

# Keep your English up to date 4 Teacher's pack

Lesson plan and student worksheets with answers

## Pants



# BBC WORLD SERVICE LEARNING ENGLISH



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# BBC Learning English – Keep your English up to date

## Lesson Plan: Teacher's notes

### Pants

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1. Level, topic, language, aims, materials
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4. Audio script
5. Student worksheets 1, 2, 3

**Level:** Intermediate and above

**Topic:** Value judgements – good or rubbish?

**Aims:** Listening skills – A short talk

Language – ‘Pants’ and other expressions using clothing vocabulary

**Materials:** Worksheet 1 – Introductory speaking and vocabulary exercises,  
Listening section 1

Worksheet 2 – Listening section 2

Worksheet 3 – Extra work: Vocabulary, language and discussion

Audio script – Available in teacher’s notes

Recording of the talk – Available online at [bbclearningenglish.com](http://bbclearningenglish.com)

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## Lesson Plan: Teacher's notes

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#### LESSON STAGES

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##### A

Explain to the students that they are going to listen to a talk by Gavin Dudeney, an expert on the English language, and that the talk is about the way English is changing. This particular talk is about the word 'pants'.

##### B

Hand out **Student Worksheet 1**. Students do **Speaking, Exercise 1** in small groups or pairs.

##### C

Students do **Vocabulary, Exercise 2** - without dictionaries at first.

Practise the pronunciation of the vocabulary, as they will hear it in the talk.

##### D

Students read **Listening: Section 1, Exercise 3** and then listen to Section 1 of the talk. They answer questions 'a' and 'b'.

Students listen again and do **Listening: Section 1, Exercise 4**.

##### E

Hand out **Student Worksheet 2**.

Students read **Listening: Section 2, Exercise 5** and then listen to Section 2 of the talk.

They answer questions 'a' and 'b'.

##### F

Students try to answer **Listening: Section 2, Exercise 6**. They listen again to Section 2 to check/complete their answers.

##### G

If you wish to do some extra work with the class, hand out **Student Worksheet 3**.

For the vocabulary exercise, give the students copies of the audio script and play the complete talk as they read.

The language work focuses on other phrases that use clothing vocabulary.

The final discussion uses some of the language from the lesson.

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## **Lesson Plan: Teacher's notes**

### **Pants**

#### **AUDIO SCRIPTS**

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##### **Listening Section 1**

Of course, you all know the normal meanings of ‘pants’ – though perhaps you’ve sometimes found yourselves in that situation of trying to remember which meaning of pants is the norm in the UK and the US (remember, in the US trousers are called ‘pants’) – but how many of you know it as an adjective, an interjection, or even a verb? Ah yes, ‘pants’ is so much more than an item of clothing.

Consider a conversation I heard recently in London between two young people in their early-twenties: one took out his mobile phone to make a call, and his friend said ‘Your mob is pants, why don’t you get a new one?’. When pants is used as an adjective to mean ‘rubbish’ or ‘poor quality’, it can be modified, so we have ‘more pants’ and ‘the most pants’!

##### **Listening Section 2**

Or how about this: ‘Pants! I’ve got a test at school tomorrow and I haven’t done any work’. Here we’re expressing disappointment, worry – a feeling of dejection.

And did you know you can be ‘pantsed’? Imagine yourself at the swimming pool, you’ve had a nice swim and a shower and are getting dressed when one of your friends rushes over and pulls your underwear down, running away laughing. You’ve been pantsed!

Just when you thought you only had to remember the difference between pants as underwear and pants as trousers, you find a whole new world of meaning. Oh pants!

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## Lesson Plan: Teacher's notes

### Pants

#### ANSWER KEY

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#### VOCABULARY

##### Exercise 2

- a. **the norm** something that is usual or typical
- b. **mob** an abbreviated form of 'mobile phone'; usually in teenage slang
- c. **to be modified** to be changed or altered
- d. **to express something** to show a feeling or emotion, usually through words
- e. **dejection** a feeling of sadness and disappointment
- f. **to rush** to move very quickly

#### LISTENING: SECTION 1

##### Exercise 3

- a. Pants
- b. **iii.** of low quality.

##### Exercise 4

- a. True – In America it means 'trousers'. In England it means underwear, usually for men.
- b. False – 'a conversation I heard recently in London between two young people in their early-twenties.'
- c. False – 'When pants is used as an adjective... it can be modified.'

#### LISTENING: SECTION 2

##### Exercise 5

- a. 2
- b. **ii.** used as an exclamation e.g. 'Oh!'  
**iv.** used as a verb e.g. 'to like' or 'to be liked'

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### **Lesson Plan: Teacher's notes**

#### **Pants**

##### **Exercise 6**

- a. False – ‘we’re expressing disappointment, worry – a feeling of dejection.’
- b. True – ‘one of your friends rushes over and pulls your underwear down, running away laughing.’
- c. True – ‘find a whole new world of meaning. Oh pants!’

