INTERMEDIATE - ADVANCED



PHOTOCOPIABLE

BY BARRY TOMALIN



Leen HK British TV direct to your classroom



Teen Life - UK!

British TV direct to your classroom

REAL VIDEO TIMESAVERS

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Introduction

Welcome to Teen Life - UK! a collection of extracts from programmes for teenagers from the UK's Channel 5. The seven extracts include drama (Beauty Contest and Match of the Day), documentaries (Return to Africa, Culture Shock! and First Kiss) and magazine programmes (Is Love in the Air?, and What's in your Milkshake?).

The course consists of this photocopiable workbook and a 1'30" video.

The video contains each video extract played twice. The first play has the complete extract, the second play breaks the extract down into three or four sections. The second play is preceded by short extracts highlighting key phrases from the video. There are three sections (four in Unit 2) with three or four extracts preceding each section. The workbook contains this introduction, seven workbook units and the video scripts and answer key.

What is Channel 5?

Channel 5 is one of the UK's five terrestrial channels and is a commercial television service, supported by advertising. Each of the extracts comes from a programme series.

Return to Africa and Culture Shock! are from Rooted, a series of half-hour documentaries featuring teenagers living in Britain who have 'returned to their roots' and visited the countries their parents came from.

First Kiss is from a series of programmes of the same name that talks to teenagers about love and romance.

Is Love in the Air? and What's in your Milkshake? are from a series of science magazine programmes called FAQ (frequently asked questions).

Beauty Contest and Match of the Day are from Harry and Cosh, a drama series about British teenagers.

Unit structure

The units of Teen Life - UK! are divided into five sections:

Before You Watch

This is preparation for the topic of the video unit.

Videowatch

This section covers the first viewing of the video for general comprehension and discussion. It is

subdivided into activities to be done before, while and after watching the video.

Videowatch Plus

This section covers the second viewing of the video and is subdivided into short sections for more intensive study. It is preceded by freeze frames with captions to aid comprehension of more challenging language.

Off Screen

This section includes grammar, vocabulary and discussion exercises, based on the video.

At Home

This section includes language extension exercises, Everyday English, grammar review, Focus!, and information on weblinks for students to follow up what they have learned from the video.

How to work through a unit

Before you start the class, look through the unit and photocopy the pages you want the students to use. View the video programme and check any words you don't know against the script at the back of the book.

Cue the video at the start of the programme before you begin the class.

Before You Watch

These exercises can be done in class before the video session.

- Students look at the picture at the beginning of the unit and answer the comprehension
- They read the programme description in pairs and make sure they understand it.
- They do the orientation exercise that helps them prepare for the topic or some of the key vocabulary they will encounter in the video.

Videowatch

These exercises will be done during the video session.

Before You Watch

This is a short exercise to prepare the students for what they will see. Students can work individually or in pairs.

- Read the task.
- The students do the task.
- Elicit responses from the class.

While You Watch

This is an exercise to focus students' attention on the video.

- Read the task.
- Play the video once.
- Elicit the answers from the class.
- If there is disagreement, rewind and play the video once again.

After You Watch

This is a follow-up exercise to consolidate the viewing.

- Read the task.
- ▶ The students do the exercise/s.
- Elicit the answer.

Videowatch Plus

This section focuses attention more tightly on the video. It focuses on short extracts.

- ▶ Play the short highlights that precede the first section. Pause after each one.
- Get the students to repeat the key language.
- Explain any expressions you need to.
- Play the short section that follows.
- Repeat for each of the sections.
- Do the exercises in the book with the class.

Off Screen

These exercises can be done without reference to the video.

- Read the task.
- Students do the task individually or in pairs.
- Check the answers in the answer key.
- Read the Focus! grammar section and explain the grammar point to the students.
- Divide the class in pairs or small groups for the Twenty-minute discussion.
- Explain the task.
- The students discuss. Go round and monitor the discussions and give help as necessary.
- ► Tell the group they must find two or three key points to report to the whole class.
- Stop the discussion and get feedback. Each group summarises the three key points they want to make.
- Each group in turn makes a brief presentation.

At Home

These exercises can be done as homework or in the students' own time. Make sure that you allow time in class to check students' answers to the exercises and give any additional explanations of the Culture Corner. Also encourage the class to share the results of their Internet research and to suggest any other useful sites.

ldeas for using video in class Why video is important

Video is a special medium, it uses vision, sound and print (through the on-screen captions) to introduce students to new language. The most important point about video as a teaching medium is that students can see the screen and then find the words to describe it. Video offers additional clues to meaning and it is important to let the vision teach.

It is also important to allow students to talk about what they think and to ask their own personal questions. Video gives students an exciting stimulus for students to use the language they have or find new words to express themselves. Video doesn't just teach language. It also releases language. It is a great way to get students talking in class.

To get your students talking more, try these additional activities. You can begin a class with these activities, before doing the exercises in the book. These activities may be particularly suitable for more advanced students.

1 Silent viewing

Play a minute of the video with the volume turned right down. Ask the students to describe the conversation or write the commentary. Then play the sequence with the volume turned up and get students to check against the actual dialogue or voice-over commentary. You could do this with the beach scene in Unit 1.

2 Sound only

Cover the screen with a newspaper or coat so that students can't see the screen. Play a short sequence. The students must describe the pictures using the sound only. Then play the sequence again with the screen uncovered, so that they can check their predictions against the vision. You could do this with the scene on the ice rink in Unit 2. You could also play a piece of someone talking in Unit 4 and get the students to imagine what the person looks like from their voice.

3 Pause

Use the pause button to freeze a picture on the screen. Get the class to describe what they see, as fully as they can. You can use this to discuss surroundings and the environment in Units 1, 3, 6 and 7.

4 Tell the story

Play the last minute of a programme and then get the students to predict what was in the programme before that. Then rewind the video and play from the beginning. Students can check if their predictions were correct. Try this with programmes 3 and 6.

5 What are they like? What do they think? Use the pause button to focus on a person's face. Students then produce words to describe the person's background, family, where they live, thoughts etc. You will be surprised at the intuition your students show, simply by studying a face. Try this with Unit 4.

6 Watchers and listeners

Students work in pairs. Divide the class into watchers (facing the screen) and listeners (facing away from the screen). Play the video. Then either the watchers describe the scene to the listeners or the listeners ask question about the scene from the watchers. At the end of the activity, get the listeners to say what happened. Then play the scene again to check. This activity encourages accurate description, reporting, and discussion. Try this with scenes from Units 3 and 6.

Troubleshooting problems with video.

You've pressed the button and nothing happens. What's gone wrong? Check these things before you give up!

No power

- Are the TV and video plugged in to the mains?
- Is the mains switch on? Is the VCR/TV switched on?

No picture

- Is the TV switched on?
- ▶ Is the video cable/lead connected to the TV?
- Is the AV button depressed? Is the TV correctly tuned?
- Is the brightness knob turned down? Is the video channel selected?
- Is the videocassette compatible with the equipment? The three main formats are NTSC (US), SECAM (France) and PAL (UK/Germany).
- ▶ Is the VCR on standby?

No sound

- Is the volume control turned down?
- Is the mute button depressed?
- ▶ Is the sound cable/lead connected?

Interference

- Does the tracking need to be adjusted?
- Does the tuning need to be adjusted?
- Is the videocassette compatible with equipment?

Unwanted sound

- Is the TV tuned correctly?
- ► Has the TV 'slipped off' the video channel?

No response from switches

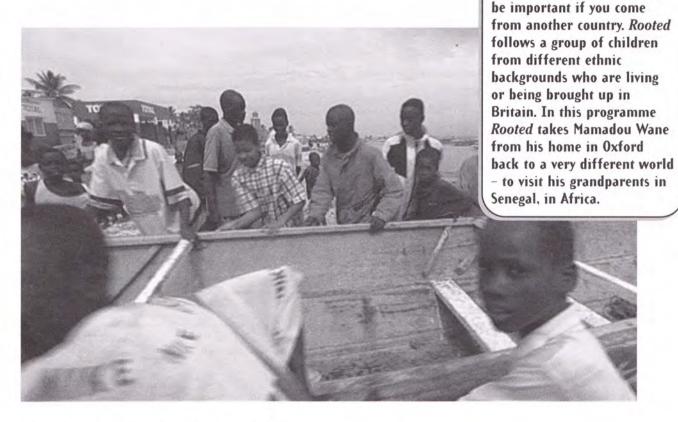
- Have you turned off the timer button?
- Is the operate switch on?
- Are the batteries in the remote control low?
- Are you using the remote control from too far away?

Videocassette won't insert

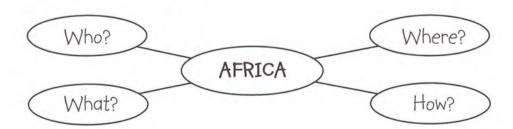
- Have you removed a previous cassette?
- ► Have you turned off the timer button?
- Is the videocassette compatible with the system?

Rooted: Return to Africa

BEFORE YOU WATCH



- Look at the photo and answer the questions.
 - 1 Where are they?
 - 2 What are they doing?
 - 3 What does this scene tell you about who the people are, their jobs, and the place they live?
- 2 The programme you are going to watch is called *Rooted: Return to Africa*. Read the programme summary and answer the questions.
 - 1 Where does Mamadou live now?
 - Where do Mamadou's parents and grandparents come from?
 - 3 What do you know about Africa and Senegal? Write your ideas on the board. Use the question words to help you.



Going back to your roots can

VIDEOWATCH



0:00:00 - 00:06:20

BEFORE YOU WATCH

Work in pairs. Look at Mamadou. Make up three questions about Mamadou's life in England. Then think of three questions about his life in Africa.

Example What kind of house does Mamadou live in in England?

What kind of house will he

live in in Africa?

Share these ideas with the other students in your class.



WHILE YOU WATCH

Watch the programme and complete the information about Mamadou.

1	Name	Mamadou Wane
2	Town	
3	School	
4	Hobby	
5	Religion	
6	How many in the family?	

AFTER YOU WATCH

- Look at the questions you prepared before you watched the video.
 - 1 Were the questions answered?
 - 2 Were they answered directly, by inference or not at all?
 - **3** Work in pairs. Compare your questions and answers.
 - 4 How can you find the answer to your question?
- 4 Look at the information you completed about Mamadou. Work in pairs. Compare your answers.

VIDEOWATCH PLUS

1 00:06:22-00:09:30

Watch the video again and answer the questions.

- 1 How long has Mamadou lived in Britain?
- 2 Where did he use to live?
- **3** Why did he move to England?
- 4 Where does he play chess?
- 5 Has Mamadou been to Senegal before?
- 6 Where does Mamadou go to pray?
- 7 What does it look like?
- 8 When does he go?
- **9** What language does he use to pray?
- 10 What is Mamadou not looking forward to in Senegal?



2 00:09:46-00:12:12

Tick the true statements.

- 1 Dakar is ...
- a) by the sea.
- b) inland.
- 2 Senegal used to be ...
- a) a British colony.
- b) a French colony.
- 3 Dakar is ...
- a) cool.
- b) hot.
- 4 On the beach Mamadou ...
- a) helps to pull in a fishing boat.
- b) goes for a swim.

- 5 Senegalese fishermen's boats are ...
- a) bigger than the European ones.
- b) smaller than the European ones.
- 6 Mamadou's friend is called ...
- a) Suleiman.
- b) Halima.
- Mamadou's friend wants to be a ...
- a) businessman.
- b) fisherman.
- The flight to Senegal takes ...
- a) 24 hours.
- b) 14 hours.

3 00:12:16-00:14:39

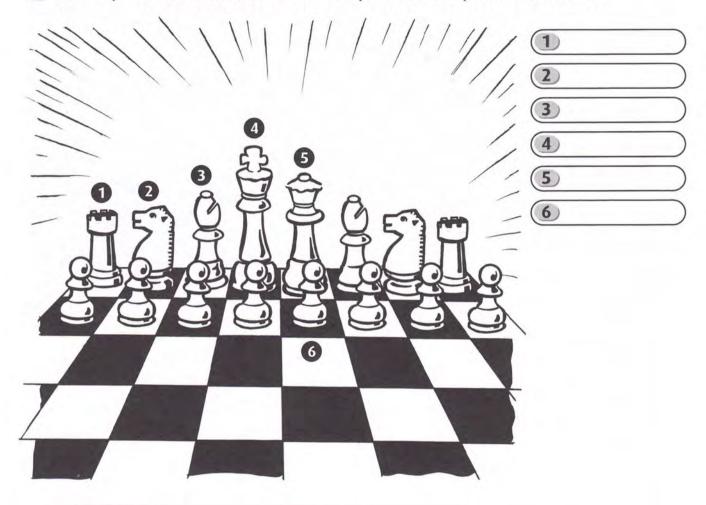
Watch the video again. What are the differences between your country and Senegal, according to Mamadou?

	Senegal	My country
The village layout		
The village streets		
Generations living in the house		
The head man		
Greetings		

Did you notice any other differences?

SCREEN

Work in pairs. Look at the chess board. Can you match the pieces to the names?



king castle knight bishop pawn queen

Answer these questions.

- **1** What do you say when the king can't move?
- What do you say when nobody can win?
- Work in pairs. Fill the gaps with the correct words from the box below.

pray	friends	Arabic	language	Friday	mosque	
					and I pray there. Sometimes I meet together.	
	pray, we pr I don't prop			, which is	is a different 6) and a	а

Read what Mamadou says about greetings.

'My father has told me that when you are in Senegal, when you greet someone you have to say it more than once. You always have to shake hands and say hello to all the people that are surrounding you. Otherwise, it's not polite.'

Describe some things that you must do in your country in order to be polite.

4 Body talk Match the greetings to the pictures.



How do you greet your friends, your teacher and your parents?

- What do you say?
- 2 What do you do?

FOCUS! Used to

When you talk about things you did in the past but don't do any more, you say I used to do it.

Mamadou used to live in France. Now he lives in

Senegal used to be a French colony. Now it's independent.

Notice the question form.

Did Mamadou use to live in France?

- Yes, he did. / No, he didn't.

Did Senegal use to be a French colony?

- Yes, it did. / No, it didn't

Notice the two negative forms.

Mamadou didn't use to live in England (but now he does).

Mamadou used not to live in Oxford (but now he does).

You can also say:

Used you to live in France? and I used not to live in Africa.

LEARNING TIP

Be careful when asking questions and using negatives

Did you use to live in France? Did you used to live in France?

It didn't use to be a French colony. It didn't used to be a French colony.

Twenty-minute discussion Read what Mamadou said about Senegal.

'I think if I grew up there, I wouldn't be the same. I would have different opinions from now if I was born there. Instead of being like I am now, I would be a fisherman or something.

Work in groups. Imagine you lived in a different country. How would you be different?

AT HOME

TO EVERYDAY ENGLISH Look at these words from the programme and tick the correct answer.

