

See unit summary on Contents page 2

Language note

the big time – the highest / most successful level in an occupation, especially the entertainment business

Reading SUCCESS SB pages 16–17

Vocabulary review

In pairs, students match the opposites in the *Vocabulary review box* at the top of the page.

Check the answers with the class.

key	success	failure
	rich	poor
	win	lose
	receive	give

Ask students to write down the names of people they think are successful. They need not be famous people. Now ask them to think why they are successful. In pairs they show each other their names and explain why these people are successful.

Warm-up

- A** Ask students to look at the reasons given for success. Are they the same or different from the ones they thought of? Ask students what other reasons they thought of.
- B** Students discuss the questions in pairs and then feed back their ideas to the class. Take a class vote on whose success is the most impressive.

Skills

1 Thinking about the text

Check that students understand the titles. Remind them to choose a title after reading the first few lines and write it down. They then continue to read the rest of the article. Give them a time limit, for example three minutes. Students check their titles in pairs.

Check the answer with the class.

key How to get to the top

Language notes

worked out – did physical training

bodybuilder-turned-actor – in this expression ‘turned’ means ‘changed from one profession to another’

go nowhere – not be successful

fashion range – selection of clothes designed by the same person

designer brands – clothes designed by a famous person, for example Armani jeans

put his finger on it – identified the main reason
the topmost heights – the very highest position

2 Reading for specific information

Draw attention to the *Quick Tip!*. Explain that we often read texts to find specific information, for example, numbers, a location, names of people. In these cases it is a waste of time to read all the text with the same amount of attention. If necessary translate *specific* into your language.

Ask students to read the statements and check that they understand them.

Students do the exercise on their own and then compare answers in pairs.

- key
- 1 incorrect Schwarzenegger’s parents did not want him to take up weightlifting.
 - 2 correct
 - 3 incorrect Schwarzenegger believes the secret of success is hard work, discipline, and positive thinking.
 - 4 incorrect You don’t have to have great natural talent to succeed.
 - 5 correct

3 Understanding the text

Draw the students’ attention to the *Quick Tip!*. Then ask them to look at 1a and make sure they understand why it is not the correct answer. Students look at 1b and 1c on their own and decide which is correct. Make sure the students understand why b is correct.

Students complete the exercise on their own and then check their answers in pairs.

Check the answers with the class.

key 1 b 2 c 3 c 4 c

Mixed ability note

Before students answer the questions, ask the whole class to identify which part of the text they can find each answer in. Students then look at those parts in pairs and discuss the answers.

Vocabulary

4 Opposite meanings

- A** Give students the first word, *well built*, and ask them to find a word in the second paragraph which they think means the opposite. When they have identified the word *skinny*, ask them to complete the exercise on their own and then check their answers in pairs.

Check the answers with the class.

key skinny richest enormous different positive
 weak proud

Mixed ability note

Give students the line numbers in which they will find the words. (lines 4, 10, 16, 21, 25, 31, 37)

- B** Students write their sentences on their own, or do this part of the exercise for homework. Ask them to write sentences which show the meanings of the adjectives.

Ask some students to read out their sentences.

5 Word formation

- A** Write the words *success* and *luck* on the board and ask students to make other words from them by adding letters to the end. (*successful*, *lucky*) Ask them if they can think of other endings that are used to make new words in this way.

Students do the exercise on their own. Ask students to use dictionaries (if they are available), or the *Wordlist* on page 41 to check their answers.

Check the answers with the class.

ambition discipline determination talent luck
success hard work

- B** Students do this exercise on their own and then check their answers in pairs.

Check the answers with the class.

1 ambitious 2 talented 3 luck 4 hard work
5 successful 6 determined 7 discipline

Language note

Point out that in English some nouns can also be used as adjectives. *Movie*, *champion*, *fashion*, and *designer* are examples in the text.

Quick filler!

Write these words on the board:

*movie local champion popular fashion
designer recent natural*

Ask students to find them in the text and decide whether they are used as adjectives or nouns.

Optional activity

Ask students to think of a famous person and to write this person's name on a piece of paper. Collect the pieces of paper and redistribute them so that no student receives their own. Students work in groups and discuss the people whose names they have. Which ones do they think are the most successful at present? Which ones do they think will still be remembered in 100 years' time?

► **Word focus: SB page 26**

Time to talk!

- 1** Give students a few minutes to look at the pictures on their own and think about what they would like to do

when they leave school. Do they want to be like any of the people in the pictures? They discuss the pictures and their ideas in pairs and then in small groups.

