

2

AND THE HOLE GETS DEEPER! TEACHER'S NOTES

Objectives

SUMMARY

In this episode Jeff gets himself into trouble by lying. He is keen to impress Chloe and when she assumes he is a go-kart racer, he goes along with it. In the first scene, Chloe phones Jeff. He foolishly says that he has some videos of him driving and Chloe is keen to see them. Fortunately for Jeff, he is able to film his dad driving later that day and it's this film that he shows to Chloe in the café the next day. However, Jeff's problems don't end there because Chloe wants to watch him race the following weekend. Jeff really has a problem then, but he has an idea. He bandages his wrist before he meets Chloe and explains that he can't race after all. He suggests they go to the cinema instead. While he uses his phone to check what's on at the cinema, Chloe realises he's been lying. He admits everything. Luckily for Jeff, she wasn't really interested in go-karting, but she was interested in him, so they end up going to the cinema anyway!

LANGUAGE

first, second and third conditionals; functions: apologising: *I'm so sorry*; being honest: *cheat, get away with something, own up to something*

USEFUL INFORMATION

Encourage students to use the internet to help them plan their debate. Type *set up a debate for kids* into a search engine.

Refer students back to episode 2 and ask them to recall the events. *Why does Jeff look worried when he is talking to Chloe on the phone?* (Because he has lied to her about go-karting and now he needs to provide evidence!) *How does he get away with the lie about having videos?* (He films his dad driving.) *What are the consequences of this lie about the video?* (Chloe likes the video and wants to watch Jeff race.) *How does Jeff try to avoid taking Chloe to the go-kart race?* (He pretends he has hurt his wrist so he can't drive.) *How does Chloe find out the truth?* (She realises his wrist is fine when he is using his phone.) *What happens in the end?* (They go to the cinema anyway.)

THINK ABOUT

- 1 Elicit that Jeff told a lie because he wanted to impress Chloe. Now refer students to the two questions. Remind students of the work they did about consequences on page 39. Encourage students to think back to situations they have experienced where they (or someone they know) told a lie.

Draw two columns on the board – one for lies and the other for consequences. Students feedback as a class their answers to question 1. Write a summary of all the lies and consequences on the board. Talk through the example of Jeff's lie. *What are the consequences of Jeff's lie?* (Jeff goes on a date with Chloe.) *Jeff's lie ended well, but what bad consequences were possible?* You may also wish to ask students to make third conditional sentences with the information in both columns, e.g. If Jeff hadn't told Chloe he raced go-karts, she wouldn't have asked him to call her.

Answers

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

Mixed ability idea

If students are struggling to think of ideas, provide some scenarios. *You were at the park, but you told your parents you stayed at school to finish some homework. Your younger brother/sister got hurt because you did something silly, but you said it was their fault. You pretended you were ill because you didn't want to help with the chores at home.* Ask them to think about possible consequences.

- 2 Students work with a partner and put the events in order. They then watch the video again to check their answers.

Answers

- 1 Chloe phones Jeff.
- 2 Jeff agrees to meet Chloe in the café.
- 3 Jeff goes to the go-karting track.
- 4 Chloe watches a film of someone go-karting.
- 5 Mia says there's a go-karting race on Sunday.
- 6 Jeff decides to wear a bandage on his wrist.
- 7 Jeff invites Chloe to the cinema.
- 8 Chloe realises that Jeff's wrist is fine.
- 9 Jeff owns up to his lie.
- 10 Chloe still wants to go to the cinema.

Optional activity

Imagine you are Mia when Jeff has just shown Chloe the video of his dad racing. Write an email to Jeff. Give your opinion about what he is doing and suggest what he should do to make the situation better.

THINK BACK

- 3 Students work in pairs and complete the scripts with the phrases.

Answers

- A
1 really race 2 in fact 3 love to 4 hardly believe
B
5 so sorry 6 keen on 7 didn't mean
8 to like 9 carried away

Optional activity

Ask students to act out the script extracts in pairs or small groups. Encourage them to use appropriate intonation. Allow them to watch the clips again to help with this.

- 4 Remind students of the vocabulary they learned on page 40 of the Student's Book. Ask them to match the summary phrases with the content of the extracts used in Exercise 3.

Mixed ability idea

Revise what these phrases mean by asking students to provide an explanation with an example of each of these phrases associated with honesty. Students can do this using their own language if necessary.

Answers

1 B 2 A 3 -

THINK THROUGH**ROLE PLAY Let's debate**

Use the tasks in items 1–5 to help students prepare to hold a debate. Through thinking about Jeff's actions, the consequences and the alternative consequences, students are encouraged to consider more than one point of view.

Ask students to work through the tasks in groups. While they are discussing ideas, walk around and monitor.

Ask questions such as: *How does changing parts of the story affect the actions and the consequences? Are the consequences better or worse than in the video?*

Explain that the class is going to hold a debate about the statement: *It's OK to tell a lie*. Split the class into two groups: those who agree with the statement and those who disagree. Ask students to list ideas and examples to support their opinion. They should draw upon their answers for tasks 1–5, but they can also be encouraged to provide their own examples.

Students are likely to note that *sometimes* it's OK to tell a lie. Use this opportunity to discuss the concept of *white lies* (unimportant lies that are often told out of politeness), and teach the term in English.

Write the statement on the board and invite a representative from each group to summarise their group's opinions before you open up the debate to all students. Encourage students to use opinion phrases, such as:

In our opinion, ... *People mustn't/shouldn't/have to ...*

We (don't) think that ... *It's right/wrong to ...*

Mixed ability idea

Assign different roles to individual students to ensure that they all participate in the debate. Possible roles include: a chairperson, a timekeeper who makes sure each speaker makes a point within a time limit, main speakers and questioners.

Optional activity

Students write an opinion essay explaining why they agree or disagree with the statement: *It's OK to tell a lie*.