

Contents

Introduction	1
The characters	2
Using the video	3
Episode teaching notes	5
1 A New Start	00:00 – 05:37
2 The Singer	05:45 – 11:44
3 Where’s Mickey?	11:52 – 17:14
4 Trouble in the Band	17:22 – 23:36
5 The Gig ... and after	23:44 – 29:02
Transcripts	25

Introduction

Energy – the story of a band tells the story of five teenagers and their band, **NRG**, as it develops into a success. It is based on the characters of *Energy 1 Students' Book* and the story interweaves with the storyline in the book. It reinforces key language and further expands students' vocabulary from *Energy* level 1, including useful everyday expressions. The video can be used with *Energy* levels 1 or 2 or other courses which take students from false beginner to elementary level.

The video offers students a picture of teenagers in the UK. In addition to forming a band, the characters are seen in typical situations: at school, in the café after school, playing sport, helping at home. The characters exhibit a range of emotions in their relationships with each other, familiar to students of this age.

***Energy 1 Students' Book* users:** The video is designed to be used at specific points in the *Students' Book*. The video storyline takes into account events in the *Students' Book*, as well as consolidating language from previous units. Episode 1 should be used after Unit 2, Episode 2 after Unit 4, Episode 3 after Unit 6, Episode 4 after Unit 8 and Episode 5 after Unit 10 of *Energy 1 Students' Book*. It is important that they are not used before these units as they would confuse the storyline.

THE CHARACTERS

Mel, Dave, Tom and **Mickey** all know each other as they go to the same school. **Isabel** has recently arrived in the UK and gets to know first Mel and Tom, then Mickey and Dave.

Mel is very organised. She wants to be a journalist. She has a web-page on the school website, and has entered a competition run by the local newspaper to work there part-time for six months. She is the manager of the band.

Tom is co-founder of the band **NRG**, which at first has just two members – Tom and Dave. Tom is a talented song-writer, but his singing doesn't match his song-writing skills. He lives with his dad, who gets around in a wheelchair. He fancies Isabel, but, as the story develops, things change.

Dave is the other co-founder of the band **NRG** and is dedicated to it and to his drumming. He is concerned about Tom's voice as singer. He is not keen on Isabel being in the band, but the greatest source of annoyance is what he sees as Mickey's lack of commitment to the band.

Mickey has a brother, a younger sister, Maria, and one older sister, Teresa, and he is uncle to a baby niece. He loves his skateboarding and his football, but has some problems with arriving on time and committing to the band.

Isabel has recently moved to the UK and started at the school. She and Mel have become friends. Isabel's father is strict about time-keeping. She likes Tom as a friend, but it is Mickey she is really interested in.

USING THE VIDEO

In addition to these Teacher's Notes there is also a Students' Video Activity Book.

The Teacher's Notes and Activity Book both focus on the key points of each episode to help students' (Ss') understanding. However, the exercise types vary.

If you have both a Video Activity Book and these Teacher's Notes, you will probably want to focus on the Activity Book for exercise types, but you may like to add variety by using the boxed material from the Teacher's Notes.

Procedure

The suggestions below focus on the main points of the story. Viewing for general comprehension is followed by more detailed viewing, section by section.

In each section, ask students to focus on the questions before you play the video, then elicit answers at the end of each section. You can play each section more than once. You could also play each section for students to check after you have elicited answers.

You may like to divide the class into groups and allocate questions.

As a final activity in the While you watch (2) Detailed comprehension section you could play the video allowing students to read through the transcript at the same time.

Techniques

The notes contain some examples of the following video techniques and you may find other opportunities for putting these into practice with this video.

Episode 1

A New Start

PAUSE: Freeze the image and ask students to say what they think a character will say next/what is going to happen next. Occasionally this is used in the first viewing so that students can predict the action. You can also pause to elicit or teach lexical items.

SOUND DOWN: Turn the sound down and play the video. Ask students to describe the situation, or ask how a character feels.

Fluency work

To improve students' pronunciation, intonation and fluency you can ask them to speak at the same time as the characters.

Divide the class into groups, according to the number of characters in the clip, and allocate roles, taking into account gender where possible. Play the clip. Students read the transcript silently to themselves as they listen. Then play it again and ask students to read aloud at the same time as the video, 'imitating' the characters.

You can play the clip more than once. Finally students could practise in groups without the video, and possibly without the script.

KEY LANGUAGE

Grammar

Present simple: *to be*; Questions: *Where? What?*
Personal pronouns; Possessive adjectives
Possessive '*s*'; *there is/there are*

Vocabulary

numbers; colours; furniture; prepositions of place

New vocabulary

bunkbed; skateboard; voice; competition; changes; newspaper; journalism

BACKGROUND INFORMATION

School uniforms

Uniforms have been re-introduced into secondary schools in recent years. A typical uniform consists of a jacket with a shirt and tie, trousers (for boys) or a skirt or trousers (for girls). Pupils often 'customise' uniforms to make them fashionable.

BEFORE YOU WATCH

00:00 – 00:14

Play the introduction and ask students (Ss) to give you information based on what they can see. For Ss who use *Energy 1* Students' Book, ask what they remember about the characters.

For Ss who are not using the *Energy* course, ask them to guess the characters' ages, where they are from, if they are friends.

(Possible answers: *Mickey's on his skateboard. He's a footballer. Isabel is a musician. She's nice/pretty. Tom is in a band. He's the guitarist. Dave is a drummer. Mel is the band manager. She and Tom are friends.*)

WHILE YOU WATCH 00:16 – 05:37

(1) General comprehension

Before you play Episode 1, ask Ss to focus on the following questions. Play Episode 1 all the way through, then elicit answers.

