

Before you watch

Do you remember the main characters from The Hub? What are their names? Work with a partner. Talk about what happened in *The Hub: Part 1*.

While you watch**1 In the café**

Listen to Kelly. Mark the sentences *T* (true) or *F* (false).

- 1 Kelly can't do the filming because it's during the week. ☐
- 2 On Saturdays Kelly works on a market stall. ☐
- 3 On Sundays Kelly looks after Sam and Josie. ☐
- 4 Kelly is going to tell her dad she wants to do the filming. ☐
- 5 Rachel thinks it isn't important for Kelly to take the part. ☐
- 6 Leon thinks they can help Kelly. ☐

2 On the bus

a Listen to Joe giving Kelly advice. Put the words in order to make the sentences.

- 1 friend / a / I / you / job / 'd / ask / to / do / your / Saturday / I / were / If
-
-

- 2 take / Sunday / off / 'd / he / could / I / Bernie / ask / if / the
-
-

b If you were Joe, what would you do? How would you help Kelly?

I'd tell Kelly to take the part.
I'd do her Saturday job for her.

3 Kelly's friends make a plan

Watch Kelly's friends. What do they do? Make notes about what happens.

4 The plan in action

Read the summary. Watch the end of the programme and correct the information.

When Kelly went to work, Mary told her that she couldn't have the Saturday off. Then Bernie said to Kelly that he wasn't working the Sunday after next. Kelly felt really happy that her friends had interfered. However, Bernie convinced her that her friends had done a bad thing. When Kelly went to The Hub she looked happy, but then she thanked her friends because they had helped her.

After you watch

Work with a partner. Discuss the questions.

- 1 Do you think Kelly would be a good actress? Why / Why not?
- 2 If Kelly's friends hadn't helped her, what would have happened?
- 3 If Kelly hadn't been able to do the filming, how would she have felt?
- 4 If you were in a similar situation to Kelly, what would you do?

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The Hub: Helping Kelly

Programme overview

SUMMARY

The Hub: Part 2 follows the story of Kelly. In Part 1 she was offered a job on a TV show but decided she couldn't do it. In Part 2 we find out why: she looks after her siblings and works on the weekends, when the filming is planned for. She doesn't want to disappoint anyone and feels the pressures of trying to help support her family. However, her friends get involved and they make it possible for Kelly to take the part after all.

LANGUAGE

This programme corresponds to Units 13 and 14 of *English in Mind* Second edition Level 2.

Grammar: Past perfect (Unit 13)
Reported statements (Unit 14)
Third conditional (Unit 14)

Before you watch

Put students in pairs to discuss what happened in Part 1. As an extension, ask each pair to say one thing that happened in Part 1. Students listen carefully and make notes as each pair speaks. Then each pair writes three reported statements about what other students said, for example: *Susana and Ana said that Kelly got the part on the TV show.*

While you watch

1 In the café

Allow students time to read the sentences. Watch Scene 1 and ask students to mark the sentences true or false. As an extension, ask students to correct the false sentences.

Answers 1 F (Kelly can't do the filming because it's at the weekend.) 2 T 3 T 4 F (She's going to tell her dad the TV people found another girl.) 5 F (Rachel thinks it's her big opportunity.) 6 T

2 On the bus

- a** Ask students to listen carefully to the advice Joe gives Kelly. Watch Scene 2 and get students to put the words in order to make the sentences.

Answers

- 1 If I were you, I'd ask a friend to do your Saturday job.
2 I'd ask Bernie if he could take the Sunday off.

- b** Ask students to discuss what they would do to help Kelly. They should write down their answers so they can practise using the second conditional. As an extension, put students in pairs and ask them to predict what Joe is going to do.

3 Kelly's friends make a plan

As students watch Scene 3 ask them to make notes about what happens. Note taking is a useful yet challenging skill, so encourage students to write down only the most important information. Then put students in pairs to re-tell the events they watched. Monitor to ensure they are using the past simple correctly.

Example answers

Joe phoned Leon and they went to talk to Kelly's boss Mary.

Then Joe and Rachel talked to Kelly's father about the situation.

4 The plan in action

This activity practises the past perfect in the natural context of story telling. Ask students to read the summary, then watch Scenes 4–6. Students then correct any mistakes they see in the text.

Answers

... Mary told her that she couldn't have the Saturday off. ... Kelly felt really **happy** **angry** that her friends had interfered. However, Bernie convinced her that her friends had done a **bad** **good** thing. When Kelly went to The Hub she looked **happy** **angry**, ...

After you watch

This task offers students the opportunity to express their own opinions. Give students time to discuss the questions in pairs before asking a few students to tell the whole group their answers. Try to encourage the use of the 3rd conditional for Questions 2 and 3.

As an extension, ask students to look at the summaries they wrote at the end of Part 1. Did anyone write a summary that was similar to the actual programme?