emma – picture b
- Bill – picture c


Lesson aims

To read an e-mail about a party.
To revise the past continuous to talk about actions taking place in the past.

Warm-up

You could play the memory game 'For the party, I'm going to buy ...' to revise food and drink items. Say: *For the party, I'm going to buy (some crisps)*. Ask another student to repeat your sentence and add another food or drink item to the shopping list. The next student must remember the two previous items and add another one, and so on. If a student cannot remember the chain of words, he/she drops out of the game and becomes a referee. Students do this as a class or in small groups.

Reading

- Students look at the pictures and decide how many people were at the party.
-  Tell students to read and listen to the e-mail and put the three pictures in order. Set a short time limit to encourage students to concentrate on the task and not focus on specific detail at this stage. You may also like to point out the writing style used in e-mails (informal introduction *Hi Simon* and closure just *Emma's* name) and compare it to writing a letter (*Dear ..., Love ...*).
- Tell students to read the e-mail again and answer the questions. Students could compare in pairs before you check the answers.

- Students find the people in the pictures from their descriptions.

Cultural note

Ask a student to read out the cultural note on the right-hand side of the page about Hogmanay. Ask follow-up questions: *What do we call the 31st December in England? (New Year's Eve) What is different about Hogmanay? (It goes on for one or two days) Do you know any British traditions that are celebrated at Christmas / Hogmanay / New Year's Eve?*

Hogmanay

Hogmanay is the word for the celebration of the New Year in the Scottish manner. Its official date is the 31st of December. However this is only the start of a celebration which lasts through the night until the morning of the 1st or, in many cases, the 2nd January.

There are many customs, both national and local, associated with Hogmanay. The most widespread national custom is the practice of first-footing which starts after midnight. It involves the first person to cross the threshold (the doorway) of a friend or neighbour and involves giving symbolic lucky gifts such as coal or biscuits called shortbread. Hogmanay comes from the Old French 'aguillaneuf,' which is a word that expresses demands for a lucky New Year's gift.

Christmas

Most people in Britain have a Christmas tree and decorate their houses at the same time. On Christmas Eve – the night before Christmas – children hang up stockings for Father Christmas, the British version of Santa Claus, to fill with presents. On Christmas Day, there is a traditional Christmas lunch – roast turkey and plum pudding. On the afternoon of Christmas Day, many British families watch their monarch give a special Christmas message on television.

Teacher's notes

Grammar

Past continuous

- 5 Students read the grammar explanation for the past continuous tense. Ask them to copy this sentence into their notebooks and elicit how we make the past continuous.

Language focus

Point out that the past continuous is the past form of the present continuous. Tell students that we often use this tense to describe a scene, e.g. in a story.


See

Language Guide, page 40

Grammar Summary, page 136


Pronunciation

Was /wɒz/ and were /wɜː/

- a  20 Play the sentences. Elicit why some syllables are underlined (*the stress falls on the important words in the sentence*). Within words of more than one syllable there is also a stress pattern. Explain that the pronunciation of *was* and *were* changes according to whether it is stressed or unstressed.

Tapescript Pronunciation a

- 1 *My friends were dancing in the corner.*
- 2 *What were you doing at the party.*
- 3 *I was watching the programme on Channel four.*
- 4 *My mum wasn't listening to the radio.*

- b  20 Play the sentences again for students to repeat, stressing the underlined words. Point out the unstressed sound of *was* /wəz/ and *were* /wə/ in the middle of sentences.

- 6 Ask students to complete the sentences with *was*, *wasn't*, *were* or *weren't*. Check the answers together.

Speaking

- 7 Ask students to ask and answer the sentences d-f in exercise 6 with another student. They should then think up three more questions in the past continuous to ask their partner.

Grammar

Some, any, a lot of, much, many

- 8 Direct students' attention to the grammar box. Students look at the words in bold and discuss with a partner when each word is used.

See

Language Guide, page 40

Grammar Summary, pages 136-137

Language focus

Point out that *lots of* means the same as *a lot of*. Explain, too, that native speakers are using *lots of* / *a lot of* in a more general way for both negatives and questions. Point out that we omit *of* when a *lot* comes at the end of a sentence.

- 9 Tell students to choose the correct alternatives in the dialogue. You could ask students to practise the dialogue in pairs after you have checked the answers.

Optional activity

Ask students to work in pairs and talk about the best party they have ever been to. During the conversation each of them needs to ask at least one question with *how much*, *how many* and *a lot of*. Likewise, when answering their partner's questions, they need to try to use *a lot of*, *some* and *any*. Walk around the classroom monitoring the students' conversations and checking if they are forming correct questions. Ask the class to give you examples of their questions. You might also ask one or two students to say a few words about their partner's best party.



Homework

Workbook, Grammar, pages 24-25;
Reading, page 28

Teacher's notes

Answers Exercise 5

Past form of the verb **to be** and the **-ing** form of the main verb.

Answers Exercise 6

- a I **was** studying in the park yesterday.
- b Jack **wasn't playing** games at the party.
- c Pete and Sam **were** telling jokes.
- d What **were you doing** at 10 am yesterday?
- e **Were you studying** at 10 pm last night?
- f What **were your friends chatting** about in the last break?

Grammar

Past continuous

Past continuous

Affirmative

- a Patricia **was** wearing jeans and a T-shirt.
- b They **were** chatting all night.

Negative

- c I **wasn't** dancing at that moment.
- d They **weren't** talking about maths homework.

Questions

- e What **were** they talking about?

Short answers

- f Yes, they **were**./No, they **weren't**.

- 5 We use the past continuous to talk about actions in progress at a moment in the past. Complete the form for the past continuous.

Past form of _____ + _____ form of main verb.

See Language Guide, page 40
Grammar Summary, page 135

Pronunciation

Was /wɒz/ and were /wɜː/

- a 1 Listen to the sentences below. Why are some syllables underlined?

- 1 My friends were dancing in the corner.
- 2 What were you doing at the party?
- 3 I was watching the programme on Channel four.
- 4 My mum wasn't listening to the radio.

- b 1 Listen again and repeat. Stress the underlined words but don't stress was or were.