- 2** Students remain in their groups to discuss this question. Ask groups to feed back their ideas to the class.

► **Photocopiable 'Quotations to read and think about' page 93**

Grammar SB pages 18–19

► **Grammar reference: SB page 134**

The past simple and the past continuous**Grammar preview**

You may wish to use the *Grammar preview* from the photocopiable material on page 93 before starting this section to see how much students already know about this grammar.

► **Photocopiable 'Mixed sentences' page 93**

Warm-up

Ask students to look at the photo of Björk /bjɔ:k/ and tell you everything they know about her. Ask them to discuss the other questions about their favourite singers or bands.

1 A radio programme

- A** Ask students to look at the text and guess what the missing words are. Play the recording once.

Tapescript

Björk was born on November 21, 1965, in Reykjavik, Iceland. Becoming Iceland's best-known musician and winning a best actress award at the Cannes Film Festival for the film *Dancer in the Dark* did not come without hard work. Young Björk started her musical training by studying the flute, piano and voice. She recorded her first album when she was just 11 years old. In the next eight years she played in three bands, and in 1981 worked on a TV programme, *Rock in Reykjavik*. She met Einar Orn and Sigtryggur Baldursson when she was recording a radio programme in 1984 and they started the band Kuhl (which in Icelandic means 'witchcraft').

Check the answers with the class and write the verbs on the board.

1 recorded 2 played 3 worked

- B** Ask students to look at the verbs on the board and answer the question. Draw a line under the *-ed* suffix. Students look at the *Remember!* box and say how the verbs on the board are pronounced. Drill the verbs with the whole class.
- C** Students look at the verbs in pairs and practise pronouncing them. Remind them that they can refer to the *Remember!* box if they need to.

Play the recording once. Students check their answers. If you feel they need more practice, drill the verbs with the whole class.

Mixed ability note

Ask students to divide the words into two columns before they practise them, i.e.:

/ɪd/	/t/ or /d/
wanted	walked
ended	turned
invented	jumped
	believed

Optional activity**Quiz**

Ask students, working in pairs, to choose a favourite singer or band. Give them about ten minutes to write sentences about their choice. They should include information about when they started their careers, what their first hits were etc. Give them ten minutes to do this. Monitor the pairs as they work and help with language points.

Ask each pair to read out their sentences without saying who the singer or band is. The other pairs listen and write down who they think it is. When all the pairs have read out their sentences, they say who their singers or bands are. The other students can now comment on the accuracy of the information, or give more information.

2 Irregular verbs

Ask students to look at the *Remember!* box. Ask them for a few more examples of irregular verbs.

Students do the exercise on their own, if necessary referring to the list of irregular verbs on page 134 of the Student's Book.

Check the answers with the class.

Key 1 began 2 was 3 won 4 played 5 wrote
played is the only regular verb.

Language note

score – the music written for a film

3 The past simple and the past continuous

Ask students to match the sentences to the time lines. Talk about when the events in each sentence happened. Pronunciation: Einar /'aɪnə/; Sigtryggur /sɪg'tri:gə/; Baldursson /'bɔ:ldəsən/

Key 1 b 2 a

Grammar check

Write the two sentences from the Form part of the *Grammar check* on the board. Ask students, working on their own, to write their negative and question forms. Students check their answers in pairs before you check them with the class.

Key Form
Björk didn't phone Einar. Did Björk phone Einar?
Einar wasn't recording at the studio. Was Einar recording at the studio?

Students, working in pairs, complete the sentences.

Check the answers with the class.

Key Uses
1 b, d 2 a, c

4 The past simple or the past continuous?

Students do the exercise in pairs, if necessary referring to their answers to the *Grammar check* on page 18.

Check the answers with the class.

Key 1 was performing, released
2 went
3 had, started
4 broke, moved
5 was living, began
6 chose
7 took
8 was working, won

Language note

break up – end a marriage or relationship

5 The correct tense

Students work on their own on this exercise and then check their answers in pairs. Again, if necessary, they should refer to the *Grammar check* and the list of irregular verbs on page 62 of the Workbook.

Check the answers with the class.

Key 1 got 2 were not 3 didn't matter
4 were making 5 was growing 6 liked
7 grew 8 was learning 9 met 10 couldn't

► Photocopiable 'Who are they?' page 94

Activate**6 Information exchange**

Ask students to work in pairs. Ask them to decide who is going to be Student A and who is going to be Student B. Students should first work on their own, completing their stories. Give them a time limit, for example ten minutes.