- 1 A tough job is ...
- a) an easy job.
- b) a difficult job.
- **2** Getting his hands dirty means ...
- a) doing a practical job.
- b) dirtying his hands.
- 3 Mamadou is off means he ...
- a) is leaving.
- b) is angry.
- 4 Mamadou's mother laid on a special tea means that ...
- a) she arranged it.
- b) she ate it.

- 5 Their tea is ...
- a) a cup of tea.
- b) a light meal.
- 6 Loads of friends are ...
- a) a few friends.
- b) many friends.
- 7 Spare time is...
- a) extra time.
- b) time when you are not working.

In which sentence/s does really mean a) in reality, b) very or c) Is that true?

- 1 I like this school because I think people are really friendly.
- 2 The teachers are really nice.
- **3** It's really quick to cycle to school.
- 4 I went to Senegal last year. Really?
- 5 Don't worry. They're very nice, really.
- **6** Being Muslim in Britain doesn't really make any difference because people still respect me.
- 7 Mosquitoes are really annoying.
- 8 I'm not really English. I was born in France.

CULTURE CORNER

Read the text and answer the questions below.

There are about 59 million people in Britain and about 3 million of them are Muslims. Many are children of immigrants from the Indian subcontinent, Bangla Desh and Pakistan, but there are also some from the Arab world. Most Muslims live in the big cities of London, Birmingham and Leeds where there are big mosques. One very famous Muslim in Britain is a former 60's pop singer, Cat Stevens, who became a Muslim Imam at the Central Mosque in London.

- How many Muslims live in Britain? 1
- 2 Where do most Muslims live in Britain?
- What is the name of the place where Muslims worship?

SUMMARY

In this unit I have learned:

VOCABULARY

Language to describe greetings Terms used in chess

Terms used in the Muslim religion

Everyday English

GRAMMAR

Used to



Learn more about Senegal. www.lonelyplanet.com www.islam.com

2 FAQ: Is Love in the Air?

BEFORE YOU WATCH



FAQ means frequently asked questions. It's a popular science programme for teenagers. This episode examines sexual chemistry in Is Love in the Air? Each of us has our own unique combination of pheromones - chemicals which act as signals to potential partners. However, in the modern age we are so obsessed with cleanliness that many of these are masked - hence the growing market in artificial pheromones. The intrepid Alex hits the ice rink to see which of three T-shirts the girls prefer - a clean one, one sprayed with artificial pheromones or one he's been wearing for the last seven days! The results may surprise you...

- Look at the photo and answer the questions.
 - 1 Where is he?
 - 2 What is he doing?
 - 3 Why, do you think?
- 2 The programme you are going to watch is called FAQ: Is Love in the Air? Read the programme summary and tick the correct answers.
 - 1 Pheromones are ...
 - a) a pop group.
 - b) a T-shirt.
 - c) chemicals.
 - d) signals.
 - 2 They are used ...
 - a) in chemical experiments.
 - b) in physics experiments.
 - c) to attract people.
 - d) to repel people.

- 3 When Alex hits the ice rink, he ...
- a) strikes it with his fist.
- b) kicks it with his boot.
- c) hits it with his head.
- d) arrives at it.
- **4** One is sprayed with artificial pheromones means it's been ...
- a) washed.
- b) touched.
- c) dry-cleaned.
- d) covered.

VIDEOWATCH



00:14:44 - 00:19:26

BEFORE YOU WATCH

- Look at the T-shirts and answer the questions.
 - 1 What do you think *sweat* refers to?
 - 2 Is pheromones a real word?

Which T-shirt will the girls like, do you think? Why?



WHILE YOU WATCH

- Watch the programme and answer the questions.
 - 1 Who does the survey?
 - 2 Who does he talk to?
 - 3 Where does he meet them?
 - 4 What does he find out?
 - 5 How do pheromones work?
 - 6 Why do they work?

AFTER YOU WATCH

- How much did you understand? Answer the questions.
 - Why do the presenters say you get on with some people and not with others?
 - 2 How do pheromones communicate?
 - 3 What happens if you wash or bath regularly?
 - 4 How long has Alex been wearing his T-shirt?
 - 5 Do people prefer people with the same pheromone smell to them or a different pheromone smell? Why is this important?
- Put the programme events in order.
 - 1 People in the street give their opinions.
 - 2 The presenters discuss why their girlfriends left them.
 - **3** The presenters explain why pheromones are important.
 - 4 The girls in the ice rink smell the T-shirts.

VIDEOWATCH PLUS

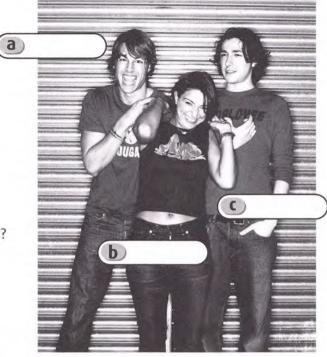




1 00:19:31-00:21:03

Watch the video again and answer the questions.

- 1 Label the photo. Who's Emily? Who's Marc? Who's Alex?
- 2 Do the three presenters get on?
- **3** Who's the clever one? How do you know?
- 4 Who got dumped? Why?
- 5 How does Emily understand the phrase love is in the air? How does Alex understand it?







2 00:21:05-00:22:00

Vox Pops. Match the opinions to the speaker.

		1	2	3	4	5	6
	I think that sweat is not a very nice smell.						
2	My girlfriend's not sweaty						
	When men sweat I think it's more of a turn off than a turn on						
4	My boyfriend's pheromones are covered up by all the soaps and aftershaves he uses.						
5	I prefer the smell of a nice perfume.						
6	When my boyfriend comes home from work, he smells a bit sweaty.						



3 00:22:02-00:24:35

Watch the survey. Who likes what? Write the numbers on the T-shirts.







How many people tried the T-shirt test?

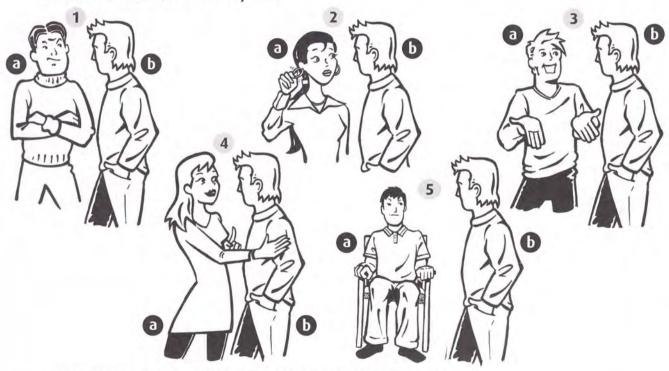
SCREEN

Mork in pairs. Which sentences describe a pleasant experience? Which sentences describe an unpleasant experience? Tick the correct column.

		\odot	8
1	I split up with my boyfriend.		
2	My girlfriend dumped me.		
3	When we met we really clicked.		
4	I can't stand the sight of him.		
5	My boyfriend and I really get on well.		
6	I think a sweaty T-shirt is a real turn-off.		

Body talk

Pheromones are one way your body 'talks'. Another way is gestures. Look at the pictures below and describe the body talk.



What other examples of body language can you think of?

Match the phrasal verbs to their meanings. Note that many of these verbs can have different meanings in different situations.

split up with put you off look up look forward to go up get on

- 1 have a friendly relationship
- 2 feel happy about something which will happen in the future
- 3 increase
- 4 repel
- end a relationship with your boyfriend/girlfriend 5
- check the meaning of something in a dictionary

4 Now fill the gaps with the best phrasal verb.

Alex: So how come you 1) your girlfriend?

Marc: Well, we just weren't really 2)

Interviewee 1:

Pheromones? I just don't - it 3) I just prefer the smell of a nice perfume more than somebody's sweat.

Alex:

Because pheromones are released when you sweat, the more you wash the more you wash them away. In 1940's California it became really fashionable to wash. Consequently, divorce and dumping rates 4)

Interviewee:

I didn't understand the meaning of pheromones so I 5) the word in the dictionary. I'm 6) trying the test with the T-shirts. It should be fun!

FOCUS! Phrasal verbs

Don't forget! Phrasal verbs can be separable or inseparable. Look at these examples.

He gets on her nerves. She gets up at 7 AM.

You cannot say:

He gets her nerves on. She gets at 7AM up?

Get on and get up are prepositional verbs. The preposition must follow the verb. They are inseparable. Look at these examples.

The smell of the T-shirt put off the girls. I picked up the T shirt.

Here you can also say:

The smell of the T-shirt put the girls off. or I picked the T shirt up.

Put off and pick up are phrasal verbs with an adverbial particle and they are separable.

Some phrasal verbs have three parts: verb + adverb particle + preposition. These cannot be separated by an object.

I wont' put up with it. not I won't put up it with.

I'm looking forward to the next programme. I'm looking forward the next programme to.

LEARNING TIP

Make a list of phrasal verbs with a sample sentence so you remember how to use them. Using phrasal verbs shows how fluent you are. Remember that the same phrasal verb might have a different meaning in a different context.

I turned off the light.

The smell of the T-shirt turned me off.

Twenty-minute discussion What do you look for in a boyfriend or a girlfriend? Work in groups.

- 1 You have three minutes. List the qualities that the group like in a boy or girl.
- You have three minutes. List the qualities the group don't like in a boy or girl.
- 3 Join up with another group. You have five minutes. Rank your top five attractive qualities and your top five turn-offs.
- 4 Elect a group speaker. Present your attractive qualities and turn-offs to the class.
- **5** As a class vote on the top five qualities and the top five turn-offs that you've heard.

T HOME

EVERYDAY ENGLISH Look at these words from the programme and tick the correct answer.

- 1 Dumped means ...
- a) lost.
- b) rejected.
- 2 Easy listening music is ...
- a) pop music for older people.
- b) pop music for younger people.
- 3 How come? means ...
- a) How did you come?
- b) How did it happen?
- 4 Comes into play means ...
- a) becomes important.
- b) starts playing.

- The first date is ...
- a) the first date in your diary
- b) the first time you go out with a boy/girlfriend.
- 6 Squeaky clean means ...
- a) pure.
- b) very clean.
- There you go! means ... 7
- a) Go away!
- b) That's the situation.
- 8 Deep breath means ...
- a) you have big breath.
- b) take a big breath.

- 9 No way! means ...
- a) It's not possible
- b) I can't find the way.
- 10 I'm sorry, guys means ...
- a) I'm sorry, men.
- b) I'm sorry, everybody.
- 11 Kids are ...
- a) goats.
- b) children.
- 12 He gets on my nerves means ...
- a) he attracts me.
- b) he irritates me.

2 EVERYDAY ENGLISH In which sentence/s does actually mean a) physically, b) really Or c) as a matter of fact?

- Now, pheromones are actually picked up by your vermineral nasal organ in your nose... 1 Emily:
- You actually didn't wash that for seven days and you wore it? 2 Girl:
- I know that only too well, actually. 3 Alex:
- 4 Alex: They don't actually smell.
- **Emily:** You might actually be washing away your natural pheromone smell.

CULTURE CORNER

Read the text and answer the questions below.

How much effort do you make before you go out to a party or to see friends? In the UK, less is definitely more! A lot of teenagers like the 'urban look'. They wear baggy jeans or combat trousers with hooded tops. Piercing is also really popular, although most schools insist that students remove any face jewellery during school hours! Perfume and aftershave usually come out for special occasions for that moment when you might want to impress ... But pheromone sprays? They may be sold in America, but British teenagers seem to prefer a more natural approach to attracting the opposite sex!

- What is the 'urban look'?
- What 'looks' do teenagers have in your country?

SUMMARY

In this unit I have learned:

VOCABULARY

Adjectives and expressions to describe the opposite sex English body language Terms and expressions in biology Everyday English

GRAMMAR

Phrasal verbs



Weblinks:

Learn more about science.

Discovery Channel: Science Fair Central www.school.discovery.com/sciencefair central

Science Friday

www.sciencefriday.com

3 Harry and Cosh: Beauty Contest

BEFORE YOU WATCH



Harry, Cosh, Lucinda and Kimberly are friends in an English secondary school. Lucinda and Kimberley decide to enter a local beauty contest. Beauty contests are competitions where girls pose in different dresses and bathing suits and a panel of judges awards a prize to the one who is the most beautiful. Kimberley and Lucinda look for various ways to win but finally Lucinda has doubts about the whole idea.

Harry can't understand why Lucinda wants to enter a beauty contest. And he can't understand why she keeps entering them when she always loses!

- Look at the photo and answer the questions.
 - 1 Where is Lucinda?
 - 2 What is she doing?
 - 3 What is the event?
- The programme you are going to watch is called Harry and Cosh: Beauty Contest Read the programme summary and answer the questions.
 - 1 What happens in a beauty contest?
 - **2** Why do you think the judges are looking for?
 - 3 Does Lucinda like or dislike beauty contests?
 - 4 Why do you think she has this idea?
 - 5 What can't Harry understand about Lucinda?
- Match these words to the explanations.
 - 1 fragile

a repair

2 bike

b applaud

3 winner

- c very ugly
- 4 embarrassing
- **d** small pieces of thick paper for making notes
- 5 hideous
- e very easy to break or damage

6 clap

f motor bicycle

7 cards

g makes you feel stupid and ashamed

8 fix

- **h** the person to be the first
- What happens in a beauty contest? Put the events in order.
 - **1** The compere announces the winner.
- 4 The winner is crowned.
- **2** The contestants parade before the judges.
- **5** The compere introduces the contestants.
- **3** The compere interviews the contestants.
- **6** The panel of judges decides the results.

VIDEOWATCH

BEFORE YOU WATCH



1 00:25:58 - 00:31:47

Work in pairs.

Write five things in the table you expect to see in the programme and write five words or expressions you expect to hear.

Share your ideas with other pairs.

Things I expect to see	Words and phrases I expect to hear
1 a bathing costume	1 The next contestant is
2	
3	
4	
5	
6	

WHILE YOU WATCH

Watch the video. Check your answers in the table in Exercise 1.

AFTER YOU WATCH



- 3 Compare your answers to Exercise 1 with the rest of the class. How many of the predictions were in the programme? Were there any words or phrases you didn't expect?
- Answer these questions.
 - 1 Look at the picture above. What is Kimberly doing?
 - 2 How does Lucinda feel about beauty contests at the beginning of the programme?
 - **3** How does she feel at the end?
 - 4 Why do you think Lucinda enters beauty contests?

VIDEOWATCH PLUS







1 00:31:50-00:34:22

Watch the video again and answer the questions.

- Why is Cosh standing on a table in the classroom?
- **2** Why does Kimberly deserve a clap?
- 3 What does Kimberly say about herself?
- 4 How does Lucinda feel about the beauty contest?
- 5 What is Lucinda doing when Harry finds her?
- 6 Does Harry agree with Lucinda?

2 00:34:25-00:35:44

Watch the video again. Work in pairs and answer these questions.

- What position did Lucinda come in the beauty contest?
- Will she enter any more beauty contests?
- How will finding the cards help her?

