

# 2 EXTRAS TEACHER'S NOTES

## Objectives

SUMMARY	<i>Megan is very upset because she has missed the opportunity to audition for a part in a film starring her favourite actor, Gregory Harris. While she is sitting in the café and feeling miserable, she notices a stranger ordering a drink. She talks to him. She realises he isn't a local person. He introduces himself as the director of the film. Megan tells him that she is annoyed because she missed the audition. She explains that she has lost the chance to meet her idol. The director makes a phone call and it is soon revealed that he has phoned Gregory Harris, who comes to meet Megan. It's a dream come true!</i>
LANGUAGE	comparative and superlative adjectives (review); (not) as ... as comparatives; Making a comparison stronger or weaker; Adverbs and comparative adverbs
USEFUL INFORMATION	Students could look up their favourite actors online by visiting official websites, such as <a href="http://www.imdb.com">www.imdb.com</a> , where there is information on a variety of people associated with the film industry. They can compare facts about various actors to practise comparative forms.

If students have already watched the video, refer them back to episode 2. Ask them what they remember about the story: *How does Megan feel at the start of the video? (excited) Does she recognise the man in the café? (no) Why is she embarrassed when she was talking to the man in the café? (Because she can't stop talking.)*

## THINK ABOUT

- 1 Now refer students to questions 1 and 2. Ask them to talk about their favourite film stars and encourage them to use the comparative forms they have used in the unit. Allow students to discuss the questions in groups then feedback as a class.

### Mixed ability idea

Write some example comparative sentences about actors on the board to help students who may be struggling.  
*Emma Watson acts in more interesting films than Jennifer Lawrence. Robert Pattinson is older than Daniel Lewis. Benedict Cumberbatch acts better than Rupert Grint.*

### Answers

- 1 Students' own answers.
- 2 Students' own answers.

- 2 First ask students to read through sentences 1–5 so that they know what they have to listen for. Students then watch the video and listen for specific vocabulary.

### Mixed ability idea

Ask students to work in pairs and divide the task. For example, ask Student A to listen for Megan's sentences and Student B for Tony's.

### Mixed ability idea

Ask a stronger class to try to remember the phrases before they listen.

## Answers

- 1 get
- 2 I'm afraid
- 3 I'm being
- 4 Do you have
- 5 just happened

## Optional activity

Ask students to mimic the intonation used in the video for these sentences. For extra practice they could turn their worksheets over once they feel confident they know the words.

## THINK BACK

- 3 Students work in pairs and order the events.

### Mixed ability idea

For weaker classes, find the first three events together. For classes who need a little support, tell them that *Tony offers Megan a drink* is the middle event (4) in this ordering exercise.

## Answers

- 1 Megan asks Tony some questions about where he's from and what he's doing.
  - 2 Tony makes Megan laugh.
  - 3 Megan explains her problem to Tony.
  - 4 Tony offers Megan a drink.
  - 5 Tony phones somebody.
  - 6 Megan meets Gregory Harris.
  - 7 Luke apologises.
- 4 Read through the task with the students and explain that they are going to complete a transcript of what Megan said to Tony Gorman. They must use one word in each gap. It isn't important for students to remember the exact words, but they should complete the gaps so that they make sense in the context of the video. You can replay the video and allow students to check their own answers.

### Mixed ability idea

Look through the task with students and elicit the type of word (noun, verb, adjective, etc.) that is needed in each gap.

**Answers**

1 extra 2 wrong 3 got 4 late 5 upset  
6 much 7 film 8 huge

**THINK THROUGH****ROLE PLAY** Megan's amazing story

Explain that the students are going to write a phone conversation between Megan and her cousin. Megan is going to tell her cousin about how she met Gregory Harris. Read through the task with the class. Draw students' attention to the starter phrases included in the instructions, but also remind them that they can try to use and adapt phrases from Exercises 2, 3 and 4.

**Mixed ability idea**

In a weaker class, brainstorm some phrases Megan's cousin might use in reaction to the story: *Wow! I don't believe it! You're kidding me! No way!* Then ask students to think about phrases the cousin could use to encourage Megan to tell her story: *What happened next? What did he say then? Tell me more! What did he say? What did he look like?*

In a stronger class, ask students to expand upon the story that they know from the video. Imagine what Gregory Harris and Megan might have said to each other, for example.

Monitor and offer support while students are preparing their role play. Students should write their scripts. Encourage as many students as possible to perform their role plays. Consider asking groups to perform to each other. The 'audience' groups can monitor language use and make corrections if necessary. This can also be done as a full-class exercise.

**Optional activity**

Ask students to write an email from Megan to her cousin to explain what happened that day. Encourage students to use emotive language: *I was so surprised / amazed. It was the best day of my life!*