#### **EXTRA WORK**

##### **VOCABULARY**

##### **Exercise 7**

- a. an item
- b. a test
- c. disappointment

#### **LANGUAGE**

##### **Exercise 8a**

- a. To keep something under your hat
- b. To get your knickers in a twist
- c. To tighten your belt
- d. To wear the trousers
- e. To pull your socks up
- f. To be as bright as a button
- g. To get hot under the collar
- h. To put yourself in someone else’s shoes

##### **Exercise 8b**

- a. I’ll have to ask you to keep this under your hat.
- b. pull your socks up!
- c. Calm down! Calm down! Don’t get your knickers in a twist.
- d. we all have to tighten our belts.
- e. she’s already got/getting under the collar
- f. put yourself in his shoes
- g. She’s as bright as a button
- h. she wears the trousers in that relationship

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## WORKSHEET 1

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### SPEAKING

**1. Discuss these questions with your partner.**

- a.** Think of two examples for each of the following things, one example is something that you think is really good or cool, the other example is something that you don't like, or think is rubbish and uncool.

e.g. a car      cool one = the BMW Mini      uncool one = a Volvo estate

a mobile telephone	an MP3 music player
a computer game	a movie
a sports team	a pop or music star
a fashion label	a TV comedy show
a car	an item of clothing

- b.** Explain why you chose each example. Does your partner agree with you?

### VOCABULARY

**2. Match these words and phrases to their definitions.**

- |                                |   |
|--------------------------------|---|
| a. <b>the norm</b>             | a feeling of sadness and disappointment                         |
| b. <b>mob</b>                  | something that is usual or typical                              |
| c. <b>to be modified</b>       | to show a feeling or emotion, usually through words             |
| d. <b>to express something</b> | to be changed or altered  |
| e. <b>dejection</b>            | to move very quickly  |
| f. <b>to rush</b>              | an abbreviated form of 'mobile phone'; usually in teenage slang |

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### LISTENING SECTION 1

3. Now, listen to Gavin Dudeney talking about a new word in English and answer these questions.
- a. What word is Gavin discussing?
  - b. The word is now used to mean that something is...
    - i. of high quality.
    - ii. of average quality.
    - iii. of low quality.
4. Listen to Section 1 again and decide if the following statements are true or false, according to Gavin Dudeney.
- a. The usual meaning of this word is different in the US, compared with in England.
  - b. Gavin heard two teenagers using the word in London.
  - c. When it is an adjective, the grammar or use of the word can be changed.

## WORKSHEET 2

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### LISTENING SECTION 2

**5. In the second part of the talk, Gavin explains more about the new word.**

**Listen to Section 2 of the talk and answer these questions.**

- a. How many other uses of ‘pants’ does Gavin now talk about?
- b. What are the grammatical descriptions of these other uses?
  - i. used as a noun e.g. ‘a skirt’
  - ii. used as an exclamation e.g. ‘Oh!’
  - iii. used as an adverb e.g. ‘happily’
  - iv. used as a verb e.g. ‘to like’ or ‘to be liked’

**6. Listen again to Section 2. Are the following sentences true or false?**

- a. ‘Pants!’ shows that you are happily surprised by something.
- b. You would probably feel embarrassed if someone pantsed you.
- c. Gavin is annoyed or disappointed that there are so many new uses of ‘pants’.

## WORKSHEET 3 - EXTRA WORK

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### VOCABULARY

**7. Find the phrases in the text that have the following meanings.**

- a. an object or thing; sometimes as a part of a larger group
- b. an examination
- c. a feeling of sadness because you don't get something that you want

### LANGUAGE

**8a. There are many idiomatic or colloquial phrases which use clothes vocabulary.**

**Complete the idioms, which are given below with their definitions**

hat socks shoes knickers trousers belt button collar
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- a. To keep something under your \_\_\_\_\_: to keep a secret, to not on pass on information
- b. To get your \_\_\_\_\_ in a twist: to get in a state of panic or intense worry
- c. To tighten your \_\_\_\_\_: to reduce your daily spending to save money
- d. To wear the \_\_\_\_\_: to be the decision maker in a relationship
- e. To pull your \_\_\_\_\_ up: to try harder and to do things in a better way
- f. To be as bright as a \_\_\_\_\_: to be intelligent, with a quick mind (this uses a double meaning of 'bright': shiny or clever)
- g. To get hot under the \_\_\_\_\_: to start to get angry
- h. To put yourself in someone else's \_\_\_\_\_: to try to understand how someone else feels or thinks

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### 8b. Use the idioms to complete the sentences below. You may need to change the grammar of the phrases.

- a. I'll have to ask you to \_\_\_\_\_ this \_\_\_\_\_. No-one else must know at the moment.
- b. David, you must study more to pass the exams. Stop watching TV and do some studying. Come on, \_\_\_\_\_.
- c. Calm down! Calm down! Don't \_\_\_\_\_. I'm sure they will wait for us. It won't matter if we're a bit late.
- d. I'm afraid, now that your father's lost his job, that we all have to \_\_\_\_\_ \_\_\_\_\_. So, just bread and water for dinner today, and we are going to sell the cars.
- e. Don't tell the boss you've made another mistake. She's already \_\_\_\_\_ \_\_\_\_\_. Any more bad news and she'll blow her top!
- f. I know it's hard to understand why he wants to leave home. But, \_\_\_\_\_ \_\_\_\_\_. There's no work for him in this town, and he needs to find his dream job.
- g. Your daughter is lovely, she's \_\_\_\_\_. I guess she's doing really well at school.
- h. Don't bother asking Bill if he wants to join the football team, ask his wife if he can – she \_\_\_\_\_ in that relationship!

### Discussion

#### 9. Discuss these questions with your partner.

- a. Do you know anyone who easily gets their knickers in a twist?
- b. When was the last time you had to keep something under your hat? Did you manage to?
- c. When did you last get hot under the collar?
- d. What do you think is pants?
- e. Have you ever had to tighten your belt?
- f. Who do you think is as bright as a button?
- g. Who wears the trousers in your parents' relationship?
- h. Have you ever pulled your socks up and achieved something that you thought you might not manage to do?
- i. Put yourself in your parents' shoes, can you understand the different rules they have set you during your life?