They ask each other the questions about their texts.

Check the answers with the class.

Key Student A's text
1 was having 2 arrived 3 was listening
4 didn't hear 5 brought 6 opened 7 could
8 read 9 found
Possible answers to Student A's questions:
1 In the car.
2 Driving to France with her family. Because they were going on holiday.
3 Her grandmother.
4 To tell Sarah that she had passed all her exams.
5 Asked her mother to stop the car at the next motorway services.

Student B's text

1 was driving 2 were going 3 rang 4 answered
5 was 6 was ringing 7 felt 8 asked 9 bought
Possible answers to Student B's questions:

- 1 At home.
- 2 Having breakfast.
- 3 Yes, he didn't hear the bell. Because he was listening to the radio.
- 4 He wondered what it was.
- 5 The information that his application to enter the young musician competition had been accepted

Mixed ability note

Divide the class into pairs. Half the pairs look at text A and the other half look at text B. They complete the text together and then form new pairs with students who have looked at the other text. They then ask each other the questions.

Revision idea!

Pop stars – are they telling the truth?

Divide the students into groups of four, Students A, B, C, and D. Students A–B invent their own pop group. Students C and D are record producers who are going to interview Students A–B, the pop stars. They think of questions to ask them. Help students by writing these notes on the board:

what doing before started group?

when started recording?

how many records?

names of albums?

what countries played in?

Give the groups about ten minutes to prepare, then ask them to divide into two pairs so that Student C is interviewing Student A and Student D is interviewing Student B. Students C and D ask the same questions and make notes of Students A and B's answers. When Students C and D have finished their interviews they compare the answers they have been given. If the answers are the same, then Students A and B are telling the truth and they get a recording contract. If the answers are not the same then they are not telling the truth and they get nothing.

Listening A lucky break? SB page 20

Vocabulary review

Students work on their own to match the words and phrases in the *Vocabulary review box* at the top of the page.

- 🔑 watch / see – a programme on TV
- 🔑 see – a picture
- 🔑 listen – to a CD
- 🔑 hear – a noise

Warm-up

- A Students look at the pictures and decide what is being advertised. Ask them for their ideas.

- B Students discuss the questions in pairs and then feed back their ideas to the class. Discuss why they like particular adverts and see if the class can agree on a favourite.

1 True or false? 🎧 10

Ask students to look at the statements. Check that they understand them. Play the recording for the first time.

Tapescript

- Sarah: Oh no! Not that silly advert for chocolate again? I hate it when that advert is on.
- Luke: Do you? I think it's great. I think adverts like that are better than some of the programmes.
- Sarah: Come on, Luke. They're awful. Most of the time you don't even know what they're advertising.
- Luke: That's what makes them interesting. You have to guess what it is they're trying to advertise. And that shampoo advert makes me laugh.
- Sarah: Well, all I can say is that you've got a very strange sense of humour!
- Luke: You can laugh, but a lot of famous actors started their career in adverts for TV and the cinema!
- Sarah: Really! I didn't know that.

Students discuss their answers in pairs. Play the recording for a second time. Students check their answers.

Check the answers with the class.

🔑 1 T 2 F 3 T 4 T 5 T

2 Note-taking 🎧 11

- A Ask students to look at the *Quick Tip!*. Remind them that they should not try to write complete sentences when they make notes. Explain the situation and ask them to look at the adjectives used to describe jobs. Ask them to look at the words and answer the question in pairs.

Pairs feed back their ideas to the class.

- B Students look at the boxes for Danny and Georgina and the information they need to listen for.

Play the recording for the first time. Students listen and make notes.

Tapescript

- Interviewer: Lots of young actors get their big break in television by working in adverts, but it's not all glamour and fun, it can be really hard work too. Two new actors in adverts are Georgina and Danny, and they've come to tell us what it's really like in the world of television. Danny, when did you start working in adverts?
- Danny: About three years ago, when I was seventeen. I can still remember shooting my first scene, someone threw a pair of swimming trunks at me and told me to go and put them on, then jump into a freezing pool of water in front of the camera crew, who were all wearing clothes! I felt really embarrassed, I can tell you. But you soon start to enjoy it.
- Interviewer: Now, Georgina you're eighteen, aren't you.
- Georgina: That's right.
- Interviewer: ... and you appeared in an advert for washing up when you were sixteen. Washing up liquid's not very glamorous, is it?
- Georgina: No, but, as you said earlier, it was my first big break!
- Interviewer: And how do you find the hard work and long days?