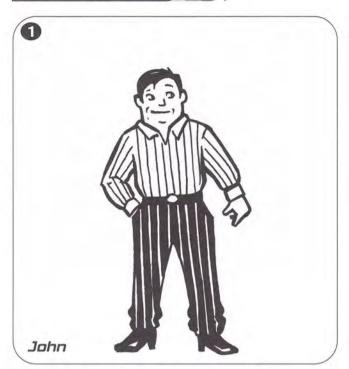
3 00:35:49-00:37:58

How does the compere feel when he listens to Lucinda? Is he embarrassed?

4 What about Harry and Cosh? Are they perfect as they are? What could they do to look better? Think about these things.

Hair	
Clothes	
Shoes	
Face	
Height	
Weight	







- Work in pairs. Answer the questions.
 - 1 John is short and a little bit overweight. What has he done to make himself taller and slimmer?
 - 2 Jean is tall and skinny. What has she done to make herself look shorter and fatter? What has she done to make her eyes look larger and brighter?
- What does it mean? Work in pairs. Look these expressions from the programme. They express strong feeling and they are not polite. Put a tick against the column that best fits the meaning of each expression.

	a) I don't care about it.	b) I am bored or angry with it.	c) I don't want it.	d) I like it.
1 I don't give a monkey's.				
2 Wicked!				
3 I have had it with you.				
4 You can shove it.				
5 Stuff it.				

- 3 Can you remember who said this? Harry, Lucinda, Kimberley, the compere or Miss Spackman? Check your answer.
 - 1 I always knew I was the best-looking girl around.
 - Excuse me. I gotta go bin diving.
 - 3 I've got big ankles.
 - 4 Honestly, Lucinda, you're gorgeous.
 - **5** Let's talk about what you're wearing.
 - **6** A member of my class won a beauty contest?

FOCUS! Expressing purpose: to ... and so that ...

Lucinda does a number of things in order to improve her appearance.

Notice how she says them.

I'm wearing a crop top to make me look bigger

Instead of saying to look she can also say so that I can look ...

I'm wearing a large top so that I can look bigger.

Here are some more examples.

I've got flat shoes on to make me look shorter.

I'm wearing a grass skirt to make my thighs look thinner

You use the verbs feel and think in the same way, but without to.

You make us feel disgusting.

You make us feel ugly.

You make us think (that) we could be better.

LEARNING TIP

Note the common errors.

You make us to feel disgusting.

You make us feel disgusting.

I've got flat shoes on to make me to look shorter.

I've got flat shoes on to make me look shorter.

Complete these sentences. Use the words in brackets.

She put on some make-up. (make / face / bright) Example She put on some make-up to make her face brighter.

- 1 The doctor gave her some medicine. (make / feel / better)
- 2 John wore heels. (make / look / tall)
- **3** The nurse gave her a pill. (help/her/relax)
- 4 I got up in the bus. (so that / old man / sit down)
- 5 I stayed up late. (so that / finish / homework)

Fill the gaps in the script. Use your own words, then check the answers.

I'm wearing a grass 1)	because apparently I've got fat thighs. And I've got flat
	myself look 3) Frankly, I don't know what
you want me to 4)	like. I'm just me, and I actually think I look alright. I've got a
5) who loves n think.	ne, so I shouldn't really give a 6) what you
us think we could be 9)	

🚺 🖍 🦍 Twenty-minute discussion Beauty contests are a good thing.

Work in small groups. In each group, half thinks of arguments against beauty contests and half thinks of arguments for beauty contests. Then have a group discussion and put your arguments. At the end of the discussion, take a vote.

T HOME

EVERYDAY ENGLISH Look at these words from the programme and tick the correct answer.

- 1 A clap is when ...
- a) someone hits you.
- b) someone applauds you.
- 2 I'm good for fixing bikes means ...
- a) I'm good at it.
- b) that's the only use I have.
- 3 Fix it means ...
- a) solve the problem.
- b) hide the problem.
- 4 Swept up means ...
- a) picked up with a broom.
- b) cleaned by a chimney sweep.

- 5 Chucked means ...
- a) thrown.
- b) given.
- 6 Local means ...
- a) someone from another town.
- b) someone who lives near here.
- 7 Let's give a big round of applause means ...
- a) let's clap to show we appreciate them.
- b) let's give them a present.
- 8 Brings a tear to my eye means ...
- a) I'm sorry.
- b) I'm glad.

CULTURE CORNER

Read the text and answer the questions below.

The prizes for beauty contests are usually money and sometimes a modelling contract. Many girls think it's just 'for a laugh' but many others take it seriously as a way of getting recognised and starting a career in show business. The winner of the beauty contest is called the beauty queen and is given a victor's sash to wear and a crown. The most famous beauty contest is Miss World, in which national beauty queens compete for the title, a cash prize and the opportunity to travel internationally to work for charity organisations for a year. Miss World and other beauty contests have attracted powerful criticism for exploiting women, especially in Britain, and are much less common than they used to be.

- What is the most famous beauty contest? 1
- 2 What's the winner of a beauty contest called?
- Why do many people disapprove of beauty contests?

SUMMARY

In this unit I have learned:

VOCABULARY

Words to describe physical appearance Slang expressions Phrases to describe competitions

Everyday English

GRAMMAR

Expressing purpose



Learn more about beauty contests in this website.

Miss World: Beauty with Purpose www.missworld.org

4 First Kiss: Attraction

BEFORE YOU WATCH



- 1 Look at the photo and answer the questions.
 - 1 Look at the girl. Describe her.
 - 2 Look at the picture of the boy on the wall. Describe him.
 - What is their relationship? Boyfriend / girlfriend? Popstar / fan? Pin-up boy / girl?

First Kiss travels the world, meeting a wide range of young people who talk openly and often with a great deal of humour about their lives.

Do you remember the first time? This 13part series offers an eye-opening insight into the 21st century teenage experience - by taking the revolutionary step of actually listening to young people!

Each episode focuses on a specific issue, and the multi-cultural nature of the programme leads to a variety of moral philosophies and experiences being shared. For a lively and informative look at the joy and pain of the mating game, check out First Kiss!

Episode 1: Attraction

In this first episode, we get to know the main characters, who come from the UK, India, South Africa, Finland, Russia, Holland and Argentina, and hear their views on love and romance. We also get a flavour for the show's quick-fire, hand-held style.

- The programme you are going to watch is called First Kiss: Attraction. Read the programme summary and answer the questions.
 - 1 First Kiss says it is revolutionary because ...
 - a) it is candid.
 - b) it is entertaining.
 - c) it listens to young people.
 - 2 First Kiss is about ...
 - a) how to kiss.
 - b) how to get a date.
 - c) the difficulties of being a teenager.
 - d) people's ideas on romance.

- **3** A quick-fire hand-held style tells you the show will be ...
- a) unprofessional.
- b) presented in a lively style.
- c) too fast.
- d) small.

Choose the best explanation for each word.

- 1 openly
- 2 eye-opening
- 3 lively
- 4 multi-cultural
- 5 mating game
- 6 view

- a from many different cultures
- **b** the process of finding a partner
- c opinion
- **d** without hiding anything
- e interesting and entertaining
- f surprising

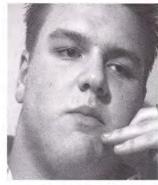
VIDEOWATCH



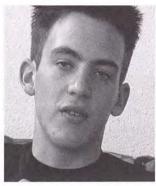
00:38:00 - 00:44:02

BEFORE YOU WATCH

Work in pairs. Here are some of the people from the video clip. Imagine their characters. What kind of boy or girl do they like? What is most important? clothes personality possessions looks money







2 NICHOLAS 16



3 ROSHI 16



4 SUNIL 20



5 MURU 19



6 ZAMA 19

Compare your descriptions and ideas with others in the class. Which one do you like?

WHILE YOU WATCH

B Work in groups. Each group selects a group of people 1-3. Read the opinions below and watch the programme. Mark each opinion true (T) or false (F).

Group 1

- 1 Chris wants a girl he can talk to.
- **2** Porcia thinks boys are mainly interested in personality.
- **3** Juhana likes a girl to have a good sense of humour. Group 2
- 4 Miriam thinks her family must approve of a boyfriend.
- **5** Sunil thinks education is more important than looks.
- **6** Muru thinks dancing tells you nothing about a boy.

Group 3

- 7 Olga thinks intelligence is more important than looks.
- 8 Arinya wants a boyfriend who looks after her.
- Zama thinks that a boy's personality is more important than anything else.

AFTER YOU WATCH

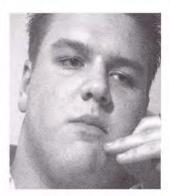
- 4 Work in pairs. Check your answers to Exercise 3.
- Which of these statements reflect the general views of the teenagers?

Boys

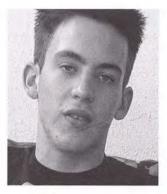
- 1 Girls must be attractive above all.
- 2 Character and education are more important than looks.
- **3** Looks are not important.

- Boys must be handsome.
- Boys must be tender and caring. 2
- It's important to be a good dancer.

VIDEOWATCH PLUS









1 CHRIS

2 PORCIA

3 NICHOLAS

4 ZOE

1 00:44:05-00:46:37

Watch the video again and answer the questions. Who says what? Match the opinion to the person.

1 ... they'll say, 'Oh, he's so nice, you know he's got beautiful eyes, he's charming, nice personality'. Guys ... they're always looking at the body parts.

2 ... generally you'll just see someone and be attracted to them.

3 I do get attracted to girls that I wouldn't want to fall in love with.

4 Someone can look very handsome but have nothing to say or something and them I won't like them.

2 00:46:40-00:47:58

Which statements are true (T) and which are false (F)?

My parents must come first and the boys must come last. 1 Miriam:

All the good guys are taken. 2 Roshi:

She doesn't have to be from a decent family. 3 Sunil:

Sometimes people say stupid things and you want to kill them. 4 Миги:

5 Maurice: I think the most important thing is the looks ...

... my boyfriend has to be very tender, very kind and strong. Olga

6 00:48:00-00:51:23

Listen to Muru and Zama. Tick the points they mention. Which is most important for them?

		Muru	Zama
1	the way you look		
2	the way you dance		
3	the way you dress		
4	your personality		
5	whether you're fat or thin		

SCREEN

Work in pairs. Which words describe relationships? Which words describe looks? Tick the box for each word. Some words may be in both boxes.

WORD	Looks	Personality
1 Cute		
2 Good looking		
3 Something up top		
4 Appearance		
5 Handsome		
6 Smart (clever)		
7 Sense of humour		
8 Trustworthy		
9 Romantic		
10 A nice figure		
11 A good dresser		
12 Tender		

Chat-up lines

Work in pairs. Look at these chat-up lines. Which do you think would be most effective? Which would be least effective? Give reasons.



- 1 Hi I love what you're wearing. You look really cool!
- 2 You look just like my ex-girlfriend. Would you like a drink?
- **3** Have you got a cigarette?
- 4 Er ... excuse me, do you know where the toilets are?
- 5 You've almost finished your drink. Would you like another one?
- 6 My dad's got a pair of jeans like those. They're nice!
- **7** You're a great dancer! Where are you from?
- 8 Hi I've got tickets for the Eminem gig on Friday. Wanna come?
- 9 Wow you've got amazing green eyes! They make me think of the sea ...
- 10 Oops! Sorry! I didn't mean to stand on your foot. What's your name, by the way?

Now write three good chat-up lines and three bad ones. Read them out to the class.

Note: Chat-up lines are the first words we say when we want to attract or interest somebody of the opposite sex.

Expressing opinions

Match the beginnings with the endings of the sentences.

- 1 I think the most important thing
- My ideal boyfriend has to
- 3 I don't really care if
- 4 First of all, she should be
- 5 The way you come across
- 6 In my opinion,

- is important as well.
- is honesty.
- he should be tall. C
- d be very tender.
- e beautiful.
- he's short or tall.

FOCUS! Expressing opinions with must, have to and should

You can use must, have to and should to express a definite opinion:

He has to be handsome.

She must be good looking.

She should be from a good family

Notice the negative form.

He doesn't have to be good looking

She doesn't have to be beautiful.

This means it's not necessary.

She mustn't be short.

He shouldn't be too tall.

This means it's not good.

Notice the question forms.

Must she be beautiful?

Does he have to be clever?

Should she be from a good family?

LEARNING TIP

Notice this common error and the correct form.

He hasn't to be good looking.

He doesn't have to be good looking.

Twenty-minute discussion Work in groups. Discuss the best way to make new friends.

You have ten minutes. Discuss the ideas below and any others you can think of. Make notes.

In class

Playing games

In a club

Through the family

Through other friends

At parties

On the Internet

Pen pals or keypals

- **2** You have ten minutes. Use your notes to prepare a short talk for the class.
- 3 Compare your ideas with other groups.

AT HOME

1) EVERYDAY ENGLISH Look at these words from the programme and tick the correct answer.

- **1** When you feel *butterflies fluttering*. it means you are ...
- a) happy.
- b) nervous.
- 2 It's a matter of life or death means ...
- a) it's important.
- b) it's dangerous.
- **3** Piling on means ...
- a) using too much.
- b) using too little.
- 4 Flashy clothes are ...
- a) fashionable.
- b) too bright.

- To grow on you means to ...
- a) touch you.
- b) get to like someone gradually.
- 6 Grooving means ...
- a) dancing.
- b) talking and laughing.
- Down to earth means ...
- a) practical.
- b) ugly.
- 8 Skinny means ...
- a) fat.
- b) thin.

CULTURE CORNER

Read the text and answer the questions below.

How do young people meet each other in Great Britain? Most British schools are co-educational and teach both boys and girls together, so many friendships are formed there. Teenagers meet through friends at parties and also going clubbing. 'Clubbing', is dancing at clubs where DJs play dance music.

In the Muslim and Hindu communities in Britain the opportunities for boys and meet girls are more limited by the parents. The difference in customs between communities can cause problems for children and for parents as children live by one set of rules for mixing with the opposite sex at school in the day but have to live within a more traditional set of rules when they go home.

- 1 What does co-educational mean?
- 2 Where do teenagers make friends?
- Why can different customs cause difficulties in the Muslim and Hindu communities?

SUMMARY

In this unit I have learned:

VOCABULARY

Words to describe appearance and personality Everyday English

GRAMMAR

Expressing opinions with must, have to and should



Get in touch with penpals.

Andy's Penpals Worldwide - Talk To The World

www.andys-penpals.com

PenPals.com

www.penpals.com

InterPals Penpal Net

www.interpals.net

5 FAQ: What's in your Milkshake?

BEFORE YOU WATCH



In our programme Is Love in the Air? (unit 2), Alex explored how chemicals make some people attractive to other people. In this programme he explores how chemicals can affect the colour. the smell and the taste of what we eat and make us want to choose one food rather than another. These chemicals are known as e-numbers. E-numbers are a code number on food labels, used by food manufacturers in the EU, which identify all materials added to the food. These might be preservatives. (to keep food fresh) colourants. (to make the food more colourful), anti-oxidants (to stop food going bad) and emulsifiers (to stop the different ingredients in food from separating. For this reason they are called food additives and many people think they are not good for our health. They prefer food which is organic and without additives. There is some evidence to suggest that the use of additives can damage your health.

