

# Developing Oral Skills

Level **A2**

Teacher's book

Lesson-by-lesson notes



# Unit 1 Welcome to the International School!

## Title page

Explain that this unit is about clothing and shopping – shops and things you can buy. But first, we will meet the characters in the book.

Give the students time to look at the illustration. Get them to read out the names of the characters and say where they come from in the illustration. This can be in the students' first language. They should recognize that there are at an international school. Explain, if you need to, that an international school takes children from different countries because their parents are working in the country, maybe for only a short time. There are also students from the local country.

This international school is located in the Emirates (also called 'the United Arab Emirates'), in West Asia. One character, Salim, is local. The other characters are from a range of countries such as Italy, Kenya, Japan and Brazil.

Check that students know roughly where those countries are in the world. Ask if they know anything about any of them.

## Target language

You may want to look quickly at this page before the lesson, and possibly translate some of the contents.

The key point to make is: *This is what you are going to learn in this unit. You will be able to do all these things at the end of the lessons.*

## Warm-up

Give students plenty of time to look at everything on the page. They can talk about the contents for a few moments in pairs in their own language. Then ask them to say in English what they can see in the illustration. From prior learning, they should be able to say all or most of the following:

<i>a lake</i>	<i>an elephant</i>	<i>languages</i>
<i>a mountain</i>	<i>birds</i>	<i>names</i>
<i>a river</i>	<i>countries</i>	<i>snow</i>
<i>a tree / trees</i>	<i>flowers</i>	<i>the sea</i>
<i>ages</i>	<i>grass</i>	<i>the sky</i>

They might be able to say:

*a building / buildings*  
*a statue*

Say some of the words above and get the students to point to the item. Then put them into pairs to try to find more things they know in English. Monitor and assist with identification and pronunciation.

## Page 7

### Activity 1

Refer students to the first illustration + character, and the information underneath it

Work through the example.

Play the track. You should not need to pause.

Students must point. If you can easily see where the students are pointing, you can make it a competition. The first student to point each time is the winner of that round.

## Tapescript

- Hello. My name's Marco. I'm from Italy. I speak Italian. I'm 11 years old.
- I'm Ana. Hi. I'm from Brazil. We speak Portuguese in Brazil. Oh, I'm 12.
- Hi. How are you? My name's Salim. I'm from the Emirates. My first language is Arabic. I'm 12.
- Hi. I'm Josh. I'm from Kenya and I speak Swahili. I'm 11 years old.
- Pleased to meet you. I am Chika. I'm from Japan. I speak Japanese. My age is 11.

## Activity 2

Work through the example to check that students understand the task.

Play the track. Point out that they are going to hear the answer after a pause. Be prepared to pause for longer if students need it. Maybe control the speaking with your hand until everyone has had a chance to think, then allow the students to speak.

Make sure that students are producing a reasonable version of the names, but don't do too much as they will hear the names many times in this unit.

## Tapescript and answers

She's 11.	Chika
He's from Kenya.	Josh.
She's 12.	Ana
Two of the boys are 11.	Marco and Josh.
She's from Japan.	Chika
She's speaks Portuguese.	Ana
He speaks Arabic.	Salim
He's from Kenya.	Josh
His first language is Italian.	Marco

## Methodology note

Remember this is just the warm up! Do not try to get perfect pronunciation of the target items here. This section is for the students to hear the target words before they start seeing them in writing.

## Page 8

## Words and sentences

### All about me

1 Refer students to the two illustrations. Ask if they can remember:

- |               |                               |
|---------------|-------------------------------|
| the names     | <i>Ana and Marco</i>          |
| the countries | <i>Brazil and Italy</i>       |
| the languages | <i>Portuguese and Italian</i> |
| the ages      | <i>12 and 11</i>              |

a Work through the example. Students complete the activity individually and then compare in pairs.

b Play the track, pausing if necessary for students to check.

Elicit the full sentences:

- from the whole class;
- half the class at a time;
- individual students.

Ask checking questions at random about Marco e.g., *How old is he?*

### Tapescript and answers

Ana: Welcome to the International School!  
Marco: Thank you.  
Ana: My name's Ana. What's your name?  
Marco: Marco.  
Ana: Marco. Where are you from, Marco?  
Marco: I'm from Italy.  
Ana: Which language do you speak?  
Marco: Italian.  
Ana: How old are you?  
Marco: I'm 11. Well, ten and a half.  
Ana: Which year are you in?  
Marco: I'm in Year 4.  
Ana: When did you start learning English?  
Marco: I started when I was six.  
Ana: Your English is good.  
Marco: Thank you!

2 Set for pairwork. Make sure that the students understand they must use true information, not the information about Marco.

After one student has played Marco, swap.

Monitor and assist with sentence patterns and pronunciation.

### Magic time

Tell students this is where they learn the code of spoken English!

The methodology for this section is always the same.

1 Refer students to the table. Ask if they have ever seen the symbols across the top. If not, say it doesn't matter. This is the code but they can learn the code from the examples.

Ask students to listen and repeat the example words.

Play the track.

### Tapescript

thank  
which  
when  
what

### Methodology note

The example words in the table contain four of the most common vowel sounds in English. The most common vowel sound is schwa with about 11% of total usage – we deal with schwa latter in the course. The vowels here are:

/æ/ = about 2%

/ɪ/ = about 6%

/e/ = about 2%

/ʊ/ = about 1%

Get students to say the example words again, emphasizing the target sounds.

Do this:

as whole class;

then half class;

then a few of the better students for each set.

Do not make weaker students do the task individually.

**Do not refer the students to the words.** You want them to encounter the pronunciation before they check the written form. Also they should be concentrating on the vowel sounds not trying to read. Play the track. Students listen and repeat.

**Tapescript**

Ana  
Chika  
Kenya  
Josh  
six  
ten  
in  
did  
want  
Arabic

2 Refer students to the words in the left column of the table. Tell students to say the words to themselves and decide which column to tick. Work through the examples to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist, just check that they are doing the task correctly. Assess during monitoring how well they are doing it. Play the track. Feed back, building up the table on the board.

**Tapescript**

Repeat of above

**Answers**

	/æ/	/ɪ/	/e/	/ɒ/
	thank	which	when	what
Ana	√			
Chika		√		
Kenya			√	
Josh				√
six		√		
ten			√	
in		√		
did		√		
want				√
Arabic	√			

3 Put students into pairs to say the sentences and try to correct their partner’s pronunciation. Monitor and assist. Feed back asking individual students to say the sentences.

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**Do you like my cap?**

Refer students to the illustration. Give them plenty of time to think about the clothes and see which ones they can name in English.

1 Make sure they understand the activity. Point out that the clothes and other items on the left are for girls and the ones on the right for boys. Obviously some clothes can be worn but girls or boys but we don’t normally use words like ‘blouse’ or ‘dress’ for a boy’s clothes.

a Students complete individually and then compare in pairs. Do not confirm or correct.

**b** Play the track.

Say items at random, e.g., *blouse*, *trousers*, and get students to point to the items.

### Tapescript

1. It's a cap.
2. It's a shirt.
3. It's a sweater.
4. They're shoes.
5. It's a T-shirt.
6. It's a hat.
7. It's a handbag.
8. They're trousers.
9. It's a blouse.
10. They're socks.
11. It's a jacket.
12. It's a skirt.
13. They're shorts.
14. It's a necklace.
15. It's a dress.

### Answers

- 1 B
- 2 H
- 3 D
- 4 M
- 5 F
- 6 A
- 7 K
- 8 I
- 9 C
- 10 N
- 11 E
- 12 G
- 13 O
- 14 J
- 15 L

**2** Student work in pairs to complete the activity. Encourage students to say the words aloud as they are trying to find them. Monitor but do not assist. Feed back, ideally onto a large version of the drawing on the board. Check pronunciation as you go. In particular, make sure students can say the short vowels from **Magic time** well:

/æ/ cap, handbag, hat, jacket

/e/ dress, necklace

/ɒ/ socks

### Methodology note

The students get two opportunities to hear the target words in this exercise. The first time the words are put into a context with singular / plural agreement, to revise the hearing of *it's / they're* and *this / these*. The second time different items surround the target words, and colour are also revised.

3 Ask students to tell you colours of the clothing items. See how well they know colours. Play the track. Tell the students it's a race. Which person in each pair can point to the item correctly first? Feed back, getting students to describe each item in the same way as Ana and Marco, as they identify it e.g. A is a hat. It's orange with a yellow band. There's a red stone in the centre.

#### Tapescript and answers

Ana	It's my blouse. It's blue.	C
Marco	It's my cap. It's blue.	B
Ana	It's my dress. It's orange with purple flowers.	L
Marco	They're my shorts. They're red with yellow around the bottom.	O
Ana	This is my handbag. It's orange and yellow	K
Marco	It's my sweater. It's orange and yellow.	D
Ana	I love my hat. It's orange with a yellow band. There's a red stone in the centre.	A
Ana	It's my jacket. It's brown and yellow.	E
Ana	It's my necklace. It's yellow with a red heart.	J
Marco	It's my shirt. It's white.	H
Ana	This is my skirt. It's red with a yellow belt.	G
Marco	I really like my T-shirt. It's green with yellow around the top.	F
Marco	These are my socks. They're yellow and purple.	N
Marco	These are my trousers. They're blue.	I
Ana &	They're my shoes.	M
Marco	They're my shoes.	

4 Refer students to the conversation on the right.  
 a Students complete individually and then compare in pairs.  
 b Play the track. Feed back, getting students to say the correct sentences in full.

#### Tapescript and answers

Marco: Do you like my cap?  
 Ana: Yes, I do. It's great. I love blue. Do you like my shoes?  
 Marco: Yes, they're cool. I like blue, too!

5 Monitor the activity in open pairs with a good student. Set for pairwork. Monitor. Choose some good pairs to perform at the end in front of the class.

#### Extra activity

Work in pairs. Role play Marco and Ana. They are talking about their other clothes above. Ask and answer.

Example:

Ana: Do you like my hat?  
 Marco: Yes, I do. I love orange. Do you like my shirt?  
 Ana: Yes, I like white shirts.

## I need some soap.

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### Culture note

What can people buy in a chemist's shop?

A chemist's, or a pharmacy, is a shop where drugs and medicines are sold or given out, and where you can buy cosmetics, vitamins, toiletries and some other household goods. This might be different in some other countries, where a chemist's sells only drugs and medicines.

However, in English-speaking countries such as the UK and the USA, things such as soap, shampoos, conditioners toothpaste, deodorants, etc. are commonly found at a chemist's.

The main aim of this course is to enable children to do well in the Cambridge test, and the test is based on what happens in Britain / an English-speaking country. So a question may well be 'What did Ben buy in the chemist's shop?'

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Refer students to the five photographs. Get students to try to read out the words, then drill the pronunciation. As before, check particularly the target short vowels in 'shampoo', 'medicine', bandage'.

**1** Point out that Salim is a local so he knows about shops in the area.

**a** Make sure students realize that they need to choose one or more of the items in the photograph. Play the track. Feed back.

**b** See if they can remember the name of the shop. If not, it is captioned on the right.

You might need to explain that a chemist's shop often sells more than just medicine and bandages. It usually sells beauty products like make-up and toiletries like soap and shampoo. You might want to explain this in the students' own language.

Check that students understand these new words by miming actions connected with each one – e.g. mime washing your hair for shampoo and your hands for soap etc. If the students like the game, put them in pairs to play the game i.e., Student A mimes, Student B says the correct word, or even better, a full sentence e.g. *You're washing your hair.*

### Tapescript

Chika: Hello, Salim. How are you?

Salim: I'm fine, thanks.

Chika: Can you help me?

Salim: Yes, of course.

Chika: I need to buy some things. Is there a chemist's near the school?

Salim: Yes, there's a chemist's in the mall. Do you need medicine ... or a bandage?

Chika: No, I'm not ill. I just need some soap ... oh, and some shampoo.

Salim: OK. We can go to the mall at lunchtime.

Chika: Oh, thank you. You're very kind.

Salim: It's nothing.

### Answers

a. She needs some soap and some shampoo.

b. From a chemist's in the mall.



2 Refer students to the words in the blue box. It is self-evident what you can buy in most of these shops but the actual items at the bottom of the page are probably new words if the students have followed a normal Starters and Movers course up to this point.

Work through the example carefully, in open pairs or with half the class playing each role for a couple of examples.

Set for pairwork. Monitor but do not assist. Check which words students are having problems with, for identification and / or pronunciation. Do not feed back at this point – see exercise 3 below.

### Language note

We can make countable nouns plural in English, e.g., *a shoe – some shoes; a toy – some toys*.

We cannot make adjectives plural in English, e.g., *a black shoe – two black (~~black~~) shoes*.

When we talk about a shop, for example, which sells shoes, we call it a 'shoe shop', not a 'shoes shop', because the word 'shoe' is operating as an adjective in this situation.

You might want to explain this to the students in their own language, or simply tell them the rule.

With the names of shopkeepers, e.g., chemist, we use the apostrophe and -s, i.e. *a chemist's job; a chemist's shop; or just a chemist's*.

We do the same with shops like *baker's, butcher's, grocer's*, etc. but these shops are not common nowadays and their names are not in the word list for this level.

3 Play the track. Get students to check that they have associated correctly.

Feed back. The target short vowels this time are 'stamps, dress, biscuits, kitten'. The word 'puppy' also has a short vowel, but this vowel appears less than 0.5% in English.

### Tapescript

- S1: What can you buy in a clothes shop?  
S2: You can buy ... um ... a dress.  
S1: What can you buy in a pet shop?  
S2: You can buy ... a puppy ... and ... a kitten.  
S1: What about in a post office? What can you buy there?  
S2: Stamps. You can buy stamps.  
S1: What can you get in a restaurant?  
S2: You can get food ... well, a meal.  
S1: What about a shoe shop?  
S2: Well, shoes ... of course ...  
S1: Yes, but you must choose from the items below.  
S2: Yes, of course. So ... trainers. You can buy trainers.  
S1: OK. Now, a toy shop.  
S2: That's easy. A board game.  
S1: And finally, what can you buy in a supermarket?  
S2: A supermarket? I think you can buy everything there.  
S1: Everything?  
S2: Ah, no, not a meal, and not a puppy or a kitten ... Oh, and you can't buy stamps.

4 Drill the example sentence which is probably the longest utterance most of the students have made up to this point. Use back chaining. e.g.,

*a board game*

*to buy a board game*

*the toy shop to buy a board game*

*I went*

*I went to the toy shop*

*I went to the toy shop to buy a board game.*

Set for pairwork. Monitor and assist.

5 Finish by asking students, at random, the two related questions:

*Where can you buy ...?*

*What can you buy at ...?*

## Page 11

### Grammar

#### A 'going to' for future plans

##### **Methodology note**

If students have followed a normal course for Starters and Movers, they have already done 'will do' for plans. This is slightly misleading, in that the *will* form is normally used for new plans / decisions. For longer term plans, we normally use the 'be going to do' form. However, as it is not contrasted in Flyers, you do not need to make the distinction here unless students ask. If they do ask, give this example, perhaps with translation.

*You go into a restaurant. You say to your friend: "I'm going to have chicken."*

*When you order chicken, the waiter says "Sorry, we don't have any chicken left."*

*So you make a new plan. "OK, I'll have the fish."*

Refer students to the illustrations of the children. Get students to say their names with reasonable pronunciation. Refer students to the photographs. How many words can they remember in English? Elicit, checking pronunciation as you go. Drill the names.

1 Make sure students understand the situation. Give them time to look at Salim's sentences before you play the track and think about possible completion.

Play the track. Feed back.

##### **Tapescript**

Salim: I'm going to go to the mall this evening. Do you want to come?

Children: Maybe. / Not sure. / Um ...

Ana: How are you going to get there?

Salim: I'm going to take the Metro. It's quick and easy.

Josh: Are you going to buy anything there?

Salim: Maybe. I may get some trainers. Are you going to come?

Children: OK. OK. / Me, too. / And me.

##### **Answers**

I'm going to go to the mall this evening.

Do you want to come?

I'm going to take the Metro.

I may get some trainers.

Are you going to come?

2 First, give students plenty of time to look at Table A.

Remind them about the contractions with 's and 're which they have met before with the present simple of *be*.

Point out the verb *be* changes as above, but the *going to* form does not change for any person of the verb. However, do not make students repeat at this point.

Play the track. Students repeat Table A.

### Tapescript

Table A

I	am / 'm	[not] going to	go	to the mall	.
He	is / 's		meet	a friend	
She			buy	a necklace	
We	are / 're		have	some food	
They			get	a drink	

Then get students back to the pictures again and make sure that students understand the task.

Play the first two sentences of the track.

Get them to actually draw the line from Salim to the trainers.

Set for pairwork. Play the rest of the track. Monitor and assist.

Do not insist on perfect production. The students will need to ask and answer questions with 'going to' throughout this unit and later units.

### Tapescript

Ana: What are you going to do at the mall, Salim?

Salim: I'm going to buy some trainers.

Ana: And what about you, Chika?

Chika: I'm going to buy some soap and some shampoo.

Ana: Marco. What are you going do at the mall?

Marco: I may have a meal. What about you, Ana?

Ana: I'm going to buy a blouse.

Josh: You didn't ask me, Ana.

Ana: Oh, sorry, Josh. What are you going to do?

Josh: I'm going to buy ... um ... a puppy and a kitten.

Ana: Is there a pet shop at the mall, Salim?

Salim: No, there isn't.

Josh: It's OK. I'm going to the toy shop. I'm going to buy a toy puppy for my little brother and a toy kitten for my little sister.

### B Questions with 'going to'

3 Give students plenty of time to look at Table B. Point out that, as before, the form of *be* changes but not *going to*.

Play the track. Drill the Yes/ No questions with the fall-rise at the end.

### Tapescript

Table B

Are	you	going to	go	to the mall	?
Is	he		meet	a friend	
	she		buy	a necklace	
Are	we		have	some food	
	they		get	a drink	

Yes,	I he she	am	.
		is	
		are	
No,	we they	am / 'm not	
		isn't.	
		aren't	

Work through the example. Point out that you can ask questions where the answer is *No* as well as *Yes*. Elicit an example e.g. *Is Salim going to buy a blouse?*  
Set for pairwork.

### C Questions words

4 First, give students plenty of time to look at Table C. Point out, as before, the form of *be* changes but not *going to*. This time, there is an information question word at the beginning.

Play the track.  
Drill the information questions with the high start and low finish.

### Tapescript

Table C

Where	are	you	going to	go	?
Who	is	he		meet	
What		she		buy	
When	are	we		leave	
How		they		get there	

### D 'may' for future plans

Then, give students plenty of time to look at Table D. Point out that there are different levels of possibilities with other words for future plans, e.g. 'may'.

Play the track.  
Drill the sentences.

### Tapescript

Table D

I	may	go	to the mall	.
He	may not	meet	a friend	
She	may	buy	a necklace	
We	may not	have	some food	
They	may not	get	a drink	

Set for pairwork again. Point out this time students have to ask for real information. Check understanding by asking students to question you about your plans for the weekend. [You don't have to give true answers!]

### Tip

Point out that 'going to' is for future plans when you are 100% sure that this is your plan. If you are not 100% sure, you can add 'probably', or you can change the words to 'may' but this word needs the infinitive without 'to'. e.g. I may ~~to~~ go...

