

1 THE NEW CAFÉ TEACHER'S NOTES

Objectives

SUMMARY

The friends want to make the opening of the park's new café a memorable occasion. Megan has the idea to approach Mr Lane, the park keeper, and ask him to officially open the café. She shares her idea with Olivia, but the two friends keep the plan a secret from the boys. The boys decide to follow the girls as they visit various people to set up the plan. They boys want to work out who the mystery person is. However, they don't manage to find out. On the opening day, the boys are very pleased with the girls' choice.

LANGUAGE

present perfect with *just*, *already* and *yet*; present perfect vs. past simple

USEFUL INFORMATION

Students might like to look at websites aimed at their age group with reports about teenagers' ideas and their impact. Here is an example: www.need2know.co.uk/time_out/get_involved/. They could research local news websites and find out what teenagers are doing in their community.

If students have already watched the video, refer them back to episode 1. Ask them what they remember about the story: *Who has a good idea?* (Megan) *What do Olivia and Megan do?* (They visit their headteacher, the town hall and the local newspaper offices.) *Why do Luke and Ryan follow the girls?* (They want to know what Megan's idea is.) Once students have recalled the story, focus on the fact that Megan had an idea that would benefit everybody. Ask: *Why was Megan's idea good for other people?* You can talk about this in the students' own language. (It showed how important Mr Lane is for the park. She found someone who was linked with the park and so made the event more meaningful.)

THINK ABOUT

- 1 Now refer students to questions 1 and 2. Encourage students to think of ideas they have had which benefitted others. You may need to prompt them. The ideas can be simple. Perhaps they decided to prepare breakfast to save time for their parents, or they may have offered to walk a neighbour's dog from time to time. Allow students to discuss the questions in groups then feedback as a class.

Answers

- 1 Students' own answers.
- 2 Students' own answers.

- 2 First 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 pairs and divide the task. For example, ask Student A to listen for Megan's sentences and Student B for Olivia and the mayor's.

Mixed ability idea

Ask a stronger class to try to complete the sentences before they listen.

Answers

- 1 keep
- 2 definitely
- 3 happen
- 4 Just
- 5 such

Optional activity

Ask students to think of adjectives to describe Megan, Olivia and Mr Lane. They can use their dictionaries to help them. (Suggested answers: Megan: imaginative, caring, inventive, original; Olivia: supportive, encouraging; Mr Lane: dedicated, modest, proud)

THINK BACK

- 3 Students work in pairs and decide if the sentences are true or false. They could then correct the false sentences.

Answers

- 1 T
- 2 F. They are very interested and follow the girls to find out what's happening.
- 3 T
- 4 F. The mayor thanks Megan and Olivia.
- 5 F. Mr Lane is going to open the café.

Optional activity

Ask students why they think the girls visited their headteacher, the town hall and the local newspaper when they were activating their plan. Ask them what they think they said and asked in each place. (Suggested answers: Headteacher: They probably wanted to check that their idea was good. They needed advice about how to carry out the plan.; Town hall: They wanted to talk to the mayor about their idea and check that she liked it.; Local newspaper: They wanted to make sure that the event would be reported in the local paper.)

- 4 Students complete the mini-dialogues.

Mixed ability idea

Ask stronger students to each choose two phrases from Exercise 4. Ask them to individually create mini-dialogues which use these phrases. However, ask them to leave the phrases out of the mini-dialogues. Students should swap their dialogues with a partner. Students can complete their partner's mini-dialogues with the missing phrases.

Answers

- 1 She's come up with a great idea. 2 I've just had a really good idea. 3 I'll tell you the plan.

THINK THROUGH

ROLE PLAY Talking to Mr Lane

Explain that the students are going to create a role play conversation between Megan, Olivia and Mr Lane. They will need to think about how the girls will talk to Mr Lane. Elicit that the girls know the park keeper, but remind students that, as he is an adult, they will speak politely even if they are quite informal. Brainstorm some informal, but polite ways of addressing adults. *Hello, Mr Lane. How are you? Thanks for meeting us.* 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 1 and 4.

Mixed ability idea

Work through some of the prompt questions with the class. Invite students to suggest what the characters might say and write these on the board as support.

Optional activity

Draw students' attention to the phrases in Exercises 1 and 4 and encourage students to adapt them to suit the context of their role play. For example:

You've got to make this happen! → *We've got to make this work!*
I've just had a really good idea. → *Megan's had a really good idea.*

Monitor and offer support while students are preparing their role play. Students should write their scripts. Encourage as many students as possible to perform their role plays. Consider asking groups to perform to each other. The 'audience' groups can monitor language use and make corrections if necessary. This can also be done as a full-class exercise.

Optional activity

Ask students to write an email from Megan and Olivia to the mayor, suggesting that Mr Lane could open the café.