1. What is Mel interested in? (*Journalism and the band.*)
2. What is the problem with the band? (*Tom's voice is very quiet. There are only two people in the band.*)
3. Is Isabel Tom's girlfriend? (*No.*)
4. (In L1) Does Tom like Isabel? (*Yes.*)

(2) Detailed comprehension

00:16 – 01:27 Section 1

Divide the class into two groups. Group A concentrate on Mickey, Group B on Mel. Ask Ss the questions before they watch, then stop the video at appropriate points and elicit answers.

GROUP A

1. Where is Mickey? (*He's in his bedroom.*)
2. Where are Mickey's boots? (*They're under the bed.*)
3. Rewind to 00:16. Play with **SOUND DOWN**. Ask Ss to describe Mickey's room. Elicit *untidy, bunkbed.*

GROUP B

1. Where's Mel? (*She's in her bedroom.*)
2. Where's Mel's letter? (*It's on the bed, under a (Manchester United) football shirt.*)
3. Re-wind to 00:46. Play with **SOUND DOWN**. Ask Ss to describe Mel's room. Elicit the word *tidy.*

01:27 – 02:40 Section 2

1. Why is Mel's letter important? (*It's to the local newspaper. There's a competition and the prize is to be a reporter for six months.*)
2. Where is Mel's dad's video camera? (*It's in Mickey's room.*)
3. Ask Ss where the video camera is in Mickey's room. (Possible answers: *under his clothes, under the bed, in his wastebin, on his bookshelves.*)

02:41 – 03:28 Section 3

1. 02:42 **PAUSE** Ask: What's this? (*It's Mel's web page. Ss will have seen this on first viewing.*)
2. 02:59 **PAUSE** after Isabel reads the description of the band. Ask: Is this Mel's description of the band? (*No, it's Dave's description.*) Is it true? (*No. The band isn't big. There are only two people in the band. They aren't loud. Tom's voice is quiet.*)
3. At the end of the scene, ask: Where is the band meeting? (*At the café.*)

03:28 – 04:55 Section 4

1. How many sugars are there in Dave's coffee? (*Four.*)
2. Is Tom happy at the start of the meeting? (*Yes.*)

- Is Dave happy with the band? (*No. Tom's voice is quiet.*)
- Is Tom happy with Mel's new ideas? (*No. His voice isn't quiet!*)
- Is Dave happy with Mel's idea for another musician? (*No!*)

04:55 – 05:37

Section 5

- What is in Tom's pocket? (*A picture of Isabel.*)
- Who is Tom and Mickey's favourite person? (*Isabel.*)

02:24 – 02:38

Fluency work

See introduction: Ss practise the second part of the conversation between Mel and Mickey.

AFTER YOU WATCH**(1) Can you remember?**

Ask the following. You can then show the episode again.

- What colour are these things?
the letterbox (*Red.*); their school uniform (*Black and white.*); Dave's hair (*Black.*); Mickey's bag (*Orange.*)
- Who says these **Expressions** and to whom?
I'm off (*Dave to Mel and Tom.*); Good luck (*Mickey to Mel.*); Say hi to Tom (*Isabel to Mel.*); The problem is ... (*Mel to Tom.*)

(2) Extra activities

- Ss write a true or false sentence about the video. They read out their sentence and others say if it is true or false.
- Ss choose one of the places in the video and write a description of it.

Episode 2

The Singer

KEY LANGUAGE**Grammar**

Have got; Present simple

Vocabulary

appearance; families; daily activity verbs; time

New vocabulary

secret; *to joke*; *a goal*; *enter a competition*; *winner*; *niece*; *clean/dirty*; *score a goal*

BACKGROUND INFORMATION**Sport in schools**

The football match in the video is an after-school activity. The compulsory school day usually ends by 4.00 pm. Optional sport and after-school activities then take place.

PE (Physical Education) is compulsory in all state schools in England and Wales and on average 14–16 year olds receive seventy-five minutes of PE lessons a week.

BEFORE YOU WATCH

- Describe each character. After each sentence, ask Ss to guess which character you are describing. Example: 'She's very beautiful.' Ask Ss who they think this is. 'She's got dark brown eyes.' Ask again. 'She's got short brown hair.' Ask Ss again. (*Mel.*)

2. Ask the following true/false (T/F) questions to see what Ss remember from Episode 1. You could play Episode 1 on fast forward to help.
- Tom likes Isabel. (*T*)
 - Mel enters a competition. (*T*)
 - Tom has got a good voice. (*F*)
 - Mel wants to make some changes to the band. (*T*)

WHILE YOU WATCH

05:45 – 11:41

(1) General comprehension

Ask Ss to focus on the following questions. Play Episode 2 all the way through, then elicit answers.

- What is Mickey's secret? (*He likes Isabel.*)
- Name three things Mickey does in his free time. (*He skateboards, he plays football, he helps his sister with her baby.*)
- Does Isabel go the football match? (*No. She goes to the library.*)
- Mel decides not to make changes to the band. True or False? (*False. Tom's voice is a problem.*)

When you play through this first time you could also **PAUSE** at 10:09 and ask 'Who do you think phones Mel?' (Possible answer: *The newspaper.*)

(2) Detailed comprehension

06:02 – 07:30 Section 1

- Is the baby Mickey's sister? (*No, she's Mickey's niece. He's the baby's uncle.*)
- What is the baby's mother called? (*Teresa.*)
- How does Mickey describe Isabel? Which part is not true? (*She's beautiful. She's got long black*

hair, big brown eyes and a long beard. She hasn't got a beard.)