Ask students if they are 100% sure of their plans for the weekend. Elicit some sentences with 'probably' and some with 'may'.

## **Listening and speaking practice**

**1** Make sure students understand this task and what they have to do this time.  
Work through the example.

Play the track.

Students complete individually and compare in pairs.

Be prepared to pause the track if necessary.

Feed back.

### **Tapescript and answer**

Fch: I took this photo at the mall last Saturday, Grandpa.

M: It's a good photo. Were you with friends on the right?

Fch: Yes, that's right. I went with Emma, my friend, and her family.

M: So, Emma's the girl who's wearing a green dress?

Fch: Yes, that's right.

M: Is that Emma's brother – the boy who's holding her hand?

Fch: Yes. He's much older than her. I think his name's Robert.

M: Robert?

Fch: Yes. Emma calls him Bob.

M: What's Emma's mother called?

Fch: I'm not sure. It begins with an S, I think. Susan ... No ...

M: Sally?

Fch: No, she's not called Sally. But her *friend* is called Sally. She came with us to the mall.

M: Is she in this picture?

Fch: Yes. She's the woman who's carrying the shopping bag.

M: The pink shopping bag?

Fch: Yes. She's wearing a grey dress.

M: OK.

Fch: That's Sally.

Fch: Sarah!

M: That's not my name!

Fch: No, Grandpa! Don't be silly. Emma's mother is called Sarah. I just remembered.

M: She's the lady behind Emma, with blonde hair?

Fch: Yes. I knew her name began with an S.

M: It's a beautiful mall. It looks big.

Fch: It is. These are just the clothes shops. There are lots of other shops and a big supermarket.

M: Do you know any of the other people here?

Fch: Well, Emma's father, of course. He's carrying lots of shopping bags.

M: What's his name?

Fch: His name's Bill.

M: Bill?

Fch: Emma's mother calls him Bill but that's not his real name.

M: You mean his real name is William?

Fch: Yes, that's right.

M: Well, it's a very good photo.  
 Fch: Thanks. I like all the clothes shops behind the people.  
 M: Yes. Are the clothes cheap?  
 Fch: No, I think they are quite expensive but there was a big discount that day. There was a 70% discount at the shop on the left ... Oh.  
 M: What is it?  
 Fch: The woman who is coming out of the shop on the left. I know her.  
 M: The woman in black?  
 Fch: Yes, that's Katy. She's a friend of Sally's.  
 M: Katy. OK.



2 There are two tasks and in each case the students have to tick the correct box.  
 a Give students time to look at the illustrations and think of associated words in English e.g. for the first illustration, they are listening for words like 'toy shop, toys, play, sell, buy'. Point out they must choose the correct illustration.  
 Play the track. Students complete individually and compare in pairs.  
 Feed back.

**Tapescript**

M: OK. Children. I'd like you to tell me about your mother and father. First, ah, Betty ...  
 Fch: Yes, sir?  
 M: What does your mother do?  
 Fch: She works in a shop, sir.  
 M: OK. Is it a clothes shop?  
 Fch: No, it's a pet shop. My mother loves animals.

**Answers:**

B (a pet shop)

b Follow the same procedure as for 2a.  
 Students complete individually and then compare in pairs.

**Tapescript**

F: OK, children. That's the end of the lesson, and the end of the week. I hope you all have a good weekend.

Mch: Thank you, miss.

F: What are you going to do at the weekend?

Mch: I'm going to go out with a friend on Saturday.

F: That's nice. Where are you going to go?

Mch: We're going to visit a park.

F: OK. Are you going to play basketball?

Mch: No, it's an animal park. We're going to see lots of different animals.

F: Monkeys?

Mch: Yes, there are lots of monkeys.

**Answers:**

A (an animal park)

3 Use the illustration to ensure that students understand they are going to hear information about three of the children in this course. Check the topic of their conversation: *Summer holidays*. Do not elicit information about the students holiday as that will pre-empt exercise 4 below.

a Refer students to the table and particularly the first column. Students complete individually and then compare in pairs.

b Play the track. Feed back, eliciting the questions and drilling them.

**Tapescript**

Where are you <u>going to go</u> ?
What are <u>you going to do there</u> ?
How long are <u>you going to stay</u> ?

c Work through the example. Make sure students realize that they have to copy a word or words into each space.

Play the track. Students complete individually and then compare in pairs.

### Tapescript

Ana: So, Salim. Where are you going to go for your summer holiday?  
Salim: We always fly to Italy for the Summer.  
Ana: Italy? That's nice. Are you going to visit Rome and Florence?  
Salim: Yes. We always go to Rome, Florence, Naples ... We visit famous cities all over the country.  
Ana: That takes a long time!  
Salim: Yes. We're going to stay for one month.

Salim: What about you, Ana?  
Ana: We are going to leave the country. There are beautiful beaches in Brazil. We're going to drive to the beach somewhere ... and have fun.  
Salim: What do you do to have fun?  
Ana: I swim in the sea – it's very warm. I sail as well. We take a small boat on the top of the car.  
Chika: How long are you going to stay, Ana?  
Ana: We can only stay two weeks. My father only has two weeks' holiday in the summer.

Salim: Are you going to do something exciting, Chika?  
Chika: Not really, but I'll enjoy it!  
Salim: So what are you going to do. Fly? Drive?  
Chika: No. I'm going to stay at home.  
Salim: Really?  
Ana: Stay at home?  
Chika: Yes, I'm going to play computer games. Sometimes on my own, sometime with my friends.  
Salim: Are you going to do that for all the holiday?  
Chika: Yes. All the holiday. It's wonderful.

Feed back, building up the table on the board. Then get students to tell you about the three children in full sentences e.g. Where's Salim going to go? He's going to fly to Italy. etc.

d Play the track.

### Tapescript

Repeat of 3c above.

### Answers

	Salim	Ana	Chika
Where are you <u>going to go</u> ?	fly to <u>Italy</u>	drive to <u>the beach</u>	stay <u>at home</u>
What are you <u>going to do there</u> ?	visit <u>famous cities</u>	<u>swim and sail</u>	play <u>computer games</u>
How long are you <u>going to stay</u> ?	<u>one month</u>	<u>two weeks</u>	<u>all the holiday</u>

4 Set this activity up carefully.

a Make sure every student has written their name and put something in each row. Encourage students to make up information if they don't have real plans. In fact, it might be more fun with a creative class to have crazy plans like 'I'm going to fly to the moon. I'm going to start a new city there. I'm going to stay for the rest of my life.'

Remind students to use 'probably' and 'may' for some of their plans.

b Follow the instructions as written. Monitor and assist. Get two or three good groups of three to perform their conversation again in front of the class.

5 Work through the examples each time. Monitor and assist.

Feed back on general points relating to the use of 'going to' and 'may'



## Story club

### Before you listen

Remember! Some of these are new words which are needed for the story. The students have not met some these words or phrases before.

1 Put students into pairs to write the words. Elicit the whole word or expression with good pronunciation.

### Answers

- A. a meal in a [restaurant](#)
- B. a sweet [shop](#)
- C. glass of [cola](#)
- D. a bar of [chocolate](#)

2 Students continue in pairs, trying to find the name the item and explain. Monitor but do not assist. Feed back, trying to get students to complete the sentence below.

*The man is holding his stomach because he feels ill.*

You could do it as a puzzle, putting the number of words and even the number of letters per word on the board for students to try to fill in e.g.

The	man	is	holding	his	stomach	because	he	feels	ill.
...	...	..	.....	...	.....	.....	..	....	...

Alternatively, do it as an anagram sentence, writing the words on the board and students have to put them into the correct order.

### Language note

There are two points about the word 'feel' here:

1. It is an emotion so it is followed by an adjective, not an adverb.

We can say e.g.,

*He feels good / bad / well / ill / happy / sad.*

2. There is almost no difference in meaning between these two forms:

*He feels ill.*

*He's feeling ill.*

This is unusual in English – the present simple and the present continuous normally indicate very different things but not with 'feel' in this meaning.

## Answers

The man is holding his stomach.  
Because he feels ill.

## Listen and read

Give students one minute to look at the whole of the picture story. It won't be time for them to read the speech bubbles and understand the story, but it will put the listening into context.

Give further context by reading the sentence in the instructions (i.e. 'This is a story about a visit to the mall'). Make sure students understand that a mall has lots of different shops.

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

## Tapescript

1

Salim: We're going to go to the mall at the weekend.  
Ana: It's really good.  
Josh: It's in Sheikh Zayed Street.  
Salim: Do you want to come?  
Marco: Yes, please.

2

Marco: This restaurant looks great!  
Salim: Yes, it's good.  
Josh: We're going to have some food first.  
Marco: I'm going to order a very large burger, and a lot of chips.

3

Salim: Let's go to the sweet shop now.  
Ana: OK. What are you going to get?  
Josh: I may buy some chocolate.  
Marco: Good idea! I'm going to get a very large bar of chocolate.

4

Salim: I'm going to have a drink at the café now.  
Josh: I'm going to come with you.  
Marco: Me, too. I'm going to have a very big glass of cola.

5

Salim: That's a great clothes shop.  
Marco: Do they sell sweaters?  
Salim: Of course. They've got great sweaters.  
Chika: Are you going to buy a very large sweater?  
Marco: No, why?

6

Chika: A child's sweater may not fit you now.  
[other children are laughing]  
Marco: Actually, I feel ill! My stomach hurts. I'm going to go home.

## Page 14

### After you listen

1 Point out that these are sentences from the story. Get students to cover the opposite page. Work through the example.

- a Students complete individually and compare in pairs. Do not confirm or correct.
- b Play the track.

### **Tapescript and answers**

1

Salim: We're going to go to the mall at the weekend.

2

Marco: I'm going to have a very large burger and a lot of chips.

3

Josh: I may buy some chocolate.

4

Salim: I'm going to have a drink at the café now.

5

Chika: Are you going to buy a very large sweater?

6

Marco: My stomach hurts! I'm going to go home.

Feed back, getting students to say full sentences, not just the missing word or words.

2 Give students time to read the story again and try to answer the questions.

Put students in pairs to discuss answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

### **Answers**

a. Marco ate:

- a very large burger
- a lot of chips
- a very large bar of chocolate

He drank:

- a very large glass of cola

b. He ate too much, and probably, too quickly.

### Extra activity

Put students into groups to role play the story.

Consider giving the larger parts to stronger students, but don't make it clear that you are doing this.

Refer students to the tapescript. Give students time to read the sentences and practice saying them.

Get them to rehearse and then perform their play. Encourage students to put emotion into their lines. Also encourage students to mime the key actions in the story.

Choose the best version and get the group to perform it in front of the class.

**Note:** If you cannot make groups of the correct size because there are too many or too few students, you can:

- get two students to play one role;
- get one student to play two roles.

### **Wrap-up and Mind map**

**1** Follow the instructions as written.

Students complete individually and then compare in pairs.

Feed back, getting the complete words on the board. Drill the words.

**2** Work through the example.

**a** Students complete individually and then compare in pairs.

**b** Play the track. Students check their answers in pairs.

Feed back, building up the table on the board.

### **Tapescript**

In a chemist's, you can buy a bandage, soap, shampoo, medicine and toothpaste.

In a pet shop, you can buy a kitten and a puppy.

In a post office, you can buy stamps.

In a restaurant, you can buy, a meal, for example, a burger and chips. You can also buy a glass of cola.

In a shoe shop, you can buy trainers.

In a toy shop, you can buy a board game.

In a sweet shop, you can buy a bar of chocolate.

**3** Refer students to the mind map.

**a** Get students to say the words in the clouds, then ask them to name some of the items in photographs and illustrations.

Model the example and then demonstrate, with a good student, how each time you have to add a new sentence but remember all the previous ones.

### **Methodology note**

This exercise is a variation on Kim's game. It is an exercise in memory, and it's fun, but it also ensures that the target pattern is practised again and again.

Put students in pairs to play the game.

Elicit a complete set of answers from one pair at the end, with the other students listening carefully and checking the accuracy of items and pronunciation.

**b** Work through the example, getting the sentence on the board and then changing it to demonstrate the task. Monitor and assist. Get a few students to say their changed sentences.

**c** Give students a few moments to make a short list of real future plans. Explain that you will help them with new words that they need. The plans don't have to be anything exciting but it's better if they are!

Put students into groups. Monitor and assist.

Feed back with students giving some of the more interesting plans.

Remember to come back to this next week to see if they did any of the things they planned.

### **Extra activity**

Get students to close their books and, in pairs or small groups, reproduce the mind map on large sheets of paper, with words for the items but also with illustrations. Point out that they must make the mind map look pretty.

## Unit test

### Listening

Explain that they are going to hear a teacher (in the UK) talking to a group of students about a school trip.

Give students plenty of time to look at the notes about the trip and think of possible missing items. Exploit the visuals. Ask if the students know anything about these places in London or any other famous places in the city.

Play the track, pausing after the section with information to complete the example.

### **Tapescript**

- M: Now listen, boys and girls, I want to tell you about the plans for our school trip on Saturday.  
Fch: Where are we going to go, sir?  
M: We're going to go to London. We're going to catch the train at 9 o'clock.  
Children: Hurray!  
M: We're going to visit some of the famous places in London.  
Mch: Which famous places, sir?  
M: Well, famous places like Big Ben – you know the clock on top of a tower.  
Children: Oooh!  
M: Remember to bring a coat because it may rain.  
Fch: I hate rain.  
M: Well, it may not rain, but bring a coat anyway. Now, in the morning, we're going to have a boat trip along the Thames. That's the big river in London. We're going to see the Tower of London.  
Mch: Does the Queen live there?  
M: No, it's not a palace. It's a beautiful old castle. Then after lunch, we may go on a bus tour. Let's see. There may not be time.  
Fch: Are we going to stay for the evening, sir?  
M: No, we're going to catch the train home at 4 p.m. We must catch the 4 p.m. train so don't get lost!

### **Answers**

School Trip!

Train to London at 9:00 a.m.

1. Visit famous places
2. Bring a coat because it may rain
3. In the morning: a boat trip
4. After lunch: a bus tour?
5. Train home at 4:00 p.m.

Feed back, building up the full notes on the board.

### Speaking

**1** and **2** This is one kind of task in the Speaking test, and a preparation version. A mirror of exactly what to do in this part of the test is provided at a later stage in this course (see Speaking in Unit 5). The examiner shows the candidate two pictures with differences. Then he/she asks the candidate to look at only Picture B. The examiner makes statements about Picture A and the candidate has to explain the differences in Picture B.

Say that you are going to play the track and all the students should try to answer at the same time. Conduct the response, i.e., Play a question, hold your hand up to stop students shouting out, give a few seconds for everyone to think, then indicate 'All together'.

Play the track.

**Tapescript**

In my picture, the boy on the right is flying a kite.

In my picture, the boy in the yellow T-shirt is between two dogs.

In my picture, there is a grey kitten on the grass on the right. It's behind the girl in a pink dress.

Look at the girl on the left. In my picture, her eyes are closed.

In my picture, there are three dogs, a cat and two kittens.

**Answers**

In my picture, the boy on the right doesn't have a kite.

In my picture, the boy in the yellow T-shirt isn't between two dogs.

In my picture, there isn't a grey kitten on the grass.

In my picture, her eyes are open.

In my picture, there are two dogs, two cats and one kitten.

Explain that this time, you are going to ask a few students to answer each question, not the whole class. Conduct the response i.e. Play a question, hold your hand up to stop students shouting out, give a few seconds for everyone to think, then indicate a number of individual students in turn. Make sure that all the students have an opportunity to answer at least one question.

Play the track again.

3 Put students into pairs to find more differences. Feed back.

# Unit 2 Come to my house!

**Page 21**

## **Title page**

Explain that this unit is about accommodation, and interesting and scary events.

Give the students time to look at the illustration. Get them to say what is happening in the illustration. Then get them to identify the characters and say where they are in the illustration and what they are doing. This can be in the students' first language.

## **Target language:**

You may want to look quickly at this page before the lesson, and possibly translate some of the contents. The key point to make is: *This is what you are going to learn in this unit. You will be able to do all these things at the end of the lessons.*

## **Warm-up**

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### **Culture note**

This section is about living places. Some teachers or students might wonder: Do people live in factories?

Yes, they do. People do live in factories now. This is actually becoming quite trendy in London and some other cities in the UK where former commercial or industrial estates (e.g. offices, factories or warehouses) are converted to residential properties.

Such converted apartments are often very spacious and open-plan, and often within city centres but in a quiet and peaceful area, which is really attractive to people who love unconventional living places and desire the convenience of living while working in big cities.

---

Give students plenty of time to look at everything on the page. They can talk about the contents for a few moments in pairs in their own language. Then ask them to say in English what they can see in the illustration. From prior learning, they should be able to say all or most of the following:

*house*

*sand*

*building*

*sky*

*water / river / sea*

*grass*

*cloud*

*hotel*

*flowers*

They might be able to say:

*windows*

*doors*

Say some of the words above and get the students to point to the item. Then put them into pairs to try to find more things they know in English. Monitor and assist with identification and pronunciation.

## Activity 1

Work through the example.

Play the track. You should not need to pause.

Students must find the correct photograph. If you can easily see where the students are pointing, you can make it a competition. The first student to point each time is the winner of that round.

### **Tapescript**

1.

A: Where do you live?  
B: In the city centre.  
A: Do you have an apartment or a house?  
B: It's a small house. It's on a quiet street.  
A: It sounds very nice.  
B: Yes, it is.

2.

A: I live here.  
B: Here!?  
A: Yes.  
B: It's so high!  
A: There are 40 floors. You can see the whole of the city from the top apartments.  
B: I'd like to live in a skyscraper!

3.

A: Do you have a house or an apartment?  
B: I don't have a house or an apartment.  
A: Really? Where do you live then?  
B: In a hotel.  
A: Why?  
B: We just moved here from another city and we haven't got anywhere to live yet.  
A: Ah, I see.  
B: It's really an apartment in the hotel. We have a living room, a kitchen and three bedrooms.  
A: And a bathroom?  
B: Yes, of course!

4.

A: Can you stop here? This is my place.  
B: But this is a factory.  
A: Well, it was a factory in the past, but now there are many apartments in this building. They're very nice.  
B: Are they big?  
A: Yes, enormous.

5.

A: So, at the moment, I haven't got a house or an apartment.  
B: So do you live in a hotel?  
A: No, actually, I live in a tent.  
B: You don't?  
A: I do! Look. Here's a photograph.  
B: It looks terrible.  
A: It's quite nice, really. And it's only for a few days.



6.

A: I have an apartment in a quiet part of the city.

B: Is it a big building?

A: No, there are only four floors, with the ground floor.

B: I wouldn't like to live in an apartment. I need a garden.

A: Well, I have a big balcony and I grow flowers there.

### Answers

1. E
2. F
3. B
4. D
5. C
6. A

### Activity 2

Work through the example to check that students understand the task.

Explain the instruction – the exact location. Demonstrate by pointing at e.g., a particular window on the factory or one of the houses in the row.

Play the track. Be prepared to pause between parts if students need it. Maybe control the speaking with your hand until everyone has had a chance to think, then allow the students to speak.

Make sure that students are producing a reasonable version of the names, but don't do too much as they will hear the names many times in this unit.

