

Teaching notes

UNIT 1

BRIDGET JONES' DIARY

by Helen Fielding (1996)

Background information

There is a film of *Bridget Jones's Diary*.

It is usual for British people living away from home to visit their families at Christmas. The traditional meal is turkey; people usually cook a large one for Christmas Day and then eat it cold or in curries or other dishes for several days after Christmas.

Teaching notes

Write the pre-reading *Discussion* questions on the board. Ask students to discuss them in small groups so that they can talk more freely.

Play the recording of the extract and ask students to listen for

- ▷ what Bridget's mother wants her to do
- ▷ how Bridget feels about it.

Give out the worksheet. Ask students to work in pairs. Ask them to read the extract again, check any words they need from the *Glossary* and then answer the *Reading comprehension* questions.

After completing the *Vocabulary* section, students could practise the adverbs in *Adverbs: ways of speaking* in groups. Ask them to write down three sentences each. They should then choose an adverb and read their sentences in the manner of the adverb. The others in the group have to say what they think the adverb is.

Further discussion ideas: role-play

Put students into groups of three. Tell them to imagine that one of them is a teenager and the other two are their parents. The teenager wants to buy some clothes that the parents don't like, and needs to persuade his/her parents to give him/her the money. Role-play the discussion.

UNIT 2

PRIDE AND PREJUDICE

by Jane Austen (1813)

Background information

There is a BBC video of *Pride and Prejudice*.

At this time, events such as dances were important because potential husbands and wives could be met there. The word 'handsome' could be used for both men and women to mean 'good looking'.

Teaching notes

Give out the worksheet and ask students to discuss the pre-reading *Discussion* questions in groups.

Play the recording and ask students to follow the words as they listen. This will help them to understand some of the more formal vocabulary. Give them a few minutes after listening to check the meaning of words in the *Glossary*.

Ask students to do the *Reading comprehension* exercise in pairs, but check the answers with the whole class. Ask students to explain how they found the answer by referring back to the text. This will help them to develop the reading skill and make them less dependent on dictionaries. Once all the answers have been checked, the students should write the meaning of the words in the spaces in the glossary.

Vocabulary. The *Collocations* exercise (and the one in Unit 9) shows students the way some words do or do not collocate (go together) with other words, e.g. we say 'totally different' but not 'highly different'. They should be encouraged to make a note of these whole phrases, and not individual words. When students have completed the *Phrasal verbs: pass* exercise, they could choose two phrasal verbs and write their own sentences using these verbs. They could read their sentences to their partner, who could tell them if the sentences are right or not.

Further discussion ideas: debate

Tell students that they are going to debate the following statement: