

3 POP IN THE PARK TEACHER'S NOTES

Objectives

SUMMARY

Luke is disappointed because he hasn't got enough money to buy a ticket for the concert in the park. Ryan suggests that Luke asks his dad for some money, or at least offers to do some jobs to earn some extra money. However, Luke doesn't think his dad will be keen on this idea. While the friends are talking a white cat, which they'd seen earlier in the day, approaches them. As the friends walk past a noticeboard, Megan sees a poster offering a reward for a missing cat – the same cat that is with them. The reward money is enough for Luke to buy a concert ticket.

LANGUAGE

present perfect continuous; present perfect simple vs. present perfect continuous

USEFUL INFORMATION

Students might be interested to find out about the culture of working as a teen. While it is in decline, many teenagers take on small jobs such as working in cafés or shops to earn extra money. They could look at sites such as http://careerplanning.about.com/od/adviceforkidsandteens/a/teen_employment.htm for further information.

If students have already watched the video, refer them back to episode 3. Ask them to what they remember about the story: *Why is Luke upset?* (He hasn't got enough money to buy a ticket.) *Why doesn't he think he can solve his problem?* (His dad won't want to give him any more money, whether he works for it or not.) *What do the friends see in the park?* (They find a cat, which is lost.) *How does Luke get some money in the end?* (There's a reward for finding the cat and the friends agree that Luke should have it to buy his ticket.)

THINK ABOUT

- 1 Now refer students to questions 1, 2 and 3. Question 2 may be a sensitive issue for some students so you may like to avoid it. Allow students to discuss the questions in groups then feedback as a class.

Answers

- 1 Students' own answers.
 - 2 Students' own answers.
 - 3 Students' own answers.
- 2 First ask students to read through sentences 1–7 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 Luke's sentences and Student B for Ryan, Olivia and Megan's.

Mixed ability idea

As some of this language is conversational, ask students to provide translations to ensure they have understood.

Answers

- 1 on 2 guess 3 the same 4 anyway 5 way 6 absolutely 7 better

THINK BACK

- 3 Students work in pairs and decide if the statements are true or false, or whether they don't say. They correct the false statements.

Answers

- 1 T 2 F. Luke doesn't want to ask his dad for any more money because he knows his dad will say 'no'. 3 T 4 DS 5 F. Luke doesn't want to borrow any money. 6 DS

Optional activity

Ask students' their opinions on Luke's dad's attitude to Luke and his money. Ask: *Is it right that Luke does jobs at home for extra money? Is Luke's dad right or wrong to refuse to give Luke any more money, even if he does do some extra work? Does Luke respect his dad's ideas about pocket money?* Encourage them to give reasons for their answers. You could accept answers in the students' own language if necessary, but write key ideas in English on the board as this will help them in the final task.

- 4 Read through the task with the students and explain that they need to choose the best response in each situation. These phrases practice some of the informal language from the video.

Answers

- 1 a 2 b 3 b 4 c

Mixed ability idea

In a stronger class ask students to react to similar statements such as: *I can't meet you all this afternoon. Why don't you say you're sorry? You could ask your brother to help with your homework. How about I lend you some money?*

THINK THROUGH

ROLE PLAY Luke and his dad

Explain that the students are going to write an alternative ending to the story. They need to imagine that the cat wasn't part of the video so Luke still has no money. He is desperate to go to the concert so decides to try to

persuade his dad to lend him some money. Put students in pairs. Suggest that one pair of students prepares Luke's role and another pair prepares his dad's role. Read through the task with the class. Draw students' attention to the information and suggested phrases to help them plan the kind of thing each character will say. Remind them that they can also try to use and adapt phrases from Exercises 2 and 4. Next put the two pairs together and ask them to write their role play. 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 a diary entry for Luke about his conversation with his dad. Encourage them to include how Luke feels about it. Depending on their particular role play, ask them to show whether Luke is happy / frustrated / disappointed by the conversation. Does he think his dad was reasonable? Why or why not?