- Look at the photos and answer the questions.
 - What are they?
 - What have they got in common?
- The programme you are going to watch is called FAO: What's in your Milkshake? Read the programme summary and answer the questions.
 - How can chemicals affect food and drink?
 - 2 What is the name we give to these chemicals?
 - Are these chemicals added to or taken out of food and drink? How do you know?
 - What is the alternative to adding chemicals to improve the taste and colour of food and drink?
- Match these words to the explanations.
 - a not tell the truth deodorant
 - 2 **b** an additive that gives food a better colour scent
 - 3 fruity c a milk drink containing fruit
 - 4 taste buds d smell
 - milkshake e a chemical to stop bad body odour 5
 - 6 food colouring f tasting of fruit
 - g part of the tongue that identifies taste 7 lie

VIDEOWATCH



00:51:26 - 00:56:22

BEFORE YOU WATCH







- Work in pairs. Where do you expect to smell these things? What's your favourite smell? What's your favourite taste?
- Share your ideas with the other students in your class.

WHILE YOU WATCH

- Watch the programme and answer these questions.
 - 1 What colour was the free food?
 - **2** What was the colouring made of?
 - **3** Which is more powerful, the sense of smell or the sense of taste?
 - 4 How many people tried the food?
 - 5 How many were vegetarian?
 - 6 How many could eat or drink dairy products (milk, cheese, etc.)?

AFTER YOU WATCH

- Discuss the answers to these questions.
 - **1** Why do you think that manufacturers put colouring in food?
 - **2** What do soap and deodorants and food have in common?
 - **3** How do people know what something tastes like?
 - **4** What is more important in tasting something? The tongue or the nose?
 - **5** What is red food colouring made of?
- What would you do? Would you accept free food in these situations?
- **6** Work in pairs. Compare your answers to Exercise 5. Look at the situations where you said no. What might make you change your mind?

Situation	Yes	No
1 In a friend's house		
2 From someone in the street		
3 In a restaurant		
4 At a stall in the local market		
5 In a supermarket		
6 In your hotel room		

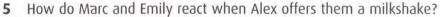
VIDEOWATCH PLUS



1 00:56:24-00:57:37

Watch the video again and answer the questions.

- The scent of deodorant and the flavour of your TV dinner. What's the connection?
- **2** What does one of the largest manufacturers of food flavouring also make?
- 3 What kind of smell do a milkshake and soap have in common?
- 4 Amyl-acetate is a chemical. Which of these products does Alex say it is used in?
 - a nail polish
 - **b** nail varnish
 - c strawberry-flavoured milk
 - **d** strawberry ice cream
 - e washing powder
 - f soap
 - g wine





2 00:57:40-00:59:24

Watch the video again and answer the questions.

- 90% refers to what?
- **2** What are the three tastes Alex describes?
- **3** How many smell signals does Alex mention?
- 4 When you chew food, what does it release?
- **5** Why do some people hold their noses when they take cough medicine?
- 6 If you added methyl-2-peridylketone to a hamburger, what would it taste like?
- 7 If you added hexanal to a hamburger, what would it smell of?
- 8 If you added 3-methyl-butanoic to your brother's tea, what would it smell of?

3 00:59:27-01:02:33

Watch the video again. Alex interviewed five girls and one boy. Match the person to what they said.

Person	Response	
Girl 1	Do you want to stop selling it or keep selling it or what?	
Girl 2	That's true, though, is it?	
Girl 3	Yes, yes, yes.	
Girl 4	Are you being serious? Did I really eat insects?	
Girl 5	Yeah, really not. (I don't usually eat dairy products.)	
Boy	Anyone want a jelly baby?	

OFF SCREEN

Work in pairs. Look at the table. Do the expression show approval or disapproval? Put a tick in the correct column.

> Now write S for strong approval or disapproval or W for weak approval or disapproval.

Word or expression	Approval	Disapproval
1 It's quite nice.		
2 I'll pass.		
3 Yes, yes, yes.		
4 I think it's amazing. No, seriously.		
5 Mmm!		
6 Yuk!		

Work in pairs. Write the following as complete sentences.

> Example Milkshake anyone? Does anyone want a milkshake?

- 1 Enjoying it?
- 2 Anyone want a jelly baby?
- 3 Still friends, aren't we?
- 4 No idea.
- Study the script

This is how Alex advertised the things on his stall. What are the key things he said to attract people to his stall?



Alex: Come and get your free food right here, courtesy of FAQ. If you want some free food, you've come to the right place as long as the food you want contains red. Lovely red milkshake, red jelly babies... look at that, we've got red smarties - just red ones, mind you, none of those other colours. Come and get it - right here right now - courtesy of FAQ, I should be on an advert! Would you like to try some free food?

CULTURE CORNER

Read the text and answer the questions below.

In the UK we eat enormous amounts of processed food which contains food additives and which often has cheap chemical ingredients as a substitute for natural ingredients. Some of it is called 'junk food' and it can lead to diet-related disease. Take the sausage, for example. If the number of sausages English schoolchildren eat every year was laid end to end, the line of sausages would reach 12,756 kilometres. Half the meat in sausages can be fat and half the families in the UK serve sausages at least once a week. 22% of British schoolchildren are too fat and 30% of the risk in getting cancer or heart disease for older people is diet-related.

That is why an increasing number of British people are buying organic fruit, vegetables, eggs and other food from their supermarkets. 'Organic' means grown or raised naturally without chemical fertilisers or intensive farming. It is more expensive but much healthier.

- What does processed food often contain?
- 2 What health problems can be caused by being overweight?
- 3 How is organic food grown?

FOCUS! If ... and When ...

In sentences that begin with If and When, where there are two clauses, the tense in the second clause often changes. How can you know which tense to change?

When you talk about things that always happen as a result of something else, you use the present tense in both clauses. You also do this for instructions.

General statements

If you put colouring into food, it changes the colour.

When you add colours to food, it changes the smell or taste

Instructions

If you want free food come here.

These are general true statements.

Now introduce greater or lesser probability.

If you do X, the consequence will be Y.

The present tense in the *If* clause is followed by the future tense in the other clause.

If you add chemicals to a hamburger it will taste of popcorn.

(I predict this will definitely happen.)

Now make the situation less probable. Use the past tense in the If clause and the conditional (would/could) in the other part.

If you added hexanal to a hamburger, it would taste of grass.

(But'you probably wouldn't do this.)

Now think of something that didn't happen, but could have done. Use the past perfect (have done) tense in the If clause. Use the future perfect (would have done) in the other clause.

If I had added a chemical to my brother's tea, it would have tasted of body odour.

LEARNING TIP

The most common error is to put will or would or would have in the if clause. It always goes in the other clause.

If I will do this, that will happen.

If I do this, that will happen.

Complete the sentences below using question tags.

Example She doesn't believe it, does she?

- 1 They aren't insects, . . . ?
- 2 You enjoyed telling those girls they were eating insects, . . . ?
- 3 That's not true....?
- 4 We're still friends, ...?
- 5 You don't know, . . . ?

What do you notice about the form of the verb in the tag?

⑤ ☐ Twenty-minute discussion Work in groups. Discuss these questions.

- 1 Has this programme changed your views about food and diet?
- 2 Does it matter if we have food additives to improve colouring and taste?
- **3** How can we make sure we eat healthy food?

AT HOME

- **EVERYDAY ENGLISH** Look at these words from the programme and tick the correct answer.
 - 1 I'll pass means ...
 - a) I'll pass by.
 - b) I'll refuse.
 - 2 We eat loads of it means ...
 - a) we eat a lot of it.
 - b) we eat a bit of it.
 - 3 Nasty means ...
 - a) good.
 - b) bad.

- You're gonna love this means ...
- a) you'll go away from this.
- b) you will like this.
- There you go means ...
- a) go away.
- b) here you are.
- EVERYDAY ENGLISH Here are two idioms. What do you think they mean?
 - 1 Every time an insect dies, I light a candle.
 - a) I'm glad when insects die.
 - b) I feel sorry for the insects.
 - 2 Here's looking at you, kid.
 - a) Cheers! (a toast when drinking)
 - b) I'm looking at you.
- **EVERYDAY ENGLISH** Look at these expressions. Which ones:
 - a) make a suggestion?
 - b) introduce an explanation?
 - c) ask or give reasons?
 - d) ask someone for the answer?

- I suggest you check the labels.
- 2 Let me tell you.
- 3 Well, as you know, ...
- 4 Guess what that is.
- 5 Is that why you're not eating it?
- 6 Well, in fact ...
- 7 This is because ...
- That's how ...
- 4 Complete these sentences. Use the ideas from the script.
 - If you add methyl-2-perildylketone to a hamburger, ...
 - 2 If you added hexanal to a hamburger, ...
 - **3** If you added 3-methyl-butanoic to your brother's tea, ...
 - 4 If you want free food, you've ...
 - When you chew food, ...

SUMMARY

In this unit I have learned:

VOCABULARY

Expressions of approval and disapproval Phrases for introducing explanations and suggestions Everyday English

GRAMMAR

If ... and When ...



Learn more about food and food additives.

www.cspinet.org/reports/ chemcuisine.htm www.foodlineweb.co.uk

6 Harry and Cosh: Match of the Day

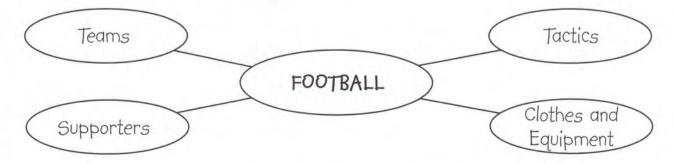
BEFORE YOU WATCH



Harry Capehorn and Coshti Dowden are typical British teenagers, interested in girls, football and, sometimes, school. In this clip, Harry is trying to remember who scored the winning goal in a match in his primary school. But who really scored the goal? Was it Harry, was it his girlfriend, Lucinda Tate or maybe someone else? In school when people disagree, and if they start quarrelling about it, sometimes the teacher gets involved. In this case, one of Harry and Cosh's teachers has to resolve the disagreement. But he's not very interested in a match that was played when Harry and Cosh were in a different school seven years ago! And he gets quite angry about being involved in the problem.

- 1 Look at the photo and answer the questions.
 - **1** Describe the two people (ages, background, interests).
 - **2** What is their relationship?
 - **3** Do they go to the same school? How do you know?
- 2 The programme you are going to watch is called *Harry and Cosh: Match of the Day*. Read the programme summary and answer the questions.
 - 1 What are Harry and Cosh's interests?
 - What is Harry trying to remember?
 - **3** Which school was he at when the football match took place?
 - 4 Who else was at the football match?
- Football brainstorm

Work in pairs. Write down five words in English about football. Use the headings to help you. Compare with other groups and write the words on the board.



VIDEOWATCH



01:02:35 - 01:08:03

BEFORE YOU WATCH

1 Work in pairs. Look at the pictures and answer the questions. Create a five-sentence story to link the pictures. Tell your story to the class.



- 1 What are Harry and Lucinda doing?
- 2 Who is Pete Rankin?
- **3** Why are they fighting?
- 4 How does the teacher feel? Why is he involved?
- What's happening? How does it connect to pictures 1-4?

WHILE YOU WATCH

- Watch the programme. Which statements are true (T)? Which ones are false (F)?
 - Harry and Lucinda remember the football 1 match.
 - Harry and Lucinda quarrel over the FA Cup.
 - 3 Lucinda says Harry scored the winning
 - 4 The teacher is angry with Harry and Lucinda for fighting.
- 5 Harry and Lucinda agree that Pete Rankin scored the winning goal.
- **6** The match was played last Saturday.
- 7 They played the match in primary school.
- 8 Harry scores the winning goal.

AFTER YOU WATCH

- Put the events in order.
 - 1 Harry and Lucinda quarrelled over who scored the wining goal.
 - 2 They replayed the match.

- 3 The teacher got angry
- They fought in the playground.
- **5** Pete Rankin said he scored the winning goal.

Think of a sport you played and answer the questions.

- 1 What sport was it?
- When did you last play?
- 3 Who else played?

Tell the class.

- Where did you play?
- 5 Who scored?
- 6 Who won?

VIDEOWATCH PLUS



Watch the video again and answer the questions.

- When did the football match take place?
- 2 What did Lucinda and Harry do for the first time during the match?
- 3 Who thought they scored the winning goal?
 - a) Harry?
 - b) Lucinda?
 - c) Both Harry and Lucinda?



Watch the video and answer these questions.

- 1 Who else thinks they scored the winning goal?
- **2** Who thought the goal was unimportant?
- 3 Who got angry at Harry and Lucinda?



Watch the video and answer these questions.

- 1 Why did the teacher think the quarrel was staggering?
- Which of these adjectives describe his manner?
- a) happy b) angry c) helpful d) amused e) sarcastic f) sincere
- **3** What suggestion did the teacher make?
- 4 What do you think was the result? Why?

4 Great moments in sport Read Pete Rankin's description of how he scored the winning goal.

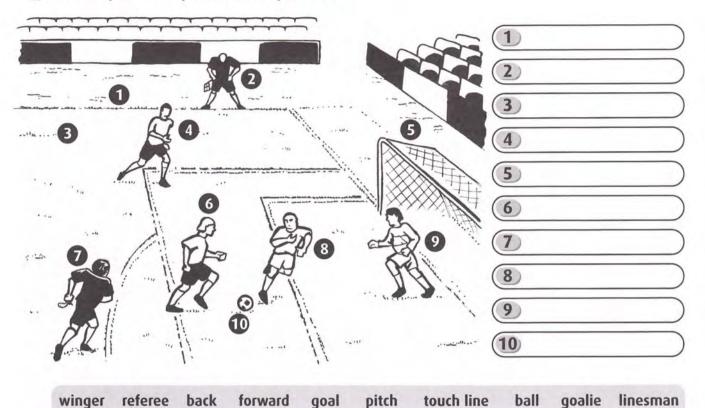
'Forty five seconds to go. Anyone's game. Lucinda beats one, two [players]. I run in the box, a perfect cross. I scissor-kick. I dribble, I shoot, I score! Yes!'

Think of a great sporting moment you saw or were involved in. Describe it to the class.

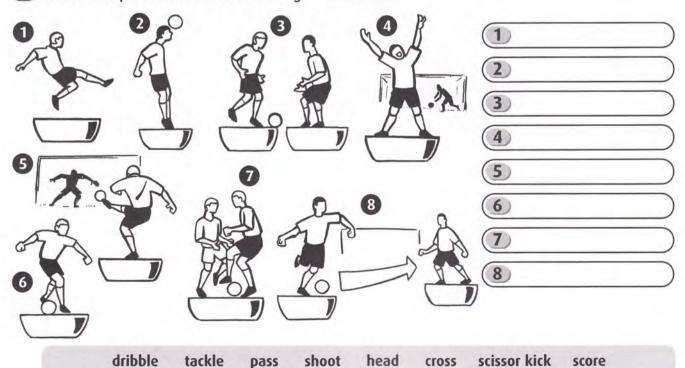


OFF SCREEN

Work in pairs. Can you label the pictures?