- (In L1) Why do you think Mickey tells the baby his secret? (Possible answers: *He is just trying to think of things to say to keep baby quiet. He doesn't want people to talk about his secret, but he wants to tell someone!*)

07:30 – 08:21

Section 2

- Has Mel got any messages on her mobile? (*No.*)
- What time is the football match? (*At four o'clock.*)
- Does Isabel want to go to the football match? Why/why not? (*Yes, she does. To see Mickey.*)
- How does Mel describe Mickey? (*He's our star player.*)

08:21 – 10:09

Section 3

- Does Mel want to listen to Tom's song? (*We don't know. She says 'Yes!' because Mickey scores a goal.*)
- Why does Tom leave? (*Because Dave says Tom's voice is bad.*)
- What question does Mickey ask Mel? (*Where's Isabel?*)

As you play this section you could **PAUSE** after:

- 09:05 DAVE: A new singer, Mel. It's the only answer. But who? MEL: I've got an idea. Ask Ss: 'What do you think Mel's idea is?'
- 09:52/3 MICKEY: Where's Isabel? Ask: 'What does Mel say?' (*She's in the library.*)

10:09 – 11:44

Section 4

1. Why is Mickey in the library? (*He wants to see Isabel.*)
2. Has Mickey got clean boots? (*No. They are dirty.*)
3. Do Mickey and Isabel like the same music? (*Yes.*)
4. Why is Tom in the library? (*He wants to see Isabel and to play his new song to her.*)
5. Has Mel got bad news? (*No, she's got very good news. She's the winner of the competition.*)

06:58 – 07:21

Fluency work

Mickey tells his niece about Isabel. Ask Ss to listen and repeat in the pauses.

AFTER YOU WATCH**(1) Can you remember?**

Ask the following. You can then show the episode again.

1. Describe the librarian.
2. Who says these **Expressions** and to whom?
Have fun! (*Mel to Isabel.*); See you later (*Tom to Mel and Dave.*); I've got an idea (*Mel to Dave.*); It's all in here (*Mel to Mickey.*); Are you OK? (*Isabel to Tom.*)

(2) Extra activities

Ss choose one character and write a description.

Encourage Ss to write about:

- a) the character's appearance
- b) their family
- c) their daily activities.

Finally they could read their descriptions to the class or in groups without mentioning the name of the character for other Ss to guess the identity.

Episode 3

Where's Mickey?

KEY LANGUAGE**Grammar**

Present simple; Frequency adverbs; Object pronouns; *Can/can't* for ability; Imperatives

Vocabulary

free time activities; adjectives; parts of the body

New vocabulary

on vocals; on keyboards; excuses; make excuses; to fancy; What's wrong with...?; to die; to go away; busy; to need; What's the point?; a joke; a waste of time; a puncture

BACKGROUND INFORMATION**Part-time jobs**

Mel has got a part-time job at the local newspaper as a result of winning a competition looking for young talent. In the UK, it is quite common for teenagers (from age 13) to have part-time jobs after school or on Saturdays. Employment law sets a limit of 12 hours a week.

BEFORE YOU WATCH

Ask Ss what they remember about the story so far. You could play the final scene of Episode 2 and ask the same questions, 1, 3, 4, 5, from Episode 2 Section 4.

WHILE YOU WATCH

11:51 – 17:15

1) General comprehension

Ask Ss to focus on the following questions. Play Episode 3 all the way through, then elicit answers.

1. Why is Dave angry? (*Because Mickey is late again for band practice.*)
2. Is Mickey on his way to band practice? (*Yes, but first he goes to Tim's house to get Mel's dad's video camera.*)
3. Is Isabel angry with Mickey? (*Maybe, but she makes excuses for him.*)

PAUSE at 13:34. When you play the episode for the first time, pause and ask: 'Who are they talking about?'

Re-wind slightly and then play to hear:

DAVE: Isabel's great. She's amazing.

PAUSE at 16:40. Ask: 'What is wrong with Mickey's bike?' (*It has got a puncture.*) You will need to teach Ss this vocabulary.

(2) Detailed comprehension

12:08 – 12:55

Section 1

Dave is the drummer. What do the other people do in the band? (*Tom plays the guitar. Mickey sings. Isabel plays the keyboards.*)

12:55 – 14:03

Section 2

1. Why doesn't Dave like Isabel in the band? (*She plays classical music. He says she can't play.*)
2. Dave says Tom likes Isabel. What expression does he use? (*You fancy her.*)

3. Does Tom fancy Isabel? (*He says he doesn't fancy her, but that's not true.*)

14:03 – 14:44

Section 3

1. What can't Mickey find? (*His skateboard.*)
2. What are the names of Mickey's two sisters? (*Maria, Teresa.*)
3. Where is the video camera? (*Tim has got it.*)
4. Does Mickey want to get the video camera now? Why/why not? (*He doesn't want to get it now because there is band practice, but he decides to get it before Tim goes away.*)

14:45 – 15:31

Section 4

1. What does Mel say about her job at the newspaper? (*It's great, really interesting. I really like it.*)
2. What does she do in this job? (*She makes phone calls. She sometimes writes things. She often goes out of the office.*)
3. Why does Mickey say, 'Come on feet, come on, come on!' (*Because he knows he's late.*)

15:31 – 17:14

Section 5

1. Where do they think Mickey probably is? (*At a football match.*)
2. What excuse does Isabel give? (*He's busy. He plays football three times a week.*)
3. Isabel says, 'He always tries to be on time.' Do you think this is true?
4. What does Dave say and do to show he is angry? (*He says, 'This is a complete waste of time. What's the point?' He throws his drum sticks into the room.*)

Episode 4

Trouble in the Band

Fluency work

Depending on the personalities in your class, you could ask Ss to listen and imitate Dave, and then play with **SOUND DOWN** so that Ss give their own voiceover. Write the characters' full names on the boards to help.

