

# 3 HEY, LOOK AT THAT GUY! TEACHER'S NOTES

## Objectives

### SUMMARY

*Olivia is sitting in class, distracted, as she's lost her necklace and is worried about the homeless man the group met earlier in the park. Ryan explains to their teacher and the rest of the class why Olivia is worried and the class think about how to help the homeless man. Luke suggests calling his neighbour, Mrs Cromer, who works for a homeless charity. Later the group take Mrs Cromer to meet the man in the park and, to their surprise, the man has found Olivia's necklace and returns it to her.*

### LANGUAGE

making suggestions; talking about events in the past; past simple regular verbs; adjectives with *-ed / -ing*;

### USEFUL INFORMATION

*Shelter* is a well-known homeless charity in the UK. Some other well-known worldwide charities include UNICEF (United Nations International Children's Emergency Fund), MSF (Médecins Sans Frontières) and WWF (World Wide Fund for Nature).

If students have already watched the video, refer them back to episode 3. Ask them what they remember about the story: *Where were Olivia, Ryan, Luke and Megan at the start of the episode?* (At school.) *What was the problem for Olivia?* (She was worried about the man and so she didn't hear the teacher's question.) *What happened next?* (Ryan explained about the man in the park and the class wanted to help him.) *What was Luke's idea?* (To call his neighbour because she works for a charity.)

## THINK ABOUT

- 1 Now refer students to questions 1 and 2. For question 2 set up a competition to see which group can think of the most charities.

Allow students to discuss the questions in groups then feedback as a class.

### Answers

- 1 A charity is a group that helps people, animals or a cause like, the environment. It can be local, national or international.
- 2 Students own answers.

### Optional activity

Ask *Why are charities important?* (Suggested answers: They do work that other organisations don't do. They help people or animals that are in trouble. They can do work all over the world. Ordinary people can help do something important.)

- 2 Ask students to read through sentences 1–5 so that they know what they have to listen for. Students then watch the video and listen for specific vocabulary.

### Mixed ability idea

Ask students to work in groups of three and divide the task. For example, ask Student A to listen for Olivia's sentences, Student B for the teacher's and Mrs Cromer, and Student C for Megan, Luke and the man.

### Answers

- 1 going on 2 what 3 so 4 calling 5 kind

As a follow up explain that the alternative words still make correct sentences. You can encourage them to use

and adapt these sentences when they come to do a role play later.

### Optional activity

Ask students to think of a context for some of the sentences with the alternative word in place.

## THINK BACK

- 3 Students work in pairs to match the two parts of the sentences.

### Answers

- 2 e 3 a 4 d 5 b

- 4 Students choose the most logical response to each sentence.

### Mixed ability idea

Ask students if the first sentence is a question, a statement, an invitation, etc. Explain that knowing this will help them eliminate some of the options because they aren't appropriate. For example, 1 is a question and needs an answer. The options are a: *an order*, b: *a request (question)* and c: *an answer*. So c is correct.

### Answers

- 1 c 2 b 3 a 4 b

## THINK THROUGH

### ROLE PLAY The phone call

Refer students back to the classroom scene. Elicit that the teacher needed to know why Olivia was distracted and that Ryan and Luke explained to their teacher what they saw in the park. Make notes on the board about what Ryan and Luke said about their experience in the park.

Explain that the students are going to create a role play telephone conversation between Luke and Mrs Cromer.

Elicit that Luke will need to explain why he's calling and that Mrs Cromer will want to ask questions because she is a charity worker interested in homeless people.

Read through the task with the class. Draw students attention to the starter phrases included in the instructions, but also remind them that they can try to use and adapt phrases from exercises 2 and 4.

**Mixed ability idea**


Elicit phrases for starting and ending the call.

Monitor and offer support while students are preparing their role play.

Encourage as many students as possible to perform their role plays. Consider asking pairs to perform to each other. The 'audience' pair can monitor language use and make corrections if necessary. This can also be done as a full-class exercise.

**Optional activity**

Refer students back to the list of charities they made in exercise 1. Ask them to choose one and find out facts about it. Encourage them to search for information such as when it started and why, where it is based, who or what it helps, and how successful it is. Encourage students to display their ideas in a digital poster.

 *See 'Cambridge Learning Management System: Secondary Digital Teacher Training course' for ideas on apps and how to create digital posters.*