### Tapescript

1. My house is in a row of houses. Each house is a different colour. Mine is green.
2. My skyscraper has 40 floors of apartments. But the apartments start on the 6<sup>th</sup> floor. There is a big entrance on the ground, then a restaurant on the first floor, and then meeting rooms on floors three, four and five. I live on the sixth floor, just above the meeting rooms.
3. Our hotel room is on the third floor. We have apartment number 303. No, sorry, 304.
4. The factory building has four floors. I'm on the first floor. I'm at the end of the building, on the right.
5. Actually, there are three tents. My mother and father live in the big tent in the middle, my sister is on left of the big tent and I'm on the right.
6. I lived on the ground floor for a while but last year I moved to the third floor which is the top of the building. I prefer this floor. It's got better views.

### Answers

1. Picture E, the green house, next to the pink one
2. Picture F, on the 6th floor
3. Picture B, Room 304, on the 3rd floor
4. Picture D, at the end on the right, on the 1st floor
5. Picture C, the tent on the right
6. Picture A, on the top floor, i.e. the 3rd floor

Write the following words on the board.

Get students to listen and repeat. Make sure particularly that they are stressing the underlined vowel in the multisyllable words:

- apartment
- hotel
- tent
- factory – Note: only two syllables = fac-try
- house
- skyscraper

### Methodology note

Remember this is just the warm up! Do not try to get perfect pronunciation of the target items here. This section is for the students to hear the target words before they start seeing them in writing.

## Page 22

### Words and sentences

#### Where do you live?

1 Refer students to the two illustrations.

Ask *Where do you find* –

- *a balcony* [typically on an apartment];
- *a garden* [typically in front of or behind a house].

a Work through the example. Students complete the activity individually and then compare in pairs.

b Play the track, pausing if necessary for students to check.

Elicit the full sentences:

1. from the whole class;
2. half the class at a time;
3. individual students.

Ask checking questions at random about the two children e.g.,

*Where does the girl live?*

*What about the boy?*

*Does the girl have a garden?*

### Tapescript and answers

A: Where do you live?

B: I live in an apartment. It's in the city centre. What about you?

A: My family has a large house. It's in the countryside.

B: Wow, the countryside! Do you have a garden?

A: Yes, it's very large. We've got some big fruit trees, and lots of flowers. What about you?

B: No! But we've got a large balcony, with lots of flowers. We sometimes have meals there.

c Set for pair work. Make sure that the students understand they must use true information, not the information about the boy and the girl.

Monitor and assist with sentence patterns and pronunciation.

Get one or two 'good' pairs to perform in front of the class.

2 Refer students to the illustration. Give them plenty of time to look at everything.

Play the first sentence and ask: *True or false?*

Play the other sentences but control the students. Give everyone time to think before allowing students to shout out. If the answer is 'False', ask the students to correct.

### Tapescript

- a. There are two floors.
- b. There are six rooms.
- c. The kitchen is on the ground floor.
- d. The living room is on the first floor.
- e. One bedroom is above the living room.
- f. The bathroom is next to the kitchen.

### Answers

a. There are two floors.	False. There are three floors: a ground floor, a first floor and a second floor.
b. There are six rooms.	True.
c. The kitchen is on the ground floor.	True.
d. The living room is on the first floor.	False. The living room is on the ground floor.
e. One bedroom is above the living room.	True.
f. The bathroom is next to the kitchen.	False. The bathroom is next to one of the bedrooms. / It's above the kitchen.

3 Refer students to the names of the rooms – the words above the illustration, and the house items – the boxes on either side of the illustration.

a Students complete individually and then compare in pairs.

b Play the track. Students check or correct their answers.

Feed back, getting students to tell you where each room is and where each item is. Try to ensure that every student has a chance to tell you about one or more items.

Correct general pronunciation points, focussing particularly on short vowels in preparation for the long vowels in Magic time! below. In this exercise, nearly all the words have short vowels:

- *desk, bed, television, shelf*
- *lamp*
- *office*
- *window, mirror, fridge, living, kitchen*
- *cushion, computer*
- *oven, cupboard*

Set the question and get students to think in pairs. Feed back, eliciting any items they can name.

They might be able to get some or all of the following:

- *toilet*
- *sink*
- *tap*
- *clock*
- *flowers*
- *pillows*

#### Language note

There are also a lot of the main short vowel – schwa /ə/ - in this set of words. This is inevitable because schwa accounts for about 12% of all phonemes and about 30% of vowels. However, we do not focus on schwa here. It is dealt with in a later unit (i.e. Unit 7).

### Methodology note

It is probable that many of the students know some of these words from their prior learning. This is why we give them a chance to demonstrate their knowledge before checking.

### Tapescript and answers

There are three floors – the ground floor, the first floor and the second floor.

- The kitchen and the living room are on the ground floor.
- One bedroom is above the living room. The bathroom is next to that bedroom.
- A home office is on the top floor. A child's bedroom is next to the home office.

[There's a pause in the audio.]

- The desk is in the home office.
- There are lamps in the home office, in the child's bedroom, the double bedroom and the living room.
- The sofa is in the living room.
- There are two beds in the house. The small bed is in the child's bedroom. The large bed is in the other bedroom.
- There's no table in the kitchen but you can sit at the counter to eat.
- There's a narrow window above the large bed. There are curtains across the window.
- There's another window in the home office.
- There are two green cushions on the sofa in the living room.
- There's a bath and a mirror in the bathroom.
- There's another mirror in the double bedroom.
- There's a television in the living room.
- There's an oven and a fridge in the kitchen.
- There's a cupboard in the home office. There's a cupboard in the bathroom and the kitchen, too.
- There are shelves in the home office, the bathroom, the living room and the kitchen.

### Extra activity

If the students don't do very well on the task – rooms and or items in rooms, make true and false statements about the location of items and get students to confirm or correct you.

4 Set this pair work activity up very carefully.

First, make sure that the students can ask each of the target questions with the correct intonation i.e.,

*Do you live in the city or in the countryside?*

*Is your place large or small? / How many rooms do you have?*

*Do you have a garden or a balcony?*

*What do you have in your bedroom? / Do you have a desk / television / computer etc.?*

*Do you like your place?*

Use back chaining e.g.,

*The countryside?*

(then add *The city or ...?*)

*The city or the countryside?*

(then add *In ...?*)

*In the city or the countryside?*

(then add *Do you live ...?*)

*Do you live in the city or in the countryside?*

Next, practice with open pairs you and a good student, then two good students.

Put students into pairs to complete the task.

Monitor and assist.

Get some of the pairs to ask and answer the questions in front of the class.

**Page 23**

**Extra activity**

Get students to ask you the questions. Answer truthfully!

5 Set for individual work and pairwork checking.

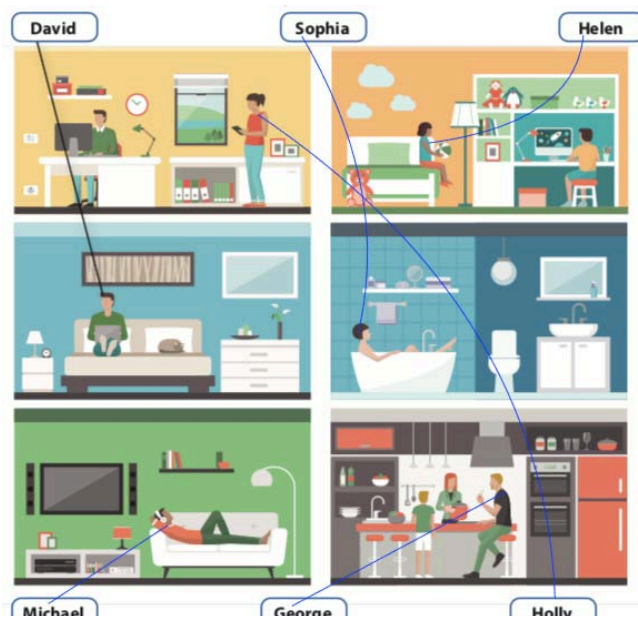
Feed back, ideally onto a large version of the picture. Get students to make full sentences, telling you where people are.

**Tapescript**

This is a picture of my house. All my family are in the picture and a few of our friends.

- My father is called David. He's in the big bedroom. He's working on his laptop computer.
- My mother is having a bath. Her name is Sophia. She takes ages in the bathroom!
- My little sister is in the small bedroom. She's sitting on the bed and playing with a ball. Her name's Helen.
- That's me, by the way. I'm playing on her computer. My bedroom isn't in this picture. It's above the home office.
- Michael is on the sofa in the living room. He's listening to music. Michael is my big brother.
- Holly is my big sister. That's Holly in the home office. She's talking to her friend William. He's sitting at the desk.
- Oh, and that's George in the kitchen. George is my father's brother. He's with his wife and his son.

**Answers**



**Page 23**

**Magic time!**

Tell students this is where they learn the code of spoken English!

The methodology for this section is always the same.

1 Refer students to the table. Ask if they have ever seen the symbols across the top. If not, say it doesn't matter. This is the code but they can learn the code from the examples.

Ask students to listen and repeat the example words.

Play the track.

### Tapescript

key  
bath  
her  
floor  
two

#### Methodology note

The example words in the table contain four of the most common vowel sounds in English. The most common vowel sound is schwa with about 11% of total usage – we deal with schwa later in the course. The vowels here are:

- /i:/ = about 10% of verbs
- /ɑ:/ = about 6% of verbs
- /ɜ:/ = about 9% of verbs
- /ɔ:/ = about 3% of verbs
- /u:/ = about 6% of verbs

#### Language note

The word 'room' is sometimes pronounced by native speakers with a long vowel /u:/, but it is pronounced by others with the short vowel /ʊ/, like 'good'.

Get students to say the example words again, emphasizing the target sounds.

Do this:

- as whole class;
- then half class;
- then a few of the better students for each set.

Do not make weaker students do the task individually.

2 Do not refer the students to the words. You want them to encounter the pronunciation before they check the written form. Also they should be concentrating on the vowel sounds not trying to read.

### Tapescript

door  
see  
garden  
apartment  
shoe  
shirt  
shorts  
skirt  
board  
shampoo

3 Refer students to the words in the left column of the table.

a Tell students to say the words to themselves and decide which column to tick. Work through the examples to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist, just check that they are doing the task correctly. Assess during monitoring how well they are doing it.

b Play the track. Feed back, building up the table on the board.

## Tapescript

Repeat of 2 above.

## Answers

	/i:/	/ɑ:/	/ɜ:/	/ɔ:/	/u:/
	key	bath	her	floor	two
door				✓	
see	✓				
garden		✓			
apartment		✓			
shoe					✓
shirt			✓		
shorts				✓	
skirt			✓		
board				✓	
shampoo					✓

4 Put students into pairs to say the sentences and try to correct their partner's pronunciation. Monitor and assist. Feed back asking individual students to say the sentences.

## I was in the living room.

Refer students to the illustration. Give them time to say what they see. Point out that there was a problem – but do not give any more clues.

1 Allow students time to complete the activity. Monitor but do not assist. Do not feedback at this point.

## Page 24

2 Play the track. Students check their answers. Feed back, getting students to say the full sentences.

## Tapescript and answers

- The house has two floors.
- It has a garden and balconies.
- The house is on fire.
- There is a fire engine in front of the house.
- A fire fighter is putting water onto the house.
- Police officers are watching the fire.
- People are running from the ambulance.

## Extra activity

Put students back in pairs to explain the problem, perhaps more fully than before. Go round checking that students have understood. Feed back now, getting students to remember as much of the actual language as possible, including the past continuous which is properly taught in the Grammar section of this lesson.

Students go back into pairs to suggest solutions. The early activities should prompt the idea of using the emergency services. Monitor then get a good pair to explain for each problem – see Answers. Then point to the three vehicles in the illustration. Note that the words have some of the long vowels: *police, car, ambulance*.

3 Refer students to the report and illustration at the bottom of the page. Point out to them that when there is a problem, police officers ask questions, take notes and write reports. Make sure students understand the report form on the page – the scene (i.e. where everybody was and did) when the fire started.

Play the track. Students complete the form individually. Feed back, getting students to say the full sentences from the form.

### Tapescript

[MO = male police officer, FO = female police officer, M = adult man]

MO: Are you OK?  
M: Yes, I'm fine. We're all fine.  
FO: What's your name, sir?  
M: Brown. Tom Brown.  
MO: Is this your house?  
M: Yes, it is. I live here ... well, lived here ... with my family. We were all in the house when the fire started.  
FO: Where were you, Mr Brown?  
M: I was in the living room. My wife, Anna, was with me. We were watching a film on the TV.  
FO: Do you have children?  
M: Yes, they were upstairs.  
FO: Were they in bed?  
M: No, my son, Bill, was in the bathroom.  
FO: [speaking to herself] Bill Brown was in the bathroom ...  
M: And my daughter, Jill, was in her bedroom but she wasn't in bed.  
MO: Where did the fire start?  
M: In the kitchen. We smelt smoke so I went into the kitchen. The fire was already bad. I couldn't stop it.  
FO: So what did you do?  
M: I tried to go upstairs to get my children. But the fire was on the stairs already.  
FO: So how did your children get out of the house?  
M: They jumped from the balcony, and they shouted from outside, so my wife and I ran out of the house.  
FO: They jumped! That was very brave.  
M: Yes.  
MO: Are they hurt?  
M: Jill is fine. Bill hurt his leg and they put him in the ambulance. But he's alright.  
FO: Thank you for the information, Mr Brown.

### Answers

Report	
When the fire started,	
Mr Tom Brown was in the	living room.
His wife, Anna, was in the	living room.
His children were on the	1 <sup>st</sup> floor.
His son, Bill, was in the	bathroom.
His daughter, Jill, was in her	bedroom.
Jill and Bill jumped from the	balcony.
Mr Brown and his wife ran out of	the house.



## Grammar

### A 'Was/were doing' for situations in the past

Refer students to the illustrations of the children. Get students to say their names with reasonable pronunciation. Refer students to the photographs. How many words can they remember in English? Elicit, checking pronunciation as you go. Drill the words.

#### **Methodology note**

This is a continuation of the idea in Exercise 3 in 'I was in the living room' on the previous page, but now with specific practice of the target grammar points.

1 Give students plenty of time to look at Table A. Try to get them to use the reduced form of 'was' and 'were'. Point out the verb 'be' changes as above, but the main verb always ends with *-ing*.

Play the track. Students repeat.

#### **Tapescript**

##### Table A

I was riding my bicycle when a car hit me.

He was swimming in the sea when he saw a shark.

She was playing football when she broke her leg.

We were carrying a mirror when we dropped it.

They were making tea when he burnt his hand.

2 Refer students to the illustrations of the children again. Make sure students understand that each child has a problem.

a Give them time to look at Salim's images – bicycle – 'when' – car. Elicit possible sentences but do not confirm or correct.

Follow the instructions as written.

Feed back, getting students to say the full sentences.

#### **Answers**

I was riding my bicycle. I came to a traffic light. It was green for me so I went across the road.

The light was red for the other road, but one car didn't stop.

b Explain that the other children also had problems. Set for pairwork. Monitor and assist. Don't insist on perfect production. The students will need to use the form throughout this unit and later units.

c Play the track. Feed back, getting students to say full sentences.

#### **Tapescript and answers**

Salim was riding his bicycle when a car hit him.

Josh was climbing a tree when he saw a snake.

Ana was playing football when she broke her arm.

Chika was walking past a house when she saw a fire.

Marco was making a model plane when he cut his finger.

### B Events in the past

3 Explain that they are going to read the end of Salim's story and then listen to the end of all the stories.

a Get them to remind you of Salim's problem looking only at the pictures. Get students complete individually and then compare in pairs. Monitor but do not confirm or correct. Feed back, getting students to make full sentences.

### Answers

The car hit the front wheel of my bicycle. I fell onto the ground. A woman called the police.

b Make sure students understand that the pictures of endings are not in order. Show them this by getting them to tell you which picture shows the end of Salim's story – it's the police picture, on the right. Get students to circle it in blue – the colour for Salim's story.

They must try to work out the ending and therefore the correct picture for each story.

c Play the track. Get the students to circle the other pictures with the correct colour e.g., orange for Josh's story. Elicit the correct ending for each story. Students should try to use the same words as on the track.

### Tapescript and answers

When Salim fell onto the ground, a woman called the police.

When Josh saw the snake, he fell into a bush.

When Ana broke her arm, the teacher took her to the hospital.

When Chika saw the fire, she called the fire station.

When Marco cut his finger, his mother put a bandage on it.

4 Give students plenty of time to look at Table B. Play the track for students to repeat. Make sure they notice that they do not need 'was/were doing' for the events and actions. The past continuous is only needed for the scene setting or for the interrupted action. The past simple is used for other elements of a story.

### Tapescript

Table B

When the car hit my bicycle, a woman called the police.

When he saw the shark, he climbed into a boat.

When she broke her arm, the teacher called an ambulance.

When it hit the floor, the glass broke into pieces.

When he burnt his hand, he put it in cold water.

5 Put students back into pairs. Get them to try to tell the whole story. Correct the grammar gently as they speak.

### Page 26 & 27

### Listening and speaking practice

1 Make sure students understand this task and what they have to do this time.

There are two tasks, 2 and 2, in each case, the students have to tick the correct box.

a Give students time to look at the three pictures. Tell them to think of words for each picture.

Play the track. Students complete individually and compare in pairs. Be prepared to pause the track if necessary. Feed back.

b Repeat the procedure above.

## Tapescript

a

[Mch = male child, F = female adult]

Mch: There was a fire at my house yesterday evening, Miss.  
F: Oh dear, Ben. A fire? That's terrible. Was anyone hurt?  
Mch: No. We all got out of the house. Then the fire engine came very quickly and stopped the fire.  
F: Where did the fire start?  
Mch: In the kitchen. My father was cooking the dinner and something caught fire.  
F: Were you in the kitchen when it started?  
Mch: No, I wasn't. I was in the bathroom. I was cleaning my teeth when I heard my father shouting.  
F: What a frightening thing!  
Mch: Yes.

b

[Fch = female child, M = male adult]

Fch: My mum had a big problem last week.  
M: Really, Jane? What happened?  
Fch: A car hit her car.  
M: Was the car going too fast?  
Fch: I don't know. I wasn't in the car. But my mum said a small fire started.  
M: Goodness! Did a fire engine come?  
Fch: No, my mum stopped the fire. She had a ... you know, a thing to stop fires.  
M: Yes.  
Fch: My mum couldn't drive her car, but a police car came and the police officers brought her home.  
M: That was kind.

## Answers

- a. B (the bathroom)
- b. A (the police officers)

2 Give students plenty of time to look at the illustration and think of associated words in English. Play the track. Students complete individually and compare in pairs. Feed back.

## Tapescript and answers

The small cushion on the sofa is red.  
The big cushions on the sofa are green and yellow.  
The sofa is green.  
The small table in front of the sofa is brown wood.  
There's a bowl of fruit on the small table with yellow bananas and red apples.  
The shelf is pink.  
The flowers on the shelf are orange.  
The books next to the flowers are blue.  
The lights are yellow.



3 Exploit the visuals. Elicit names of animals and actions in the beach picture. Use the illustrations to ensure that students understand they are going to hear two interesting stories, one from Josh and one from Ana. Elicit 'a jungle' and 'a beach' for the location of the stories.

a Refer students to the table and particularly the first column. Students complete individually and then compare in pairs.

b Play the track. Feed back, eliciting the questions and drilling them.

### Tapescript and answers

Where were you?

What were you doing?

What happened?

What did you do?

c Work through the example. Make sure students realize that they have to copy a word or words into each space.