- Georgina: Well it's tiring, but quite exciting too!
 Interviewer: And how did you feel when you did your first scene, Georgina?
 Georgina: I felt terrible. It was a bit like my first day in a new school, I didn't know where to go or what to do! And I had to do one scene after the other really quickly – but it's great now! I wouldn't change it for anything!

Give them a minute to check their notes in pairs and then play the recording for a second time.

Check the answers with the class.

- Key** Danny:
 age now: 20
 how he felt filming his first scene: really embarrassed
 Georgina:
 age now: 18
 how she felt filming her first scene: terrible

3 Stressed words 12 + 13

- A** Explain to students that some words in English sentences are more stressed than others, and that they are generally the words that carry the most information, i.e. nouns and pronouns, verbs, adjectives, and adverbs. Write the sentence on the board and ask students to tell you which words are nouns and pronouns, etc. and therefore might be stressed. Underline the words.

Play the recording for the first time. Ask the students which words were stressed. Circle the correct answers.

My, trainers

Explain that which words are stressed most depends on the meaning of the sentence. In this sentence the speaker is emphasising which advertisement is their favourite, probably in contrast to someone else's favourite, and what the advert is for.

Play the recording for the second time. Students repeat the sentence after the recording.

- B** Give students a minute or two to look at the sentences and decide which words might be stressed in each. Play the recording for the first time. Students mark their answers and compare them in pairs.

Play the recording for the second time. Students check their answers.

Check the answers with the class.

1 terrible 2 move 3 enjoy

Quick filler!

Ask students to repeat the sentence on their own with the same stress-pattern, but replacing 'trainers' with the thing advertised in their own favourite advertisement, for example:

Student 1: My favourite advertisement on the television is an advert for for cars.

Student 2: My favourite advertisement on the television is an advert for make-up.

Soundbites

Gonna make you a star 14

Ask the students to read through the questions before you play the recording.

Tapescript

Oh, is he more, too much more than a pretty face
 It's so strange the way that he talks, it's a disgrace
 Well, I know I've been out of style for a short while
 But I don't care how cold you are, I'm comin' home soon
 I'm gonna make you a star.

We're gonna make ya a star, haa, haa
 We're gonna make ya a star.

[repeat first verse]

We're gonna make ya a star, haa, haa
 We're gonna make ya a star, haa, haa
 We're gonna make ya a star, haa, haa.

- Key** 1 The way he talks
 2 Come home soon, make you a star
 3 How cold you are

Discuss question 4 with the class. Not all their feelings need be positive – remind them how Danny and Georgina felt filming their first scenes!

Speaking A night out *SB page 21*

1 Films

Check that students understand the kinds of film listed at the end of the exercise. If necessary, translate the words.

Students discuss the questions in pairs and feed back their ideas to the class.

Optional activity

Ask students for the titles of films they have seen recently. If they only know them in their language, help them to translate them into English. Write the titles on the board. Ask students to match these films with the kinds of film listed in exercise 1.

Dictate these words to the class:

soldiers special effects war love triangle realistic car chases exotic locations happy ending sentimental
 Ask students to match them with the different kinds of film.

(There are no clear-cut answers here, for example you might find special effects in an action film or a horror film, however you would be unlikely to find a car chase in a romantic film.)

2 Choosing a film

- A** Students look at the photographs and read the descriptions. Give them a time limit, for example two minutes. Ask them to guess what the numbers in brackets mean. If they do not know, explain that they refer to the age people have to be to see the film in Britain. Ask them why they think people need to be older to see *Gladiator* and *Enemy at the Gates*.

- B** Ask students to do the exercise on their own. Check the answer with the class. (*Chocolat*)
Students listen or read again for the phrases Jim and Jane use to express their preferences. Write the phrases, *I'd prefer*, *I'd rather* and *I'd enjoy ... more*, on the board and drill them chorally. Check that students know what 'd stands for.
Students practise reading the dialogue in pairs.
- C** Ask students to work in pairs. They should make up their own dialogue using some of the phrases from the *Dialogue box*.

Mixed ability note

Before doing C, write the dialogue in B on the board. Divide the class into two halves and ask students to repeat it chorally, one half saying Jim's words and the other half Jane's. Remove some of the words and ask them to repeat it again. Remove more words and ask students to repeat the dialogue for a third time.

3 Going out

- A** Students listen to or read the dialogue. Elicit the phrases Jane and Jim use to make suggestions and write them on the board, i.e. *Why don't we go ...*, *What about going ...*, *Let's go ...*, *shall we?* Drill them chorally.