- 6 EXAM! Complete the sentences and questions with the correct form of the past continuous.

- a I _____ (study) in the park yesterday.
- b Jack _____ (not play) games at the party.
- c Pete and Sam _____ (tell) jokes.
- d What _____ you _____ (do) at 10 am yesterday?
- e _____ you _____ (study) at 10 pm last night?
- f What _____ your friends _____ (chat) about in the last break?

Speaking

- 7 EXAM! Ask and answer the questions in 6 (d-f). Think of three more questions to ask.

Grammar

Some, any, a lot of, much, many

Some, any, a lot of, much, many

- a There was **some** hip-hop.
- b There wasn't **any** pizza and there weren't **any** crisps.
- c There were **a lot of** people there.
- d There weren't **many** good CDs at the party.
- e There wasn't **much** food.

- 8 When do we use the words in bold in the grammar box?

See Language Guide, page 40
Grammar Summary, pages 136-137

- 9 Choose the correct alternatives in the dialogue.

- A: How (a) **many/much** lemonade was there?
- B: There was (b) **any/some**, but there wasn't (c) **much/many**.
- A: Was there (d) **a lot of/a lot** food?
- B: No, there wasn't (e) **any/some** food, but I had (f) **some/any** sandwiches in my bag.
- A: How (g) **many/much** people were there?
- B: There were (h) **a lot/many**. All of them were my friends.

Answers Exercise 9

- A: (a) **much**
- B: (b) **some**, (c) **much**.
- A: (d) **a lot of**
- B: (e) **any** (f) **some**
- A: (g) **many**
- B: (h) **a lot**

Answers Exercise 8

- some for countables and uncountables in the affirmative
- any for countables and uncountables in the negative
- a lot of for countables and uncountables in the affirmative
- many for countables in the negative
- much for uncountables in the negative

Answers Exercise 1

- 1 stay at a friend's house
- 2 eat out
- 3 go for a bike ride
- 4 hang out with friends
- 5 have a lie-in
- 6 go for a walk
- 7 go out with your boyfriend/girlfriend

Answers Exercise 4

- Picture b
- Picture a
- Picture c

LESSON 3

Vocabulary

Weekend activities

1 **EXAM!** Match the photos with the activities below.

- hang out with friends
- have a lie-in
- stay at a friend's house
- go for a bike ride
- go for a walk
- go out with your boyfriend/girlfriend
- eat out



2 **EXAM!** Listen, check and repeat.

Speaking

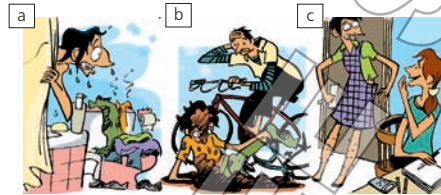
3 **EXAM!** Ask and answer these questions about your weekends.

- a How often do you stay at a friend's house?
- b Do you usually hang out with friends?
- c How often do you go for walks or bike rides?
- d Do you usually have a lie-in? What time do you get up?
- e Do you go out with your boyfriend or girlfriend?
- f Do you like eating out? Where do you usually go?
- g What is your favourite weekend activity?

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Listening and reading

4 Look at the pictures of a story. Put the pictures in the order you think is logical.



5 Read the story. Were your answers in 4 correct?

An embarrassing story

Hi, I'm Tim. I had a very embarrassing experience a few months ago. I was visiting my friend Robert's house. Robert and I went for a bike ride. While we were riding our bikes in the park, I fell. I needed a shower so we went back to Robert's house. I was having a shower when I realized that I didn't have any clean clothes. There were some clean clothes in the bathroom, but it was a girl's school uniform. I put the uniform on, ran into a bedroom and closed the door. Nobody saw me! Then I realized there was a girl doing her homework in the bedroom. It was Robert's sister and I was in her room! She was laughing but I was almost crying!

6 **EXAM!** Read the story again and answer the questions.

- a Where was Tim staying?
- b Where did Tim and his friend go?
- c What was Tim's problem in the shower?
- d What did he decide to do?
- e Who was in the bedroom? Why?

7 **EXAM!** Listen to Tim telling the story. Read the story at the same time. Find three differences between what you hear and what you read.

Answers Exercise 7

Differences:

- 1 visiting/staying
- 2 bike ride/playing football
- 3 doing homework/watching TV

Answers Exercise 6

- a Tim was at his friend Robert's house.
- b Tim and Robert went for a bike ride.
- c Tim didn't have any clean clothes.
- d He decided to put on a girl's school uniform.
- e Robert's sister was in her bedroom. She was doing her homework.

Lesson aims

To teach a lexical set related to students' weekend activities.


To compare and contrast the use of the past continuous and past simple.

Warm-up

Play hangman with the class. Write the expression 'HAVE A NICE WEEKEND' in the form of short lines. The number of lines should correspond to the number of letters. Then encourage the students to start guessing the words by supplying letters. Every time they guess correctly, write the letter in every word it appears in. Every time they guess incorrectly, draw one part of the hangman and then his gallows. Have a little prize for the winner, e.g. a sweet. This activity could also be a contest for groups of students.

Vocabulary

Weekend activities

- Students match the photos with the activities.
- 1  21 Let students listen to the track, check and repeat the words.

Tapescript Exercise 2


- stay at a friend's house
- eat out
- go for a bike ride
- hang out with friends
- have a lie-in
- go for a walk
- go out with your boyfriend/girlfriend

Speaking

- In pairs, students ask and answer the questions about the activities in exercise 1. Students should try to speak without writing their answers first.

Listening and reading

- Ask students to look at the pictures a-c and put them in a logical order for a story.

- Tell students to read the story and check if their answers in exercise 4 were correct. Set a time limit as this encourages students to concentrate on answering the task and helps build up their reading speed. Ask for students' reaction to the text. Ask: *Do you think it was embarrassing? Do you think it is a funny text? Do you remember a similar experience?*
- Students read the story again and answer the questions orally, in pairs.
- 1  22 Play the track for students to listen to Tim telling the story. Tell students to read the story in exercise 5 at the same time and spot three differences between what they hear and what they read.