2 Look at the pictures. Match the drawing to the move.



3 Work in groups. Choose a sport. Draw a diagram of where you play and the position of the main players. Label your drawing in English. Then write the key stages and movements in the game.

FOCUS! Giving emphasis

In Match of the Day, Harry and Lucinda spend a lot of time emphasising that they scored the winning goal. In English you emphasise things by stressing the word to make it more important. Here are some examples.

I scored a goal.

- You scored the goal. (the important goal)

I scored.

- No, I scored. (not you)

- You didn't. (You are wrong.)

I did score the winning goal.

I do play football.

Notice how to contradict someone by emphasising what you say with do, does or did.

You don't play.

- I do play. (not I play)

She doesn't like football.

- She **does** like football. (not she likes)

They don't play well.

- They **do** play well. (<u>not</u> they play)

LEARNING TIP

To emphasise your point stress the important word or use do/does/did.

Mark the stressed word in these replies.

Example I scored the winning goal.

- No, you didn't.

- 1 I'm coming to lunch.
 - You aren't coming to lunch.
- 2 It doesn't hurt.
 - It does hurt.
- 3 We arrived in time for the match.
 - You didn't arrive in time.

- 4 You don't like her.
 - I do like her.
- 5 She doesn't like football.
 - She does like football.

Now practise each conversation in pairs. When you have done it once, change roles.

Twenty-minute discussion

Work in groups. Have you ever had a quarrel with a friend about something completely stupid? Think about the points below. Tell the story. Then two or three of you act out the conversation.

- 1 Who owned something?
- 2 Who lost something?
- **3** Who won a prize or won at a game?
- 4 Who came first in a test?
- **5** What happened at some time in the past?
- 6 Who went somewhere?
- **7** Who saw something first?

CULTURE CORNER

Read the text and answer the questions.

Harry and Cosh and Lucinda met in primary school. In Britain students attend primary school from six to ten. When they are eleven, they go to secondary school. This may be a state comprehensive or grammar school, where education is free or a private fee-paying school. Some very old private schools such as Eton or Harrow are called public schools. This is because when they started they accepted some poor but clever children on special scholarships. So they were open to the public! Very few of them! In a year or two Harry, Lucinda and Cosh will take their GCSEs. These are the academic exams students take at sixteen. After that they may study for A-levels, more advanced exams that will enable them to go to university.

- Is a public school free or fee-paying?
- 2 What are GCSEs?
- 3 What exams do you need to go to university?

AT HOME

- EVERYDAY ENGLISH Look at these words from the programme and tick the correct answer.
 - **1** A ninety-nine flake is ...
 - a) a type of ice cream.
 - b) a boyfriend or girlfriend.
 - 2 A mate is ...
 - a) friend.
 - b) husband or wife.
 - 3 The cup final is ...
 - a) the final of the a national or international football competition.
 - b) the last cup.

- 4 Dirty side means ...
- a) The players didn't wash.
- b) The players cheated.
- No score means ...
- a) neither side got a goal.
- b) there was no referee.
- Shut up means ...
- a) be quiet.
- b) close the door.
- Who cares? means ...
- a) Who thinks this is important?
- b) this isn't important.

- You take the biscuit means ...
- a) vou are unbelievable.
- b) you stole the biscuits.
- 9 Chronically dim means ...
- a) very dark.
- b) very stupid.
- 10 Hop it means ...
- a) hop.
- b) go away.
- Look at these ways of disagreeing. Then write a sentence disagreeing with 1-8 below.

I did (score that goal).

I don't think you did.

It's not just (a goal).

You only won because (you cheated).

- 1 I came first in class.
- 2 It's only a game.
- 3 You didn't come yesterday.
- 4 You never phone.
- 5 Your problem is you don't work hard.
- **6** I scored the winning goal.
- 7 I think I won the competition.
- 8 You didn't read that book.
- Complete the script. Use your own words, then check the videoscript.
- I sometimes find myself staggered by the amount of stupidity in this world today. Teacher:

But you three adolescents really do 1) Fighting over a 2) nine years ago.

It's not just a 4) Pete Rankin:

Lucinda Tate: 5) goal.

Harry Capehorn: The goal that won the 6)

Teacher: Oh. And pray, what cup might that be, the - FA Cup, er ... European Cup?

Harry Capehorn: The Under-sevens Challenge Cup.

What? Teacher:

Harry Capehorn: The Under-sevens Challenge Cup.

Teacher: Oh, of course, yes. The Under-sevens Challenge Cup. You were 7)

SUMMARY

In this unit I have learned:

VOCABULARY

GRAMMAR

The language of football

The language of disagreement

Emphasis

Everyday English



Weblinks:

Learn more about Football and schools in Britain.

Sport England

www.sportengland.org

Welcome to the FA

www.thefa.com

7 Rooted: Culture Shock!

BEFORE YOU WATCH



- Look at the photo and answer the questions.
 - 1 Where is he?
 - 2 What is he doing?
 - **3** Why, do you think he is so tired?
- The programme you are going to watch is called Rooted: Culture Shock! Read the programme summary and answer the questions.
 - 1 Where is Cardiff? What is it?
 - 2 Where is Madurai?
 - 3 What is Hinduism?
 - 4 What are people who believe in Hinduism called? 8
- **5** Is there one god or many gods in Hinduism?
- 6 Where do people go to worship?
- **7** Where are offerings of food placed?
- 3 Who is the most important god?
- Brainstorm
 Work in pairs. Look at the map of India. What do you know about it? Think about the following.



Kerrai travels from his home in Cardiff, the capital of Wales, all the way to Madurai in South India, to experience the country of his grandparents. Hemmit is Hindu. Hinduism is a religion from India. After school Hemmit goes to a temple. In Hinduism there are lots of different gods. Some of them have their own special shrines in the temple where people make offerings of food. Hanuman is the god of strength. Swaminarayan created the Indian religion and made the people. He's the most important god. He's even more important than Krishna.

In this programme Hemmit

VIDEOWATCH



01:14:07 - 01:21:53

BEFORE YOU WATCH





0	Look at the pictures	and look again	at Exercise 2	on page 4	3. Write three	e things you
	expect to see in the	video.				

1	
2	
2	

WHILE YOU WATCH

Watch the programme and find one thing the same and one thing different between Madurai and Cardiff.

Same	Different	

AFTER YOU WATCH

- Work in small groups. What was the same about Cardiff and Madurai? What was different? Make a class list of similarities and differences.
- 4 Look the list you wrote in Exercise 2 on page 43. Did you see any things you expected? Any surprises?
- What did Hemmit do? Put the programme events in order.
 - 1 He visited a market.
 - 2 He lay on the hotel bed.
 - 3 He took a taxi to his hotel.
 - **4** He got on the plane.

- 5 He had a meal at home.
- He went to school in the rain.
- 7 He was at school.
- **8** He went to the temple in Cardiff.

VIDEOWATCH PLUS



1 01:21:56-01:24:41

Work in groups. In each group, choose one question. Watch the video clip and then answer your question.

- 1 What's Hemmit's part of Cardiff like? Find three differences from your area.
- 2 Describe the Hindu temple. Find three differences between it and a religious centre you know.
- **3** Compare the temple in Cardiff with the temple in Madurai.
- 4 Complete the information about Hemmit's family.

Person	Age	Job
father		
mother		
older brother		
younger brother		

5 Describe Hemmit's attitude to going to India. How does he feel about the experience? How does he feel about the journey? How does he feel about eating food off a leaf?

2 01:24:44-01:26:38

Watch the video again and answer the questions.

- 1 Where did Hemmit's family originally come from?
- 2 Was it a long or a short flight to Madurai?
- 3 When did they arrive in Madurai?
- 4 What surprised Hemmit in the taxi to the hotel?
- 5 What impressed Hemmit most about his hotel room?

3 01:26:42-01:31:12

Watch the video clip of Madurai. Which of these do you see?

- 1 a ferris wheel
- 2 a cow
- 3 baskets
- 4 a Hindu temple
- 5 bicycles
- 6 taxis
- 7 cars
- 8 fish
- 9 meat
- 10 leaves
- 11 farming equipment
- 12 offices

Take one item you saw and describe it.

Example It was made of...

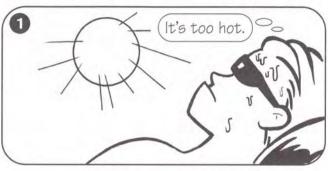
It looked like...

It was... (huge, green, etc.)

Hemmit is a Hindu. Find a country where many people practise these religions.

Person	Country	
1 Hindu		
2 Muslim		
3 Buddhist		
4 Sikh		
5 Catholic		
6 Protestant		
7 Other?		

What is it difficult to get used to when you are abroad? Write a sentence about each picture.













- Look at these sentences. Which ones describe similarities? Which ones describe differences?
 - This is like popping down to the local supermarket.
 - 2 In Hinduism there are lots of different gods.
 - 3 I doubt I'll be the next David Beckham.
 - 4 I'm not that good.
 - They don't even have plates, they have leaves.

Make sentences, using the words in italics.

FOCUS! Be used to and Get used to

Notice the difference between to be used to something and to get used to something.

I'm from Wales. I'm trying to get used to the heat in Madurai.

Arul my friend, is from India. He's used to the heat in Madurai

You use get used to say you are learning to do it (by practice).

You use be used to when you have learned to do it (by practice).

LEARNING TIP

Remember the difference.

I used to do it. (I don't any more.) used + infinitive

I got used to doing it. (I learned to do it.) get used to + -ing form

I'm used to doing it. (It is easy for me.) be used to + -ing form

Twenty-minute discussion

Work in groups. Think of a trip that you or a friend or relative made abroad. What were you or they used to? What was it difficult to get used to?

- 1 In your groups, make a list of the people and the places.
 - Example My brother went to Florida.
- 2 Say what the visitor was used to and had to get used to.
 - He was used to the warm weather but he had to get used to the food. Example
- 3 Say how easy or difficult it was for each visitor.
 - For a few days he was tired, but then he got used to it. Example
 - He never got used to the speed of life.
- 4 Make a comparison between home and the place visited.
 - Example The food was just like at home.
 - The weather was much hotter than here.
- 5 Report back to the class.

CULTURE CORNER

Here is a list of some do's and dont's for visitors to India. Work in small groups.

DO

- wear light clothes and take something to cover your head.
- try the local food. Make sure it's cooked not raw.
- show interest in the customs and traditions of the region you're in.
- show respect to older people.

DON'T

- eat food with your left hand.
- drink water that isn't bottled. Check the seal first.
- touch women unless they invite you to shake hands.
- greet people with Namaste.

Make a list for visitors to your town or area.

AT HOME

EVENTUAL ENGLISH LOOK At these words from the programme and tick the correct an	1	at these words from the programme and tie	k the correct answe
---	---	---	---------------------

- 1 Offerings are ...
- a) something you give.
- b) something you ask for.
- 2 His brothers are *jealous* means ...
- a) they're happy he is going.
- b) they wish they were going, not him.
- 3 Foodwise means ...
- a) I know about food.
- b) As far as food is concerned, ...
- Time for bed means it is time to ...
- a) go to bed.
- b) make the bed.
- 5 This trip means ...
- a) this mistake.
- b) this journey.

- 6 In the phrase Ox, donkeys and stuff, 'stuff' is ...
- a) a type of animal.
- b) things or animals like this.
- 7 Shocked means ...
- a) very surprised.
- b) very hot.
- 8 Heading for means ...
- a) going ahead first.
- b) going in the direction of.
- 9 Popping down to ... means ...
- a) going by car.
- b) making a short journey.
- **10** Scorching means ...
- a) very hot.
- b) very good.

Here's Hemmit describing his life and his reactions to India. Fill in the gaps.

_				
On	his	tan	ΠI	V
				. 1

My 1)	's. 43. He works in <i>Bestway Cash and Carry</i> . He'	s like deputy manager. My
2)	, she's a housewife. She's trying to look for a job but	most of the time she's here
My 3)	brother, he works in Comet, he's 20. My 4)	brother, he's
18 on March 24th, so	I'm going to miss his 5)	

On the heat

I'm still trying to	6) the 7)	aı	nd the heat in t	ne afternoor
because it's 8)				

SUMMARY

In this unit I have learned:

VOCABULARY

Words to do with religion Ways of describing similarities and differences Everyday English

GRAMMAR

How to use be used to and get used to



Learn more about India.

Hindu culture www.hindunet.org <u>Interknowledge - India</u> www.interknowledge.com/india/ Madurai - The Temple City www.madurai.com/

Rooted: Return to Africa

VIDEOWATCH PLUS 1 Mamadou in Oxford

In this programme Rooted takes Mamadou Wane from his home in Oxford, back to a very different Presenter.

world — to visit his grandparents in Africa.

Hi. I'm Mamadou. Mamadou:

He goes to Cherwell School. Presenter:

Mamadou: I'm in Year 9 and ... I made loads of friends in Cherwell. I like this school because I think people are

very friendly and the teachers are really nice and they explain well.

Mamadou is thirteen and hasn't lived in Britain that long. He used to live in France but his family Presenter:

originally came from Senegal in West Africa.

I came to England about three years ago because my dad had a job there. Mamadou:

One of Mamadou's favourite times of the day is lunchbreak. Every day he plays chess in the school Presenter:

It's quite fun and helps you think. Sometimes I play chess with my best friend and well he's not Mamarlou.

really good. Sometimes I lose and sometimes I win.

Everyday after school I take my bike and go home. It's not really far. And I've got a cycle road to go Presenter.

through. It's really quick.

We are four in our family. There's my little sister, my father, my mum and me. And um ... we're Mamarlou

Muslim.

Mamadou's mother laid on a special tea for him, his sister and their best friends. Mamadou has Presenter:

been to Senegal, the country his father comes from, before.

I've been about four times in Senegal. I know that many of my family, my dad's family, live there. Mamadou:

It's really hot and has nice beaches.

Mamadou and his family are Muslim. Quite often, after school, Mamadou goes to pray. Presenter:

The mosque that I go to is in Cowley and it looks like a house, 'cos it's also next to many houses and Mamadou:

it's quite small. Inside it's quite decorated and really nice. Every day many people go there to pray. I've been to the mosque every Friday and I pray there. Sometimes I meet my friends, so we go and pray together. When we pray, we pray in Arabic which is a different language and a language I don't

properly know yet.

VIDEOWATCH PLUS 2 Fishermen in Senegal

So Mamadou is off with his mum and his sister. Presenter:

I'm not looking forward to seeing mosquitoes. The mosquitoes really annoy me. They bite and they Mamadou:

can transmit disease.

They are flying from London to Dakar, the capital of Senegal. It takes fourteen hours to get there. Presenter:

Dakar is by the sea. People here speak French because Senegal used to be a French colony.

Dakar city is ... er ... like basically a town centre where most of the things are ... like, shops, big Mamadou:

shops, big companies. The temperature is really hot.