Play the track. Students complete individually and then compare in pairs.

### Tapescript

Josh: A funny thing happened to me in the summer.

Ana: Really? Where were you?

Josh: I was in a jungle in my country. It's beautiful.

Ana: What were you doing?

Josh: I was taking photographs of the animals and the birds.

Ana: And what happened?

Josh: Suddenly, a monkey jumped down from a tree and took my phone. He jumped back up in the tree.

Ana: No! So what did you do?

Josh: I thought for a minute. Then I picked up a stone and I threw it at the monkey. He was very surprised and he dropped my phone.

Ana: That was clever!

Josh: Yes, it was, wasn't it!?

Ana: I lost my bag in the summer with my phone in it.

Josh: Oh, no! Where were you?

Ana: I was at the beach in Rio.

Josh: Were you swimming?

Ana: No, I was just lying on the beach, reading my book. Suddenly a man ran along the beach and took my bag.

Josh: What did you do. Did you run after him?

Ana: No. I was frightened. I called the police.

Josh: But your phone was in your bag ...

Ana: I used my friend's phone, silly!

Josh: Of course.

d Feed back, building up the table on the board. Then get students to tell you about the two stories in full sentences e.g. *Where was Josh? He was in the jungle.* etc.

### Tapescript

Repeat of 3c above.

### Answers

Where were you?	<u>in a jungle</u>	<u>at the beach</u>
What were you doing?	<u>taking photographs</u>	<u>reading a book</u>
What happened?	<u>a monkey took my phone</u>	<u>a man took my bag</u>
What did you do?	<u>threw a stone and he dropped the phone</u>	<u>called the police</u>

4 Set this activity up carefully.

a Make sure every student has written their name and put something in each row. Encourage students to make up information if they don't have real stories. In fact, it might be more fun with a creative class to have crazy stories!

b Follow the instructions as written. Monitor and assist. Get two or three good groups of three to perform their conversation again in front of the class.

5 Work through the examples each time. Monitor and assist. Feed back on general points relating to the use of 'was doing / when did'.

## Page 28

### Story club

#### Before you listen

Remember! Some of these are new words which are needed for the story. The students have not met some these words or phrases before.

1 Put students into pairs to identify the items in illustrations A-E. Check that they have correctly identified them.

2 Students complete individually and then check in pairs. Feed back, getting students to say the full sentence.

#### Answers

We were driving across the desert when the car turned over.

#### Listen and read

Give students one minute to look at the whole of the picture story. It won't be time for them to read the speech bubbles and understand the story, but it will put the listening into context.

Give further context by reading the sentence in the instructions (i.e. 'This is a story about a desert trip').

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

#### Tapescript

1

Salim: One weekend, I went on a desert trip. We slept in tents.  
We were driving home across the desert.  
The sun was going down.

2

Salim: Suddenly, the car hit a large rock.  
It turned over.  
The driver was hurt. He couldn't move.

Ana: That's horrible!

Salim: Yes. But I was OK.

3

Salim: I couldn't use my phone.  
But I knew there was a town to the west, so I walked towards the sun.

Ana: That was very clever.

4

Salim: Not really.  
Everyone knows the sun goes down in the west.  
But I was frightened. It was getting dark.  
I thought about dangerous animals like snakes!

5

Josh: You were very brave!  
Salim: Not really. I got to the town after about 30 minutes.  
Ana: What happened next?

6

Salim: The police took me back to the car.  
Then an ambulance came.  
The driver went to hospital but he was OK.

### After you listen

1 Point out that these are sentences from the story. Get students to cover the opposite page. Work through the example.

a Students complete individually and compare in pairs. Do not confirm or correct.

b Play the track.

### **Tapescript and answers**

1

Salim: We were driving home across the desert. The sun was going down.

2

Salim: Suddenly, the car hit a large rock.

3

Salim: I walked towards the sun.

Ana: That was very clever.

4

Salim: I thought about dangerous animals like snakes!

5

Josh: You were very brave!

Salim: Not really. I got to the town after about 30 minutes.

6

Salim: The police took me back to the car.

Then an ambulance came.

Feed back, getting students to say full sentences, not just the missing word or words.

2 Give students time to read the story again and try to answer the questions.

Put students in pairs to discuss answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

## Answers

- Because it hit a large rock.
- Because he knew there was a town to the west.
- Because he remembered the town and walked towards the west when he couldn't use his phone.
- Because it was getting dark and he walked alone in the dangerous desert.

## Extra activity

Put students into groups to role play the story.

Consider giving the larger parts to stronger students, but don't make it clear that you are doing this. Refer students to the tapescript. Give students time to read the sentences and practice saying them. Get them to rehearse and then perform their play. Encourage students to put emotion into their lines. Also encourage students to mime the key actions in the story.

Choose the best version and get the group to perform it in front of the class.

Note: If you cannot make groups of the correct size because there are too many or too few students, you can:

- get two students to play one role
- get one students to play two roles

## Page 30 & 31

### Wrap-up and Mind map

1 Do the activity as written. Feed back, building up the table on the board.

#### Answers

	lights	legs	desks	floors	windows	a fridge	wheels	an oven	cushions
a fire engine	√	x	x	x	√	x	√	x	√
a sofa	x	√	x	x	x	x	√	x	√
an office	√	x	√	√	√	√	x	x	√
a skyscraper	√	x	√	√	√	√	x	√	√
an ambulance	√	x	√	x	√	√	√	x	√
a kitchen	√	x	x	√	√	√	x	√	x
an apartment	√	x	√	√	√	√	x	√	√

2 Set for individual work and pairwork checking. Once again, feed back, building up the table on the board.

#### Answers

a. You can see a balcony ...	h	a fire engine, an ambulance or a police car.
b. You can see flowers ...	g	from a police station, a fire station or a hospital.
c. You can see toothpaste ...	f	in a bedroom or a tent.
d. You can eat ...	c	in a chemist's or in a bathroom.
e. You can keep food ...	e	in a fridge or in a cupboard.
f. You can sleep ...	b	in a garden, on a balcony or in a house.
g. You can get help ...	d	in a kitchen, a dining room, a restaurant or a café.
h. You can drive ...	a	on a house, a hotel or an apartment.

3 Refer students to the mind map. Get students to say the words in the clouds, then ask them to name some of the items in photographs and illustrations.

Model the examples each time and then demonstrate, with a good student.

Put students into groups. Monitor and assist.

## Imagine!

Set up the task carefully. Monitor and assist.

Feed back with students giving some of the more interesting stories.

## Extra activity

Get students to close their books and, in pairs or small groups, reproduce the mind map on large sheets of paper, with words for the items but also with illustrations. Point out that they must make the mind map look pretty.

## **Page 32**

## **Unit test**

### Listening

Explain that they are going to hear a child talking about a bad day.

Exploit the visuals. Identify some of the items in the illustrations.

Play the track. Students draw lines.

### **Tapescript**

[Mch = male child; F = female elderly voice]

Mch: Something bad happened to me last week, Grandma.

F: Oh, dear! What happened, Dan?

Mch: Well, I was riding my bicycle next to the big park.

F: Yes?

Mch: I was riding slowly but a car was going too fast and the car hit my bicycle.

F: Oh, no! Were you hurt?

Mch: I was. I was on the ground. First, a police car came with two police officers. The woman officer, who was called Eva, talked to me and then she talked to the driver. He was called Tom. He said he was sorry.

F: So did the police take you to hospital?

Mch: No. An ambulance came and the ambulance officer talked to me. He was very kind. His name was Oliver. He gave me some medicine, then he put me on a table thing, and then put me into the ambulance.

F: But you weren't hurt badly?

Mch: No. My mum came to the hospital and took me home after two or three hours. But my bicycle is no good, now.

F: When did this happen?

Mch: Last week.

F: Last week? Dan, I saw it on television!

Mch: On television? Don't be silly, Grandma!

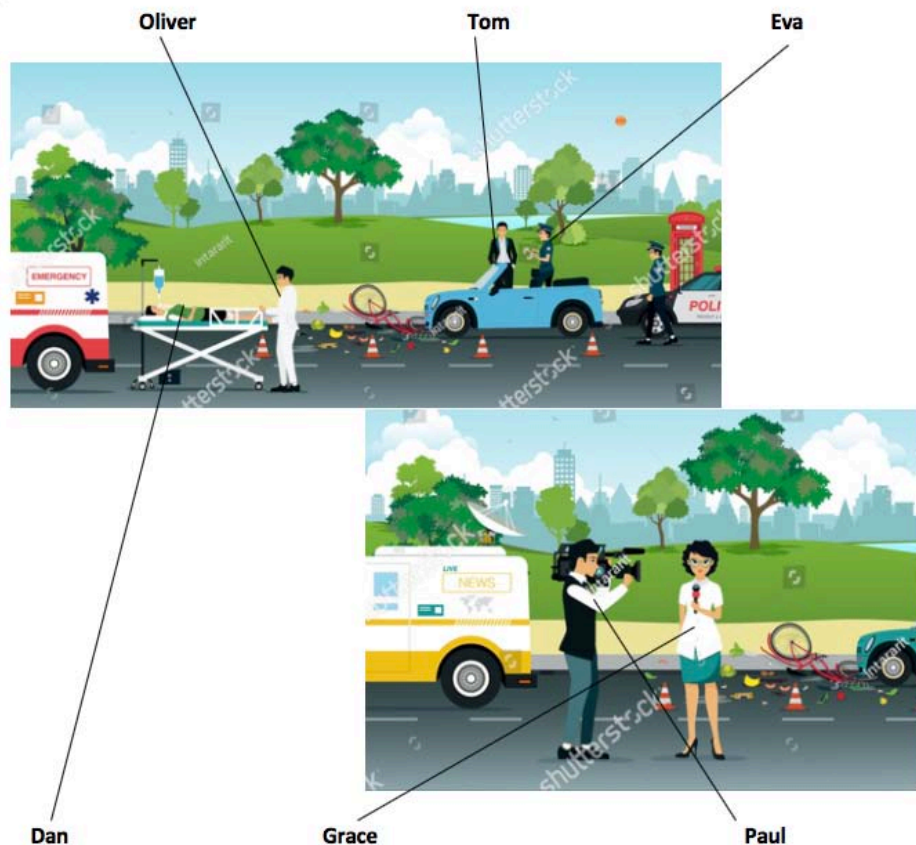
F: No, really, it was on television. That nice woman from the television station talked about it on the evening news. What's her name? Grace! Yes, Grace. She always works with the same cameraman. His name is Paul.

Mch: Yes, I've seen them. Grace and Paul. So, I'm famous!

F: Yes. Well, for a few minutes last week!



## Answers



## Speaking

This is not how a Speaking task in the test is conducted, but this approach enables you to check that the students can make good sentences to tell the story.

Work through the example.

Set for pair work.

Monitor and assist.

Feed back, getting students to make full sentences to tell the story.

## Answers

1. A blue car was going too fast and it hit Dan's bicycle.
2. Dan fell onto the ground.
3. A police car came with two police officers.
4. The woman who was called Eva talked to the driver who was called Tom.
5. Then an ambulance came and the ambulance officer talked to Dan.
6. He said, "I'm Oliver. You're alright now."
7. Oliver gave Dan some medicine and then he put him in the ambulance.
8. Later, a car came from the television station.
9. Paul, the cameraman, made a film with Grace for the evening news.
10. She said, "A boy called Dan was hurt and he's now in hospital, but he's alright."

# Unit 3 Experiences

## Title page

Explain that this unit is about experiences and films and plays.

Give the students time to look at the illustration. Get them to say what is happening in the illustration – The five children are in the lobby of a multi-screen cinema.

Then get them to identify the characters and say where they are in the illustration and what they are doing –

They are each in front of and looking at a separate screen, called Cinema 1 through 5.

The screens are showing:

- a sci-fi film
- a horror film
- a cops and robbers film
- a sea adventure film
- a cartoon film

This can be in the students' first language.

## Target language

You may want to look quickly at this page before the lesson, and possibly translate some of the contents.

The key point to make is: *This is what you are going to learn in this unit. You will be able to do all these things at the end of the lessons.*

## Page 35

### Warm-up

Give students plenty of time to look at everything on the page. They can talk about the contents for a few moments in pairs in their own language. Then ask them to say in English what they can see in the illustration. From prior learning, they should be able to say all or most of the following:

<i>sea</i>	<i>house</i>	<i>people</i>
<i>the sky</i>	<i>bird / birds</i>	<i>police</i>
<i>cloud</i>	<i>the sun</i>	<i>light</i>
<i>boat</i>	<i>tree / trees</i>	<i>sports</i>
<i>the moon</i>	<i>animals</i>	<i>king / queen</i>

They might be able to say:

<i>pirate</i>	<i>desert</i>	<i>cartoon</i>
<i>parrot</i>	<i>robot</i>	<i>scary things</i>
<i>space</i>	<i>guitar</i>	<i>TV programmes</i>

Say some of the words above and get the students to point to the item. Then put them into pairs to try to find more things they know in English. Monitor and assist with identification and pronunciation.

### Activity 1

Work through the example.

Play the track. You should not need to pause.

Students must find the correct photograph. If you can easily see where the students are numbering each picture, you can make it a competition. The first student to number correctly each time is the winner of that round.

### Tapescript and answers

1. It's a frightening film. It has dark houses and scary music. It also has loud noises.	G
2. It's a TV programme. It has singers and people who play the guitar and other instruments. There is a winner each week.	E
3. It's a film or TV programme with drawings. There are often animals like cats and mice, and sometimes there are toys which move. The animals and toys do funny things.	H
4. It's usually about the future. People go in rockets to other planets or aliens come to Earth.	B
5. It's a film or a TV programme with wild animals. We see their lives. Sometimes the animals do funny things and sometimes they are scary.	I
6. It's about the past. There are often kings and queens.	D
7. It's also about the past. There are people who sail on old ships and take things from people, like gold and silver.	A
8. We can watch a game like football or tennis for example on this programme. In winter, we can watch races on snow, with skis and snowboards. There are a lot of programmes like this on television now.	C
9. It's about police officers who help people when dangerous or difficult things happen. Bad people are afraid of them.	F

### Activity 2

Work through the example to check that students understand the task.

Explain the instruction – words related to each picture. Demonstrate by pointing at e.g., lions and elephants and giraffes for Picture I.

Play the track. Be prepared to pause between parts if students need it. This again can be a competition, and the first student to point to the correct picture each time is the winner of that round.

### Tapescript and answers

lions and elephants and giraffes	I
singers and guitars	E
pirates, gold and silver, and adventures	A
scary music and frightening people	G
drawings of cats, mice, toys	H
rockets and spaceships and creatures from another planet	B
kings and queens, and things which happened in the past	D
police officers, police cars, dangerous things and bad people	F
races on snow, games like football and tennis	C

Write the following words on the board. Tell students that they all refer to TV programmes. Get them to listen and repeat. Ask them to say which picture each word / phrase refers to, or vice versa:

*history*

*frightening*

*sports*

*police*

*animal*

*pirate*

*space*

### Methodology note

Remember this is just the warm up! Do not try to get perfect pronunciation of the target items here. This section is for the students to hear the target words before they start seeing them in writing.

## Words and sentences

### What's your favourite kind of film?

1 Refer students to the three captioned illustrations. Ask *Have you ever seen a rocket / a spaceship / a strange creature?*

a Work through the example. Students complete the activity individually and then compare in pairs.

b Play the track, pausing if necessary for students to check.

Elicit the full sentences:

- from the whole class;
- half the class at a time;
- individual students.

Ask checking questions at random about the two children e.g.,

*What is an ET?*

*Is the film ET frightening?*

### Tapescript and answers

- A: What's your favourite kind of film?
- B: I love films about space.
- A: Do you mean about the moon and the sun?
- B: Not really. I mean stories about rockets and spaceships.
- A: Oh, I see. Films about the future?
- B: Yes. The best one is *ET*. Have you seen the film?
- A: No, I haven't. What's it about?
- B: ET is a creature who comes from space to Earth.
- A: An alien?
- B: Yes. He has got two big eyes and very long fingers.
- A: It sounds frightening.
- B: I know. But it isn't. It's a lovely story.
- A: How does it end?
- B: ET goes back to his planet.

c Set for pair work. Monitor and assist with sentence patterns and pronunciation. Get one or two 'good' pairs to perform in front of the class.

2 Refer students to the green box. Give them plenty of time to finish reading through the list of kinds of films.

a Play the track and pause for students to repeat each word.

Play the track again if necessary. Give everyone time to learn by heart the pronunciation and meaning of each word.

Copy the list on the board. Point at each one and encourage students to shout out each word. Make sure that every student is confident and correct.

## Tapescript

animal  
cartoon  
frightening  
history  
space  
police  
music  
pirate  
adventure

**b** Make sure that the students understand the task. Refer them to the speech bubbles and the tip about *too* and *either*.

### Language note

In English conversations, when responding to people, we often do not repeat all of their words. We may say just a few words instead, e.g. by using the word 'too' or 'either'. The word 'too' shows agreement with positive statements, and the word 'either' shows agreement with negative statements, e.g.:

<i>I do, too.</i>	/	<i>I don't, either.</i>
<i>I am, too.</i>	/	<i>I'm not, either.</i>
<i>I did, too.</i>	/	<i>I didn't, either.</i>
<i>I was, too.</i>	/	<i>I wasn't, either.</i>
<i>I will, too.</i>	/	<i>I won't, either.</i>
<i>I have, too.</i>	/	<i>I haven't, either.</i>
<i>I can, too.</i>	/	<i>I can't, either.</i>
<i>I could, too.</i>	/	<i>I couldn't, either.</i>
<i>I may, too.</i>	/	<i>I may not, either.</i>

*In informal spoken English, we can use these two for all situations, to show agreement:*

**Me, too.** (agree to positive) / **Me, neither.** (agree to negative)

When we disagree with people's statements, we can show disagreement by saying 'Really?' and then give the opposite statement. For example:

-- <i>I like cartoons.</i>	Or	-- <i>I don't like cartoons.</i>
-- <i>Really? I don't.</i>		-- <i>Really? I love them!</i>
-- <i>I'm good at sports.</i>	Or	-- <i>I don't like cartoons.</i>
-- <i>Really? I'm not.</i>		-- <i>Really? I love them!</i>

Set for pair work. Ask them to use true information, not the information in the speech bubbles. Monitor and assist with sentence patterns and pronunciation. Get one or two 'good' pairs to perform in front of the class.

**3** Refer students to Pictures A—F, i.e. some of the things that are commonly seen in films and TV programmes.

**a** Play the track. Students complete the task individually and then compare their answers in pairs.

**b** Play the track again. Students check or correct their answers.

Feed back, getting students to tell you what things are in each picture. Try to ensure that every student has a chance to tell you about one or more items.

### Tapescript

1. There's a kangaroo in a desert.
2. The king and queen are standing in front of their castle. They are wearing crowns.
3. It's a quiz show. The man who has blond hair and a beard is the winner.
4. The girl with number 3 on her T-shirt is winning the race.
5. I can see a lot of instruments. There are four guitars and there are drums. There's a singer, too.
6. The astronaut is in space. There's a rocket and lots of stars. There's a yellow planet, too.

### Answers

1. F
2. A
3. C
4. B
5. D
6. E

c Refer students to the box. They are words about the pictures, i.e. what people often see in films or TV programmes.

Play the track. Students repeat the words. Make sure every student is able to say the words.