Tapescript Exercise 7

Hi, I'm Tim. I had a very embarrassing experience a few months ago. I was staying at my friend Robert's house. Robert and I went to play football. While we were in the park, I fell. I needed a shower so we went back to Robert's house. I was having a shower when I realized that I didn't have any clean clothes. There were some clean clothes in the bathroom, but it was a girl's school uniform. I put the uniform on, ran into a bedroom and closed the door. Nobody saw me! Then I realized there was a girl in the bedroom. She was watching TV. It was Robert's sister and I was in her room! She was laughing but I was almost crying!

Optional activity

Before you start explaining the contrast and difference between the past continuous and the past simple you might want to check what the students remember from the embarrassing story in exercise 5. You could type the recording script on a sheet of paper at home. Leave blanks wherever past simple and past continuous are used and put the verbs in the base form and in brackets. Distribute one copy of the text per pair and ask the students to complete the text with the appropriate form of the verbs. When they have finished, go over the text with the whole class asking about their answers in each case asking supportive questions, like *Was it a short or a long activity, Which was shorter, which was longer?* (about riding bikes and falling off the bike), *Which action was stopped/interrupted?* (having a shower and realising something).

Grammar

Past continuous and past simple

8 Students look at the example sentences in the grammar box and answer the questions below. Do this orally as a class, and then ask students to copy the correct sentences into their notebooks.

See	Language Guide, page 40
	Grammar Summary, page 136

9 Students match the sentences with the pictures.

10 Students choose the correct alternatives in the passage.


Optional activity

To give the students further practice in using sentences with both the past continuous and the past simple and differentiating which activity to express in which tense, you might prepare pairs of activities on slips of paper and ask the students to form sentences in pairs using the right forms of verbs, e.g. *talk to a postman/ my mobile phone ring, see new Milka chocolate/ do the shopping, twist his ankle/play with his dog, etc.*

Teacher's notes

Lined area for teacher's notes.

11a Tell students to look first at the example sentence and then complete the questions with the correct forms of the past continuous and past simple. Students check their answers with a partner.

b 1  23 Ask students to listen to the track and check their answers.

Tapescript Exercise 11b

- a What were your parents **doing** when you got up this morning?
- b What **were** your friends **doing** when you **arrived** at school this morning?
- c What **was** your mum **doing** when you got home yesterday afternoon?
- d What **were** you **doing** when your teacher **walked** into the classroom this morning?
- e What subject **were** you **studying** when the last class **finished** yesterday?

Speaking

12 In pairs, students ask and answer the questions in exercise 11.



Homework

Workbook, Vocabulary, Grammar, pages 26-27

Answers Exercise 8

- a While we were riding our bikes
- b I fell
- c Past continuous
- d Past simple

Answers Exercise 10

- a was hanging
- b were having
- c saw
- d was sitting
- e decided
- f asked
- g said
- h were laughing

Grammar

Past continuous and past simple

Past continuous and past simple

While we **were riding** our bikes in the park I **fell**.

8 Look at the grammar box and answer the questions.

- a Which action was in progress at a moment in the past?
- b Which action interrupted it?
- c What tense is *were riding* – past simple or past continuous?
- d What tense is *fell* – past simple or past continuous?

See Language Guide, page 40
Grammar Summary, page 136

9 EXAM! Match the sentences with the pictures.

- 1 I was talking to my friend when I saw a famous film star.
- 2 My mum was watching a film when she heard a noise outside.
- 3 We were having dinner when the phone rang.
- 4 He had the accident while he was skiing.



10 EXAM! Read the paragraph and choose the correct alternatives.

My brother told me an embarrassing story. One day he (a) *hung/was hanging* out with his friends when they decided to have something to eat. They (b) *had/were having* a hamburger when he (c) *saw/was seeing* a beautiful girl at another table. She (d) *sat/was sitting* on her own. She looked familiar to my brother but he couldn't remember why. He (e) *decided/was deciding* to go and talk to her. They were chatting for a while and then he (f) *asked/was asking* her which school she went to. She (g) *said/was saying*, 'Paul, don't you recognize me? I'm the new maths teacher at your school.' When my brother looked at his friends they (h) *laughed/were laughing* at him!



11a EXAM! Complete the questions with the correct forms of the past continuous and past simple.

- a What were your parents doing (do) when you got (get) up this morning?
- b What were your friends doing (do) when you arrived (arrive) at school this morning?
- c What was your mum doing (do) when you got (get) home yesterday afternoon?
- d What were you doing (do) when your teacher walked (walk) into the classroom this morning?
- e What subject were you studying (study) when the last class finished (finish) yesterday?

b 1 23 Listen and check your answers.

Speaking

12 EXAM! Ask and answer the questions in 11.

Answers Exercise 11a

- a What were your parents doing when you got up this morning?
- b What were your friends doing when you arrived at school this morning?
- c What was your mum doing when you got home yesterday afternoon?
- d What were you doing when your teacher walked into the classroom this morning?
- e What subject were you studying when the last class finished yesterday?

Answers Exercise 8

- 1 c 3 d
- 2 a 4 b

Answer Exercise 1

Photo 1

English in Use

Describing scenes in the past



- 1 **EXAM!** 1 ⚡ 24 Steve is at Alba's house. They are looking at Alba's photos. Listen to the dialogue. Which photo are they talking about?
- 2a **EXAM!** Look at Alba and Steve's dialogue. Can you remember the words to complete it?

Dialogue builder

Steve This is a good photo. Where were you?
 Alba I was at a (a) _____ in London.
 Steve What were you doing there?
 Alba I was visiting my (b) _____ Karen. It was her birthday party.
 Steve What were you wearing?
 Alba I was wearing an angel costume because it was (c) _____.
 Steve Who were you chatting to in the photo?
 Alba I was chatting to Karen. Sam was (d) _____ me. She's got dark curly hair.
 Steve Were you having a good time?
 Alba Yes, it was a (e) _____ party!

b 1 ⚡ 24 Listen again and check your answers.

3 Practise the dialogue.

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Speaking guide

Say something!