Mamadou's first challenge after arriving in Senegal is on the beach. Normally when he's on holiday Presenter:

> here, he goes to the beach to swim but this will be completely new to him. This time he's going to meet the fishermen who live here. He's never seen behind the scenes in a village like this or met

people who aren't his family in Senegal.

He didn't realise it would involve getting his hands dirty.

Most people from the village work as fishermen. It's a tough job.

The Senegal fishermen have small boats and they lose compared to the fishermen in Europe who Mamadou:

come with big boats to Senegal and catch the fish.

On the beach Mamadou meets a boy about the same age as him. Presenter:

I met Suleiman, a really nice friend. He's on school holidays at the moment and he's also Muslim. Marnadou:

He's got loads of brothers and sisters and he helps his dad unload the fish and he told me when he

grows up he wants to be a fisherman like his dad.

VIDEOWATCH PLUS 3 Village Life in Senegal

The village is really big and its quite like a maze. It's not like in England, it's not paved streets, it's Marnadou:

more like sand because its next to the beach as well. Suleiman showed me his house. He's got a little

brother and mum and his aunty living in the same house.

Presenter: Some things in the village are relaxed, but other things are very strict.

In Senegal every visitor has to make sure they meet the Village Head who knows everything that

goes on. This is Mamadou's next stop.

Mamadou:

My father has told me that in Senegal, when you greet someone have to say it more than one time. You always have to shake hands and say hello to all the people that are surrounding you, otherwise it's not polite.

I think if I grew up there I wouldn't be like the same. I would have different opinions from now. I would be like a kind of fisherman or something. They're happy living like that even though they don't get so much money.

Answer key | Rooted: Return to Africa

BEFORE YOU WATCH

- 1 1 They are on the beach.
 - 2 They are pulling a fishing boat from the water.
 - 3 This scene tells you that the people are African, they live by the sea and they are fishermen.
- 2 1 Mamadou lives in Oxford.
 - 2 Mamadou's parents and grandparents originally came from Senegal in Africa. His parents came to England from France.

VIDEOWATCH

While You Watch

- 2 1 Mamadou Wane
 - 2 Oxford
 - 3 Cherwell School
 - 4 chess
 - 5 Muslim
 - 6 Four: Mamadou's sister, Mamadou, his dad / father and his mum / mother

VIDEOWATCH PLUS

- **1** 1 He hasn't lived in Britain very long. / He's lived in Britain for three years.
 - 2 He used to live in France.
 - 3 Because his dad got a job there.
 - 4 He plays chess at school.
 - 5 Yes, he has.
 - 6 He goes to the mosque.
 - 7 It looks like a house.
 - 8 He goes on Friday.
 - 9 They pray in Arabic.
 - 10 He's not looking forward to the mosquitoes.

- **2** 1 a), 1 b), 2 b), 3 a), 4 b), 5 a), 6 b), 7 b).
- 3 The village layout is like a maze.

The village streets are unpaved.

There are many generations living in the house. (Suleiman's brother, his Mum and his Aunt live in the same house.)

The head man is the head of the village. He knows everything that goes on.

When people greet each other, they say it many times and they shake hands with everyone.

OFF SCREEN

- 1 1 castle 2 knight 3 bishop 4 king 5 queen
 - 6 pawn
 - When the king can't move, you say checkmate.
 - 2 When nobody can win, you say stalemate.
- 2 1) mosque 2) Friday 3) friends 4) pray
 - 5) Arabic 6) language
- 4 1 d 2 h 3 a 4 e 5 f 6 c 7 q 8 b

AT HOME

- **1** 1 b) 2 a) 3 a) 4 a) 5 b) 6 b) 7 b)
- **2** 1 b) 2 b) 3 b) 4 c) 5 a) 6 a) 7 b) 8 a)

Culture Corner

- 1 about three million
- 2 in the big cities (London, Birmingham and Leeds)
- 3 a mosque

2 FAQ: Is Love in the Air?

VIDEOWATCH PLUS 1 What are pheromones?

FAQ — frequently asked questions about the science that affects you. Intro:

So, how come you split up with your girlfriend? Alex.

We just weren't really getting on. Marc:

Well, she dumped me.

Mine said I made her teeth itch. Alex:

You know when they say 'love is in the air'? Emily: Yeah. They're the sort of people who like easy listening music. Idiots. Alex:

Yeah, thanks for that Alex. Well, there is actually some truth in it. You see, sometimes you get on Emily:

instantly with people, you really click. And others you can't stand the sight of after the first date.

Yeah, I know that only too well, actually. Alex:

Yeah, well ... that's where the sexual chemistry comes into play. You see, almost every living Emily:

> organism releases chemicals into the air, known as pheromones. Now, these are biological substances that are passed from person to person through the air, and they may be the reasons why you two got

dumped by your ex-es.

REAL VIDEO TIMESAVERS Videoscripts

Pheromones are released by your armpit and your groin. They don't actually smell but they do react with the bacteria on your skin to release your very own unique sweaty smell.

Mmmm. Nice. Marc:

Lovely. Emily:

VIDEOWATCH PLUS 2 What do you think?

Speaker 1: Pheromones? I just don't — it puts me off. I just prefer the smell of a nice perfume more than somebody's sweat.

Speaker 2: Well, when my boyfriend comes home from work he smells a bit sweaty, but it don't do nothing for me. I'd rather him had a bath.

Speaker 3: I think my boyfriend's pheromones are always covered up by all the soaps and the aftershaves he always uses.

Speaker 4: The whole concept of sweat turning you on -1 think that's a bit, you know, well - my girlfriend's not sweaty.

Speaker 5: I think that sweat is not a very nice smell. It don't turn me on.

Speaker 6: When men sweat I think it's more of a turn off than a turn on because they smell, like, nasty.

VIDEOWATCH PLUS 3 Alex, the ice rink and the T-shirt test

Because pheromones are released when you sweat, the more you wash the more you wash them away. In 1940's California it became really fashionable to wash. Consequently, divorce and dumping rates went up.

So there you go. If you're a squeaky-clean, perfume-heavy type of person, you might actually be Emily:

washing away your natural pheromone smell.

But if you are insisting on keeping clean, there is another way. You can use artificial pheromones. Alex: I'm wearing three T-shirts. The first of these is nice and clean. The second piece I've sprayed with Alex: artificial pheromones. Apparently, they can help you pull if you're desperate. This final T-shirt I've been wearing non-stop for seven days.

I'm going to hand you three T-shirts individually. Have a smell of each and, deep breath, tell me which Alex: you like the smell of best.

I can't, I can't smell any more. Girl:

Gemma just smelt the sweaty T-shirt and can't smell any more. That was my sweat, Gemma. Thanks Alex:

a lot

That one. Girl:

The third one? You liked the pheromones. Alex:

You like the first one best. You smelt S, which was the sweaty T-shirt.

The second one. Girl:

That was my seven-day-old sweat. Alex:

No way! Firls: I'm sorry guys. Alex:

Alex: T-shirt number 1 was, it was the clean T-shirt.

You actually didn't wash that for seven days and you wore it? Girl:

I did. I wore it for seven days, and that was my seven-day-old sweat. Sorry about that. Alex:

Uah! Firls.

You want number 2? Alex: I want number 3. Girl:

That was the pheromone T-shirt. That was my seven-day-old sweat. Alex:

So, here are the results. Clean 2, Pheromones 4, And in the lead, Sweat 6. So, it's official — there's no Alex:

need to wash.

Can you believe, it wasn't easy getting those girls to smell my T-shirt. Alex:

Yeah, I'll bet. Emily:

VIDEOWATCH PLUS 4 More on pheromones?

Now, pheromones are actually picked up by your vermineral nasal organ in your nose, which then Emily:

transmits messages to the emotional part of your brain.

Yeah, and pheromones carry two different kinds of information. Now this can either create a positive or Marc: negative feeling, depending on how compatible you are with your partner. So if your partner's really getting on your nerves, maybe their pheromones are just not compatible for you.

Now, the second type of information that they carry is all about your genes and your immune system. Emily: Studies have been shown that you ladies out there prefer the smell of a man with a different immune Marc:

system from your own. Yeah, now this is because if the love of your life has a different immune system

from you, it means your kids will have a combination of two immune systems and therefore be healthier and fitter as a result.

Answer key 2 FAQ: Is Love in the Air?

BEFORE YOU WATCH

- 1 1 He's on the ice.
 - 2 He's ice skating.
 - 3 He goes there to meet girls (to find out what T-shirts they prefer).
- 2 1 c) 2 c) 3 d) 4 d)

VIDEOWATCH

Before You Watch

- 1 1 Perspiration, something your body produces when you get hot.
 - 2 Yes, it is.

While You Watch

- 2 1 Alex does the survey.
 - 2 He talks to some girls (at the ice rink).
 - 3 He meets them on the ice.
 - 4 He finds out which T-shirt they prefer.
 - 5 They give a smell that attracts people.
 - 6 The nose picks up the smell and transmits it to the brain.

After You Watch

- **3** 1 You get on with some people and not with others because of pheromones.
 - 2 by smell
 - 3 You wash away the pheromones.
 - 4 seven days
 - 5 They prefer a different smell. This is important because it means that babies will be healthier as a result.
- 4 The order is: 2, 3, 1, 4.

VIDEOWATCH PLUS

- 1 1 a) Marc b) Emily c) Alex
 - 2 Yes, but they make fun of each other.
 - 3 Emily because she explains about pheromones.
 - 4 Marc, because he wasn't getting on with his girlfriend, and also Alex, because he went out with his girlfriend's best friend.
 - **5** Emily understands *love* is in the air is a description of how pheromones work. Alex thinks it is a romantic song.

- 2 1 speaker 5 2 speaker 4 3 speaker 6 4 speaker 3 5 speaker 1 6 speaker 2
- clean: 2 sprayed with pheromones: 4 worn for 7 days: 6 12 people tried the T-shirt test

OFF SCREEN

- 1 Pleasant experience: 3 and 5 Unpleasant experience: 1, 2, 4 and 6
- 2 1 I'm not certain
 - 2 I'm nervous / worried
 - 3 I'm relaxed / open
 - 4 I'm friendly
 - 5 I'm worried / anxious
- get on
 - look forward to
 - qo up

 - put you off 5 split up with
 - 6 look up
- 4 1) split up with
 - 2) getting on
 - 3) puts me off
 - 4) went up
 - 5) looked it up
 - 6) looking forward to

AT HOME

- 1 1 b) 2 a) 3 b) 4 a) 5 b) 6 b) 7 b) 8 b)
 - 9 a) 10 b) 11 b) 12 b)
- 2 1 b) 2 b) 3 c) 4 a) 5 b)

Culture Corner

1 baggy jeans or combat trousers with hooded tops

3 Harry and Cosh: Beauty Contest

VIDEOWATCH PLUS 1 Kimberley and Lucinda

Spackman: Catch. Capehorn, Lights. Lights!

Earth. The fragile unprotected planet that is home to us all.

Kimberley: Sorry I'm late miss. What we doing?

Science studies. The Planets. Spackman: Why's Cosh standing on a table? Kimberley:

Turn the light off - all will be revealed. Spackman:

Earth. The fragile unprotected ... Well? What now?

Sorry, Miss, Sorry. I can hear her coming down the corridor. Kimberley:

Who? Spackman:

The winner, Miss. Kimberley: Spackman: What winner?

Last night at the club there was this beauty contest. She came first. She beat everyone. I don't mean Kimberley:

to disrupt the class, it's just she deserves a clap.

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Spackman: A member of my class won a beauty contest?

Kimberley: A member of our class won a beauty contest. She most definitely deserves a clap.

Spackman: Absolutely!

Kimberley: She's coming Miss.

Thank you, thank you. I've always known I was the best-looking girl around and now it's official.

Harry: Where is Lucinda? **Kimberley**: Sulking somewhere.

Spackman: Capehorn! Harry: Miss? Spackman: Lights!

Earth ...

Harry: Kimberley said you didn't do that well at the beauty contest. **Lucinda:** It was really embarrassing. I'm not doing another one.

Harry: You're supposed to be at school.

Lucinda: Stuff school, stuff everything. You wanted me to fix ya bike so I'm fixing ya bike. Like you said, I

should leave sexy stuff to Kimberley, I'm good for fixing bikes and being hideous.

Harry: You're not hideous ... You're a very sexy women.

Lucinda: Really?

VIDEOWATCH PLUS 2 'I came fifth'

Lucinda: Fifth.

Harry: Coming fifth isn't all that bad.

Lucinda: It's cos I'm fat isn't it.

Harry: You're not fat.

Lucinda: I've got big ankles.

Harry: You haven't got big ankles.

Lucinda: And a huge neck.

Harry: You've got a beautiful neck. Honestly, Lucinda you're gorgeous.

Lucinda: Then why didn't I win?

Harry: Not everyone can be like Kimberley.

Lucinda: Kimberley didn't win.

Harry: What did she come, second?

Lucinda: Seventh!

Harry: Look, don't do these contest things anymore.

Lucinda: I won't. I tried, I lost, I don't care. **Kimberley:** All the cards are at the bottom.

Lucinda: The what?

Kimberley: The judges cards. They got swept up and chucked away. They got all the comments about us. We can

find out what they thought and why we didn't win.

Lucinda: Wicked.

Harry: Lucinda, I thought you didn't care.

Lucinda: Of course I care. All I got to do is find out my problem, fix it, and then I'll win.

Harry: You're being silly.

Lucinda: I'm not being silly. Now excuse me I'm going bin diving.

VIDEOWATCH PLUS 3 Lucinda talks back

Harry: No, Kelly's not here. She's doing the contest thing with Natalie.

Compere: And now, ladies and gentlemen, another contestant. A local girl. Lucinda Rhodes.

Kimberley: Hello. Hi Josh.

Compere: Well, Lucinda, let's talk about Lucinda Rhodes.

Lucinda: Well, I've had it with the judges and what they all think about us.

Kimberley: What? Now? You sure?

Compere: Let's talk about what you're wearing.

Lucinda: Yeah, let's talk about what I'm wearing. I'm wearing a crop top to make my boobs look bigger. I'm

wearing a grass skirt because apparently I've got fat thighs. And I've got flat shoes on to make myself look shorter. Frankly, I don't know what you want me to look like. I'm just me – and I actually think I look alright. I've got a boyfriend that loves me, so I shouldn't really give a monkeys what you think. I know what I think. I think you can all shove it. You people just put us up here so you can see

us with not much on. You're making money because people will pay to look at girls with not much on. You're disgusting, You make us feel disgusting. You make us feel we're ugly. You make us think we could be better. And all you want to do is look at us with not much on. Stop writing nasty stuff down on your silly little cards. We're just girls - fat, skinny, short, tall.

Give me that. She's not just beautiful, but she's also great at fixing mopeds. I know that's not the Harry:

sort of thing that girls are supposed to be good at, but, well, stuff it. If you don't mind, I'm going to

take my girlfriend by the hand and I'm going to take her home.

This is my boyfriend Harry. I told you about him earlier. I love you, Harry. Lucinda:

I love you Lucinda. Harry:

Compere: Ladies and gentlemen. That's absolutely beautiful. Let's give them a round of applause. Brings a tear

to my eye.

