



Right and wrong

SELF STUDY

If students are working alone, note that many of the exercises have open answers. If possible, give self-study students the opportunity to show you their work or to exchange their work with other students.

Before watching

WARMER

Write these words on the board: values, right, wrong. Ask students to try and explain the connection between the words. (Answer: They're all connected to how we decide on the appropriate way to behave in different situations.)

- 1 Ask students to compare answers in pairs before discussing them with the class. The aim is to get students thinking about whether right and wrong are absolute values or depend on circumstances. Encourage students to challenge each other's answers and explore their consequences.

Suggested answers

- 1 When you're starving and have no money for food.
- 2 When you don't want to hurt a friend's feelings.
- 3 When the friend's opinion is offensive.
- 4 When you're copying notes from a class you missed.
- 5 When you have permission from the owner of the wall.

While watching

- 2a 11 **VIDEO SKILLS** Go through the video skills box with the class before students do this exercise. Ask students to compare their answers in pairs or small groups before you check answers with the class. If students have seen the video before, they could do this exercise from memory and then watch to check their answers.

Answers

- 1 a He broke a clock.
b He lied and told his mum that a friend broke it.
- 2 Kayla wanted to copy Jessica's answers in an exam.
- 3 She didn't let Kayla copy her work.

VIDEO SKILLS: Understand what happened

Tell students they're going to watch two teenagers describe an event that has caused a problem. The two accounts take the form of a story. Before they watch, students read through the box. Tell them that the expressions will help them to understand the two stories.

- 2b 11 Refer students to the video skills box again before they do this exercise. If your students find this task challenging, help with any new vocabulary and let them watch again.

Answers

James' story

The background: He invited some friends to his house and they were playing with a football in the living room.

The consequences: James feels bad about lying and saying Oliver broke the clock. He's also worried because his and Oliver's mum are friends and she may find out the truth.

Jessica and Kayla's story

The background: Jessica spent all weekend revising for an exam. Kayla went out and didn't study.

The consequences: Kayla is angry because Jessica didn't help her, so she's telling people to keep away from Jessica. Some of their friends now think Kayla is right.

- 3a 11 When checking answers, ask students to discuss any differences and to justify their answers by referring to what the speakers say. For support, you could write these prompts on the board: *But I heard him/her say .../ I thought she said .../But didn't he/she say ... ?*

Suggested answers

- 1 JE 2 JE 3 JA 4 KA 5 JA, JE

- 3b Give students time to think about their answers if you do the exercise orally. When students are ready, give them plenty of time to talk about the people. Who they feel is right and wrong and why is key to developing the life skill.

EXTRA SPEAKING

In pairs, students act out Role-play 1 below. They then change pairs and act out Role-play 2.

- 1 James' mother now knows the truth.
- 2 Jessica and Kayla agree to talk to each other.

At the end, ask students if the role-plays helped them to understand better how each person feels.

After watching

- 4a To vary interaction in the class, ask students to compare their answers in pairs or small groups.
- 4b **SKILLS 4 LIFE** Unless students are able to access the Internet easily in class, this exercise will involve them doing some research between two classes. Before students do the exercise, point out that its aim is to help them to develop the life skill by reflecting on their own values. Students should see that we all have to make decisions about what's right and wrong, and we all make bad decisions sometimes. Ask students to read each other's writing. Then ask them to decide which news story shows the worst behaviour and to explain why.

REFLECT ON IT



Follow up on exercise 4b by asking students why they think the people in the stories behaved the way they did. Can students agree on where we get our values? Do they think it's possible for us to change our values? If so, how?