

# 6

# THE JOURNALIST TEACHER'S NOTES

## Objectives

### SUMMARY

The friends are upset because there are often negative reports about teenagers in the local paper. Megan decides to show that teenagers play an important and positive part in their local community. She wants to meet Nigel Forsyth, the local journalist who writes the negative reports, to explain her point. She makes a video, which she puts on the school website. The video encourages other teenagers to join in a community project. This large group of teenagers creates a graffiti wall and skatepark in the local park. In the end, Nigel Forsyth writes a very positive report.

### LANGUAGE

reported statements; verb patterns: object + infinitive

### USEFUL INFORMATION

Students can read about community projects by looking at <https://vinspired.com/> and [www.do-it.org.uk](http://www.do-it.org.uk).

If students have already watched the video, refer them back to episode 6. Ask them what they remember about the story: *Why is Megan annoyed?* (She doesn't agree with a newspaper headline blaming teenagers for things they haven't done.) *What does she decide to do?* (Show the journalist that he's wrong.) *How does she tell people about her idea?* (She makes a video and puts it on the website.) *What do local teenagers build?* (A skatepark and a graffiti wall.) *How does Nigel Forsyth feel about teenagers at the end of the video?* (He has changed his mind about them and thinks they've done really well.)

## THINK ABOUT

- 1 Now refer students to questions 1 and 2. Ask students to give examples of things that people tend to say about teenagers. Ask students how this makes them feel. Then ask if there is anything they can do to help improve the negative opinions. Ask students what they already do to present themselves in a positive way. Allow students to discuss the questions in groups then feedback as a class.

### Answers

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

### Optional activity

Split the class into two. Ask one half to write as many positive things about teenagers as they can and the other half to write as many negative things as possible. Give a point for each statement and write the total scores for each team on the board. Then, one-by-one, go through each statement. If the 'positive' team can counter-argue a statement made by the 'negative' team, they can earn an extra point, and vice versa.

- 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.

### Answers

- 1 c 2 e 3 a 4 b 5 d

## THINK BACK

- 3 Students work in pairs and circle the correct words.

### Answers

- 1 frustrated 2 agrees with 3 website 4 positive 5 everybody's

### Optional activity

Once you have gone through the answers with the class, ask students to look at the incorrect options from Exercise 3 in pairs. Ask them to use these words to make statements about the video story. (Suggested answers: Ryan asked Megan why she was mysterious at the beginning of the video.; Megan worries about what people think of teenagers.; Megan made a video to ask other students to help her.; Nigel Forsyth usually writes negative reports about teenagers.; Megan's friends are interested in her idea.)

- 4 Read through the task with the students and encourage them to use their own words to complete the text. This will help them prepare for the next task. Explain that they will need to use several words in each gap and that their answers may be slightly different to each other's.

### Suggested answers

- 1 park keeper 2 clean up the skatepark and build a graffiti wall 3 the negative newspaper headlines about teenagers 4 weren't all criminals 5 a difference 6 a video for 7 help out 8 the park to pay 9 local kids

## THINK THROUGH

### ROLE PLAY Reporting Megan's interview

Explain that the students are going to create a role play to continue the video story. First ask them in pairs to work through the three questions which are designed to help students think about the content of their role play. Explain that Part 1 of the task does not require them to write a role play between Megan and Nigel Forsyth. Rather, students should brainstorm the direct speech sentences that Megan and Nigel Forsyth might have said to each other. Draw students' attention to the continuation of the task in Part 2. Highlight the fact that Megan is reporting what she and Nigel Forsyth said to each other, so she needs to use reported speech when she

tells her friends what happened. Encourage students to use the direct speech sentences they have thought of in the first part of their planning and transform them into reported speech for Megan to share with her friends.

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 direct speech for Megan and Nigel Forsyth as a class. Write the direct speech examples on the board for students to refer to. Start from the suggested direct speech examples on the video worksheet. You could prompt with other direct speech, such as:

*Megan: Do you really think that ALL teenagers are bad? ... I wanted to show that teenagers care about their community. ... My headteacher was really supportive. ... Everyone was really excited about doing something positive. ... How do you feel about teenagers now?*

*Nigel Forsyth: How did you think of the idea? ... Did you ask any adults to help you? ... Who wanted to get involved? ... Tell me about the day you made the skatepark. ... How did you pay for it? ... How did you feel at the end of the day? ... I've changed my opinion about teenagers.*

Then remind students how to change these examples into reported speech so that they can use them in their role play.

#### **Mixed ability idea**

In a stronger class, take on the role of Nigel Forsyth and question members of the class directly as if the students are Megan. Ask students to note down 'Megan's' responses. They can use these notes to help them complete Part 2 of the task.

#### **Optional activity**

Ask students to think about something they would like to do to improve their local environment. Tell them to write a letter to their local newspaper explaining what they think people could do together to make something better. Alternatively, ask students to write a script for a video that they would like to post on their school website. Following Megan's example, this video should encourage the students' peers to work together and do something positive for the local community.