Ask students to add to the ideas in the dialogue and the pictures and write them on the board, for example:

go to McDonalds
walk in the park

Students make up their own dialogues. Monitor the pairs as they work.

4 Giving an account of your evening

You may wish to model this exercise with one of the stronger students before the class work in their new pairs. Ask the student to come to the front of the class and ask you questions based on the prompts. If there is time, try this with a second student but give different responses to show some of the different possibilities.

Student 1: How did you feel about the film?

You: I thought it was really boring and sentimental.

Student 2: How did you feel about the film?

You: It was too violent. Just lots of killing. It was terrible.

Mixed ability note

Before students do the exercise, ask them, in their pairs, to decide what went wrong with the evening. Give them a few minutes to do this and allow them to use their dictionaries. As they work, monitor what words and phrases they are looking up and, if necessary, help them with form and pronunciation.

Quick filler!

Before doing exercise 4, elicit some of the things that can go wrong on an evening out and write them on the board, for example:

going to the cinema *the film was boring*
going to a café *We missed the beginning*
 the service was really slow
 the coffee was very expensive

Culture focus British cinema

SB pages 22–23

Mixed ability note

Ask students to look at the photographs and discuss in pairs what the connection is between them and British cinema. They can do this before reading the text.

1

A–B Make sure that each student in the pairs chooses different decades.

Culture note

'Swinging London' was a phrase used in the 1960s to describe a time when London was seen as the most exciting city in Europe for young people.

Quick filler!

Dictate these words to students and ask them to find words formed from the same root in the text. (Remind them of the word formation exercise on page 17.)

begin direct fail relation arrive true

Check the answers with the class.

🔑 beginning (line 10), directors (line 6), failures (line 15), relationship (line 22), arrival (line 26), truly (line 37)

► Photocopiable 'Speed quiz' page 95

2 Talking about your country

After they have discussed the questions, the pairs or groups, report back to the rest of the class.

Articles

3 the or no article?

A–B Ask students to do the exercises on their own and then check in pairs.

Check the answers with the class.

🔑 1 b 2 a 3 c 4 d 5 e

C Students do the exercise in pairs.

Check the answers with the class.

🔑 1 the 2 no article 3 the 4 no article 5 the
6 the

Mixed ability note

Ask students who finish early to match the use of articles in this exercise with the rules given in exercises 3A–B.

D Student do the exercise in pairs.

Check the answers with the class.

key	best film	<i>the</i> best film
	the science fiction films	(no article)
	the thrillers	(no article)
	the Brazil	(no article)

If there is time, ask some pairs to read out the corrected version of the dialogue.

4 a, an or the

A–B Students do the exercises in pairs.

When they have finished, check that they understand the rules, i.e.:

We use *a* when a countable noun is mentioned for the first time (as in sentence a).

We use *the* when we know which thing we mean (as in sentence b).

C Students do the exercise on their own.

Check the answers with the class.

key	1 <i>The</i> British, <i>the</i> Americans
	2 <i>The</i> film, <i>a</i> Steven Spielberg film
	3 (no articles)
	4 <i>the</i> last film
	5 <i>The</i> French, <i>a</i> lot of films
	6 <i>a</i> lot of money
	7 <i>the</i> biggest studio
	8 (no articles)

Optional activity

Ask students to choose one paragraph from the text on page 22 and underline all the nouns. Then ask them to look carefully at the ways articles have been used with the nouns and find examples of the rules in exercises 3A and B and 4B on this page.

Writing A note to a friend

SB pages 24–25

Looking at the samples**1 Understanding notes**

Give students a time limit, for example five minutes, to skim read the texts and complete the exercise on their own. They then compare answers in pairs.

Check the answers with the class.

key	A – F, B – H, C – G, D – E
	1 Tim 2 Anna 3 Georgie 4 Dave

2 Types of notes

Ask students to do the exercise in pairs. Explain that there may be more than one example of each type of note, and that not all the notes have to be matched with types.

Check the answers with the class.

key	an invitation – A, C
	accepting an invitation – G
	an apology for not accepting an invitation – F
	asking for information – A, B, C
	asking someone to do something – A, C, D, G
	thanking someone for something – D

Steps to better writing**3 Informal language**

Ask students to do the exercise on their own.