The only way to learn to speak English is by speaking. Don't worry about mistakes at first. The first rule is to say **something**. Always read the information in the *Useful language* box because it gives you ideas about what to say.

4a **EXAM!** Look at the *Speaking guide*. Prepare a dialogue about one of the other photos in 1 using Steve's questions.

b Practise your dialogue.

Useful language

- Use the past continuous to describe activities in progress in the past.
- Use the socializing activities on page 33: *tell jokes, dance with someone*, etc.
- Use words to describe people on page 12: *jeans, straight hair, T-shirt, dark hair*, etc.

Extra Activity

See page 131

Answer Exercise 2a

- a house
- b friend
- c a fancy dress party
- d with
- e fantastic


Describing scenes in the past

Lesson aim

To learn to describe scenes in the past using the past continuous.

Warm-up


Start the lesson by asking students about the activities shown at this very moment in the photos: *What are they doing?* Elicit ideas from the class, e.g. *The two girls are talking in the kitchen. One is sitting on the counter, the other is standing opposite her. The girl on the counter is wearing a funny hat.* etc. Once the learners run out of ideas tell them that in fact the pictures were taken six months ago at a birthday party. They show what particular guests were doing at different moments during the party. Encourage students to repeat their ideas this time using the past continuous instead of the present continuous.

- 1  24 Play the track for students to decide which photo Alba and Steve are talking about. Elicit the answer and ask which key words helped students decide (*party, fancy dress, chatting to a friend*).

Tapescript Exercise 1

Steve: *This is a good photo. Where were you?*
 Alba: *I was at a (a) house in London.*
 Steve: *What were you doing there?*
 Alba: *I was visiting my (b) friend Karen. It was her birthday party.*
 Steve: *What were you wearing?*
 Alba: *I was wearing an angel costume because it was (c) a fancy dress party.*
 Steve: *Who were you chatting to in the photo?*
 Alba: *I was chatting to Karen. Sam was (d) with me. She's got dark curly hair.*
 Steve: *Were you having a good time?*
 Alba: *Yes, it was a (e) fantastic party!*

- 2a Students copy and complete Alba and Steve's dialogue in their notebooks. They compare their answers in pairs.

- b  24 Play the track again for students to check their answers.
- 3 In pairs, students practise the dialogue, keeping as close to the intonation of the tape as possible.

Speaking guide

Say something!

Read out the short paragraph in the *Speaking guide*. Discuss with the class how important it is to try and speak, and not be afraid of making mistakes.

- 4a Individually, students read the paragraph again, and then prepare a dialogue about one of the other photos in exercise 1. They should use Steve's questions in the dialogue in exercise 2a as a guide. Refer students to the *Useful language* to help them write their dialogue. Walk round, helping with any language difficulties.
- b Students practise the dialogue with a partner. Their partner guesses which photograph is being described. Then the other person's dialogue should be practised.

Optional activity

Ask students to work in pairs. Their task is to think about different dates from the past, e.g. *yesterday at 5 pm, 24 May in the afternoon, last week at midday*, etc. They ask each other questions about the activities they were performing at those times, e.g. *What were you doing yesterday at 6 am?*

Extra Activity

Refer students to the extra activity on page 131, Unit 3, page 38.



Homework

Workbook, English in Use, page 27

Teacher's notes

A narrative

Lesson aim

To write a narrative using the past continuous and past simple.

Warm-up

Tell the students that in a moment they are going to read about a disastrous party. Make sure they understand the meaning of the word disastrous. Ask them to work in pairs and make a list of possible things that can ruin a party, e.g. food, the weather (if the party is outside, e.g. in the garden), etc. Elicit the ideas from the class.

- 1 Students look at the picture of Janet's disastrous party last weekend. Tell them to read the narrative and find the two main reasons why it was disastrous. Set a short time limit to encourage students to read the text quickly.
- 2a Tell students to find and correct the four mistakes in word order. Elicit answers from the class.
- b Go over the rules in the *Writing guide* at the bottom of the page. These will remind students of correct word order.
- 3 Students put the words in the correct order in the sentences.
- 4 Tell students to choose one of the ideas and write four sentences about a disastrous weekend. Look at the different ideas together and elicit more vocabulary for each situation to help students.

Optional activity

You may also want to engage students in creative writing. Divide them into groups of six or seven learners. Ask students to take a sheet of paper each. Then dictate a sentence which would be the beginning of a story, e.g. *One late evening Robert was driving home along the M4 motorway.* Then ask students to continue the story and add one more sentence of their own. Once they have finished they need to pass their sheet on to the student on their right. They, in turn, get the sheet from the student on their left and continue the story. The activity could terminate with the moment they receive their original sheet of paper and finish off the story themselves. Students read out the stories in their groups and vote for the best one, which could be read to the whole class. You might want to collect all the stories to see how students coped with the task. It would be very profitable for learners if each student could have a photocopy of all the corrected stories created in his/her group.

- 5 Students expand their four sentences to write a narrative about their disastrous weekend. Refer students to the *Useful language* box and Janet's narrative as a model to help them write their texts.

Homework



Workbook, Writing, page 29; Revision of material from Unit 3 (Language Guide, pages 40-41 in the Student's Book)

Teacher's notes

Answers Exercise 1

It rained and Janet's dress got wet.
Janet's boyfriend was chatting and dancing with another girl.

Writing

UNIT 3

A narrative

1 **EXAM!** Janet went to a disastrous party last weekend. Read the narrative quickly and find the two main reasons why the party was disastrous.



Last Saturday, my friend Chris was a party having. My boyfriend and I decided to meet at Chris's house. I was waiting for the bus to go to the party when it started to rain. I wasn't wearing a jacket or a coat. I was wearing a dress special for the party. When I got to the party I was cold, wet and very unhappy. Then I my boyfriend saw. What he was doing? First, he was chatting to a girl. Then, he was dancing with her. I was so angry. I left!

2a Read the narrative again. Can you find four mistakes with word order and correct them?

b Look at the rules in the Writing guide.