Answer key 3 Harry and Cosh: Beauty Contest

BEFORE YOU WATCH

- 1 1 Lucinda's on a stage in front of a curtain.
 - 2 She's posing in front of an audience.
 - 3 It's a beauty contest.
- 1 Beauty contests are competitions where girls pose in different clothes and judges decide who is the most beautiful.
 - 2 Beautiful, well dressed, charming girls or good looking boys.
 - 3 She dislikes them.
 - 4 Because she never wins.
 - 5 He can't understand why Lucinda keeps entering them.
- 3 1 e 2 f 3 h 4 g 5 c 6 b 7 d 8 a
- **4** The order is: 5, 2, 3, 6, 1, 4

VIDEOWATCH

After You Watch

- **4 1** Kimberly is in the bin. She's checking the judge's cards.
 - 2 She doesn't like them but she enters them.
 - 3 She doesn't like them and she doesn't want to enter them.
 - 4 Because she is not self-confident, although she is good looking.

VIDEOWATCH PLUS

- **1 1** He is playing a part in a science presentation.
 - 2 Because she has won a beauty contest.
 - **3** She says she is the best-looking girl around.
 - 4 She feels angry but she wants to enter anyway.
 - 5 She's is fixing Harry's motorbike.
 - 6 No, he doesn't.

- 2 1 She came fifth.
 - 2 Yes, she will.
 - 3 She will know what the judges are looking for.
- 3 He is moved. He isn't embarrassed.

- 1 1 John is wearing heels to make him look taller and he's wearing vertical stripes to make him look slimmer.
 - 2 Jean is wearing flat heels and she's let her hair down to make her look shorter and she's wearing eye make-up to make her eyes look bigger.
- 1 a) 2 d) 3 b) 4 c) 5 a).
- 3 1 Kimberley 2 Lucinda 3 Lucinda 4 Harry
 - 5 Compere 6 Miss Spackman.
- 4 1 The doctor gave her some medicine to make her feel
 - 2 John wore heels to make him look taller.
 - 3 The nurse gave her a pill to help her relax.
 - 4 I got up in the bus so that an old man could sit down.
 - 5 I stayed up late so that I could finish my homework.
- 1) skirt 2) heels 3) shorter 4) look 5) boyfriend
 - 6) monkeys 7) disgusting 8) ugly 9) better **10)** nasty.

AT HOME

1 1 b) 2 b) 3 a) 4 a) 5 a) 6 b) 7 a) 8 b).

Culture Corner

- 1 Miss World
- 2 beauty queen
- 3 They think they exploit women.

4 First Kiss: Attraction

VIDEOWATCH PLUS 1 What do you find attractive?

Presenter:

What is it that makes one person more attractive to us than another? Is it smell? Clothes? Hairstyle? First Kiss asks: what is it that gets those butterflies fluttering? How important is it to find a boyfriend or girlfriend? For some of us it's just another way to have fun. But for others it's a matter of life or death. Every five minutes a young person, somewhere in the world, commits suicide. It's Friday night in the UK. Chris and his mates are preparing to paint the town red, piling on the aftershave, hair gel and flashy clothes. Let's find out what they find attractive.

I do get attracted to girls that I wouldn't want to fall in love with. You see girls walking down the Chris:

street, if they're very good looking, or people that you know are very good looking, and, but you know, they're not all there up in the top, you know what I mean, you think you wouldn't be able to get on with them well enough, so you can't like, have m... mind games with each other, you know

what I mean.

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When a girl sees a guy, she sees something different, you know, and when a guy, girl, sees a girl, Porcia:

> something... he sees something different, 'cause it's, women they'll see, they'll say, 'Oh he's so nice', you know, 'He's got beautiful eyes, he's charming, nice personality.' Guys they'll go, 'Ooh, nice

breasts' or you know, they're always looking at the body parts.

The first thing you see is the appearance so er, that's the only thing, well, it's not just appearance it's Nicholas:

um, the way someone comes across is important as well. I mean if someone... someone can look very, very handsome but have nothing to say or something, I just, be annoying or something and

then I won't like him.

You have to be attracted to some naturally, you can't just, they don't generally grow on you. Zoe:

Sometimes you'll see people like a lot of times and think, they're getting better looking, but

generally you'll just see someone and be attracted to them.

Of course she had to be beautiful. But if I want to get together with her, be a couple with her, then Juhana:

she had to be smart and likes to do the same things as I do. Same taste of music, good sense of

humour, it's, it's very important.

VIDEOWATCH PLUS 2 South African girls

In South Africa Roshi's mates are getting down to some serious grooving. It's a shame that half of Presenter:

the teenage population here will not reach adulthood because of Aids. Only four percent of fifteen to

nineteen year olds, use condoms.

What I think about boys? I think they're nice. Anchi-

All of the good guys are taken. Cos I think I only meet the bad ones. Maybe I'm searching at the Miriam:

wrong place.

In a man I'm looking for honesty, good sense of humour, good looking. Roshi:

Miriam: Someone who's trustworthy and very romantic, and also understands that my parents are very

important, like they must come first and the boys must come last. And I don't think there's any guys

who are willing to accept that.

VIDEOWATCH PLUS 3 What do you think?

First of all she should be beautiful, OK. She should have a nice figure, if at all I want to be serious, I'll Sunil:

definitely see that she is educated. She should be from a decent family.

I'm looking for someone who will take care of me, um, who can listen to me and someone that I can Muru:

listen to, because sometimes people say stupid things and you want to kill them.

It's the looks because that's only where you see the people and if you are talking about a Maurice:

> relationship er... I think the most important thing er, is not the looks but er, the way you interact with the other person, and you should feel very good with each other and um, also have things to

say to each other, that's also important.

My ideal is very high, my boyfriend has to be very tender, very kind and strong, I mean a physical Olga:

way, beautiful. A hand... ha... handsome. He has to have the same interests, the same principles er

as I have interest in.

Timo: An intelligent girl who's inot good music. Somebody who has opinions who I can talk with.

Every girl wants to feel herself like a princess with her boyfriend and I want to feel such too. Arinya:

I agree with her. He wants to be tall, clever, funny and nice, that's all. Olga:

Everyone is like looking for someone that's pretty at first eye, but it's not like the most important Миги:

> thing. How do you dance, that's really important. And in, it, it also shows which group are you part of, how do you dance? Regulations will make a lot of difference, your shoes, your clothes, your dancing, your makeup, your hair are all things important. Maybe you're not cute, maybe you're not. er, you don't have a nice face or nose or you're too skinny or you are a little bit fat but it you, if

you're dressed the right way, like I like, or like she likes er, it's OK.

Obviously a person's personality [thanks] is not written in their forehead. OK first you go for you Zama:

know, if he's cute and you know he dresses nice, but that's the main thing. I've, if, if, if I see a guy

and he's nice and he's cute but doesn't have a nice personality, thank you, bye.

Answer key 4 First Kiss: Attraction

BEFORE YOU WATCH

1 c) 2 d) 3 b) 3 1 d 2 f 3 e 4 a 5 b 6 c

1 She's young, she's got long hair. She's wearing a top. She's pretty.

2 He's a pop star, he's young

3 He's a pinup.

VIDEOWATCH

While You Watch

3 1 T 2 F 3 T 4 T 5 F 6 F 7 F 8 F 9 T

After You Watch

5 A possible answer is: Boys 1 and 2, Girls 2 and 3

VIDEOWATCH PLUS

1 1 Porcia 2 Zoe 3 Chris 4 Nicholas

2 1 T 2 T 3 F 4 T 5 F 6 T

3 Muru: 2, 3 Zama: 1, 3, 4

OFF SCREEN

Looks: 1, 2, 4, 5, 10, 11

Personality: 1, 3, 6, 7, 8, 9, 12

1 b 2 d 3 f 4 e 5 a 6 c

AT HOME

1 1 b) 2 a) 3 a) 4 b) 5 b) 6 a) 7 a) 8 b)

Culture Corner

- 1 It means education where boys and girls are together.
- They meet at school, at parties and when they go clubbing.
- 3 During the day Hindu and Muslim teenagers mix with members of the opposite sex, but at home they have a more traditional (stricter) set of rules.

5 FAO: What's in your Milkshake?

VIDEOWATCH PLUS 1 Smells

Marc: Now, it's a fact, that the basic science behind the smell of your deodorant actually the same used

that gives you the flavour of your TV dinner. Mmm, nice.

One of the worlds largest manufacturers of flavours for food, also make deodorants, perfumes, shampoo, soap and washing powder... and the process used to make the flavours of the food is the

same used to give household products their smell!

That's right. In this typical strawberry-flavoured milkshake you'll find amyl acetate – now that's also Alex:

found in nail polish and washing powder. In nail polish 'cause its got a solvent, in washing powder because its got a fruity smell. A fruity kind of smell. You'll also find in this amyl butyrate - which is

also found in soap - again for its fruity smell. Milkshake anyone?

No thanks. Emily:

Marc:

VIDEOWATCH PLUS 2 Smell and taste

The link between the taste of food and the smell of food is a lot closer than you think. The smell of Emily:

food can actually account for up to 90% of the taste. Your taste buds only pick up a few solitary taste

sensations like sweet, salty, bitter, whereas your nose picks up thousands of different smells.

Yeah, now that's because every time you drink, suck or chew a food it releases gases – which flow out of the mouth up to the nostrils – where your brain takes these thousands of smell signals and combines them with the very few taste signals – and that's how you recognise a flavour. That's why people actually hold their nose when taking something with a disgusting taste like cough medicine,

something like that.

Well you know fast food tastes and that we as a nation eat loads of it. Well, in fact, that doesn't Emily:

taste as it should. It's a designer taste, designed to taste as good as it does.

Depending on what you add to a product you can change its smell or taste. For example, take a Alex:

hamburger. If you add methyl-2-peridylketone to a hamburger, it's gonna taste of popcorn or if you took hexanal and add - yeah I know - if you took hexanal and added it to the hamburger, it would smell of freshly cut grass on a spring morning. If you were feeling particularly nasty you could add 3-

methyl butanoic to your brother's tea - and it would smell of body odour!

VIDEOWATCH PLUS 3 Red food

But do you know what they put in one of these to make it red? Alex:

> Come and get your free food right here courtesy of FAQ. If you want some free food, you've come to the right place - as long as the food you want contains red. Lovely red milkshake, red jelly babies, look at that: we've got red smarties - just red ones mind you none of those other colours. Just come

and get it right here right now courtesy of FAQ. I should be on an advert.

Would you like to try some free food?

Girl 1: Ahh ...

Go on, just say 'yes'. Alex:

Girl 1: Yes, yes, yes.

Alright. Well have some of it at least. Do you really not usually have dairy? Alex:

Yeah, really not. Girl 2 Alex: Are you vegetarian?

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Girl 2: Yes

You're gonna love this ... Alex:

Here, have some of that. Alay. OK. Should I close my eyes? Girl 3:

No, you don't have to close your eyes. Drink it, drink it. Right, there you go. You try that. Alex:

Girl 3:

Alex: So, you've tried it - what do you think of that? Did you like them?

I think it's amazing, no seriously. Girl 3:

Did vou really like it? Alex:

Girl 3: No, it's nice. It's really sweet, but it's nice.

OK. Enjoying it? Alex. Mmmm. Firl A.

Yeah. What do you think's in them? Red food colouring perhaps? You'd be right. What do you think Alex:

they make red food colouring out of?

No idea. Girl 4:

You don't know, do you? Let me tell you. Crushed up insect carcasses. Have some more. It actually Alex.

comes from the crushed carcass of the dactylopius cocchus. Guess what that is.

I have no idea what that is. Girl 3:

It's a cactus eating insect. You've just eaten insects! Aha! Alex:

Anyone want a jelly baby? Girl 4:

I suggest you check the labels. E-120 and E-124 or the words cochineal carmic acid or carmines Alex:

means its got insect flesh in it. Have a nice day.

Girl 4: Thanks.

Girl 3: Are you being serious? Did I really eat insect?

Well, yeah, you ate about 70 insects. It takes 70,000 to make a pound of this stuff, so you've eaten Alex:

Girl 3: Is that why you're not eating it?

Clearly. Alex:

How do you feel?

Girl 5: That's true though, is it?

You'd come to my free food stall and call me a liar! I just gave you free food. Alex.

Do you want to stop selling it or do you want to keep selling it or what? Boy 1:

Every time an insect dies I light a candle. Alex:

They are making you eat insects! Still friends aren't we?

Girl 5:

Here's looking at you kid. Alex:

You sick little monkey, you really enjoyed telling those girls they were eating insects didn't you? Marc:

Huh?

I'd like to lie, but yes I did. Alex:

Answer key 5 FAQ: What's in your Milkshake?

BEFORE YOU WATCH

- 1 1 a milkshake, a deodorant (spray-on deodorant), a bottle of perfume (perfume).
 - 2 They contain the same chemicals.
- 1 They affect the colour and the taste.
 - 2 food additives
 - 3 They are added to food. We know because they are called additives.
 - 4 To use organically grown food without additives.
- 3 1 e 2 d 3 f 4 g 5 c 6 b 7 a

VIDEOWATCH

Before You Watch

- 1 popcorn (in a cinema)
 - 2 a lawn (in a garden)
 - 3 an under-arm deodorant (a bathroom)

While You Watch

- **3** 1 red
 - 2 cochineal beetle
 - 3 the sense of smell
 - 4 five girls and one boy
 - one (Girl 2)
 - 6 five

After You Watch

- 4 1 To make the food more attractive.
 - 2 They all have the same additive to improve their smell.
 - People know what something tastes like by the way it smells.
 - The nose is more important than the tongue.
 - The crushed carcass of an insect.

VIDEOWATCH PLUS

- 1 1 They contain the same chemical to make them smell and taste better.
 - 2 They also make perfume, deodorants, soap, shampoo and washing powder.
 - 3 They both have a fruity smell.
 - 4 a and e
 - 5 They don't want to drink it.
- 2 1 Smell accounts for 90% of the taste of food.
 - popcorn, grass, body odour
 - 3 three: sweet, salty, bitter
 - 4 gases
 - 5 to hide the unpleasant taste
 - 6 popcorn
 - 7 freshly-cutgrass
 - 8 body odour
- 3 Girl 1: Yes, yes, yes.
 - Girl 2: Yeah, really not.
 - Girl 3: Are you being serious? Did I really eat insects?
 - Girl 4: Anyone want a jelly baby? Girl 5: That's true, though, is it?
 - Boy: Do you want to stop selling it or keep selling it or what?

OFF SCREEN

- **1** Approval: 1, 3, 4, 5 Disapproval: 2, 6
- 2 1 Are you enjoying it?
 - 2 Does anyone want a jelly baby?
 - 3 We're still friends, aren't we?
 - 4 I've got no idea.
- 3 free food, lovely, Come and get it.

