

5 THE COMPETITION TEACHER'S NOTES

Objectives

SUMMARY	Megan is worried about her grandfather because he misses spending time in his garden now that he has moved house. Meanwhile, Mr Lane, the park keeper, is very busy because he's working hard to win the Prettiest Park Competition. Luke has an idea to ask Megan's grandfather to help Mr Lane because he thinks both men will get something positive out of it. The two men meet and they work together. Finally they win the prize.
LANGUAGE	comparative and superlative adjectives, <i>can</i> (ability), <i>be going to</i> , present continuous for arrangements, adverbs
USEFUL INFORMATION	There are many charities that help elderly people such as Help the Aged (www.ageuk.org.uk).

THINK ABOUT

If students have already watched the video, refer them back to episode 5 and ask them to recall the events. *What does Megan say about her Granddad's feelings at the start? What did Granddad think of the friends' idea? Why did he want to go to the park with them? How did Granddad feel at the end of the video?*

- 1 Now refer students to the three questions. Elicit common problems for elderly people: loneliness, boredom, missing friends and family. In groups ask students to try to think of ways we can all help older people. Feedback as a class.
- 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

Ask students to try to complete the sentences before they listen.

Answers

1 to do 2 maybe 3 some more 4 thanks 5 wonderful

THINK BACK

- 3 Students work in pairs and decide if the sentences are true or false. If there isn't enough information for students to know, they should write, *DK (Don't know)*.

Answers

1 F 2 T 3 F 4 T 5 DK

Optional activity

Ask students to correct the false sentences.

Answers

- 1 Granddad doesn't have a big garden now.
- 3 They didn't work together in the past because they didn't know each other.

- 4 Students match the two parts of the mini-dialogues.

Answers

1 d 2 e 3 c 4 a 5 b

THINK THROUGH

ROLE PLAY A newspaper interview

Explain that the students are going to create a role play based around an interview with Granddad and Mr Lane for a local newspaper. They are being interviewed because they won the competition. Read through the task with students and draw their attention to the questions in Exercise 4 as these can be used to help them in their planning.

Encourage students to expand on these questions. For example, the interviewer could ask Granddad how he felt before he worked in the park with Mr Lane. Students can refer back to their ideas from the *THINK ABOUT* section above.

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

Write up the interview as a report for the newspaper. Students should include speech in quotation marks rather than being expected to use reported speech.