3 Put the words in the correct order in these sentences (a-f).

- a What children the doing were?
- b friend red playing a was My guitar.
- c was wearing beautiful She dress a.
- d What when her doing saw was she he?
- e laugh friends He a his with having was.
- f jokes was I telling.

4 **EXAM!** Imagine last weekend was disastrous for you. Choose one of these ideas and write four sentences about what happened.

- a You went to the cinema but you went into the wrong film.
- b You went to eat out but then you realized you didn't have any money with you.
- c You stayed at your friend's house but you had a bad argument with your friend.
- d You went to a football final but your team didn't win.

5 **EXAM!** Write a narrative about your disastrous weekend. Use Janet's narrative as a model.

Useful language

- Use the past continuous to describe actions in progress in the past.
- Use the past simple to describe completed actions in the past.
- Use the socializing phrases from page 33: *chat to someone, play a game, ask someone out, etc.*
- Use the weekend activities from page 36: *hang out with friends, go for a walk, have a lie-in, etc.*

Writing guide Word order

- In affirmative and negative sentences, the basic word order is:
subject + verb(s) + object
She saw me.
She didn't see me.
They were wearing jeans.
They weren't watching TV.
- In questions, the subject goes after the (first) verb:
(first) verb + subject + (main) verb + object?
Did she see me?
Were they watching the TV?
- Adjectives go before the noun they describe:
He's got a black cat.
That's a great story.

Answers Exercise 2a

Last Saturday, my friend Chris was having a party.
I was wearing a special dress for the party.
Then I saw my boyfriend.
What was he doing?

Answers Exercise 3

- a What were the children doing?
- b My friend was playing a red guitar.
- c She was wearing a beautiful dress.
- d What was she doing when he saw her?
- e He was having a laugh with his friends.

Unit 3 Language

Grammar

Past continuous

Affirmative (+)

I/He/She/It	was	working.
You/We/They	were	running. playing.

Negative (-)

I/He/She/It	wasn't (was not)	working.
You/We/They	weren't (were not)	running. playing.

Questions (?)

Was	I/he/she/it	working?
Were	you/we/they	running? playing?

Short answers

Yes, I/he/she/it **was**. / No, I/he/she/it **wasn't**.
Yes, you/we/they **were**. / No, you/we/they **weren't**.

- We use the past continuous to talk about actions in progress at a moment in the past.

- When we use the past continuous and the past simple in the same sentence, the past simple describes the short complete action which interrupts the other activity in progress.

I was having a bath (past continuous) when the phone rang (past simple). The phone interrupts the activity of having a bath.

- To form the past continuous we need the past of **to be** and the **-ing** form of the main verb.

I + was + reading.

- We do not repeat the verb + **-ing** in short answers.

Were you reading? Yes, I was. ✓ Yes, I was reading. ✗

See **Grammar Summary, page 136**

Some, any, a/an

- We use **some** in affirmative sentences.
- We use **any** in negative sentences.
- In questions we use **any**.
- We use **some** and **any** with uncountable nouns (*milk, Coke*) and with plural countable nouns.
- It is only possible to use **a/an** with singular countable nouns.
- We use **a** before consonant sounds.
a book, a house, a university
- We use **an** before vowel sounds.
an apple, an hour, an orange

See **Grammar Summary, pages 136-137**

A lot, much, many

- We use **a lot, much** and **many** to talk about big quantities.
- We use **a lot** in affirmative and negative sentences and in questions, with countable and uncountable nouns.
I've got a lot of water/books.
I haven't got a lot of water/books.
Have you got a lot of water/books?
- We use **much** in negative sentences and questions, with uncountable nouns.
I haven't got much water.
Have you got much water?
- We use **many** in negative sentences and questions, with countable nouns.
I haven't got many books.
Have you got many books?

Guide

Vocabulary Socializing



ask someone out



chat to someone



dance with someone



have a good time



have something to drink



have something to eat



play a game



tell stories/jokes

See **Workbook, page 92**

Weekend activities



eat out



go for a bike ride



go for a walk



go out with a boyfriend/girlfriend



hang out with friends



have a lie-in



stay at a friend's house



have a party

See **Workbook, page 92**



Unit 3 Progress Check

Do the exercises and assess how much you have learnt. Circle 1 (I need more practice), 2 (I know quite a lot) or 3 (I'm very good).

EXAM!

Socializing

1 2 3

1 Match the words to make expressions for socializing.

- | | | | |
|---|------|---|------------------------|
| a | play | 1 | to someone |
| b | chat | 2 | a game |
| c | ask | 3 | a good time |
| d | have | 4 | someone out |
| e | tell | 5 | something to eat/drink |
| f | have | 6 | stories/jokes |

Weekend activities

1 2 3

2 Complete the phrases to make different weekend activities.

- a go _____ with a boy/girlfriend
- b have a _____-in
- c hang out _____ friends
- d go for a bike _____
- e _____ with someone at a disco
- f _____ at a friend's house
- g eat _____

Past continuous

1 2 3

3 Put the verbs in brackets in the correct form of the past continuous.

Alice: Who (a) _____ you _____ (dance) with?

Bob: I (b) _____ (not dance).

Alice: Yes, you (c) _____, I (d) _____ (watch) you.

Bob: Oh. Well, we (e) _____ (not dance). I (f) _____ (teach) Sue how to dance salsa, that's all.

Alice: Oh, really? That's interesting because your friend George (g) _____ (ask) me out to a salsa club just a minute ago.

Some, any, a lot of, much, many

1 2 3

4 Complete the sentences with the words in the box.

some	any	a lot of	much	many
------	-----	----------	------	------

- a There were _____ people in our classroom yesterday – 100!
- b There wasn't _____ water in the fridge – only one small bottle.
- c There wasn't _____ food in the fridge – nothing at all. So we ate in a café.
- d There were _____ good CDs at the party, nine or ten, but not a lot.
- e There weren't _____ sandwiches at the party, only five or six.

Past continuous and past simple

1 2 3

5a Match the sentence halves about a disastrous party.

- a We were listening to heavy metal
 - b I was having a sandwich
 - c I was chatting to Norman's girlfriend
 - d I was dancing
- 1 when I had a little accident.
 - 2 when I discovered a strange insect.
 - 3 when Norman arrived.
 - 4 when the police arrived.

b Now match the sentences with the pictures.