AFTER YOU WATCH**(1) Can you remember?**

Ask the following. You can then show the episode again. Who says the following and to whom?

1. 'She can't play. Not really.' (*Dave to Tom about Isabel.*)
2. 'You fancy her.' (*Dave to Tom about Isabel.*)
3. 'Isabel's great. She's amazing.' (*Dave to Tom.*)
4. 'Oh come on Mickey!' (*Dave to Mel, Isabel, Tom.*)
5. 'Give him five more minutes.' (*Isabel to Dave, Tom, Mel.*)

(2) Extra activities

Ask Ss to think about what each character can and can't do, and what they always/sometimes/often/never do. Ss can use their imagination.

Then set up a memory drill so S1 says: *Mickey can sing.* S2 repeats what S1 has said and adds a sentence of his/her own. You can continue this round the class. S2: *Mickey can sing. He can also skateboard.*

KEY LANGUAGE**Grammar**

Present continuous; Past simple

Vocabulary

British money

New vocabulary

feelings; an event; in a hurry; to be over someone; photographer; professional; early; hold; football stadium; to decide; important

BACKGROUND INFORMATION**School websites**

Many schools have websites promoting their school and informing parents. In addition many schools also have web magazines produced by the students giving information, including photos, about recent school events. Mel, as a keen writer, has her own page in the school web magazine.

Old Trafford

This is the home of Manchester United football club.

BEFORE YOU WATCH

Ask Ss these questions and elicit as much information as possible. If necessary play the end of Episode 3 from 16:24.

1. Why wasn't Mickey on time for the last band practice? (*Because he went to get the video camera, and his bike had a puncture.*)
2. Tell me about Isabel and Tom. (For video users: *Tom likes Isabel.* Students' Book users: *Tom didn't go to Isabel's party.*)

WHILE YOU WATCH 17:39 – 23:36

(1) General comprehension

Ask Ss to focus on the following questions. Play Episode 4 all the way through, then elicit answers.

1. What does Tom's dad try to talk to him about? (*Tom's feelings for Isabel.*)
2. What is the big event? Does it happen? (*A band photograph at Old Trafford. No, because Mickey is late.*)
3. Why is Mickey at the skateboard park? (*He's filming the skateboarders for Mel's web-page.*)
4. How do Isabel/Dave/Tom/Mel feel about Mickey? (*They're all angry with him.*)

(2) Detailed comprehension

17:39 – 18:49 Section 1

1. What are Tom and his father doing? (*They're having breakfast. They're talking.*)
2. **PAUSE** at 18:13 after DAD: So, how's the band? Ask: 'What sort of things does Tom say?' Elicit as much as you can, then rewind slightly to 18:10 to hear Dad's question. Play to the end of the section. (*Tom is writing some new songs. Mel's writing an article for the local paper. They've got a band photo that afternoon.*)

3. **PAUSE** at end of the section. Ask: 'What is Tom's dad thinking?' (*Tom really likes Mel.*)

18:49 – 20:00 Section 2

1. **Song lyrics** As the music plays ask Ss to repeat the lyrics on the screen, in such a way that they form part of the song.
2. Is Mickey in a hurry to get to the café? (*No. He agrees to interview a skateboarder.*)

20:01 – 21:31 Section 3

1. What is Mel's good news? (*She is writing an article about the band for next week's newspaper.*)
2. How much are the drinks? (*£1.50*)
3. Have they got a gig? (*No, but Mel is trying to get them a gig. She's 'working on it'.*)
4. Where does Mel think Mickey is now? (*She thinks he is with Isabel. She says, 'Don't worry. Isabel is meeting him now.'*)

21:32 – 22:15 Section 4

1. What questions does Mickey ask in the interview? (*When were you born? When did you start skateboarding? What do you like about it?*)
2. Do you think it's a good interview? (*Ss' own answers.*)

22:16 – 23:36 Section 5

1. Where is the photographer? (*He's not there. He left.*)
2. What was the place for the photo? (*Manchester United's football ground: Old Trafford.*)

Episode 5

The gig ... and after

3. Is Mickey very sorry he's late? (*No, not really, not at first.*)

4. **PAUSE** after ISABEL: Do you want to be in the band? Elicit Mickey's answer. Rewind to 23:20 and play the question and answer.

17:44 – 18:01 Fluency work 1

18:11 – 18:47

See introduction. Ss take the roles of Tom and his dad. This section contains examples of key language – Past simple and Present continuous.

23:00 – 23:33 Fluency work 2

See introduction. Allocate the roles of Mickey, Tom and Isabel. Encourage Ss to imitate the characters' emotions at this dramatic moment.

AFTER YOU WATCH**(1) Can you remember?**

Who says these **Expressions** and to whom? Elicit answers. You can then show the episode again.

