

# 2 THE PICNIC TEACHER'S NOTES

## Objectives

SUMMARY	Luke is feeling bad because he's organised a picnic in the park with his friends but he forgot that Olivia is a vegetarian and he hasn't provided much food for her. Olivia is upset. However Luke makes amends by ordering a vegetarian pizza to be delivered to her at the park.
LANGUAGE	countable and uncountable nouns, <i>a / an / some / any, How much / many ...?, too much / many / (not) enough + adjective, possessive adjectives and pronouns, whose and possessive 's, was / were.</i>
USEFUL INFORMATION	Some other interesting ways of saying sorry can be found from websites such as: <a href="http://www.perfectapology.com">www.perfectapology.com</a> , <a href="http://www.teenshealth.com">www.teenshealth.com</a> .

## THINK ABOUT

If students have already watched the video, refer them back to episode 2 and ask them to recall the events. *How does Luke feel when he realises there are no sandwiches for Olivia? What does he do? How does Olivia feel at the end?* Ask them to describe how Luke feels when he realises there are no sandwiches for Olivia.

- 1 Now refer students to the two questions. Start by asking if they have ever let their friends down by accident. You may need to prompt: *Were you late for a meeting? Was it their birthday and you forgot? Do you forget to ask how they are?* If students are reluctant to share experiences, ask them to suggest the type of things friends can do to each other if they aren't being thoughtful. You can discuss these ideas in the students' own language.

Allow students time to write down their ideas. Then, in their groups, ask them to solve the problems by thinking about the questions in question 2.

- 2 First ask students to read through sentences 1–5 so that they know what they have to listen for. Then students watch the video and listen for specific vocabulary that they hear.

### Mixed ability idea

Divide the task so that each student listens for a particular character's words.

### Answers

- 1 sorry 2 at all 3 need to 4 about you 5 Just

### Optional activity

Ask students to think of contexts where they can use both versions of the phrases.

## THINK BACK

- 3 Students work in pairs and answer the questions.

### Answers

- 1 He says sorry because there isn't any food for her.
- 2 Olivia says she can eat fruit and chocolate.
- 3 He wants to phone for a pizza.
- 4 She feels happy.

- 4 Read through the task with the students, making sure they understand that only one phrase is correct because of the context set by the opening statement.

### Answers

- 1 No problem.
- 2 It's OK.
- 3 Let's go.
- 4 I feel really bad.
- 5 I've got something to do.

### Optional activity

Ask students to think of where, when and why they might hear these mini-dialogues.

## THINK THROUGH

### ROLE PLAY A different ending

Explain that the students are going to create a role play based around an alternative ending for the episode. Ask students to think about how everyone is feeling when they realise there's no food for Olivia. Elicit some ideas for what *could* happen next.

Read through the task with the class. Draw students' attention to the mind map and the suggested phrases. Together they should give students some ideas for alternative endings.

Explain that the phrases are from the Student's Book and video episodes they have seen so far in the course. They can also refer back to the phrases in Exercises 2 and 4 on the worksheet for inspiration.

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

Students can research and present a vegetarian recipe suitable for a picnic.