If you have circled 1 or 2 in any of the exercises, you need to revise this material.

See

Language Guide, pages 40-41
Workbook, Revision, page 30

Lesson aims

To revise the material from Unit 3.
Students evaluate their progress.

Ask students to do the activities and self-evaluate their knowledge. Students whose knowledge is not satisfactory are referred to *Consolidation* and students who know the material well are referred to *Extension* in the *Workbook*. They could be assigned as homework.

Socializing

1

Answers Exercise 1

- a 2: play a game
- b 1: chat to someone
- c 4: ask someone out
- d 3: have a good time
- e 6: tell stories/jokes
- f 5: have something to eat/drink

Weekend activities

2

Answers Exercise 2

- a go **out** with a boy/girlfriend
- b have a **lie-in**
- c hang out **with** friends
- d go for a **bike ride**
- e **dance** with someone at a disco
- f **stay** at a friend's house
- g eat **out**

Past continuous

3

Answers Exercise 3

- Alice: Who (a) were you **dancing** with?
 Bob: I (b) **wasn't dancing**.
 Alice: Yes, you (c) were. I (d) **was watching** you.
 Bob: Oh. Well, we (e) **weren't dancing**.
 I (f) **was teaching** Sue how to dance salsa, that's all.
 Alice: Oh, really? That's interesting because your friend George (g) **asked** me out to a salsa club just a minute ago.

Some, any, a lot of, much, many

4

Answers Exercise 4

- a There were **a lot of** people in our classroom yesterday – 100!
- b There **wasn't much** water in the fridge – only one small bottle.
- c There **wasn't any** food in the fridge – nothing at all. So we ate in a café.
- d There were **some** good CDs at the party, nine or ten, but not a lot.
- e There **weren't many** sandwiches at the party, only five or six.

Past continuous and past simple

5

Answers Exercise 5a and b

- a 4 We were listening to heavy metal / 4 when the police arrived. (pic b)
- b 2 I was having a sandwich / 2 when I discovered a strange insect. (pic a)
- c 3 I was chatting to Norman's girlfriend / 3 when Norman arrived. (pic c)
- d 1 I was dancing / 1 when I had a little accident. (pic d)

Optional activity

For further revision you might use photocopiable materials from the *Teacher's Resource File* (*Revision, Consolidation, Extension* worksheets for Unit 3).



Homework

Workbook, Revision/Consolidation/
Extension, pages 30-32

Teacher's notes

Lesson aim

To read about teenage customs in the USA.

Warm-up

You may trigger off the topic of jobs for teenagers by having a short open discussion with the class. Start off by asking the students generally if they have ever worked. Hopefully the students will come up with ideas such as doing the housework, working in the garden, etc. Accept and welcome everything they say, even if it is meant as a joke, such as walking the dog. Then ask them: *Have you ever worked for money?* Wait for some answers and if there are students willing to share their experience, support their stories by asking additional questions, e.g. *What did you do? When was it? How many hours did you work?* You might encourage other students to ask questions too. If students are silent, ask them if they would like to work for money. Explore why they would or wouldn't like.

Reading

- 1 Refer students to the photos. Discuss why the teenagers are doing the jobs.
- 2 Tell students to read the text quickly to check their ideas.

- 3 Tell students to read the sentences and decide if they are true or false. Students compare in pairs before you check their answers. Ask them which key information in the text helped them decide. You could also ask students to make the false sentences true.
- 4 Students answer questions about themselves. They could write notes and then ask and answer the questions in small groups. You could open this activity into a class discussion, asking for students' opinions around the class.

Optional activity

You could explore the topic more profoundly and ask the students if they would like to do any of the jobs mentioned in the text. You might also want to ask them what other jobs they would be willing to do. This could be done in the form of an open class discussion or a short exchange of opinions in pairs followed by a feedback session with the class.

Extra Activity

Tell students to turn to page 131, Unit 3, Page 43.

Optional DVD lesson

Students watch the film *Working at the weekend* (Unit 3) on the *Switch into English 3* DVD and do the activities from the *DVD Activity Book* (Unit 3, worksheets 1-4).

Teacher's notes

Answers Exercise 1

To have more money and to be independent.

To save money for university.



English in the World

UNIT 3

Reading

Saturday jobs in the USA

For many teenagers in the USA the weekend isn't only a time to relax. It's also time to do a Saturday job. 71% of American teenagers between 15 and 18 have had at least one Saturday job. Typical Saturday jobs are delivering newspapers to people's houses, working in fast-food restaurants or shops and filling supermarket shelves. Some American teenagers do a Saturday job to have more money and to be independent. They can buy things they want but they don't need to ask their parents for the money. But now there is a generation of teenagers who also work to be able to continue studying. Universities can be expensive in the USA. Some teenagers work

to save money for university. In fact, Saturday jobs are so popular or necessary that now many American teenagers work in the middle of the week too, in the afternoons or evenings. Some teenagers work for 30 hours a week! Of course, a job can teach you responsibility and independence. But American teachers are worried that working a lot can have a negative effect on school work.



1 **EXAM!** Look at the photos. Why do you think the teenagers are doing these jobs?

2 Read the text and check your ideas in 1.

3 **EXAM!** Are the sentences true or false?

- a Saturday jobs exist in the USA but they aren't very common.
- b Teenagers do Saturday jobs to have more money to buy things or to continue studying.
- c It's free to study at university in the USA.
- d American teenagers can't do jobs in the middle of the week.
- e American teenagers think that working in the week can be bad for studying.

4 **EXAM!** Answer the questions about you.

- a Do you do a Saturday job?
- b Do any of your friends do Saturday jobs? What do they do?
- c Do you think Saturday jobs are a good idea? Why/Why not?
- d Do you think it's good for teenagers to do a job in the middle of the week? Why/Why not?

Extra Activity

See page 131

43

Answers Exercise 3

- a False. 71% of American teenagers have at least one Saturday job.
- b True
- c False. Universities can be expensive in the USA.
- d False. Many teenagers work in the middle of the week.
- e False. American teachers think that working in the middle of the week can be bad for studying.