### Tapescript

an astronaut  
a crown  
instruments  
a kangaroo  
a king  
a castle  
drums  
a planet  
a queen  
a quiz  
guitars  
a race  
a rocket  
a singer  
a winner

4 Set for pair work.

Again you can set it up carefully, first to make sure students understand what to do: Student A describe one of the pictures and ask Student B which picture it is. Then they swap roles.

Then make sure that every student can ask or answer about a picture with a word in the box. Model the task like this:

-- *There's an astronaut. Which picture is it?*

-- *It's E.*

Next, practice with open pairs, you and a good student, then two good students.

Put students into pairs to complete the task.

Monitor and assist.

Get some of the pairs to ask and answer the questions in front of the class.

### Extra activity

Encourage students to try and more than one word for each picture, so the above description about Picture E can then be longer and more complex:

-- *There's an astronaut **and there are planets**. Which picture is it?*

Or even longer:

-- *There's an astronaut and there are planets and stars. Which picture is it?*

Or even longer with more words:

-- *There's an astronaut and there are planets, stars and a rocket. Which picture is it?*

5 Set for individual work and pairwork checking.

Play the track. There is no need to pause as students are supposed to be very familiar with the pictures now.

Feed back.

### Tapescript

Man: What did you all watch last night? Chika?

Chika: I saw a programme about animals. They're strange animals from Australia. I've forgotten the name. They live in the desert and they can hop very fast.

Man: Kangaroos?

Chika: Yes, that's right.

Man: What about you, Salim?

Salim: I watched a space film. The astronaut went to a new planet and there were frightening creatures there, with two heads ...

Man: Two heads!

Salim: Yes. That was great.

Man: Did anyone see the cartoon about the king and the queen?

Ana: Yes, I did.

Man: Did you like it, Ana?

Ana: Yes, I loved it. The story was quite sad but the drawings were very good. And the music was great, too.

Marco: I watched the quiz show and I got all the questions right.

Ana: Really, Marco?

Marco: Well, not all of the questions. Some of the questions were silly.

Ana: You should go on the programme, Marco.

Marco: Yes, I should.

Man: Finally, Josh. What did you watch?

Josh: There was a good music programme on. It was my favourite band.

Man: What are they called?

Josh: The Beatles. They're an old band but they're still the best.

### Answers

Chika	Salim	Ana	Marco	Josh
F	E	A	C	D

### Page 38

#### Have you ever been in a play?

1 Refer students to the illustration. Ask them simple question about the illustration, such as  
*Can you see a king / a beautiful girl (if they don't know the word 'princess')?*  
*Is there a tree / horse / monkey?*

Also ask this following question (but keep the answer a mystery for fun for later):

*What is between the king and the princess (or 'beautiful girl')?*

Students may not recognise the frog, but that is OK or even better. They will probably enjoy the fun more when they move on to Exercise 2.

a and b Ask the questions and elicit correct answers –  
*Where are these children?*

(in a play / in a school play)

*What are they doing?*

(acting in a play, to tell a story)

*How many things can you name?*

(a star, a moon, a horse, a monkey, a princess, a frog, a king, a tree)

2 Refer students to the conversation, i.e. Questions 1—8 and the jumbled answers. Give them plenty of time to read.

a Students work individually and then compare in pairs.

Monitor but do not assist.

b Play the track. Students listen and check or correct their answers.

Check the answers one by one and copy the conversation in correct order on the board. Get students to say the full sentences.

### Tapescript

Ana: Have you ever been in a play?

Marco: Yes, I have.

Ana: When were you in a play?

Marco: At school last year.

Ana: What was the play about?

Marco: It was a story about a king and his daughter, Sophia.

Ana: Was it funny?

Marco: Yes, very funny. Sophia wanted to marry a frog ...

Ana: Why did she want to marry a frog?

Marco: Because the frog was really the son of another king.

Ana: Who were you?

Marco: I was the king, Sophia's father.

Ana: Did you have a good costume?

Marco: Yes. I had a red coat and a gold crown.

Ana: Do you like acting?

Marco: Yes, I do. And I'm an excellent actor.

### Tapescript

(1) Have you ever been in a play?

(2) When were you in a play?

(3) What was the play about?

(4) Was it funny?

(5) Why did she want to marry a frog?

(6) Who were you?

(7) Did you have a good costume?

(8) Do you like acting?

8 Yes, I do. And I'm an excellent actor.

5 Because the frog was really the son of another king.

6 I was the king, Sophia's father.

3 It was about a king and his daughter, Sophia.

4 Yes, very funny. Sophia wanted to marry a frog ...

1 Yes, I have.

2 At school last year.

7 Yes. I had a red coat and a gold crown.

### Extra activity

Make this into a role-play activity. Make it fun and easy to follow. First model it with the whole class, i.e. you as Ana and the whole class as Marco. Put on a child's voice and exaggerated actions to make it even funnier.

Then model between you and one good student, and then if necessary, between two good students. Set for pairwork practice. Then encourage one or two pairs to the front and role play.



**Magic time!**

Tell students this is where they learn the code of spoken English!  
The methodology for this section is always the same.

**1** Refer students to the table. Ask if they understand the symbols across the top. If not, say it doesn't matter. This is the code but they can learn the code from the examples.  
Ask students to listen and repeat the example words. Then play the track.

**Tapescript**

actor  
about

**Language note**

In a word with more than one syllable, one (or sometimes more than one) syllable will be stressed, i.e. higher in pitch, longer in duration, and normally a little louder than unstressed syllables. Let's look at two-syllable words first –

Oo = Stress the first syllable                      e.g. *ac-tor*  
oO = Stress the last syllable                      e.g. *a-bout*

There are some simple rules about stressing two-syllable words.

**Oo** applies to most two-syllable nouns, e.g. *airport, autumn, armchair, baby, bathroom, bedroom, birthday, bookcase, breakfast, brother, father, mother, rocket, planet, pirate, programme, singer, spaceship, winner*, etc.

**Oo** also applies to most two-syllable adjectives, e.g. *happy, funny, thirsty, hungry, angry, dirty, scary, pretty, empty, early, friendly, lazy, lovely, lucky, plastic, pleased, tidy, worried*, etc.

**oO** applies to most two-syllable verbs or phrasal verbs, e.g. *agree, appear, arrive, begin, believe, borrow, collect, complete, decide, design, dress up, enjoy, enter, explain, explore, forget, get up, improve, invent, invite, prefer, prepare, repair, repeat, take off, wake up*, etc.

Get students to say the example words again, emphasizing the stressed syllables.  
Do this first as whole class, then half class, and then a few of the better students for each set.  
Do not make weaker students do the task individually.

**2** Do not refer the students to the words. You want them to encounter the pronunciation before they check the written form. Also they should be concentrating on the sounds not trying to read the text.  
Play the track. Students listen and repeat.

### Tapescript

rocket  
appear  
dress up  
planet  
go out  
pirate  
begin  
programme  
spaceship  
take off

3 Refer students to the words in the left column of the table.

a Tell students to say the words to themselves and decide which column to tick. Work through the examples to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist, just check that they are doing the task correctly. Assess during monitoring how well they are doing it.

b Play the track. Feed back, building up the table on the board.

### Tapescript

Repeat of 2 above.

### Answers

	Oo	oO
	ac-tor	a-bout
rocket	√	
appear		√
dress up		√
planet	√	
go out		√
pirate	√	
begin		√
programme	√	
spaceship	√	
take off		√

4 Put students into pairs to say the sentences and try to correct their partner's pronunciation. Monitor and assist.

Feed back asking individual students to say the sentences.

### Answers

- A **pirate appeared**.
- The **rocket took off**.
- The **programme began**.
- The **actors dressed up**.
- A **spaceship arrived**.

## Grammar

### 'have / has done' for experiences

Refer students to the illustrations of the children. Get students to say their names with reasonable pronunciation. Refer students to the photographs. How many words can they remember in English? Elicit, checking pronunciation as you go. Drill the words.

#### **Methodology note**

This is a continuation of the idea in Exercise 2 in 'Have you ever been in a play?' on the previous page, but now with specific practice of the target grammar points.

1 Students match the verbs with the photographs, individually, and then compare in pairs. Play the track. Students repeat.

#### **Tapescript and answers**

1. sail a boat
2. play chess
3. climb a mountain
4. visit the USA
5. ride a horse
6. see *ET*
7. win a race
8. break her leg

2 Give students plenty of time to look at Table A and Table B.

Refer them to the difference between Table A and Table B, i.e. regular and irregular verbs. Put the verbs on the board:

<i>act</i>	<i>acted</i>	<i>ride</i>	<i>ridden</i>
<i>visit</i>	<i>visited</i>	<i>win</i>	<i>won</i>
<i>enter</i>	<i>entered</i>	<i>fall</i>	<i>fallen</i>
<i>sail</i>	<i>sailed</i>	<i>be</i>	<i>been</i>
<i>stay</i>	<i>stayed</i>	<i>lose</i>	<i>lost</i>
<i>wait</i>	<i>waited</i>	<i>break</i>	<i>broken</i>
<i>climb</i>	<i>climbed</i>	<i>make</i>	<i>made</i>

Model the words and make sure students are familiar with the regular and irregular verbs.

Drill each set of the words –

- as whole class;
- then half class;
- then a few of the better students.

Do not make weaker students do the task individually.

a Play the tracks. Students repeat. Make sure they understand the sentences.

Use back chaining with the words on the board. For example:

*act*    *acted*  
(then add *in a play*)  
*acted in a play*  
(then add *He / She has*)  
*He / She has acted in a play.*  
(then add *not / never*)  
*He / She hasn't / has never acted in a play.*

Make sure students understand the word 'never', which is used in the place of the word 'not', to emphasize 'at no time in the past'.

**Tapescript**

Table A

He	has	acted	in a play
She	hasn't	visited	the USA
It	has	entered	a competition
I	haven't	sailed	a boat
We	have	stayed	in a hotel
You	haven't	waited	for very long
They	have	climbed	a mountain

Table B

He	has	ridden	a horse
She	hasn't	won	a race
It	has	fallen	asleep
I	haven't	been	in a play
We	have	lost	a game
You	haven't	broken	an arm
They	have	made	a film

**b** Refer students to the children and the photographs. Make sure they understand the task. Play the track. Students draw lines with an arrow or a cross for each child and the things they have or haven't done. Monitor and pause after each sentence, if necessary.

**Tapescript**

Chika has broken her leg. She broke it playing football.  
 Salim has ridden a horse. He can ride quite well.  
 Ana has visited the USA. She went there with her parents.  
 Marco has won a race. He is a good runner.  
 Josh has sailed a boat. He was on holiday near a lake one year.  
 [pause]  
 Chika has never seen *ET*. She doesn't like films about aliens.  
 Salim hasn't climbed a mountain. He doesn't live near any mountains.  
 Ana has never sailed a boat. She lives by the sea and she goes swimming but not sailing.  
 Marco hasn't ridden a horse. He thinks horses are frightening.  
 Josh has never won a race. He doesn't like running.

**Answers**

Chika – 8 – with an arrow; – 6 – with a cross.  
 Salim – 5 – with an arrow; – 3 – with a cross.  
 Ana – 4 – with an arrow; – 1 – with a cross.  
 Marco – 7 – with an arrow; – 5 – with a cross.  
 Josh – 1 – with an arrow; – 7 – with a cross.

**3** Give students plenty of time to look at Table C, questions with 'have / has done' for experiences.  
**a** Play the track for students to repeat. Make sure students notice that the word 'ever' normally means from the time you were born until now.

## Tapescript

Table C

Has	he	ever	acted	in a play	?
	she		won	a race	
	it		entered	a competition	
Have	I		sailed	a boat	
	we		seen	<i>ET</i>	
	you		made	a film	
	they		climbed	a mountain	

Yes,	I	have	.
	you		
	we		
	they		
	he	has	
	she		
	it		
No,	I	haven't	
	you		
	we		
	they		
	he	hasn't	
	she		
	it		

### Tip!

Also Make sure they notice that they do not need to give full answers to questions with 'Have / Has ... done ...?'. They only need to give a short answer, i.e. *Yes, ... have / has* for having the experience, or *No, ... haven't / hasn't* otherwise.

For example, the answer to 'Have you ever seen *ET*?' can simply be:

*Yes, I have.* Or *No, I haven't.*

However, if they want to emphasize having or not having the experience, they *can* give full answers plus using words such as 'already' for the positive answer, and 'yet' for the negative answer.

*Yes, I've already seen ET.* Or *No, I haven't seen ET yet.*

**b** Refer students to the children and the photographs again. Drill the questions and answers –

- as whole class;
- then half class;
- then a few of the better students.

Do not make weaker students do the task individually.

**4** Set for pair work. Point out this time students have to ask and answer with real information.

Check understanding by asking students to question you about your experiences [but you don't have to give true answers!].

## Page 40 & 41

### Listening and speaking practice

**1** There are two tasks and in each case, the students have to tick the correct box.

**a** Give students time to look at the illustrations and think of associated words in English e.g. for the first illustration, they are listening for words like 'knife' or 'knives'.

Point out they must choose the correct illustration.

Play the track. Students complete individually and compare in pairs.

Feed back.

### Tapescript

[M = Mum; S = Sarah]

M: [shouting] Sarah?  
S: [shouting] Yes, Dad?  
M: Have you done all those things yet?  
S: What things?  
M: I asked you to do some things for the party.  
S: Oh, yes. I've done some things.  
M: Have you put the knives and forks on the table?  
S: The knives and forks? No, sorry. I haven't done that yet.  
M: What about the spoons?  
S: Yes, I've put the spoons on the table already.  
M: OK. Can you do the other things now?  
S: Yes, Dad.

### Answers

C, the spoons.

**b** Follow the same procedure as for 1a. Students complete individually and then compare in pairs.

### Tapescript

[T = Teacher; F = Frank]

T: Have you been to any interesting places on holiday, Frank?  
F: Yes, I have. I've been to lots of places with my parents.  
T: Have you been to very cold places?  
F: No, we've never been to the mountains.  
T: What about very hot places?  
F: Well, we've never been to a desert, but we have stayed on a beautiful island. It was very hot there.  
T: When did you stay on the island?  
F: It was last summer.

### Answers

B, the island.

**2** Use the illustration to ensure that students understand they are going to hear an interview about a young girl, Holly, who has acted since she was very young.

Check the topic of the task: *Holly's life*. Refer students to the table and particularly the first column: her surname, her job, how many films she has already made, when she started acting, what she won, and what she hasn't done.

Play the track. Students complete individually and then compare in pairs.

Feed back.

## Tapescript

[H = Holly; P = Paul]

P: Hello and welcome to *It's my life*. I'm Paul Jones. And today we're talking to Holly. Hello, Holly.  
H: Hi.  
P: Thank you for coming in.  
H: It's nice to be here.  
P: Now, Holly, what's your surname?  
H: It's Castle ... like the building.  
P: OK. Now, tell me about your life. First, what's your job?  
H: I'm an actor.  
P: An actor? OK. But you are quite young ...  
H: Yes, I'm 11. But I've already made 15 films.  
P: Fifty. That's a lot ...  
H: No, sorry. Fifteen.  
P: OK. But that's still a lot of films at your age.  
H: I know. I started acting when I was four, in a school play.  
P: So you started school very early, too! What were you in that play when you were only four?  
H: Yes. I was a frog. But there was a person who makes films. She saw me in the play and she asked my parents if I could be in a short film.  
P: Right. So you have acted in 15 films now.  
H: Yes. I've also won a singing competition. I was six years old.  
P: You're an actor and a singer! That's wonderful.  
H: Yes, it's fun. But I've never acted in a theatre.  
P: I see. You haven't acted on stage yet?  
H: No, I've only made films.  
P: Only! Well, thank you for talking to us.  
H: Thank you.

## Answers

- a. actor
- b. 15 / fifteen
- c. 4 / four
- d. singing
- e. theatre

3 Refer students to the illustration and the survey. Make sure that students understand they are going to hear a conversation between Chika and Salim about experiences: *My life*.

a Refer students to the table and particularly the first column. Students complete individually and then compare in pairs.

b Play the track. Feed back, eliciting the questions and drilling them.

## Tapescript and answers

Have you ever seen *ET*?  
Have you ever used chopsticks?  
Have you ever eaten pizza?  
Have you ever had an X-ray?  
Have you ever won a competition?  
Have you ever sung on stage?  
Have you ever visited Egypt?  
Have you ever ridden a camel?  
Have you ever broken your arm?  
Have you ever stayed in a hotel?  
Have you ever lost your phone?

c Refer students to the second column – Chika’s answers to those survey questions. Play the track. Students complete individually and then compare in pairs.

### Tapescript

[S = Salim; C = Chika]

S: OK, Chika. Let me ask you these questions. Have you ever seen *ET*?  
C: No, I haven't. I don't like space films.  
S: OK. Have you ever used chopsticks?  
C: Yes, I have. I've used chopsticks all the time!  
S: Have you ever eaten pizza?  
C: No, I haven't.  
S: Have you ever had an X-ray?  
C: Yes, I have. I had an X-ray when I broke my leg.  
S: You broke your leg?  
C: Yes ... when I was playing football.  
S: OK. Next. Have you ever won a competition?  
C: No, I haven't.  
S: Have you ever sung on stage?  
C: No. I can't sing.  
S: Have you ever visited Egypt?  
C: Yes, I have. I went there with my parents last year.  
S: Have you ever ridden a camel?  
C: No. I think they are frightening.  
S: Have you ever broken your arm?  
C: My arm, no. My leg, yes.  
S: Have you ever stayed in a hotel?  
C: Yes, I have stayed in lots of hotels. We always stay in hotels when we go on holiday.  
S: Have you ever lost your phone?  
C: No, never.

d Play the track. Students check their answers while listening.

Feed back, building up the survey questions on the board. Then check the answers about Chika as a whole class by asking students questions e.g. *Has Chika even seen ET? Has she ever used chopsticks?* etc.

### Tapescript

Repeat of 3c above.



## Answers

My life						
Name	Chika					
Have you ever:						
<u>seen</u> ET?	X					
<u>used</u> chopsticks?	✓					
<u>eaten</u> pizza?	X					
<u>had</u> an X-ray?	✓					
<u>won</u> a competition?	X					
<u>sung</u> on stage?	X					
<u>visited</u> Egypt?	✓					
<u>ridden</u> a camel?	X					
<u>broken</u> your arm?	X					
<u>stayed</u> in a hotel?	✓					
<u>lost</u> your phone?	X					

4 Set this activity up carefully.

a Make sure every student has written five other names and put a tick or cross under each in each row.

Remind students to ask more questions with 'When ...?' and 'Where ...?' if they get a positive answer.

b Follow the instructions as written. Monitor and assist. Get two or three strong students to report their result in front of the class.

## Story club

### Before you listen

Remember! This is to prepare students with the story of the unit, as some of them may not know the key words.

Put students into pairs to match the words with the illustrations.

Write the words on the board and model the pronunciation. You can also mime some of the words and ask students to give the answer, e.g. *a surprise*.

### Page 42

#### Listen and read

Give students one minute to look at the whole of the picture story. It won't be time for them to read the speech bubbles and understand the story, but it will put the listening into context.

Give further context by reading the sentence in the instructions (i.e. 'This is a story about birthday presents').