Culture Corner

- 1 additives and cheap chemical ingredients
- 2 cancer and heart disease
- 3 without chemical fertilisers
- 4 1 are they?
 - 2 didn't you?
 - 3 is it?
 - 4 aren't we?
 - 5 do you?

The form of the verb in the tag is positive when the main verb is negative and it's negative when the main verb is positive.

AT HOME

- **1** 1 b) 2 a) 3 b) 4 b) 5 b)
- 2 1 b) 2 a)
- a) 1 b) 2, 3, 4, 8 c) 6, 7, 8 d) 5
- 1 ... it makes it taste like popcorn.
 - 2 ... it makes it taste like grass.
 - 3 ... it makes it taste like body odour.
 - 4 ...come to the right place.
 - 5 ... it releases gases.

6 Harry and Cosh: Match of the Day

VIDEOWATCH PLUS 1 The kiss and the goal

Do you remember the first time we kissed on the football field? Lucinda Tate:

Harry Capehorn: No.

Tut, we were at primary school. The cup final. Lucinda Tate:

Harry Capehorn: Oh yeah the ball went in the goal and then we kissed, excellent memory.

What was an excellent memory?

Harry Capehorn: The first time me and Lucinda kissed on the football pitch. You remember Cosh? We were in primary school, the cup final. Lucinda Tate:

Harry Capehorn: Yeah we were against Orange Hill Primary.

Lucinda Tate: Dirty side.

Harry Capehorn: Filthy. Forty-five seconds to go ...

Lucinda Tate: No score.

Harry Capehorn: Anyone's game, Lucinda beats one, two ... I go left, right and lay it to the winger. Lucinda Tate: Harry Capehorn: I run in the box, a perfect cross.

Lucinda Tate: I jump.

Harry Capehorn: I scissor-kick. Yes.

Lucinda Tate: Cosh: Who scored?

Lucinda Tate: I did. Harry Capehorn: I did. You what?

VIDEOWATCH PLUS 2 Who scored?

I don't think you scored that goal, pally. Lucinda Tate:

Teacher: I fancy ...

Harry Capehorn: I did score that goal Lucinda, it's a major memory for me.

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Lucinda Tate: And for me.

Harry Capehorn: Look, it's my memory and my goal, I scored it Tate.

Lucinda Tate: I don't think you did, Capehorn.

Harry Capehorn: Well, yes I did.
Lucinda Tate: No, you didn't.
Harry Capehorn: Yes, I did.
Lucinda Tate: You didn't.
Harry Capehorn: I did.
Lucinda Tate: You did not

Lucinda Tate: You did not.

Harry Capehorn: I did.

Lucinda Tate: Didn't.

Harry Capehorn: Did.

Lucinda Tate: Did not.

Harry Capehorn: I did.

Lucinda Tate: You didn't.

Harry Capehorn: Look, look you're wrong OK? I did.

Lucinda Tate: Oh Harry, shut up.

Harry Capehorn: No.

Lucinda Tate: You didn't, alright?

Harry Capehorn: No, I did. Lucinda Tate: Oh.

Cosh: Who cares about some stupid goal anyway?

Harry Capehorn: I still dream about that goal and wake up happy. I am not having Lucinda Tate steal my memory.

Lucinda Tate: It's my memory, mine, mine, mine. Oh, Pete Rankin - come here.

Pete Rankin: I'm in goal.

Lucinda Tate: I don't care, come here.

You remember the cup final at primary school don't you - against Orange Hill?

Pete Rankin: Dirty side. Lucinda Tate: Filthy.

Pete Rankin: Forty-five seconds to go ...

Lucinda Tate: No score.

Pete Rankin: Anyone's game. Lucinda beats one, two ... **Lucinda Tate:** Go left, go right and lay it to the winger ...

Pete Rankin: I run in the box, a perfect cross.

Lucinda Tate: I jump.

Pete Rankin: | I scissor-kick. | dribble, | shoot, | score - yes.

Harry Capehorn: Er ... no. No, you didn't.

Pete Rankin: 1 did.

Lucinda Tate: You didn't, Pete.

Pete Rankin: I did.
Harry Capehorn: Yeah?
Pete Rankin: Yeah.
Lucinda Tate: Yeah?
Pete Rankin: Yeah.

Lucinda Tate: Oi, Pete get ... aah Pete.

VIDEOWATCH PLUS 3 The teacher solves the problem

Teacher: I sometimes find myself staggered by the amount of stupidity in this world today. But you three

adolescents really do take the biscuit. Fighting over a goal that was scored nine years ago.

Pete Rankin: It's not just a goal.

Lucinda Tate: The goal.

Harry Capehorn: The goal that one the cup.

Teacher: Oh. And pray what cup might that be, the – FA Cup, er ... European Cup?

Harry Capehorn: The Under-seven's Challenge Cup.

Teacher: What?

Harry Capehorn: The Under-seven's Challenge Cup.

Teacher: Oh, of course, yes. The Under-seven's Challenge Cup. You were six! What are you gonna be arguing

about next? Who won the egg and spoon race when you were five? Put your hand down. Earlier

Well, I did. Pete Rankin:

Harry Capehorn: Well, only because you cheated.

Did not. Pete Rankin: Lucinda Tate: You did. Pete Bankin: Did not.

Shut up! Right! This is an official caution, I don't want to see you in this room again for fighting. Teacher:

Now get out.

I did win the egg and spoon race. Pete Rankin:

Teacher: OUT!

Right. You don't remember who won the match, you don't remember who scored the goal. The Teacher:

only way of settling this would be to replay the match. Now, even you - at your age - would not

be that - chronically dim, right?

Right. All Together: Teacher: Right. Harry Capehorn: Referee.

That's Mr Referee to you. Cosh: Harry Capehorn: Look, I've gotta score.

That's what I was just trying to do with Danielle. Hop it. Cash:

Play on. Cosh: GOAL! All:

Answer key 6 Harry and Cosh: Match of the Day

BEFORE YOU WATCH

- 1 1 They're about 14 or 15. One's white and one's black. They probably come from a middle class background. They're probably interested in girls.
 - 2 They're friends.
 - 3 Yes, they do. They're wearing the same school uniform (school blazer and school tie).
- 2 1 football and girls (and sometime school)
 - 2 They are trying to remember who scored the winning goal in a football match.
 - 3 at primary school
 - 4 Lucinda Tate

VIDEOWATCH

Before You Watch

- Harry and Lucinda argued about the football match. They asked Pete Rankin to say who scored the goal. They started fighting. The teacher was angry with them because they were arguing and they played the football match again to decide.
 - 1 Harry and Lucinda are arguing about the football
 - 2 Pete Rankin is a school friend. He was in primary school with Harry and Lucinda.
 - 3 They are all fighting because they don't agree about who scored the goal.
 - 4 He is angry. He is involved because he had to stop the argument.
 - 5 The argument is about a football match.

While You Watch

2 1 T 2 F 3 F 4 T 5 F 6 F 7 T 8 T.

After You Watch

3 1, 5, 4, 3, 2

VIDEOWATCH PLUS

- 1 1 It took place when harry and Lucinda were in primary school.
 - 2 They kissed for the first time.
 - 3
- 2 1 Pete Rankin
 - the teacher
 - the teacher
- 3 Because it was played such a long time ago and it was not an unimportant match.
 - 2 b) and e)
 - 3 He suggested they replay the match.

OFF SCREEN

- 1 1 touch line
 - 2 linesman
 - 3 pitch
 - winger
 - 5 lsop
 - forward
 - 7 referee
 - back
 - goalie
 - 10 ball
- scissor kick 1
 - head 2
 - 3 pass
 - score
 - 5 shoot
 - dribble
 - 7 tackle
 - cross
- 1 aren't
 - 2 does
 - 3 didn't
 - 4 do
 - does 5

Culture Corner

- 1 fee-paying
- 2 exams students take at sixteen
- 3 A-levels

AT HOME

- 1 a) 2 a) 3 a) 4 b) 5 a) 6 a) 7 b) 8 a)
 - 9 b) 10 b).
- 1 You didn't come first.
 - 2 It isn't only a game.
 - 3 I did come yesterday.
 - 4 I do phone. / I often phone.
 - 5 I do work hard.
 - 6 You didn't score the winning goal.
 - 7 You didn't win the competition.
 - 8 I did read it.

- 3 1) take the biscuit 2) goal 3) scored 4) goal
 - 5) The 6) cup 7) six

7 Rooted: Culture Shock!

VIDEOWATCH PLUS 1 School and Hinduism

In this programme Hemmit Kerrai travels from his home in Wales all the way to India, to experience Presenter:

the country of his grandparents.

My name' Hemmit. I live in Grange Town, Cardiff. The weather in Cardiff is quite poor. It's usually Hemmit:

raining. It's rain, then it stops for a while and rain and stops and rain.

I'm twelve years old and I go to Cardiff High School. Most of the teachers in assembly say it's got

one of the best reputations.

Presenter: Hemmit is Hindu, a religion from India, which means that after school he goes to a temple.

Sometimes I ... I go to the prayer Temple, to, um, just do a little prayer and like — what do you call Hemmit:

them — do 'Arti' that's when we wave dishes and clap to God. Then we do 'Dhosan', when we pray

and we go the floor.

In Hinduism there are lots of different gods, some of whom have their own special shrines in the Presenter:

Temple, where people make offerings of food.

The first shrine that's, um, Hanuman, he's the god of strength. In the middle Swaminarayan — Hemmit:

that's the most important god—just about importanter than Krishna, he created the Indian religion

and he ... he made the people

VIDEOWATCH PLUS 2 Hemmit's family

My dad's 43. He works in Bestway Cash and Carry. He's like deputy manager. My mum, she's a Hemmit:

> housewife. She ... she's trying to look for a job but most of the time she's here. My oldest brother, he works in Comet, he's 20. My younger brother, he's ... he's 18 on March 24th, so I'm going to miss

his birthday.

What do they think about you going to India? Presenter:

Jealous because they've never been on holiday before, apart from my older brother. He's gone Hemmit:

Tenerife with his friends.

Foodwise do you know what to expect over there? Vilas Kerrai:

Hemmit:

You've gotta eat with your hands. Vilas Kerrai:

No! I'm taking a spoon! Hemmit:

Vilas Kerrai: We'll go to one place and you'll you don't even have plates. You have leaves.

I'm not eating off a leaf. Hemmit:

Since it's my first time I don't know what to think – like what's it going to look like or what's it Hemmit:

going to feel like.

Time for bed Hem. Off to bed. Vilas Kerrai: Hemmit: Yeah. Hold on, I'm gonna finish this.

Alright then, quickly. Vilas Kerrai:

Until tomorrow Hemmit can only dream what it will be like. Presenter:

VIDEOWATCH PLUS 3 First day in India

Presenter: Hemmit's family originally came from the west of India, but for this trip he's travelling to the south,

to a town called Madurai, one of the major centres of Hinduism. By the time Hemmit and his mum

arrive it's early the next morning.

Hemmit: It's eleven past eight in the morning, we've just arrived in Madurai and it's absolutely scorching hot.

I never imagined it could be this hot.

Presenter: Unlike Cardiff, it hardly rains here at all. And this isn't the only difference with home.

Presenter: What do you think, Hemmit?

Hemmit: Shocked. The amount of bikes, like, around. Lots of three-wheelers everywhere ... Ox, donkeys and stuff.

Presenter: Hemmit and his mum are staying right in the middle of Madurai at the Hotel Supreme.

Hemmit: This is my room, my lovely bed which I'm about to sleep on. Ah God ...Ahhh!

Presenter: The next morning it's time to explore the town with the help of a new friend, Arul.

Arul: It's not that far ... We are going to the market. You will see some things ... er ... what is going on in

the market.

Presenter: In the middle of Madurai is a huge Temple, which has four great towers that can be seen for miles

around.

Hemmit: It's quite amazing because my mum said it took 45 years to build one tower and on top there's

these two like wolf-vampirey things.

Presenter: After looking at the temple, Arul wants to show Hemmit how people do their food shopping.

Arul: Now we are going to central market. **Hemmit**: Yeah. Where's that? Just by the ...

Presenter: They aren't the only ones heading to the market.

Hemmit: Lot of tomatoes, green tomatoes.

Presenter: For the people of Madurai, this is like popping down to the local supermarket.

On his way back to the hotel, Hemmit makes some more friends.

Hemmit: We saw this, like, ferris wheel made out of wood, wood boxes, so people can sit inside. They're

happy when something good happens to them.

Hemmit: I'm still trying to get used to the sun and the heat in the afternoon because it's scorching. It's so hot.

Hernmit: Got a busy day tomorrow, hope it's not like hotter than today. This is much differenter than Cardiff.

I'm really tired because of the heat and ... Goodnight.

Answer key 7 Rooted: Culture Shock!

BEFORE YOU WATCH

- 1 1 He's in a room, in a hotel.
 - 2 He's lying on the bed.
 - 3 Because it's hot / he's been travelling.
- 2 1 Cardiff is the capital of Wales.
 - 2 Madurai is in the south of India.
 - 3 Hinduism is a religion.
 - 4 Hindus.
 - 5 There are many gods.
 - 6 People worship in a temple.
 - 7 They are placed on the shrine.
 - 8 The most important god is Swaminarayan.
- India is in Asia. The capital is Delhi and the weather is hot. The national dish is curry and people wear saris (for women) and kurta, lungi and dhoti (for men). The national languages of India are Hindi and English. There are many religions, including Hinduism, Buddhism, Islam, Sikhism, and Jainism.

VIDEOWATCH

After You Watch

5 The order is: 6, 7, 8, 5, 4, 3, 2, 1

VIDEOWATCH PLUS

- 1 4 Father: 43, deputy manager
 - Mother: housewife
 - Older brother: 20, works in Comet (a retail store)
 - Younger brother: 18, at school
 - 5 Hemmit doesn't know what to think or what it's going
- to be like. He doesn't want to eat food off a leaf.

 2 1 Hemmit's family originally come from the west of
- India.
 - 2 It was a long flight.
 - 3 Early next morning.
 - 4 He was surprised the number of bicycles, three-wheelers and animals.
 - 5 He was most impressed with the bed.
- **3** You see: 1, 2, 3, 4, 5, 6, 7, 10

OFF SCREEN

- 1 1 India
 - 2 Saudi Arabia, Iran, Irak, Pakistan
 - 3 Tibet, India
 - 4 India
 - 5 Italy, Spain, Portugal, Latin America
 - 6 Germany, UK

- **2** 1 It is difficult to get used to the sun.
 - 2 It's difficult to get used to eating with your hand.
 - 3 It's difficult to get used to unusual food.
 - 4 It's difficult to get used to the money (currency).
 - 5 It's difficult to get used to greeting people/ not shaking hands.
 - 6 It's difficult to get used to speaking Hindi / another language.
- **3** Differences: 2, 3, 4, 5 Similarities: 1

AT HOME

- **1** 1 b) 2 b) 3 b) 4 a) 5 b) 6 b) 7 a) 8 b) 9 b) 10 a)
- 2 1) dad 2) mum 3) oldest 4) youngest 5) birthday 6) get used to 7) sun 8) scorching

Notes

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