Answers Exercise 1

- | | |
|-------------------|----------------------|
| 1 guitarist | 9 record |
| 2 sunglasses | 10 quiet |
| 3 trainers | 11 impatient |
| 4 release | 12 straight |
| 5 ask someone out | 13 medium-length |
| 6 bass | 14 chat to someone |
| 7 keyboards | 15 have a lie-in |
| 8 eat out | 16 do a Saturday job |

Consolidation A (Units 1-3)

Vocabulary

Definition race



1 Complete the definitions with the words in the box as quickly as possible.

trainers guitarist chat to someone
 have a lie-in medium-length straight
 release sunglasses keyboards
 do a Saturday job bass eat out quiet
 ask someone out impatient record

2 Study the words you don't remember!

See [Language Guide, pages 17, 29 and 41](#)
[Workbook, pages 90-92](#)

Lesson aim

To practise and perfect the vocabulary and grammar introduced in Units 1-3.

Optional activity

Students test each other in pairs. One student closes his/her book and the other reads out the definition for the student to name the word.

Vocabulary

Definition race

- 1 Go through the instructions with the students. Students complete the definitions with words and phrases from the box within a time limit. To make this game more exciting, students can race against each other in pairs or small groups. Check answers with the whole class.

- 2 Tell students to make a list of the words they don't remember and study them. You could start the next class with a vocabulary test on these words.

See

Language Guide, pages 17, 29 and 41

Workbook, pages 90-92

Teacher's notes

Grammar

1 Students read the text and choose the correct alternatives. Do the first one together as an example.

Answers Exercise 1

Kim Rebel is a musical genius. When she was five she (a) **could** play the guitar, the piano and the drums. Now she (b) **is** twenty five and she (c) **can** play twenty instruments. She loves (d) **playing** music and she (e) **practises** every day – she’s (f) **always** interested in music. She writes a new song (g) **once** a day. (h) **Three years ago** she (i) **played** an enormous concert in New York. There (j) **were** 50,000 people there. But when she (k) **was playing** a guitar solo, all the lights (l) **went** out. There weren’t (m) **any** lights in the stadium, it (n) **was** totally black!

2 Students complete the dialogue by putting the verbs in the correct tense and form.

Answers Exercise 2

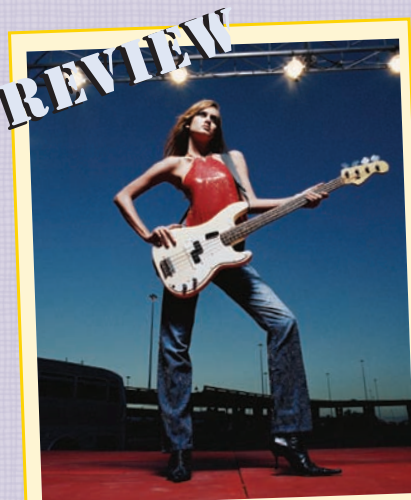
Joe: Hi, Tim. What (a) **are you doing** here now?
 Tim: I’m waiting for Lizzy. She (b) **isn’t talking** to her piano teacher at the moment. She always (c) **comes** to piano lessons on Monday. And I usually meet her when she (d) **finishes**.
 Joe: (e) **Did she come** last Monday? I (f) **didn’t** see her last week.
 Tim: No, she couldn’t come. She was busy.
 Joe: What was she doing?
 Tim: She (g) **was studying** history. There (h) **was** a lot of homework last Monday.
 Joe: What (i) **were you doing**?
 Tim: I was helping her. We (j) **finished our** homework at 11 pm last week!
 Joe: Really? That’s terrible. Well, see you later.
 Tim: Bye!

See	Language Guide, pages 16, 28 and 40
	Grammar Summary, pages 132-137

Teacher’s notes

Grammar

1 **EXAM!** Read the text and choose the correct alternatives.



Kim Rebel is a musical genius. When she was five she (a) *can/could* play the guitar, the piano and the drums. Now she (b) *is/are* an adult and she (c) *can/could* play twenty instruments. She loves (d) *play/playing* music and she (e) *practise/practises* every day. She's (f) *always/sometimes* interested in music. She writes a new song (g) *one time/once* a day. (h) *A couple of years ago/Ago a couple of years* she (i) *plays/played* an enormous concert in New York. There (j) *was/were* 50,000 people there. But when she (k) *playing/was playing* a guitar solo, all the lights (l) *go/went* out. There weren't (m) *any/some* lights in the stadium, it (n) *was/were* totally black!



2 **EXAM!** Complete the dialogue with the correct form of the verbs in brackets.

- Joe: Hi, Tim. What (a) _____ you _____ (do) here now?
- Tim: I'm waiting for Lizzy. She (b) _____ (talk) to her piano teacher at the moment. She always (c) _____ (come) to piano lessons on Monday. And I usually meet her when she (d) _____ (finish).
- Joe: (e) _____ she _____ (come) last Monday? I (f) _____ (not see) her last week.
- Tim: No, she couldn't come. She was busy.
- Joe: What was she doing?
- Tim: She (g) _____ (study) history. There (h) _____ (be) a lot of homework last Monday.
- Joe: What (i) _____ you _____ (do)?
- Tim: I was helping her. We (j) _____ (finish) our homework at 11 pm last week!
- Joe: Really? That's terrible. Well, see you later.
- Tim: Bye!

See **Language Guide, pages 16, 28 and 40**
Grammar Summary, pages 132-137

Answers Exercise 1

Film star file

- a place of birth: Middlesex, England
- b date of birth: 26th March, 1985
- c father's profession: actor
- d mother's profession: playwright
- e first film: at 9 years old
- f problem in adolescence: dyslexia
- g first important film: Star Wars: Episode 1
- h hobby: watching films

Reading

- 1 **EXAM!** Read the text and complete the *Film star file* with information from the text.

