

4 STRAPPED FOR CASH TEACHER'S NOTES

Objectives

SUMMARY

The friends have just found out that they may have spent an old woman's lost £20 on treats for themselves. They feel really guilty, although they hadn't meant any harm. They didn't realise the money was hers. They decide to repay the woman and agree that they will each find £5 and return the money to the old woman the next day. They each collect the money in different ways: Jeff sells some comics; Flora borrows some money from her dad and she agrees to wash the car and mow the lawn in return; Leo looks in pockets and drawers and manages to find £5; Mia gets the money she'd saved to spend on her summer holiday.

The next day, the friends meet in the café, collect the money and exchange it for a £20 note, which they give to the old woman when she arrives. The friends leave feeling very pleased, but then the woman realises her original £20 was in her pocket all the time!

LANGUAGE

phrases for fluency; vocabulary: nervousness and fear; *I wish, If only* + past perfect

USEFUL INFORMATION

As part of the final task, students will consider dilemmas. To encourage students to tackle dilemmas, refer them to online quizzes which examine moral dilemmas.

Refer students back to episode 4 and ask them to talk about the decisions the friends had to make. *Were they sure that the £20 belonged to the old woman? (No.) Would they have been wrong to not repay the old woman? What would you have done? What do you think the old woman should do?*

THINK ABOUT

- 1 Refer students to questions 1 and 2 and ask them to consider their own reaction in a similar situation. Feedback as a class and draw particular attention to the question about whether the amount of money found makes any difference to how you should act. Encourage students to provide reasons for their opinions.

Answers

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

- 2 In pairs, students decide who said each sentence. They then watch to check their answers.

Answers

- 1 Flora 2 Jeff 3 Mia 4 Jeff 5 Leo 6 Jeff

Optional activity

Provide a transcript of the first scene in the café from episode 4. Students practise the scene in groups. Monitor and offer help with pronunciation and intonation. Students perform their scene for the class and the rest of the class awards marks for pronunciation and intonation.

THINK BACK

- 3 Ask students to work in pairs to decide what these informal phrases from the video mean. As a follow up, ask them to translate the extracts into their own language.

Answers

- 1 a 2 a 3 a 4 b

Mixed ability idea

In a stronger class, ask students to think of situations when they might use these phrases.

Optional activity

Ask students to interview three people in the class and find out how they would quickly raise a similar amount of money. Feedback as a class and find the following:

- the most common way of raising the money
- the most original
- the most practical.

THINK THROUGH

ROLE PLAY Money dilemmas

In this exercise, students are being asked to consider dilemmas that are similar to that shown in episode 4. Put the students in pairs and ask each student to read through their particular scenario. There are prompt questions to help students think of their approach to these dilemmas.

Walk around the room and monitor the students while they are thinking about their response to the scenarios. Prompt them to think about each suggestion for what to do with the money. Encourage them to either accept or reject each option and help them express their reasons.

Once students have thought about their scenarios, refer them to questions 1 and 2 and ask them to discuss their ideas with their partners. Encourage them to question each other.

Next, ask students to think about their answers to question 3. Refer them to the vocabulary for nervousness and fear on page 115 to talk about how they might feel if someone found out they had kept the money. Encourage students to discuss their ideas and then feedback as a whole class.

Mixed ability idea

For weaker classes, write some example sentences with 'I wish' and 'If only' for question 3 on the board to help students who may be struggling.

I wish I hadn't kept the money, because my dad is disappointed in me. I wish I hadn't kept the money, because I feel guilty. If only I'd given the money to charity, then I wouldn't feel so bad.

Optional activity

If the class have access to a shared online message board, ask them to write about their scenarios here. Encourage students to comment on each other's reactions to the scenarios. If students don't have access to an online facility, ask students to write on separate pieces of paper which can then be circulated for comments. Feedback as a class.