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

### Tapescript

1		2	
Salim:	Have you ever been snowboarding?	Salim:	No, I mean, at the shopping centre.
Ana:	No, I've never been to the mountains.	Ana:	You can't snowboard at a shopping centre!
		Salim:	Yes, you can. They've got a hill inside the building.
		Josh:	What about the snow?
		Salim:	They make it!
3		4	
Salim:	I'd like to go there for my birthday next week.	Ana:	What are you going to buy for Salim's birthday?
Ana:	That's a great idea!	Josh:	It's a surprise! What about you?
Salim:	But the tickets are very expensive.	Ana:	Guess! Chika?
		Chika:	I haven't decided yet.
		Marco:	I've already bought him a present.
5		6	
Josh:	Happy Birthday, Salim! I've bought you a ticket for snowboarding.	Salim:	OK. I'll buy another ticket ... and we can all go together!
Ana:	Oh, no! I've bought you a ticket, too!		
Marco:	So have I!		
Chika:	And me, too!		

### After you listen

1 Point out that these are sentences from the story. Get students to cover the opposite page. Work through the example.

a Students complete individually and compare in pairs. Do not confirm or correct.

b Play the track.

### Tapescript and answers

1		2	
Salim:	Have you ever been snowboarding?	Ana:	You can't snowboard at a shopping centre!
Ana:	No, I've never been to the mountains.	Salim:	Yes, you can. They've got a hill inside the building.
3		4	
Salim:	I'd like to go there for my birthday next week.	Ana:	What are you going to buy for Salim's birthday?
Ana:	That's a great idea!	Josh:	It's a surprise!
Salim:	But the tickets are very expensive.		
5		6	
Josh:	I've bought you a ticket for snowboarding.	Salim:	OK. I'll buy another ticket ... and we can all go together!
Marco:	So have I!		
Chika:	Me, too!		

## Tip!

### **been** and **gone**

Some students may get confused between *have been* and *have gone*. For example, in Question 1 Ana's sentence, it needs to be 'I've never been to the mountains', rather than 'I've never gone to the mountains'.

Basically, the difference is whether the visit or journey is completed or not. We use 'have been' to refer to a completed journey (or journeys) in the past, whereas 'have gone' refers to a journey from which the speaker has not yet returned. For example:

*My parents have just gone to the theatre. They'll be back in about an hour.*

(i.e. They have **not yet returned** from the theatre.)

*My brother has just been to the shop. He bought lots of snacks. Would you like some?*

(i.e. He has **returned** from the shop.)

2 Give students time to read the story again and try to answer the questions.

Put students in pairs to discuss answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

### Answers

a. It's inside a shopping centre.

b. People in the shopping centre make it.

c. He gets four tickets from his friends for his birthday.

d. He has to buy another ticket, so that they have five tickets for all of them to go together.

### Page 44 & 45

### Wrap up and mind map

1 Follow the instructions as written.

a Students complete individually and then compare in pairs.

b Play the track. Students check their answers in pairs.

Feed back, building up the table on the board.

### Tapescript and answers

quiz	space	history	music	animal	police	cartoon
questions	rocket	king	singer	kangaroo	accident	drawings
winner	creature	queen	stage	camel	officer	funny
competition	planet	crown				
	astronaut					

2 Work through the example.

Students complete individually and then compare in pairs.

Feed back, building up the table on the board.

Lead students through making sentences about the three different patterns:

*I sometimes ...* present tense e.g. *sing*

*I ... yesterday.* past simple e.g. *sang*

*I have ... already.* present perfect e.g. *sung*

## Answers

Experiences	I sometimes ...	I ... yesterday.	I have ... already.
a camel	ride	rode	ridden
a film	see	saw	seen
an X-ray	have	had	had
on stage	sing	sang	sung
a competition	win	won	won
a pizza	make	made	made
a leg	break	broke	broken
with knife and fork	eat	ate	eaten
a game	lose	lost	lost

3 Refer students to the mind map. Get students to say the words in the clouds, then ask them to name some of the items in photographs and illustrations.

a, b and c Refer students to the flowchart. Model the example and then demonstrate with a good student.

Set for pair work. Monitor and assist.

Feed back with students sharing some of the more unusual experiences.

### Extra activity

Get students to close their books and, in pairs or small groups, reproduce the mind map on large sheets of paper, with words for the items but also with illustrations. Point out that they must make the mind map look pretty.

## Page 46

### Unit test

#### Listening

Make sure students know what they are supposed to do in 1 and 2.

1 Explain to students that they are going to hear a short conversation between Helen and her brother.

Play the track. Students do the task individually and then compare in pairs.

Feed back.

#### Tapescript

[B = brother; H = Helen]

B: What have you bought for mum?

H: It's a surprise!

B: But you have to tell me. I don't want to buy her the same thing.

H: I've bought her a ticket.

B: A ticket? What kind of a ticket?

H: It's a ticket for a film. She loves films.

B: I know. I'm going to buy her a ticket for a film, too.

H: Which film?

B: I'm going to buy her a ticket for *Space Men*. She loves films about the future.

H: Yes, she does, but I've bought her a ticket for *The Wives of King Henry*.

B: That's good. She loves films about history, too.

#### Answers

A (the history film)

2 Explain to students that they are going to hear a short conversation between a father and a girl.

Play the track. Students do the task individually and then compare in pairs.

Feed back.

## Tapescript

[F = father; G = girl]

- F: Can you help me prepare for the party?  
G: Yes, dad. But I've done a lot already.  
F: Really? Have you got the table ready?  
G: Um, no. I haven't done that yet.  
F: What about the cake? Have you put the candles on the cake yet?  
G: Um, no I haven't.  
F: So what have you done?  
G: I've put on my party dress.  
F: That's wonderful!

## Answers

C (putting on her party dress)

## Speaking

This is again one kind of task in the Speaking test.

The examiner and the candidate each holds a piece of paper, i.e. the Examiner's Copy and the Candidate's Copy. The two copies are about the same person, place, or object, but with information gaps. The examiner asks the candidate questions, using a set of information clues that is on the Examiner's Copy. The candidate then gives answers and also asks the examiner questions based on a set of different question clues that is on the Candidate's Copy.

Students should practice asking and answering questions. Take this particular task for example.

First, they need to be able to form simple questions by using the clues given, e.g.:

- Age: *How old is the girl?*  
Best at: *What is she best at?*  
When: *When did she do that?*  
Where: *Where did she do that?*  
Why / good: *Why is she good at it?*

They also need to be able to answer the questions by using the clues given, e.g.:

- Age: *She's 10.*  
Best at: *She's best at acting.*  
When: *She acted when she was nine.*  
Where: *She acted at school.*  
Why / good: *She loves it because it makes people laughing.*

They also need to be able to ask 'Yes / No questions' to check the answers they have got, e.g.:

- Age: *Is she 10?*  
When: *Did she act when she was nine?*

In addition, they can also check their understanding by asking questions with two options, e.g.:

- Where: *Did she act at school or the theatre?*  
Age: *Is she 10 or 12?*

Familiarise students with the task by acting as the examiner while the whole class as the candidate. Ask them questions by using the clues and encourage them to give the answers together. Make sure they all know what to do.

Put students into pairs to role play and practice. Monitor and assist.

Feed back.

## Answers



<b>Age</b>	<i>11</i>
<b>Best at</b>	<i>snowboarding</i>
<b>When</b>	<i>last year</i>
<b>Where</b>	<i>in the mountains</i>
<b>Why / good</b>	<i>frightening but exciting</i>



<b>Age</b>	<i>10</i>
<b>Best at</b>	<i>acting</i>
<b>When</b>	<i>when she was 9</i>
<b>Where</b>	<i>at school</i>
<b>Why / good</b>	<i>people laughing</i>

# Unit 4 Entertainment

## Title page

Explain that this unit is about entertainment, especially music and TV programmes. Give the students time to look at the illustration. Get them to say what is happening in the illustration. Then get them to identify the characters and say where they are in the illustration and what they are doing. This can be in the students' first language.

## Target language:

You may want to look quickly at this page before the lesson, and possibly translate some of the contents. The key point to make is: *This is what you are going to learn in this unit. You will be able to do all these things at the end of the lessons.*

## Page 49

### Warm-up

Give students plenty of time to look at everything on the page. Then ask them to say in English what they can see in the illustrations. From prior learning, they should be able to say all or most of the following:

*music                  guitar                  band                  piano                  song*

They might be able to say:

*violin                  drums                  tune                  singer*

Say some of the words above and get the students to point to the item. Then put them into pairs to try to find more things they know in English. Monitor and assist with identification and pronunciation.

### Activity 1

Work through the example. Play the track. You should not need to pause.

### Tapescript and answers

[children's voices]

1. It's a musical instrument. You play it with your fingers or with a piece of plastic. It's the most important instrument in pop music and rock music. It's called a guitar.	B
2. It's a person who can sing well and perhaps sings for money. We call a person like this a singer.	E
3. It's a piece of music which has words. The words sometimes tell a story or talk about love. It's called a song.	H
4. It's the music in a song, not the words. A singer sings the words while the instruments play the tune.	F
5. It's a musical instrument which you play with a bow. You put the instrument on your shoulder and move the bow across the strings of the instrument which is called a violin. Some people love the sound of the violin, and some people hate it.	C
6. This instrument has black and white pieces which are called keys. You play it with both hands at the same time. The piano is a popular instrument in many kinds of music.	A
7. When people come together to play musical instruments and perhaps sing songs, they are a band. Sometimes, bands become very famous, like the Beatles and the Rolling Stones.	G
8. This instrument is usually behind the band. People who play the instrument don't usually become famous, even in famous bands, but drums are, actually, very important. You hit them with sticks and the sound helps the band to play the tune with the correct time.	D

## Activity 2

Work through the example to check that students understand the task.

Play the track. Be prepared to pause between parts if students need it. Maybe control the speaking with your hand until everyone has had a chance to think, then allow the students to speak.

Some students may be able to say the name of the instrument for each picture. Make sure that they are producing a reasonable version of the names, but don't do too much as they will hear the names many times in this unit.

### Tapescript and answers

[different children's voices]

I love playing the <u>guitar</u> . It's my favourite.	B
I can play the <u>piano</u> but I'm not very good.	A
My favourite <u>band</u> is the Rolling Stones. They're very old now but they still make good music.	G
I like the sound of the <u>violin</u> when it is played well, but poor players make a horrible sound.	C
Sometimes popular pieces of music don't have words. They just have a <u>tune</u> . I don't really like that kind of music.	F
[same child as above, who dislikes tunes without words] I prefer music with words ... I mean, <u>songs</u> .	H
My parents didn't like me playing my instrument in the house. They said it was too noisy. So they bought me some <u>drums</u> with headphones. I'm the only person who can hear the sounds now.	D
I don't have a favourite <u>singer</u> . I play music because I like the song or the tune or the instruments, not the singer or the band.	E

Write the following words on the board.

Get students to listen and repeat. Make sure particularly that they are stressing the underlined vowel in the words:

- *piano*
- *guitar*
- *violin*
- *drums*
- *singer*
- *tune*
- *band*
- *song*

### Methodology note

Remember this is just the warm up! Do not try to get perfect pronunciation of the target items here. This section is for the students to hear the target words before they start seeing them in writing.

## Words and sentences

Page 50

Do you prefer pop music or rock music?

1 Refer students to the two captioned illustrations, portraits of Beethoven and Mozart. Ask *Who are they?* / *Have you ever seen their pictures?*



Some students may know the two musicians and may be able to give the names in their first language. Some may try to say the names in English. Make sure that they are producing a reasonable version of the names, but do not do too much as they will hear the names very soon in the audio.

a Work through the example. Students complete the conversation individually and then compare in pairs.

b Play the track, pausing if necessary for students to check.

Elicit the full sentences first from the whole class, then half the class at a time, and then individual students.

### Tapescript and answers

A: Do you prefer pop music or rock music?

B: I love all kinds of rock music – music that is heavy, strong and loud.

A: Do you like boy bands? You know, groups which have three or four young men in them.

B: No, I prefer groups with a girl singer.

A: Why do you prefer them?

B: I think their songs have better tunes.

A: You mean they make a nicer sound?

B: Yes. And the words of the songs are often better, too.

A: Do you like music with piano and violins?

B: Do you mean music by people like Beethoven and Mozart?

B: Yes. I think it's called classical music.

A: It's all right. But my favourite is music from my country.

B: You're right. I love music from my country, too.

Ask checking questions at random about the two children e.g.,

*What's rock music?*

*What's classical music?*

---

### Culture note

Since the subheading of this part is 'Do you prefer pop music or rock music?', and since the definition of 'rock music' is given in the conversation as 'music that is heavy, strong and loud', some students might ask – *What's pop music then?*

Pop is a genre of popular music that originated in its modern form during the mid-1950s in the USA and the UK. It's also commonly referred to as 'popular music'. It refers to all music that is popular, so it includes many disparate styles and borrows elements from other styles as well.

A simple answer to the potential question – What's the difference between pop and rock music? – might be the following, according to *The Cambridge Companion to Pop and Rock*:

The difference is that, often, pop music is 'instant singles-based music aimed at teenagers', whereas rock music is 'album-based music for adults' (Frith et al, 2001, pp.95–105).

---

c Set for pair work. Monitor and assist with sentence patterns and pronunciation.

Get one or two 'good' pairs to perform in front of the class.

2 Refer students to the green box. Give them plenty of time to read the different kinds of music.

a Play the track. Students repeat after each phrase.

Check their pronunciation as well as understanding of the kinds. You may ask them to give examples of each in their first language.

## Tapescript

pop music  
rock music  
classical music  
music from my country  
music with no words  
music with good words  
music with good tunes  
loud music

**b** Set for pair work. This part is a revision of agreeing and disagreeing that was introduced in the previous unit:

*So do I. / Me, too. / I don't, either.  
Really? I don't. / Really? I love it!*

Monitor and assist with sentence patterns and pronunciation. Make sure they know how to use the word 'prefer' when choosing between two things.

Get one or two 'good' pairs to perform in front of the class.

## Page 51

### Which channel is it on?

Make sure students understand what is going on in this section, i.e. talking about TV programmes, such as names of the programmes, channels, start time, finish time, etc.

Refer students to the questions and answers between two of the children, Chika and Marco, and the table of TV programmes.

**a** Work through the example and check that students understand the task – writing one missing word for each of eight questions and answers between the children.

Students complete individually and then compare in pairs.

Monitor but do not assist.

**b** Play the track. Pause where necessary for students to check their answers.

Feedback.

Go through the table of TV programmes and make sure students understand the table. Check their understanding by asking about one or two programmes.

For example:

*What's on television on Channel 1 at 8 o'clock?*

*Is there a football match on television?*

*(And then: Which channel is it on? What time does it start?)*

### Tapescript and answers

- Chika: What's on television this evening?  
Marco: There's a really good programme on.  
Chika: What's it called?  
Marco: The History Programme.  
Chika: Which channel is it on?  
Marco: Channel 2.  
Chika: When does it start?  
Marco: Five o'clock.  
Chika: What time does it finish?  
Marco: Six thirty.  
Chika: Sorry? How long is it on for?  
Marco: An hour and a half.  
Chika: What's it about?  
Marco: The pyramids.  
Chika: What's on at the same time?  
Marco: There's football on Sports 1.

**c** Play the track. Pause after each one for students to repeat each complete question.

### Tapescript

[Pause for repetition after each question.]

- What's on television this evening?  
What's it called?  
Which channel is it on?  
When does it start?  
What time does it finish?  
Sorry? How long is it on for?  
What's it about?  
What's on at the same time?

Ask students to vote for their favourite TV programme from that table. Write the name of the programme on the board, e.g. *Adventure in the Desert*.

Then help students practise asking and answering about that programme:

- *What's on television this evening?* - *There's an interesting film on.*
- *What's it called?* - *Film Night, a film called Adventure in the Desert.*
- *Which channel is it on?* - *Channel 2.*
- *What time does it start?* - *Six thirty.*
- *What time does it finish?* - *Eight thirty.*
- *Sorry? How long is it on for?* - *Two hours.*
- *What's it about?* - *An adventure in the desert.*
- *What's on at the same time?* - *There's a concert on Music 2.*

You may also swap roles with the students.

Elicit the responses:

- from the whole class;
- half the class at a time;
- individual students.

**2** Refer students to the role cards. Give them plenty of time to read everything.

Make sure they understand the task.

Put students into pairs to complete the task.

Monitor and assist.

Get some of the pairs to perform the task in front of the class.

### Extra activity

If the students don't do very well on the task, make some true and false statements about the TV programmes and get students to confirm or correct you.

### **Page 52**

### Have you ever been to a music festival?

Refer students to the illustration. Give them time look at everything.

1 Allow students time to complete the activity. Monitor and assist. Feed back.

#### **Answers**



2 Refer students to the conversation between Chika and Ana.  
a Students complete the task individually and then compare in pairs.

b Play the track. Students check their answers.  
Feed back, getting students to say the full sentences.

#### **Tapescrpt and answers**

- Chika: Have you ever been to a music festival?  
Ana: Yes, I have. I went once.  
Chika: What was it like?  
Ana: It was wonderful!  
Chika: Where was it?  
Ana: It was in my country.  
Chika: When did you go?  
Ana: I went last year.  
Chika: Did you go with your parents?  
Ana: Yes, they took me, but we had different tents.  
Chika: Are you going to go this year?  
Ana: Yes, I hope so.  
Chika: When will it be on?  
Ana: It will be 24<sup>th</sup> to 27<sup>th</sup> of August.  
Chika: Could I come with you?  
Ana: Of course! We'll go while you are in Brazil.

### **Page 52**

### Magic time!

Tell students this is where they learn the code of spoken English!  
The methodology for this section is always the same.

1 Refer students to the table. This is a step further from the **Magic time!** in the previous unit, which was about stressing two-syllable words.

Students should be able to recognise the stress symbols in the table.

Ask students to listen and repeat the example words.

Play the track.

### Tapescript

1

[Exaggerate stressed syllable.]

programme

machine

festival

potato

violin

Get students to say the example words again, emphasizing the stressed syllables.

Do this first as whole class, then half class, and then a few of the better students for each set.

Do not make weaker students do the task individually.

2 Do not refer the students to the words. You want them to encounter the pronunciation before they check the written form. Also they should be concentrating on the sounds not trying to read the text. Play the track. Students repeat.

### Tapescript

guitar

family

pyramid

adventure

famous

history

TV

channel

wonderful

kangaroo

3 Refer students to the words in the left column of the table.

a Tell students to say the words to themselves and decide which column to tick. Work through the examples to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist, just check that they are doing the task correctly. Assess during monitoring how well they are doing it.

b Play the track. Feed back, building up the table on the board.

### Tapescript

Repeat of 2 above.

### Answers

	Oo	oO	Ooo	oOo	ooO
	programme	machine	festival	potato	violin
guitar		√			
family			√		
pyramid			√		
adventure				√	
famous	√				
history	√				
TV		√			
channel	√				
wonderful			√		
kangaroo					√

4 Put students into pairs to say the sentences and try to correct their partner's pronunciation. Monitor and assist. Feed back asking individual students to say the sentences.

**Answers**

- a. The **festival programme** is on **TV**.
- b. The **music concert** was **wonderful**.
- c. **Tonight's** film is 'Adventure in the **desert**'.
- d. My **family** loves **violin music**.
- e. The **history** of the **guitar** is **very interesting**.