Film star file

- a Place of birth:
- b Date of birth:
- c Father's profession:
- d Mother's profession:
- e Age in first film:
- f Problem in adolescence:
- g First important film:
- h Hobby:



Keira Knightley: A new British star

She can play football (*Bend it like Beckham*). Some of her best friends are pirates (*Pirates of the Caribbean*). She fights against the Romans (*King Arthur*). Yes, Keira Knightley is one of those stars who can be anybody. But who is the real Keira?



Keira Knightley was born in Middlesex, England, on 26th March, 1985. Her father was also an actor and her mother wrote plays for the theatre. That possibly explains why she asked for an agent when she was just three years old! In fact, her first professional film part came when she was just nine. Keira suffers from dyslexia and she had to wear special glasses to help her to read when she was an adolescent. That didn't stop her from continuing her acting career, though. She was just 14 when she appeared in her first important film, *Star Wars: Episode 1!*

Keira enjoys being an actor, but she also enjoys being a spectator: 'I love watching films, I really do. That's what I love doing, as a hobby.'

Listening

- 2 **EXAM!** Listen to a programme called *Film Night* where they talk about some of Keira Knightley's films. Choose the alternative.

- a Keira Knightley had a *big/small* part in *Bend it like Beckham*.
- b Andy likes *Bend it like Beckham* because it's a *brilliant comedy/a comedy that says important things*.
- c Keira *enjoys/doesn't enjoy* making action films.
- d Andy says *King Arthur* was a *historical/an adventure* film.
- e The story of *Pride and Prejudice* is from a *novel/a comic*.

Speaking

- 3 **EXAM!** Ask and answer the questions.
- a Do you like going to the cinema? Why/Why not?
 - b What type of films do you enjoy watching?
 - c Are there any types of films you hate watching? Why do you hate them?
 - d Who is your favourite film star? Why?
 - e What's the last film you saw? What was it about? What was your opinion of it?

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Answers Exercise 2

- a Keira Knightley had a **big** part in *Bend it like Beckham*.
- b Andy likes *Bend it like Beckham* because it's a **comedy that says important things**.
- c Keira **enjoys** making action films.
- d Andy says *King Arthur* was an **adventure** film.
- e The story of *Pride and Prejudice* is from a **novel**.

Lesson aim


To practise and perfect the skills introduced in Units 1-3.

Reading

Keira Knightley A new British star

- 1 Ask students to read the text and complete the *Film star file*. Ask what they think about Keira Knightley. Have they seen any of her films? Do they think she is a good actor? (Remind students that 'actor' can be used for both genders.)

Listening

- 2  25 Play the track for students to check their fact file answers. Give them time to read the sentences in exercise 2 before you play the recording again. Students compare their answers in pairs before you check with the whole class.

Tapescript Exercise 2

Presenter: *Tonight we're looking at the career of Keira Knightley. Andy, let's start by talking about 'Bend it like Beckham'.*

Andy: *'Bend it like Beckham' was an important film for Keira because it was the first film where she had a very big part.*

Presenter: *What do you think of the film?*

Andy: *I think it's a fantastic film.*

Presenter: *Why?*

Tapescript Exercise 2 – cont.

Andy: *Because it's funny, but it also has some very important messages. It says important things about stereotypes, for example.*

Presenter: *What was Keira Knightley's next big film?*

Andy: *It was 'Pirates of the Caribbean'.*

Presenter: *Why did she make that film?*

Andy: *Keira likes making action films. She enjoys jumping around and playing. She says it's like being 11 years old in the playground!*

Presenter: *Is that why she made 'King Arthur' too?*

Andy: *Yes. They called 'King Arthur' a historical film, but really it was just an adventure film. It wasn't historical at all.*

Presenter: *Can Keira really act?*

Andy: *Yes, she can do serious parts too. She made a good film called 'Pride and Prejudice'.*

Presenter: *That was a novel, wasn't it?*

Andy: *That's right. 'Pride and Prejudice' is an old novel, a classic. It's more than 100 years old.*

Speaking

- 3 In pairs or small groups, students ask and answer the questions. Encourage students to do this speaking activity without making notes of their answers first if they can. Elicit answers from the class and try to develop an open class discussion on cinema-going – students habits, likes and dislikes.

Teacher's notes

A personal description and biography

Writing – step by step

Lesson aim

Students produce a piece of writing which they can decorate and present to the rest of the class.

Warm-up

Start the class by asking students think of names of famous actors/film directors and films for the different letters of the alphabet. Leave out any difficult letters.

This project develops the theme of personal description and biography. Students work in pairs to produce a piece of writing which they can present to the rest of the class. This piece of work could be displayed in the classroom.

Step 1 – Think and make notes

In pairs, students choose a film star and find out information about him or her. If students have access to the Internet, they can research their star.

Step 2 – Write

Students use their ideas and write a description and biography of the film star. Refer them to the *Writing guides* on pages 15, 27 and 39. Set a minimum number of sentences for them to aim at in this activity (12-15).

Step 3 – Check and correct

Students read their descriptions and correct any mistakes. Remind them to check punctuation, capital letters and word order. Ask them to be critical about their texts at this stage – can they make their descriptions more interesting and easy to understand? Ask pairs to swap texts at this stage. They read each other’s texts and indicate where they would like more information on a certain point, and how interesting and easy to understand they found the description.

Step 4 – Decorate

Students find pictures of their film star or posters of their films to illustrate their description.

Step 5 – Display

Students make a poster with their description and pictures. They show their posters or pin them up on the classroom walls. Students could move round the class and read all the posters.

Teacher’s notes

Project 1

Writing - step by step

A personal description and biography

1

Step 1 – Think and make notes

Work in pairs. Choose a film star. Find out information about the star.

name, real name, place and date of birth, hair, clothes, personality, hobbies, famous films, special moments in their career



2

Step 2 – Write

Use your ideas to write a description of the film star. Use the Writing guides (pages 15, 27, and 39) to help you.



3

Step 3 – Check and correct

Read your description and look for any mistakes. Remember to check punctuation, capital letters, word order. Can you make it more interesting or easier to understand?



4

Step 4 – Decorate

Find pictures of your film star or posters of their films to illustrate your description.



5

Step 5 – Display

Make a poster with your description and pictures. Show your poster to the class.