1. 'I'm over her.' (*Tom to his dad about Isabel.*)
2. 'She's amazing!' (*Tom to his dad about Mel.*)
3. 'Have you got a pound?' (*Dave to Mel and Tom.*)
4. 'Any change?' (*Tom to Dave.*)
5. 'I told you – it's a secret!' (*Mel to Tom.*)
6. 'Wait and see!' (*Mel to Tom.*)
7. 'You're a star.' (*Tom to Mel.*)
8. 'Don't worry!' (*Mel to Tom and Dave.*)

(2) Extra activities

Write a short summary of this episode or the story so far. Use the Past simple tense.

KEY LANGUAGE**Grammar**

Past simple (negative and question form); (*don't*) *like* + *ing*; *going to*

Vocabulary

clothes

New vocabulary

a review; jealous; No pressure!

BACKGROUND INFORMATION**School halls**

The gig takes place in the school hall. Most schools in the UK have school halls with a stage. These are often used for morning assembly before lessons start and for plays and concerts that students take part in.

BEFORE YOU WATCH

1. Ask Ss what happened in the last episode.
2. Tell Ss that the band have got a gig. Ask Ss to describe what they think each member of the band is going to wear.

WHILE YOU WATCH 23:44 – 29:02

(1) General comprehension

Ask Ss to focus on the following questions. Play Episode 5 all the way through, then elicit answers.

1. Is the gig a success? (Yes.)
2. Do they all enjoy playing in the band? (Yes.)
3. Who shows that they really like one of the other characters. (*Mickey and Isabel, Tom and Mel.*)
4. Does Mickey decide the band is important? (Yes, *finally.*)
5. Do you think they are going to be famous? (Ss' *own answers.*)

As you play through the first time PAUSE at 28:35. Ask: 'Why aren't they playing?' (*Mickey isn't there.*); 'Do you think Mickey is going to arrive?' (Ss' *own answers.*)

(2) Detailed comprehension

23:44 – 24:37 Section 1

Energy song Make several photocopies of the transcript of the song 'Energy' and cut them up. Distribute a full set to each group of Ss. Play the song and ask Ss to put the lines in order. Once they have the lyrics in order, play the song again and tell Ss they can sing along with it, if they want to. You may prefer to do this activity at the end of the class.

24:38 – 25:35 Section 2

1. What does Dave ask? (*Did you hear me?*)
2. Who was nervous? (*Tom. Mickey says Isabel was too, but she says she wasn't.*)
3. What is their friend Danny going to do? (*He's going to write a great review.*)

4. PAUSE at 25:35. Ask: 'What is Isabel going to talk to Mickey about?' (*She's going to ask him about some girls she saw him with before the gig.*)

Ss can answer this from memory having already watched the episode once.

5. Is Tom unhappy that Isabel and Mickey leave the room together? (*No, he's over Isabel.*)

25:35 – 26:43 Section 3

1. What does Isabel ask Mickey? (*Who were those girls?*)
2. Why does she ask? (*She was jealous.*)
3. What important thing does Mickey say to Isabel? (*I really like you.*)

26:43 – 27:44 Section 4

1. What is Mel's good news? (*She's going to work at the newspaper in the holidays.*)
2. What is Tom going to do the next day? (*He's going to see a film.*)
3. Is Tom very confident when he asks Mel to go to a film with him? (*No, he's nervous.*)

27:45 – 28:28 Section 5

1. Who wants to hear the band? (*Mark – a record producer.*)
2. At what time? (*12 o'clock the next day.*)
3. Why does Mickey say he can't be there the next day? (*He's got skateboarding.*)
4. How do the others react to Mickey? (*They are angry with him.*)

28:28 – end Section 6

Who does or says the following?

1. Looks at his watch. (*The record producer.*)
2. Says, 'Where is he?' (*Tom.*)

3. 'Ten, nine, eight, seven ...' (*Dave.*)
4. 'A one, a two, a one two three four.' (*Mickey.*)

25:03 – 25:18 Fluency work 1

See introduction. Ss practise Mel's congratulations. Allocate Mel, Tom and Dave's parts.

25:37 – 26:20 Fluency work 2

See introduction. Use this romantic scene between Mickey and Isabel if you judge it appropriate for your class.

AFTER YOU WATCH

(1) Can you remember?

Who says these **Expressions** and to whom? Elicit answers. You can then show the episode again.

1. 'You were brilliant. You were all brilliant.' (*Mel to the band.*)
2. 'I really like you.' (*Mickey to Isabel.*)
3. 'You are a star.' (*Tom to Mel.*)
4. 'I'm going to work there again in the holidays.' (*Mel to Tom.*)
5. 'No pressure.' (*Tom to Mel as he asks her out.*)
6. 'We're going to be famous.' (*Dave to the others.*)

(2) Extra activities

Ask Ss, 'Do you think they are going to be famous?'

Ss write a paragraph about what they think happens to the band next. Or they can write the verse of a song talking about the band and/or the band's future.

Transcripts

Episode 1 A New Start

MICKEY: Where is it, where *is* it? Yes! Boots, boots, where *are* they? Urrgghh!

MEL: Where is it? Mum! Where's my letter? Yes! It's here!!

MICKEY: Boots? Boots? Boots! Ow! Think, Mickey. Where is your skateboard? A-ha!

*Not so fast, put on the brakes,
A little time is all it takes.
What's the rush? Slow it down,
Breathe in and look around.*

MICKEY: Mel!

MICKEY: Hi, Mel.

MEL: Oh, hi, Mickey.

MICKEY: What's that?

MEL: Oh, it's nothing. Just a letter.

MICKEY: 'Just a letter?'

MEL: It's to the local newspaper. There's a competition.

MICKEY: Cool.

MEL: The prize is to be a reporter for six months.

