

4 WEEKEND PLANS TEACHER'S NOTES

Objectives

SUMMARY

Everyone except Megan has plans for the weekend. Megan goes to the park alone and is surprised to meet Ryan there. His plan to visit his cousin was cancelled as the family car had broken down. Next the two friends see Luke, who was supposed to be playing football, but the match was cancelled. While the friends are talking, Megan's phone rings. It's Olivia, but Megan doesn't tell the boys. Olivia's shopping trip has been cancelled so the girls secretly arrange for Olivia to join them as a surprise for the boys.

LANGUAGE

future forms; question tags; *Nor/Neither/So*

USEFUL INFORMATION

To help with the final task, students might like to research some original suggestions and plans for the friends by looking at teenage bucket lists. A bucket list is a list of things people want to do and achieve before they die. Some of the activities may be too ambitious for a day's outing, but other bucket list suggestions may be interesting. Alternatively, refer students to listings websites for their local community, or steer them towards www.timeout.com, where they can select a town or city and plan an activity.

If students have already watched the video, refer them back to episode 4. Ask them to talk about the sentiment behind the video. Elicit that each friend, except Megan, has a plan for the day. Ask them what they remember about the story: *What did Megan decide to do?* (She decided to go to the park alone.) *Was she happy?* (Yes, she was fine, although she thought it would be good if her friends were there.) *What made her happier?* (She was happier when everybody joined her one by one.) Encourage students to notice that, even though the friends' individual plans didn't happen, they weren't disappointed because they all managed to have time together.

THINK ABOUT

- 1 Now refer students to questions 1 and 2. Ask students to recall times when their own plans have changed at short notice or failed. You may need to prompt ideas. Perhaps, like Ryan, a family get-together had to be cancelled. Ask if they've ever missed a train or a bus and so couldn't go to an event. Maybe they lost a ticket, or they arrived at somewhere like a cinema to find it was closed. Once students have started remembering missed plans, ask them to recall what happened next. Was the final outcome positive or negative? Ask if they can usually make something good out of a bad situation. Encourage students to provide examples. 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 1–7 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 the odd-numbered sentences and Student B for the even-numbered ones.

Mixed ability idea

Ask students to try to remember who said these sentences before they watch. They can then watch and check.

Answers

- 1 Megan
- 2 Ryan
- 3 Ryan
- 4 Megan
- 5 Luke
- 6 Ryan
- 7 Megan

Optional activity

Check that students understand the meaning of the phrases by asking for translations. Then practise saying the English sentences with the correct intonation. You could model how *I haven't got anything to do all day* can sound like a complaint with different intonation.

THINK BACK

- 3 Students work in pairs and answer the questions.

Mixed ability idea

If students are likely to struggle to remember this level of detail, ask them to take notes while they watch the video about: Who arrives first? Why did his / her planned activity change? What happens after the three friends are together?

Answers

- 1 6 am
- 2 He called a repair service.
- 3 The football match was cancelled and he wanted to see Megan.
- 4 Olivia

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

Mixed ability idea

Ask students to identify the nature of each opening statement and response. In this way you can encourage them to explain why their choice is correct. For example, if the statement is a suggestion, it will need a response.

Answers

- 1 c
- 2 b
- 3 a
- 4 a

Optional activity

Encourage students to revise the unit's grammar focus by getting them to add questions tags wherever possible to the sentences in Exercise 4.

It's a shame, *isn't it?*; It's no big deal, *is it?*; The weather's terrible, *isn't it?*; I haven't got anything to do, *have I?*

THINK THROUGH

ROLE PLAY A new plan

Explain that the students are going to create a role play based around what they think the friends are going to plan for the rest of their day together. Ask: *What do you think the friends will want to do? What do you like doing with your friends?*

Read through the task with the class. Draw students' attention to the plan and encourage students to answer these questions to help them structure their role play. Suggest that students use the suggested phrases to help them write the script. The provided sentence starters should all be familiar as students have seen them in the course book. Remind them that they can also try to use and adapt phrases from Exercises 2 and 4 to make their role plays sound natural.

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 choose a character and imagine that their mum has phoned them. Ask them to write what the character says to his / her mother about the friends' plan for the day. Students should use the future forms they have studied in the unit.