

Before you watch

What do you do at the weekends? Do you have a part-time job or do you work in the school holidays? What is your ideal holiday job?

While you watch**1 Working in the shop**

Use the words to write questions. Then listen to Lauren and answer the questions.

- 1 Where / Lauren / work ?
.....
- 2 How often / she / work ?
.....
- 3 Why / she / have / a job ?
.....
- 4 What / she / do / in her free time ?
.....

2 Ice shows and mistakes

- a** Listen to Lauren. Complete the text with *a*, *an* or *the*.

At the moment, I'm rehearsing for our production of *Cinderella*. I play ¹ part of Cinderella. Loads of people will come to see it. It will be ² really exciting show. There will be comedy and romance, and lots of brilliant skating and ice-dancing.

Oops! That was ³ mistake. Never mind. If you make ⁴ mistake, you must carry on. We always have ⁵ good laugh in rehearsals. To be honest, it's important to make ⁶ fool of yourself sometimes. But not when there's ⁷ audience watching.

- b** Work with a partner. Answer the questions.

- 1 Do you agree with Lauren?
- 2 Do you think it's important to make a fool of yourself sometimes? Why / Why not?

3 Describing Lauren

- a** Complete the sentences with the adjectives in the box. Then fill in the crossword.

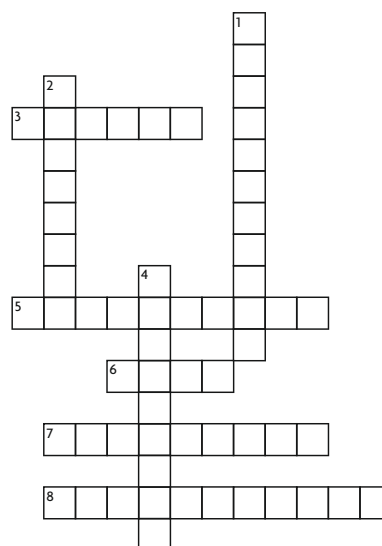
organised	hard-working	sociable	boring
determined	lazy	independent	ambitious

Across →

- 3 A person isn't very interesting.
- 5 A person wants to do something very much and won't let anything stop them.
- 6 A person doesn't like working.
- 7 An person wants to be successful.
- 8 An person can do things alone.

Down ↓

- 1 A person works a lot.
- 2 A person likes to spend time with other people.
- 4 An person is tidy and keeps things in order.



- b** Which adjectives does Lauren use to describe herself? Which adjectives best describe you?

After you watch

What do you think Lauren is going to do when she finishes school? Do you think she will become a professional ice skater? Why / Why not? What are you going to do when you finish school?

5

It's All About Me: Lauren's free time

Programme overview

SUMMARY

It's All About Me: Part 2 continues the story of Lauren Moser, the ice skater. This time she tells us about her part-time job and past and future ice shows. At weekends and during school holidays, Lauren works in the ice rink shop. In the UK it's very common for teenagers to have part-time jobs in the school holidays and/or at weekends. Lauren is from the USA and has an American accent. She occasionally uses American English (*gas* instead of *petrol*) so it may be a good opportunity to recap some of the differences between North American and British English as studied in Unit 4.6. Also note that this programme is shorter than the others. The running time is 2.5 minutes.

LANGUAGE

This programme corresponds to Units 7 and 8 of *English in Mind* Second edition Level 2.

Grammar: *a, an* or *the* (Unit 7)
will vs. *be going to* (Unit 8)

Before you watch

Before you start this task, ask students what they remember about Lauren from Part 1. Share ideas as a group. Check students understand the meaning of a part-time job. Then put students into pairs to discuss the questions.

While you watch

1 Working in the shop

Before you watch Sections 1 and 2, allow students time to make the questions. Then watch these sections and ask students to answer the questions.

Answers

- 1 Where does Lauren work? (In the ice rink shop.)
- 2 How often does she work? (Two days a week.)
- 3 Why does she have a job? (To pay for gas and going out with friends.)
- 4 What does she do in her free time? (She goes shopping.)

2 Ice shows and mistakes

- a** This task practises listening for detail and the use of *a, an* and *the*. Get students to fill in the gaps with *a, an* or *the*. Watch Section 3 and ask students to check their answers.

Answers 1 the 2 a 3 a 4 a 5 a 6 a 7 an

- b** Put students into pairs and ask them to discuss the questions. Then ask a few students to feedback their answers.

3 Describing Lauren

- a** This task can be used to introduce some key vocabulary from the programme. Ask students to complete the sentences using the words in the box. Then ask students to complete the puzzle.

Answers

Across: 3 boring 5 determined 6 lazy 7 ambitious
8 independent

Down: 1 hard-working 2 sociable 4 organised

- b** Watch Section 4 and ask students to listen for the adjectives Lauren uses to describe herself. Then ask students to choose the words which best describe themselves. Encourage students to think of other adjectives which could also describe their personalities.

Answers ambitious, determined, organised, independent

After you watch

This task practises *will* vs. *be going to*. Remind students of the differences in the use of *be going to* and *will*, including the use of *will* for predictions. Put students in pairs and encourage them to use this language as they discuss the questions. To extend this activity, ask students to make similar predictions about the careers of their favourite sports personalities.