**Page 53**

**Grammar**

1 Give students plenty of time to read the words. This is a revision of the main tense forms taught up to now in the course, as a preparation for learning tag questions with different tense forms.

a Go through the example. Explain to students that they need to make some questions that Josh is asking Salim about a music concert, i.e. whether he has been to a concert, whether is was a famous band, their songs, whether they are coming again, etc.

Students complete the task individually and then compare in pairs. Monitor but do not assist.

b Play the track. Pause where needed for students to check or correct their answers.

**Tapescript and answers**

- Josh: [Have you ever been to a music concert?](#)
- Salim: Yes, I have. I went to one last year.
- Josh: [Was it a famous band?](#)
- Salim: It was a really famous band. It was the Rolling Stones!
- Josh: [Did they play any new songs?](#)
- Salim: No, they didn't. They only played old songs.
- Josh: [Do you prefer their new songs or their old ones?](#)
- Salim: I prefer the old ones.
- Josh: [Are they going to come to your city again?](#)
- Salim: Yes, they're going to come again next year.
- Josh: [Have you got any of their music?](#)
- Salim: I haven't got any DVDs. I get everything from a website.

c Play the track again. Students take notes of Salim's answers. Monitor but do not assist.

**Tapescript**

Repeat of 1b above.

d Students compare their notes in pairs. Feed back.

**Answers**

	<b>Josh's questions</b>	<b>Salim's answers</b>
been / music concert?	Have you ever been to a music concert?	√ = last year
famous band?	Was it a famous band?	√ = really famous
play / new songs?	Did they play any new songs?	x = only old songs
prefer / new songs / old?	Do you prefer their new songs or old songs?	old songs
band / come / your city / future?	Are they going to come to your city again?	√ = next year
you got / their music	Have you got any of their music?	√ = from a website

2 Give students plenty of time to look at Tables A and B. Point out that a positive statement is followed by a negative question tag.

Play the track. Students repeat.

## Tapescript

### Table A

They are going to come again, aren't they?  
It was a famous band, wasn't it?  
You have been to a concert, haven't you?  
We will go to see them, won't we?

### Table B

You like the band, don't you?  
They played some new songs, didn't they?

3 Give students plenty of time to look at Table C. Point out that a negative statement is followed by a positive question tag.

Play the track. Students repeat.

## Tapescript

### Table C

They aren't going to come again, are they?  
It wasn't a famous band, was it?  
You haven't been to a concert, have you?  
We won't go to see them, will we?

4 Refer students back to Josh and Salim.

a Students practise making question tags by following the patterns in Tables A, B and C.

b Play the track.

Feed back asking individual students to say the sentences. If, however, students have problems with making correct question tags, put more example statements on the board, then demonstrate how to make each tag.

If necessary, drill by you saying each statement, and the class saying the question tag each time. You may do this first with the whole class, then half the class, and then some strong students.

## Tapescript and answers

1. You quite like pop music, don't you?
2. You've been to a pop music concert, haven't you?
3. It was a famous band, wasn't it?
4. They didn't play any of their old songs, did they?
5. They're going to come to your city again, aren't they?
6. You haven't got any of their DVDs, have you?

### Language note

Here is some additional information about the formation of question tags.

If there is already an auxiliary verb or modal verb in the statement, we simply use that auxiliary verb or modal verb to form the question tag:

<i>He is writing a book, isn't he?</i>	/	<i>You have been to the concert, haven't you?</i>
<i>I don't need to go, do I?</i>	/	<i>The phone didn't ring, did it?</i>
<i>She won't come again, will she?</i>	/	<i>You are 10, aren't you?</i>
<i>He can ride a bike, can't he?</i>	/	<i>You should come back, shouldn't you?</i>

Without an auxiliary verb or modal verb in the statement, then – when the verb is present simple or past simple and is positive, we use *don't / doesn't* or *didn't*:

*We love music, don't we?*  
*She likes chocolate, doesn't she?*  
*I told you that, didn't I?*

Note that when the main verb or auxiliary verb is *am*, then for the question tag we use the following:

*I'm never late, am I?* (*am I?* after a negative statement)  
*I'm right, aren't I?* (*aren't I?* after a positive statement)

Note that the contraction **aren't** is used in standard English to mean 'am not' in questions, and the more logical form **amn't** is now non-standard. However, <sup>71</sup>outside questions, it is incorrect to use **aren't** to mean 'am not'. For example, 'I aren't going.' is clearly wrong.

## Listening and speaking practice

1 There are two tasks and in each case the students have to tick the correct box.

a Give students time to look at the three pictures. Tell them to think of words for each picture.

Play the track. Students complete individually and compare in pairs.

b Repeat the procedure above.

### Tapescript and answers

a What type of music does Emma like?

Katy: Can you play any musical instruments, Emma?

Emma: Yes, I can, actually.

Katy: What can you play?

Emma: Well, I started playing the piano when I was four.

Katy: Cool.

Emma: And then I began to play the violin when I was six.

Katy: So which do you prefer, piano music or violin music?

Emma: I don't really like either. It's funny. I love guitar music but I can't play the guitar.

b Where did George get his drums from?

[This is between a female teacher and a boy: F = female adult; Mch = male child]

F: You can play the drums, can't you, George?

Mch: Yes, Miss.

F: Have you got drums at home?

Mch: Yes, my parents got me drums with headphones so I don't make a noise in the house!

F: Oh, I see. Did they buy them in a music shop?

Mch: No. My uncle had some drums like that ...

F: So your parents got them from your uncle?

Mch: No, he told them about a website and they bought them from there.

F: What's the name of the website?

Mch: It's called Quiet Drums.

F: What a good idea!

2 Give students plenty of time to look at the illustration and think of associated words in English.

Play the track. Students complete individually and compare in pairs.

Feed back.



### Tapescript and answers

[Fch = female child; Mch = male child]

- Fch: Hi, Oliver. Have you heard about this cool music website?  
Mch: No, I haven't. What's it called?  
Fch: It's called Play in a Day, and it's all about playing instruments and singing.  
Mch: So is it for really good players and singers?  
Fch: No, it's a website for everyone.  
Mch: Is it like music lessons?  
Fch: No, not really. It's like an online music school.  
Mch: Oh ... that sounds great!  
Fch: There is a timetable of lessons for every week, but it's online so you can do each lesson any time that you want.  
Mch: OK. Does it do singing lessons?  
Fch: Yes, you can learn to sing better, or, perhaps you want to learn a new instrument, like the guitar.  
Mch: That sounds interesting.  
Fch: There's another good thing about the website. You can download and print new songs, you know, the words and the tunes.  
Mch: What's it called again?  
Fch: Play in a Day.

3 Give students time to read the survey table about music, e.g. preferences, concert experiences, musical instruments, DVDs, favourite singer or band, etc.

a Students complete the questions individually and then compare in pairs.

b Play the track. Students check and correct their answers. There is no need to pause the audio, as each question involves just one word.

### Tapescript and answers

What is your favourite kind of music?

Which do you prefer – good tunes or good words?

Have you ever been to a music concert?

Can you play an instrument?

Have you got any music DVDs?

Who is your favourite singer?

What is the name of your favourite band?

How often do you listen to music?

c Work through the example. Make sure students realize that they have to write key words for each row under Ana.

Play the track. Students complete individually and then compare in pairs.

## Tapescript

[two of the main characters, Marco and Ana]

- Marco: What is your favourite kind of music?  
Ana: I love music from my country, from Brazil.  
Marco: Which do you prefer – good tunes or good words?  
Ana: Good words. Words are more important than tunes.  
Marco: Have you ever been to a music concert?  
Ana: No, I haven't. I've been to a festival but not a concert.  
Marco: Can you play an instrument?  
Ana: Yes, I can. I can play the guitar.  
Marco: Have you got any music DVDs?  
Ana: No, I haven't. I get all my music from a website.  
Marco: Who is your favourite singer?  
Ana: I don't have a favourite singer.  
Marco: What is the name of your favourite band?  
Ana: I like a band called The Jungle Parrots.  
Marco: How often do you listen to music?  
Ana: All the time!

d Play the track again. Students check their answers.

Feed back, building up the table on the board. Then get students to tell you Ana's answers, just key words or even full answers *She loves music from her country.*

## Tapescript

Repeat of 3c above.

## Answers

What is your favourite kind of music?	from her country
Which do you prefer – good tunes or good words?	good words
Have you ever been to a music concert?	no, but a festival
Can you play an instrument?	yes, the guitar
Have you got any music DVDs?	no, from a website
Who is your favourite singer?	no favourite singer
What is the name of your favourite band?	The Jungle Parrots
How often do you listen to music?	all the time

4 Set this activity up carefully.

a Make sure every student has written five names and put something in each row. Encourage students to make up information if they don't have real experiences. In fact, it might be more fun with a creative class to crazy answers!

b Follow the instructions as written. Monitor and assist.

Ask a few good students some questions and then check each piece of information with a follow-up question tag. For example:

*Daisy, you like music from your country, don't you?*

*Michael, rock music is your favourite, isn't it?*

*Richard, you don't have a favourite singer, do you?*

*Betty, you've never been to a concert, have you?*

Get two or three good students to ask their tag questions again in front of the class. Make sure students know how to make question tags.

c Work through the examples each time. Encourage students to use full sentences. Monitor and assist. Feed back on general points.

## Story club

### Before you listen

Remember! Some of these are key words which are needed for the story. Some students may have not met some these words before.

1 Put students into pairs to complete the names for Illustrations A-E. Check that they have correctly spelled the words.

Put the words on the board. Check that students can pronounce them reasonably well, with the correct word stress:

*a singer*  
*a drummer*

*a pianist*  
*a guitarist*  
*a violinist*

### Answers

- A. a [pianist](#)
- B. a [drummer](#)
- C. a [guitarist](#)
- D. a [singer](#)
- E. a [violinist](#)

2 Students complete individually and then check in pairs. Feed back, getting students to say the full sentence.

### Answers

They are all [musicians](#).

3 Refer students to Illustrations F and G. Elicit the answer.

### Answers

The person in F is on time. The person in G is late.

You may check the students' understanding by asking them a few more questions.

For example:

*The film started at six. They got to the cinema at half past six.  
Are they on time or late?*

### Listen and read

Give students one minute to look at the whole of the picture story. It won't be time for them to read the speech bubbles and understand the story, but it will put the listening into context.

Give further context by reading the sentence in the instructions (i.e. 'This is a story about a school concert').

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

## Tapescript

[all five of the main characters: Chika, Ana, Josh, Salim and Marco]

- 1 Chika: It's the school concert tonight, isn't it?  
Ana: Yes, it is. I'm very excited!  
Josh: So am I!
- 2 Ana: A famous band's going to play, isn't it?  
Salim: Well, they're quite famous in this city.  
Ana: They're called The Pyramids, aren't they?  
Salim: Yes. They play pop and rock music.
- 3 Salim: The band's car is still a long way from the school.  
Chika: We've got a problem, haven't we?  
Salim: Yes, we have.  
Chika: They won't get here on time, will they?  
Salim: No, they won't. The traffic is too bad.
- 4 Chika: I have an idea. Ana, you can play the guitar, can't you?  
Ana: Yes, I can. I'm quite a good guitarist.  
Salim: Me, too.  
Chika: And I'm quite a good pianist!
- 5 Chika: What can you do, Josh?  
Josh: I'm a good drummer.  
Marco: And I'm a great singer!  
Ana: We've got a band! We just need a good name.
- 6 Chika: I've just thought ...  
We're different ages so let's call our band ...  
The Bandages!

## After you listen

1 Refer students to the words and pictures in this part. Point out that these are sentences from the story. Get students to cover the opposite page. Work through the example.

a Students complete individually and compare in pairs. Monitor but do not assist. Do not confirm or correct.

b Play the track. Students check their answers.

Feed back, getting students to say full sentences.

## Tapescript and answers

[four of the main characters: Chika, Ana, Salim and Josh]

- 1 Chika: It's the school concert tonight, isn't it?  
Ana: Yes, it is. I'm very excited!
- 2 Ana: They're called The Pyramids, aren't they?  
Salim: Yes. They play pop and rock music.
- 3 Salim: The band's car is still a long way from the school.  
Chika: We've got a problem, haven't we?
- 4 Chika: I have an idea. Ana, you can play the guitar, can't you?  
Ana: Yes, I can. I'm quite a good guitarist.
- 5 Chika: What can you do, Josh?  
Josh: I'm a good drummer.
- 6 Chika: We're different ages so let's call our band ...  
The Bandages!

2 Give students time to read the story again and try to answer the questions. Put students in pairs to discuss answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

### Answers

- a. Because the band's car was still a long way from the school and the traffic was bad.
- b. The band was called the Pyramids.
- c. Ana and Salim can play the guitar. Chika can play the piano. Josh is a good drummer. (And Marco is a good singer.)
- d. The band is called the Bandages, because the children are different ages.

### Extra activity

Put students into groups to role play the story.

Consider giving the larger parts to stronger students, but don't make it clear that you are doing this. Refer students to the tapescript. Give students time to read the sentences and practice saying them. Get them to rehearse and then perform their play. Encourage students to put emotion into their lines. Also encourage students to mime the key actions in the story. Choose the best version and get the group to perform it in front of the class.

Note: If you cannot make groups of the correct size because there are too many or too few students, you can:

- get two students to play one role
- get one students to play two roles

### **Page 58 & 59**

### **Wrap-up and Mind map**

1 Do the activity as written.

a Students write the words individually and then compare in pairs. Monitor but do not confirm or correct.

b Play the track. Students check and correct their answers. Feed back, asking students to say the full sentences.

## Answers

1. The programme is on Channel 2.
2. It's called the History Programme.
3. Tonight, it's about music in the 18<sup>th</sup> century.
4. It starts at 8 o'clock.
5. It's on for one hour.
6. It finishes at 9 o'clock.

2 Refer students to the conversation, which focuses on tag questions.

a Set for individual work and pairwork checking. Monitor but do not confirm or correct.

b Play the track. Students listen and check or correct their answers. Feed back, building up the table on the board.

## Tapescript and answers

A: You like this song, don't you?

B: Yes. It's a good tune, isn't it?

A: It is. You haven't met the band, have you?

B: Yes. I met them last year. You knew the singer, didn't you?

A: Yes, she was at my school. They're going to come to this city next month, aren't they?

B: I think so. You'll come with me to the concert, won't you?

A: Of course! You don't have any of her DVDs, do you?

3 Refer students to the mind map. Get students to say the words in the clouds, then ask them to name some of the items in photographs and illustrations.

Model the examples each time and then demonstrate, with a good student.

- a. Making Yes / No questions and giving answers
- b. Checking information from a by making tag questions, and giving answers to tag questions
- c. Asking and answer about favourite TV programmes (and providing extra information)
- d. Asking and answer about favourite kind of music (and providing extra information)

Set for pair work. Follow the procedure as written.

Monitor and assist.

## Extra activity

Get students to close their books and, in pairs or small groups, reproduce the mind map on large sheets of paper, with words for the items but also with illustrations. Point out that they must make the mind map look pretty.

## Page 60

## Unit test

### Listening

Explain that they are going to hear a teacher talking about a music club.

Exploit the visuals. Identify what kind of information is missing.

Play the track. Students write the answers.

## Tapescript

[This is a conversation between a teacher and a student. M = male adult; Mch = male child]

- M: Now, listen, boys and girls, I want to tell you about an interesting club here at school.
- Mch: What is the club?
- M: It's called the Music Club so it's all about music. We meet every Tuesday at 4.30.
- Mch: What time?
- M: After school, at 4:30.
- Mch: Is it like the music lessons?
- M: No, not really. I want it to be fun.
- Mch: Oh ... that sounds great!
- M: There's something different each week but you always learn a new tune.
- Mch: Do you mean classical tunes?
- M: Not just classical. Sometimes it's a tune from a classical piece of music, but sometimes it's from a pop song.
- Mch: Can we choose the tune?
- M: Yes, if you tell me the week before, I can find the music and the words from a website, like Play in a Day ...
- Mch: So do we learn to sing the song?
- M: Well, if there are words, we learn to sing them. But the most important thing is the music. You learn to play the music on your instruments.
- Mch: Oh good! There are lots of songs that I want to learn to play.
- M: Good. So, the new music for next Tuesday is by a man called Chopin.
- Mch: How do you spell that? S-H- ... like shopping?
- M: No. It's C-H-O-P-I-N.
- Mch: OK. And is it a song?
- M: No, but it's a beautiful tune.

## Speaking

Like in the previous unit, this is again a kind of task in the Speaking test.

The examiner and the candidate each holds a piece of paper, i.e. the Examiner's Copy and the Candidate's Copy. The two copies are about the same person, place, or object, but with information gaps. The examiner asks the candidate questions, using a set of information clues that is on the Examiner's Copy. The candidate then gives answers and also asks the examiner questions based on a set of different question clues that is on the Candidate's Copy.

Students should practice asking and answering questions. Take this particular task for example. First, they need to be able to form simple questions by using the clues given, e.g.:

Age:	<i>How old is he?</i>
Can play:	<i>What instrument can he play?</i>
Been to / music festival?:	<i>Has he ever been to a music festival?</i>
When:	<i>When did he go to the festival?</i>
/ good? Why (not)?:	<i>Was it good? Why (not)?</i>

They also need to be able to answer the questions by using the clues given, e.g.:

Age:	<i>He's 10.</i>
Can play:	<i>He can play the piano and the violin.</i>
Been to / music festival?:	<i>No, but he has played in a school concert.</i>
When:	<i>He played in the school concert last month.</i>
/ good? Why (not)?:	<i>Yes, it was. He played well, and people were happy.</i>

They also need to be able to ask 'Yes / No questions' to check the answers they have got, or ask questions with two options, or ask tag questions, which is covered in Grammar in this unit. For example:

- He can play both the piano and the violin, can't he?*  
*He has never been to a music festival, has he?*  
*It was good, wasn't it?*

Again, you may familiarise students with the task by you acting as the examiner while the whole class as the candidate. Ask them questions by using the clues and encourage them to give the answers together. Make sure they all know what to do.

Put students into pairs to role play and practice. Monitor and assist.

Feed back.

**Answers**



<b>Age</b>	<i>11</i>
<b>Can play</b>	<i>guitar, piano</i>
<b>Been to / music festival?</b>	<i>yes</i>
<b>When?</b>	<i>last year</i>
<b>/ good? Why (not)?</b>	<i>no, it rained all the time</i>



<b>Age</b>	<i>10</i>
<b>Can play</b>	<i>piano, violin</i>
<b>Been to / music festival?</b>	<i>no, but played in school concert</i>
<b>When</b>	<i>last month</i>
<b>/ good? Why (not)?</b>	<i>yes, played well, people happy</i>



# Unit 5 Food and cooking

**Page 63**

## **Title page**

Explain that this unit is about food, especially preparing food and cooking.

Give the students time to look at the illustration: The children are in a room which is used for home economics.

Get them to say what is happening in the illustration: They are having a cooking lesson, as we can see a teacher giving a demonstration of baking bread.

Then get them to identify the characters and say where they are in the illustration and what they are doing: Salim is listening very carefully to the teacher. Chika and Josh are also looking at the teacher.

But Ana and Marco are whispering to each other.

This can be in the students' first language.

## **Target language:**

You may want to look quickly at this page before the lesson, and possibly translate some of the contents. The key point to make is: *This is what you are going to learn in this unit. You will be able to do all these things at the end of the lessons.*

## **Warm-up**

Give students plenty of time to look at everything on the page. Then ask them to say in English what they can see in the illustrations.