MICKEY: Good luck.

MEL: Thanks. Oh, Mickey?

MICKEY: Yeah?

MEL: Where's my dad's video camera?

MICKEY: One more week! Please!

MEL: OK. But is it in a safe place?
MICKEY: Of course! It's in my room.

ISABEL: It's a really good page.
MEL: Thanks.
ISABEL: Where's Dave?
MEL: Here.
ISABEL: 'Our band is called NRG. We are big, we are crazy, we are loud, loud, LOUD.' With only two people in the band?
MEL: I know. And Tom's a really quiet singer.
ISABEL: You're the manager.
MEL: I am. And it's time for some changes. Right now. I'm off to the café for a band meeting. Coming?
ISABEL: Sorry. My dad.
MEL: It's OK.
ISABEL: Say hi to Tom.
MEL: OK.
ISABEL: What?
MEL: Nothing.
ISABEL: He's nice. As a *friend*. OK? OK??
MEL: OK!!

DAVE: What??
MEL: Hi, Tom. Hi, Dave.
DAVE: Uh – hi.
TOM: Hi, Mel. How's the web page?
MEL: Great. It's ready.
TOM: So, Mel the Manager ... What's this meeting for?
MEL: Changes. New ideas.
TOM: But everything's fine. Mel?

MEL: It's your voice, Tom. On guitar, you're great, but ...
TOM: My voice is fine. Dave? Dave!
DAVE: It's quiet, Tom. And we're a loud band.
TOM: I'm *not* quiet.
Dave imitates Tom's singing.
TOM: Thanks.
MEL: The problem is, there are only two of you. You need three or four people.
DAVE: Like who?
MEL: What about Isabel?
DAVE: Who's Isabel?
TOM: Oh, she's great.
DAVE: What does she play? Bass? Lead guitar?
MEL: Piano. Classical.
DAVE: No, no, no, no, no. No.
MEL: Oh, come on, Dave.
DAVE: I'm off. See you.
TOM: Hey! Money! For your coffee!
TOM: One pound ten ...
MEL: What's this? Isabel! Tom?

Episode 2 The Singer

MICKEY: Where, where ...? Where's that video camera? It's Mel's. Oh no. Sssh. Sssh. Sssh. That's it. Hello you. I'm your uncle. Your uncle Mickey. And you're my niece. My nice niece. Now, you've got a mum. That's Teresa. And she's got a brother. Oh yes, she has. And *that* is *me*. Uncle Mickey. And I play football. And ... I've got a secret. There's this girl. She's beautiful. She's called Isabel. She's got long black hair, big brown eyes and a really, really long beard. Only joking. About the beard. Sis! Sis! Can you come and help me?!

ISABEL: Hi, Mel.

MEL: Hi.

ISABEL: Any news from the paper? About the competition?

MEL: Later. This afternoon.

ISABEL: Good luck!

MEL: Thanks. Oh, do you know there's a match again today? A football match? Today?

ISABEL: What time does it start?

MEL: Four o'clock.

ISABEL: Sorry ... It's the library for me.

MEL: No problem. Have fun.

ISABEL: Thanks ... This match ...?

MEL: Yes?

ISABEL: Is, um ... you know ... is Mickey ...?

MEL: Of course. He's our star player. Why?

ISABEL: Nothing.

TOM: It's a great song, Mel.

MEL (*watching the match*): Uh-huh. Oh!

TOM: My voice is loud on it.

MEL: Come on!

TOM: Do you want to listen to it?

MEL: Yes!

TOM: Brilliant.

TOM: Well?

DAVE: The music's great. But ...

TOM: But?

DAVE: Your voice, Tom.

TOM: But it's loud now!

DAVE: It is loud. Yes. But it's also *bad*.

TOM: Fine. See you later.

DAVE: A new singer, Mel. It's the only answer. But who?

MEL: I've got an idea.

MICKEY: Substitute!

MEL: Go, Dave!!

*Charge me up, plug me in,
Switch me on, let's begin!
Energy! Wakes me in the morning.
Energy! Middle of the night.
Energy! Buzzes right through me.
Energy! Burns so bright.*

MICKEY: Hi, Mel.

MEL: Great game. Fantastic goal. It's all in here.

MICKEY: Thanks. Um ... Listen ... Where's Isabel?

MEL: In the library.

MICKEY: Right. The library.

MEL: She leaves at five thirty.

MEL: Mickey! The camera? ... Hello?

MICKEY: Boo.
ISABEL: Oh! Hello.
MICKEY: What's this then? Mozart? Beethoven? Oh I *love* this band! They're fantastic.
ISABEL: I know. It's for piano.
MICKEY: Cool.
ISABEL: Oh, hi, Tom.
MICKEY: Tom.
TOM: Um, hi.
ISABEL: Are you OK?
TOM: Yes, fine.
MICKEY: What have you got there?
TOM: Isabel? It's a new song. For my band. Do you want to listen to it?
ISABEL: Sorry, Tom. I can't now – my dad – I'm late.
TOM: Sure.
ISABEL: Tomorrow?
ISABEL: Oh, Mel. The competition.
MICKEY: Sorry.
TOM: Sorry, Me ... What?
ISABEL: So you ...?
TOM: That's brilliant.
MEL: I can't believe it.

Episode 3 Where's Mickey?