Check the answers with the class.

key	1 possible answers: (A) we're meeting; (B) I'm supposed, I've lost; (C) He's got; (D) it didn't; (E) I'm glad; (F) I'm sorry, I can't, I've got, I'm going; (G) I'd love, I'll give; (H) her flat's got
	2 (D) thanks
	3 (F) I
	4 (F, H) see you
	5 (F) go, (C) want to go
	6 (C) as soon as possible

4 Prepositions of time

A Ask students to do the exercise in pairs.

Check the answers with the class.

key	in	on	at	(no preposition)
	1995	Monday	midnight	tomorrow
	the summer	Wednesday 18 th	six o'clock	next week
	December	Christmas Day	12.30	yesterday
	the 1980s			tonight

B Students do the exercise on their own and then check their answers in pairs.

Check the answers with the class.

key	1 (no preposition), at	2 in	3 (no preposition)	4 in
	5 on	6 on		

Quick filler!

Read out these beginnings of sentences. Students complete them with time phrases depending on the preposition, or on whether there is no preposition:

The last World Cup was in ...

I always go to church on ...

The Euro was introduced in ...

Our English lesson begins at ...

I get up at ...

We normally eat strawberries in ...

I am going home ...

Writing notes

5 Making an arrangement

Ask students to write the note on their own. Give them a time limit, for example five minutes, to do this. Remind them to refer to the notes on page 24 for useful phrases.

Ask individual students to read out their notes to the class.

Optional activity

Ask students, working in pairs, to write a note inviting someone out for the evening. They should write the note together and sign it with an imaginary name. Collect the notes and redistribute them to other pairs. The other pairs write a reply either accepting or apologising for not accepting the invitation. Again they should sign with an imaginary name.

Pairs either read out the invitations and replies or leave them on their desks so that other students can go round reading them.

6 Apologising

Students write the note on their own. Give them a time limit, for example five minutes, to do this. Again, ask individual students to read out their notes.

Mixed ability note

For exercises 5 and 6, students discuss what they are going to write in pairs, and then write on their own. When they have finished, they exchange notes and check what the other person has written.

Revision idea!

Dictation

Read each sentence below twice at normal speed. After each sentence, give students time to write down how many words it contains in its full form, i.e. without contractions. When you have finished, students compare their answers with a partner. If necessary, read the sentences again so that they can check their answers.

I'll see you at two o'clock.

They've gone to the concert.

I'm sorry I can't make it tomorrow.

She's going on holiday on the seventh.

I'm sorry you can't come this evening.

Do you fancy going skiing at the weekend?

Word focus SB page 26

🔑 The big time

1 Opposite meanings

- 1 well built 2 richest 3 tiny 4 similar
5 positive 6 weak 7 proud

2 Success

- A 1 ambitious 2 talented 3 disciplined
4 successful 5 determined 6 lucky
7 hard working

- B 1 lucky 2 hard work 3 disciplined 4 talent
5 determined 6 ambition

3 Types of movies

action thrillers historical epic romantic comedies
horror

🔑 Extension

4 Show business

A Place: concert hall, theatre, cinema

Type of entertainment: play, show, ballet, film, opera

Entertainer: film star, comedian, singer, musician, dancer

5 The audience

- 1 watch 2 saw 3 hear 4 went to / saw 5 sit
6 clapped 7 booed 8 listening to

6 Meanings of make

- 1 d 2 c 3 b 4 e 5 a

Reading for pleasure

Love story SB page 27

Love story 17

This text is for use in class, or for students to read by themselves. It is recorded. You might like to introduce the text and / or do some follow-up work in class (see *Optional activities* below).

Mixed ability note

Students who finish other parts of this unit more quickly can begin reading the text in class and finish it at home.

1 Understanding the story

- 🔑 1 F 2 F 3 T 4 T 5 F 6 F

2 Vocabulary

- 🔑 noisy – quiet short – tall friendly – unfriendly
impolite – polite opening – closing
proud – ashamed warmly – coldly

3 Your reactions

This could be done in class, but it would be a good idea to allow students to think about the points at home beforehand.

Optional activities

1 Biographies

Divide the class into an even number of small groups. Half the groups prepare a biography of Oliver and the other half prepare a biography of Jennifer. They pass the biographies around the class. The class decides which biographies they like most.

Mixed ability note

Give students some questions to help them write the biography, for example:

How did Oliver's family become so rich?

What subject is he studying?

2 Acting out

Students work in groups and think of another famous love story from literature or cinema. They choose a scene from the story and prepare the script. They practise with students taking the roles of actors, director, and prompter. They act out their scene for the other students who try to guess where it came from.