

5 FOR A GOOD CAUSE TEACHER'S NOTES

Objectives

SUMMARY

The friends have thought of a great idea to raise money for the playground in the local park – they are going to wash their teachers' cars. The plan goes well until Ryan realises he has accidentally scratched the headteacher's car. Although Miss Dawes is cross, she appreciates that Ryan owned up to his mistake. She is pleased that he and his friends were doing something to help others. In the end, the friends are happy because they have raised a lot of money for the good cause.

LANGUAGE

the passive (present simple, past simple, present continuous, present perfect)

USEFUL INFORMATION

Students may be interested to read about national fund-raising days that are popular among students in the UK. They can read about what happens by visiting these websites: www.rednoseday.com, www.sportrelief.com, www.bbc.co.uk/corporate2/childreninneed.

If students have already watched the video, refer them back to episode 5. Ask them what they remember about the story: *Why are the friends washing cars?* (They are charging money for each car they wash and they will give this money to charity.) *What goes wrong for Ryan?* (He scratches the car he's washing.) *What does the headteacher say?* (At first she is cross, but she appreciates that Ryan has admitted his mistake.) *Why are the friends happy at the end of their day?* (They make a lot of money.)

THINK ABOUT

- 1 Now refer students to questions 1 and 2. Encourage students to talk about small mistakes they have made or accidents they have had. If this question is too sensitive, ask students to think of things which can happen, such as, people break or lose other people's things, people forget to do things they have promised to do. Ask students to think about the moral issue of admitting mistakes in their groups. Allow students to discuss the questions in groups then feedback as a class. They can use L1 if necessary.

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 Olivia and Miss Dawes's sentences and Student B for Luke and Ryan's.

Mixed ability idea

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

Answers

- 1 tomorrow, sure
- 2 wonder, made
- 3 chance, little
- 4 have, do
- 5 upset, right
- 6 so, accident
- 7 Wow, relief

Optional activity

Check that students understand the sentences by asking them to offer a context and translation for when they can be used. For example, someone would say *I'm going to be hurting tomorrow ...* if they know they've done someone physical and that their muscles are aching.

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. He jokingly suggests this, but he doesn't do it.
- 3 F. He thinks there might have been a small stone in the sponge.
- 4 DS. She says it's an old car, but she doesn't mention if she has plans to buy a new one.
- 5 T

Optional activity

Practise intonation by focusing on the opening scene from the video. Select phrases which are expressive, such as:

Oh my back. I'm going to be hurting tomorrow, that's for sure.; You wimp, Olivia!; No chance, Ryan!; What's wrong?; I've scratched it; But she'll be really angry, won't she?; Well, it's what I have to do.; Alternatively, give students copies of the opening scene and ask them to act it out.

Optional activity

Provide students with a transcript of the video. Ask them to find phrases that the friends say to each other that are appropriate between friends, but inappropriate to say to adults. For example, *No chance!* Ask students to provide an equivalent phrase in their own language. Would they ever use these phrases when speaking to an adult? Why or why not?

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

Answers

- 1 b
- 2 d
- 3 e
- 4 c
- 5 a

THINK THROUGH

ROLE PLAY An interview for the school website

Explain that the students are going to write an interview between a student who wants to write about the fund-raising activity and the four friends. Read through the task with the class. Draw students' attention to the suggestions for the type of question the blog writer will want to ask. Encourage students to formulate these questions. Next ask them to think about how the four friends will respond. Students can use the questions and statements from Exercise 4 in their interview.

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.

Mixed ability idea

In a weaker class, brainstorm possible interview questions, such as: *How did you think of the idea to wash teachers' cars?; Who did you tell your idea to?; Did you have to check with the headteacher first?; How did it go? Were there any problems?; How much money did you raise?; How do you feel about your work?*

Optional activity

Ask students to write up the interview as a blog entry. Remind students to quote direct speech as they have yet to study reported speech.