MICKEY: Sorry!
DAVE: Hello, New York!!! We are ... NRG!
DAVE: On guitar, Tom Adamski. On vocals, Mickey Kelly. And on keyboards, Isabel ... Isabel ... And on drums, the one ... the only ... Dave Black! Hi.
TOM: Hi.
DAVE: She isn't right.
TOM: What??
DAVE: She just isn't right. Sorry.
TOM: What's wrong with her?
DAVE: She plays classical.
TOM: So?
DAVE: We're heavy. We rock.
TOM: It's my band too!
DAVE: And she can't play. Not really.
TOM: She's brilliant.
DAVE: You fancy her!
TOM: I don't.
DAVE: You do! 'Isabel's great. She's amazing.'
TOM: You die, my friend.
DAVE: No, my friend. She likes Mickey, you know.
TOM: No, she doesn't.
MEL: Hey, guys.
DAVE & TOM: Hi.
ISABEL: Sorry we're late.
TOM: Only five minutes.
ISABEL: Where's Mickey?
MICKEY: Where's my skateboard?? Maria! Maria? Can I use your bike?

MARIA: OK.
MICKEY: Brilliant!
MARIA: Ah, stop! Oh, and Mickey?
MICKEY: Yes?
MARIA: That video camera.
MICKEY: What about it?
MARIA: Teresa says Tim's got it. She says, you need to get it today. He goes away tomorrow, for a month.
MICKEY: But there's a band practice!
MARIA: Do you want the camera? Yes or no?
TOM: How's the newspaper, Mel?
MEL: Great, really interesting.
ISABEL: What do you do there?
MEL: Make phone calls. I sometimes write things. They want to know all about the band.
TOM: Cool. Are you always in the office?
MEL: No. I often go out.
TOM: Top reporter, Mel Williams!
MEL: I really like it.
DAVE: Oh come on Mickey!!!

MICKEY: Come on feet, come on, come on ...

*Too many things, not enough time
 I don't want to hear you whine
 Sorry, sorry, sorry, please don't worry.
 I've had enough, it's got to stop!*

DAVE: So where is he? This is really bad.
ISABEL: He's busy. He plays football three times a week.
DAVE: So? We're all busy. He's always late.

ISABEL: Sometimes, maybe. But not always.
DAVE: Oh, come on. This is a serious band. Right, Tom?
TOM: Um, yeah. Of course.
DAVE: He needs to give it more time and energy. Like me. I don't play football now! The band's important.
ISABEL: He *wants* to be on time. He always tries. Right, Mel?
MEL: It *is* a problem.
ISABEL: Give him five more minutes.
DAVE: Listen. Let's start. Just the music. No vocals.
MEL: Good idea.
TOM: I can sing, if you like ... Joke!
MICKEY: Thanks, Tim! Right. Finally. Let's go. No!
ISABEL: Wow.
MEL: That's brilliant. Good guitar, Tom.
ISABEL: Great guitar.
DAVE: But it needs words. A singer?
TOM: Dave's right. Where is he, Isabel?
ISABEL: I don't know!
TOM: He's an hour late.
DAVE: This is a complete waste of time.
MEL: Look. Let's stop for today. Yes? Same time on Saturday?
DAVE: What's the point?

Episode 4 Trouble in the band

- DAD:** Are you OK, Tom?
TOM: Fine, thanks.
DAD: How's Isabel?
TOM: She's fine.
DAD: No, I mean, Isabel and you? Are you OK?
TOM: Dad!
DAD: It's difficult, I know.
TOM: I'm fine, Dad. Really.
DAD: When I was your age ...
TOM: In 1900.
DAD: Watch it!
TOM: Dad, I'm over her. We're just good friends now.
DAD: So, how's the band?
TOM: Brilliant. I'm writing some new songs. I think we're ready for our first gig.
DAD: Fantastic.
TOM: Mel's writing an article for the local newspaper. All about us. And we've got a band photo this afternoon. With a real photographer.
DAD: Wow. Where?
TOM: I don't know. Mel says it's a secret. She's really funny.
DAD: She's a good manager, then?
TOM: Yeah, she is. She's amazing ... What?

*Not so fast, put on the brakes,
 A little time is all it takes.
 What's the rush? Slow it down,
 Breathe in and look around.*

*Roll on by, don't you know?
 Ease it back, take it slow,
 Roll on by, sky's above you,
 Just fly, where you want to.*

- MICKEY:** That was great. Thanks.
SKATEBOARDER: So who's it for?
MICKEY: I'm sorry?
SKATEBOARDER: Which film company?
MICKEY: Oh, it's for our school website ... I'm doing it for my friend, Mel. It was her idea.
SKATEBOARDER: Oh, OK. So do you want some interviews? With real skateboarders?
MICKEY: Like who?
SKATEBOARDER: Like me.
MICKEY: OK. Why not?
TOM: In next week's newspaper?! Your story!
MEL: I know.
TOM: That's brilliant.
DAVE: Um ... have you got a pound?
TOM: Dave!
MEL: I've got fifty, sixty pence ...
TOM: Here's a pound.
DAVE: Thanks.
TOM: And this photographer, does he work at the newspaper?
MEL: Yes! He's their main photographer.
TOM: A professional!
MEL: It's really nice of him to do this.
TOM: Where are we doing the photo? In here?
MEL: I told you – it's a secret.
TOM: Mel!

MEL: Wait and see. It's perfect ... Thanks.
TOM: Any change?
DAVE: Ten pence.
TOM (*mouths*): I know.
DAVE: The article's great news, Mel. All we need now is a gig.
MEL: Definitely. I'm working on it. I phoned some people yesterday.
TOM: You're a star.
MEL: I know.
DAVE: What time is the photo?
MEL: Soon.
DAVE: So where's Mickey?
MEL: Don't worry. Isabel's meeting him now. It's OK.
TOM: I hope so.
MEL: Oh no!
TOM: What?
MEL: It's the photographer.
DAVE: He's early.
TOM: Come on, Mickey.

SKATEBOARDER: Hi, my name is Andy
MICKEY: So, Andy, when were you born?
SKATEBOARDER: Um ... in 1990.
MICKEY: And when did you start skateboarding?
SKATEBOARDER: When I was six.
MICKEY: What do you like about it?
SKATEBOARDER: Um ... you know ... Is that *your* phone?
MICKEY: Oh yeah ... er ... Can you hold this?
SKATEBOARDER: Yes.
MICKEY: Hello. Hello? ...

ISABEL: Mickey? Where are you??! ... Oh dad. Hi ...
DAVE: I don't believe this. This is the second time ...
TOM: Mel? Are you all right? So this photo ... What was the big secret?
MEL: Old Trafford.
DAVE & TOM: No!!!
ISABEL: Where's that?
MEL: The football stadium. Manchester United.
ISABEL: Oh!
MICKEY: Hi, guys. Sorry I'm a bit late. But I got some great action shots. Mel? For your web page. Lots of skateboarding. So, where's the photographer? ... What?
TOM: He left, Mickey.
MICKEY: Mel? Can you phone him? Mel!
ISABEL: Mickey!!
MICKEY: Sorry, OK.
ISABEL: No, it's not OK. This is important – for Dave, Tom, Mel and for me. Do you want to be in the band?
MICKEY: Of course.
ISABEL: Then decide. What's important in your life? OK?
MICKEY: Isabel? Wait!

Episode 5 The gig ... and after

*I crawl out of bed on Monday,
My head full of dreams,
But the beat, beat, beat of energy
Makes want to scream.*

*Charge me up, plug me in,
Switch me on, let's begin.*

*Energy! Wakes me in the morning,
Energy! Middle of the night.
Energy! Buzzes right through me.
Energy! Burns so bright.*

*I fall out of bed in winter
I jump out of bed in spring,
And a beat, beat, beat of energy
Makes me want to sing.*

*Charge me up, plug me in,
Switch me on ...*

DAVE: NRG!!

TOM: Did you hear the crowd?!

DAVE: Did you hear me?

MICKEY: They loved it.

DAVE: Did you hear *me*? Tom?

TOM: I was really nervous!

MICKEY: Isabel was too.

ISABEL: No I wasn't.

DAVE: *Did you guys hear my drumming?*

TOM, ISABEL & MICKEY: Yes!!!

DAVE: Thank you! I started nice and loud, like this ...
And then ...

MEL: You were brilliant! You were all brilliant!

TOM: Thanks, Mel.

MEL: And Danny loved it. I spoke to him about it a
minute ago. He's going to write a great review.

TOM: Did he say that?

MEL: Uh-huh.

DAVE: Yes!!

ISABEL: Mickey? Can we talk?

MICKEY: Sure.

ISABEL: I mean, not here.

MICKEY: OK.

DAVE: Hey? Where are you two going?

TOM: So?

MICKEY: You look great.

ISABEL: Thanks. Listen, Mickey ...

MICKEY: Yeah?

ISABEL: Who were those girls?

MICKEY: What girls?

ISABEL: Before the gig?

MICKEY: Oh! That was Teresa and her friend.

ISABEL: Your sister? I didn't know. I feel really stupid now.

MICKEY: Why did you ask? You weren't ... jealous?

ISABEL: No! No.

MICKEY: Oh, OK. It's just ... I really like you.

ISABEL: I know ... Oh!

MICKEY: Is that your dad?

ISABEL: I don't think so. He's fine about tonight. It's Dave. Hello? Very funny, Dave.

TOM: Mel. You are a star.

MEL: You're not bad yourself. Cheers.

TOM: Cheers. To NRG!

MEL: NRG! Oh, I forgot! The newspaper – they want me back. I'm going to work there again, in the holidays.

TOM: That's brilliant. Well done, Mel! Mel?

MEL: Tom?

TOM: I'm ... I'm going to see a film tomorrow.

MEL: Right. That's good.

TOM: No! I mean ... do you want to come too? If you're free. No pressure.

MEL: That's a great idea.

TOM: Oh, yes!

DAD: Sorry. Am I ...?

TOM: No!

MEL: No.

DAD: Where are the others? Can you find them, Tom?

DAD: ... so I've got this friend, Mark, and I phoned him.

DAVE: Who is he?

DAD: A record producer. And he knows a lot of people. I told him about NRG and ... well ... he wants to hear you. Tomorrow.

DAVE: We're going to be famous!

MEL: What time?

DAD: 12 o'clock. Here. Is that OK for everyone?

ISABEL, MEL & TOM: That's great. That's fine. Brilliant.

MICKEY: Er ... I can't. Sorry.

DAVE: Why?

MICKEY: I've got skateboarding.

ISABEL: Mickey!

MICKEY: Maybe I can change it?

DAVE: He's got twenty seconds. Then he's out of the band.

TOM: Where is he?

ISABEL: I don't know.

DAVE: Ten, nine, eight, seven ...

MICKEY: A one, a two, a one, two, three, four ...

Pearson Education Limited
Edinburgh Gate
Harlow
Essex
CM20 2JE
England

www.longman.com

© Pearson Education Limited 2004

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright holders.

First published 2004

ISBN 0582 77769 0

Teacher's Notes produced for the publishers by
Bluestone Press, Charlbury, Oxfordshire, UK