From prior learning, they should be able to say all or most of the following:

*vegetables*  
*tomatoes*  
*cheese*  
*meat*  
*(tomato) sauce*

They might be able to say:

*pepper*  
*olives*  
*pizza*  
*salt*

Say some of the words above and get the students to point to the item. Then put them into pairs to try to find more things they know in English. Monitor and assist with identification and pronunciation.

## **Activity 1**

Work through the example.

Play the track. You should not need to pause.

## Tapescript

1. It's usually yellow or white, but it's sometimes red. We make it from milk and we put it in food such as sandwiches, burgers or pizza. It's called cheese. Some cheese is hard, which is difficult to cut. But there is also soft cheese, which is very easy to cut.
2. They are round and red. We use them in a lot of cooking. Sometimes we make them into a sauce which is called ketchup. They are tomatoes.
3. These are small round fruits with a hard stone in the middle. Sometimes they are green and sometimes they are black. You must cut them and take the stone out before you can eat them. They are called olives.
4. There are many different kinds of meat. We get it from animals. For example, there is beef from cows and lamb from sheep and of course chicken from chickens. Some people don't eat meat now.
5. Olive oil comes from olives. You push down hard on the olives and the oil comes out. A lot of people use olive oil in cooking and we can also put olive oil on salad.
6. It's white. It comes from the sea or from the earth. You find it on restaurant tables all over the world. It's called salt and some people put too much on their food. Our bodies need salt but only a little.
7. It is green and it has big leaves. It is a vegetable which we put in salads and also into burgers. It is called lettuce but it's spelt L-E-T-T-U-C-E.
8. This is a very popular meal now. You can buy it in most countries but it came from Italy in the past. It's called pizza.

## Answer



## Activity 2

Work through the example to check that students understand the task.

Explain the instruction – This is a conversation between a mother and her son, and they are going to make a pizza. Students need to listen and identify the steps.

Play the track. Be prepared to pause between parts if students need it. Monitor and make sure that students are pointing to the correct items, but do not worry too much as they will learn the names many times in this unit.

## Tapescript and answers

[This is between a mother and a son: F = female adult; Mch = male child]

- 1 F: First we need some cheese.  
Mch: OK. We've got lots of cheese.
- 2 F: Next, we need tomatoes. Three tomatoes.  
Mch: We've got one, two, three ... six tomatoes.
- 3 F: Have we got any olives?  
Mch: Olives ... What are olives?  
F: They're small and round, green or black.  
Mch: Oh, right. Yes, we've got some black olives.
- 4 F: Would you like meat on the pizza?  
Mch: Yes, please.  
F: Is there any meat in the fridge?  
Mch: Yes, there are some small pieces.
- 5 Mch: Do we need anything else?  
F: Yes. Olive oil. We've got a bottle of olive oil somewhere.  
Mch: Is it yellow?  
F: Yes.  
Mch: OK. I've got it.
- 6 F: And then, the last thing, we need some salt.  
Mch: Do you put salt in pizza?  
F: Yes, you only need a little.

Write the following words on the board.

Get students to listen and repeat. Make sure particularly that they are stressing the underlined vowel in the multisyllable words:

- *cheese*
- *tomatoes*
- *olives*
- *meat*
- *olive oil*
- *salt*
- *lettuce*
- *pizza*

### Methodology note

Remember this is just the warm up! Do not try to get perfect pronunciation of the target items here. This section is for the students to hear the target words before they start seeing them in writing.

## Page 64

### Words and sentences

#### Do you like cooking?

1 Refer students to the illustrations. They are what people normally do before they start cooking:

Ask *What do you ...?*

- *cut* [typically vegetables / meat / cheese];
- *weigh* [typically flour / vegetables / meat];
- *measure* [typically water / milk / oil];
- *mix* [typically eggs / flour and water].

a Work through the example. Students complete the activity individually and then compare in pairs.

b Play the track, pausing if necessary for students to check.

### Tapescript and answers

A: Do you like cooking?

B: Yes, I do. Well, my father does the cooking, actually.

A: But you help him prepare everything, don't you?

B: Yes. I get things from the fridge and I cut the vegetables.

A: You're very careful, aren't you?

B: Yes, I've never had an accident with a knife.

A: Do you weigh everything – the sugar or the flour and so on?

B: Yes, and I love doing that. And I measure the milk or the water, too.

A: Does your father use a recipe every time?

B: Not always. Sometimes we just mix things together and put them in the oven. It seems to work all right!

A: I think he's a very good cook.

**c** Set for pair work. Monitor and assist with sentence patterns and pronunciation.

Get one or two 'good' pairs to perform in front of the class.

**2** Refer students to the illustrations and the recipe. Give them plenty of time to look at everything, especially the items in red.

**a** Set for individual work. Monitor but do not assist.

**b** Play the track. Pause after each one to allow students time to check or correct their answers.

### Tapescript and answers

A. salt

B. olive oil

C. tomato sauce

D. flour

E. olives

F. peppers

Put the recipe on the board. Make sure that students understand all the ingredients and the amount, e.g. *150 g flour, 200 ml water*, etc. Ask them how they can get the exact amount – to weigh or measure the things.

Refer students to the Tip! about weighing and measuring items.

---

#### Culture note

We normally weigh dry food items (e.g. cheese, flour, vegetables, meat, etc.) in grams and kilograms, and we often use a scale. We normally measure wet food items (e.g. milk, water, etc.) in millilitres and litres, and we often use a measuring jug. We sometimes also measure small amounts of food items (e.g. salt, sugar, yeast, oil, etc.) in different quantities such as the following:

$\frac{1}{4}$  tsp (i.e. a quarter teaspoonful)

$\frac{1}{2}$  tsp (i.e. half a teaspoonful)

1 tsp (i.e. one teaspoonful = in the UK, roughly 5 ml in cooking)

$\frac{1}{2}$  tbsp (i.e. half a tablespoonful)

1 tbsp (i.e. one tablespoonful = in the UK, roughly 15 ml in cooking)

---

**c** Set for individual work. Monitor but do not assist.

**d** Play the track. Pause after each one to allow students time to check or correct their answers.

### Tapescript and answers

- You must weigh the flour, the salt, the hard cheese, the soft cheese, the tomatoes, the olives and the peppers.
- You must measure the water, the olive oil and the tomato sauce.
- You must cut the hard cheese, the soft cheese, the tomatoes, the olives and the peppers.

### Page 65

#### How do you make pizza?

1 Refer students to Illustrations A--F. Ask them to name whatever they know.

So far, they should be able to say the following words:

<i>flour</i>	<i>olive oil</i>	<i>hard cheese</i>	<i>vegetables</i>
<i>salt</i>	<i>tomato sauce</i>	<i>meat</i>	<i>soft cheese</i>

2 Work through the example. Set for pair work. Monitor and assist.

3 Work through the example. Play the track. Students match what they hear with the pictures.

### Tapescript and answers

Put the tomato sauce on the base.	B
Make the base into a circle on a baking tray.	A
Cut peppers or other vegetables into small pieces.	E
Cut the balls of soft cheese in half.	F
Cut the hard cheese into very small pieces.	C
If you like meat, cut sausages into small pieces.	D
Make the base with flour, water, olive oil and salt.	A
Bake the pizza for 10 minutes.	G
Put the pieces on top of the tomato sauce.	C
Put the soft cheese on top of the vegetables.	F
Put the vegetables on the meat or the hard cheese.	E
Put them on top of the hard cheese.	D

4 Refer students to the list of instructions Set for pair work.

a Work through the example. Students put the instructions in order and then compare in pairs.

b Play the track, pausing if necessary for students to check.

Feed back.

### Tapescript and answers

- 1 Make the base with flour, water, olive oil and salt.
- 2 Make the base into a circle on a baking tray.
- 3 Put the tomato sauce on the base.
- 4 Cut the hard cheese into very small pieces.
- 5 Put the pieces on top of the tomato sauce.
- 6 If you like meat, cut sausages into small pieces.
- 7 Put them on top of the hard cheese.
- 8 Cut peppers or other vegetables into small pieces.
- 9 Put the vegetables on the meat or the hard cheese.
- 10 Cut the balls of soft cheese in half.
- 11 Put the soft cheese on top of the vegetables.
- 12 Bake it for 10 minutes.

## I'd like some bread and jam.

Refer students to the illustrations. This part is a revision of uncountables with *some* and *any*, and the idea of partitives is also introduced here.

Ask students to give the names of the items:

*bread*                  *jam*                  *cheese*                  *orange juice*                  *apple juice*                  *ice*

1 Refer students to Conversation 1 and the first three illustrations.

a Work through the example. Students complete the activity individually and then compare in pairs. Monitor and do not assist at this stage.

Put the following words and phrases on the board. Draw students' attention to the patterns.

<i>bread</i>	<i>some / any bread</i>	<i>two pieces of bread</i>
<i>jam</i>	<i>some / any jam</i>	<i>a spoonful of jam</i>
<i>cheese</i>	<i>some / any cheese</i>	<i>a big piece of cheese</i>

b Play the track, pausing if necessary for students to check. Feed back.

### Tapescript and answers

- A: Are you hungry?  
B: Yes, I am a little hungry.  
A: OK. I'll get you something to eat.  
B: Thanks. I'd like some bread and jam.  
A: We haven't got any jam. But there's some cheese.  
B: So can I have two pieces of bread with a big piece of cheese?

2 Set for pair work. Students practise offering food and accepting the offer.

3 Refer students to Conversation 2 and the three illustrations above it.

a Work through the example. Students complete the activity individually and then compare in pairs.

Put the following words and phrases on the board. Draw students' attention to the patterns.

<i>orange juice</i>	<i>some / any orange juice</i>	<i>a glass of orange juice</i>
<i>apple juice</i>	<i>some / any apple juice</i>	<i>a big glass of apple juice</i>
<i>ice</i>	<i>some / any ice</i>	<i>two big pieces of ice</i>

b Play the track. Feed back.

### Tapescript and answers

- A: Are you thirsty?  
B: Yes, I am a little thirsty.  
A: OK. I'll get you something to drink.  
B: Thanks. I'd like some orange juice.  
A: We haven't got any orange juice. But there's some apple juice.  
B: So can I have a big glass of apple juice with two pieces of ice?

## Page 66

### Magic time

Tell students this is where they learn the code of spoken English!  
The methodology for this section is always the same.

**1** Refer students to the table. Ask if they have ever seen the symbols across the top. If not, say it doesn't matter. This is the code but they can learn the code from the examples. Ask students to listen and repeat the example words, which are example letters in this unit.  
Play the track.

#### **Tapescript**

[Exaggerate diphthongs of the two letters]

A  
I

Get students to say the example letters again, emphasizing the two diphthongs.  
Do this as whole class, then half class, and then a few of the better students for each set. Weaker students should be able to produce the sounds accurately now, as the two are almost the most commonly used English letters.

**2 Do not refer the students to the words.** You want them to encounter the pronunciation before they check the written form. Also they should be concentrating on the vowel sounds.  
Play the track. Students listen and repeat.

#### **Tapescript**

bake  
base  
fine  
ice  
make  
knife  
like  
right  
time  
weigh

**3** Refer students to the words in the left column of the table.

Tell students to say the words to themselves and decide which column to tick.

**a** Work through the example to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist, just check that they are doing the task correctly. Assess during monitoring how well they are doing it.

**b** Play the track. Feed back, building up the table on the board.

#### **Tapescript**

Repeat of 2 above

## Answers

	/ei/	/ai/
	A	I
bake	√	
base	√	
fine		√
ice		√
make	√	
knife		√
like		√
right		√
time		√
weigh	√	

4 Put students into pairs to say the sentences and try to correct their partner's pronunciation. Monitor and assist. Feed back asking individual students to say the sentences.

## Page 67

### Grammar

#### uncountable nouns, counting uncountables, and giving instructions

Refer students to the visual aids on top of the page which are all related to making burgers at home: a shopping list, a recipe and a set of instructions.

1 Make sure students understand the task. This involves the shopping list and the recipe.

a Students look at the shopping list only.

Play the track. Students tick the items Robert and his mother need to buy.

Put the words on the board. Help students understand key word such as *lettuce* and *buns*, which may be new to them.

---

#### Culture note

We need buns to make burgers (or 'hamburgers'), and such buns are also called 'burger buns' (or 'hamburger buns'). A burger bun is a round, risen bread designed specifically to hold a hamburger patty and the accompanying toppings, e.g. the cheese, onions, tomatoes, lettuce, etc. The bun, when sliced in half, makes the burgers portable and easier to eat.

---

Feed back.



## Tapescript

F: Robert. Can you have a look in the fridge for me?  
Mch: Yes, of course.  
F: Have we got any cheese?  
Mch: No, I can't see any.  
F: OK. I'll buy some this morning. What about eggs?  
Mch: We've got four eggs.  
F: That's fine. We've got the meat and the olive oil. Can you see any onions in there?  
Mch: Where should they be?  
F: At the bottom of the fridge.  
Mch: No, there are no onions.  
F: OK. So I need to buy cheese and onions. We've got salt... Ah, what about tomatoes?  
Mch: Yes, there's one tomato.  
F: That's not enough to make the burgers. I'll buy some tomatoes as well.  
Mch: We haven't got any lettuce.  
F: Ah yes, you love lettuce. I'll buy some. And of course I'll buy some buns, too. You know, bread to put the burgers in.

## Answers

cheese	<input checked="" type="checkbox"/>
eggs	<input type="checkbox"/>
meat	<input type="checkbox"/>
olive oil	<input type="checkbox"/>
onions	<input checked="" type="checkbox"/>
salt	<input type="checkbox"/>
tomatoes	<input checked="" type="checkbox"/>
lettuce	<input checked="" type="checkbox"/>
buns	<input checked="" type="checkbox"/>

b Refer students to the recipe. They need to note down the quantity of each of the items.

Work through the example. Demonstrate how to say '1½ kg':

*one and a half kilogrammes*

or often

*one and a half kilos*

Play the track. Students complete the task individually and then compare in pairs.

Monitor and then feed back. Put the recipe on the board. Make sure students now know how to say the quantities.

For example:

1½ kg	meat	<i>one and a half kilos of meat</i>
100 g	cheese	<i>a hundred (or one hundred) grams of cheese</i>
50 ml	sauce	<i>fifty millilitres of sauce</i>
1	egg	<i>one egg</i>
15 ml	olive oil	<i>fifteen millilitres of olive oil</i>
4	tomatoes	<i>four tomatoes</i>
2	onions	<i>two onions</i>
3 g	salt	<i>three grams of salt</i>

### Tapescript

- F: OK, let's prepare the food. First, we need one and a half kilos of meat. Next, cheese. Can you weigh 100 grams of cheese?
- Mch: There you are.
- F: Thanks. Now can you measure 50 millilitres of the tomato sauce?
- Mch: Fifteen millilitres ...
- F: No, 50 ...
- Mch: OK.
- F: We only need one egg. We need 15 millilitres of olive oil.
- Mch: Not 50?
- F: No, 15 this time. Can you get four tomatoes from the fridge ... oh, and two onions.
- Mch: Here you are.
- F: And I've got the salt here.
- Mch: Do you put lots of salt in burgers?
- F: No, only a little. Just three grams.

### Answers

1½ kg	meat
100 g	cheese
50 ml	sauce
1	egg
15 ml	olive oil
4	tomatoes
2	onions
3 g	salt

2 Make sure students understand the task. Give them time to through the instructions on top of the page: a set of procedure of making burgers with all the necessary ingredients.

a Refer students to the illustration of the burger on the page, if necessary. Students complete the task individually and then compare in pairs.

b Play the track. Pause where necessary for students to check their answers. Feed back.

### Tapescript and answers

- [Make](#) the meat into mince.
- [Cut](#) the onions and the cheese into small pieces.
- [Break](#) an egg into a bowl.
- [Mix](#) the meat with the onions, cheese, sauce and salt.
- [Make](#) burgers with your fingers.
- [Put](#) the oil in a pan.
- [Cook](#) the burgers for six minutes.
- [Put](#) the burgers between two halves of buns.
- [Add](#) cheese, tomato and lettuce.

3 First, give students plenty of time to look at Tables A and B. Play the tracks. Students repeat the tables respectively.

For Table A, remind them about *some* normally for positive statements, whereas *any* normally for negative statements and questions.

(Although later in the Tip! on the same page, students will be reminded of using *some* when asking questions as offers and requests.)

For Table B, remind them that we do not use *of* with *a little*:

a lot of water                      a little salt.

## Tapescript

Table A

There	's	some	cheese	.	
We	've got	some	bread	.	
There	isn't	any	ice	.	
We	haven't got	any	jam.	.	
Is	there	any	cheese	?	
Have	we	got	any	juice	?

Table B

a piece	of	cheese
a glass	of	juice
a cup	of	tea
a box	of	cereal
a lot	of	flour
a little	salt	

twenty	grams	of	cheese
a hundred	millilitres	of	juice

4 Give students plenty of time to look at Table C.

Play the track. Students repeat the table.

Remind them that we do not use the word *You* when giving instructions in English.

We simply start the sentences with the verb: *Come in.* / *Cut the cake.* / *Have fun.*

Point out that we need *Don't* for negative instructions.

We start the sentences with *Don't* plus the verb: *Don't go.* / *Don't touch it.* / *Don't shout.*

Also point out that we can use words such as *always* and *never* to make our instructions stronger:

*Be careful.*

*Always be careful.*

*Don't forget to turn it off.*

*Never forget to turn it off.*

## Tapescript

Table C

Cut	the onions	into small pieces	.
Make	burgers	with your fingers	.
Be	careful	with hot water	.

Always	listen to	instructions	in the kitchen	.
Always	wash	your hands	before cooking	.
Never	touch	hot pans	with your fingers	.
Never	put	hot food	in the fridge	.

Don't	play	with knives	.
Don't	burn	the burgers	.
Don't	put in	a lot of salt	.

5 Set for pair work. Point out that students do not have to give real information.

a Put the key sentence patterns and key vocabulary on the board:

For countable items, e.g. eggs, onions, tomatoes, buns, etc. –

– *Are there any eggs?*

– *Yes, there is one.* / *Yes, there are two (or three, or four, ... or some).*

/ *No, there aren't any.*

Or

- *Have we got any eggs?*
- *Yes, we've got one. / Yes, we've got two (or three, or four, ... or some). / No, we haven't got any.*

However, you may want to focus only on the uncountable nouns. You may also want to leave the answers about exact amounts for later in Exercise 5b.

Therefore, put just the uncountable items, e.g. cheese, meat, olive oil, salt, lettuce, etc. on the board, and drill students in the questions and answers:

- *Is there any cheese?*
- *Yes, there is some. / Yes, there's one small piece. / No, there isn't any.*

Or

- *Have we got any cheese?*
- *Yes, we've got some. / No, we haven't got any.*

### Tip

Remind students of the general rule about *some* and *any*.

When they have fully understood the rule, refer them to the notes about using *some* (instead of *any*) in questions as offers and requests (and explain that this is because the person who asks normally wishes for a positive reply):

*Would you like some tea?*

- When offering things, we wish people to accept your hospitality.

*Can I have some juice?*

- When requesting for things, we wish to have what we like or need.

**b** Put the recipe on the board. Students in pairs take turns to ask and answer. Monitor and assist.

**c** Put the instructions on the board. Drill the sentences as a whole class, half a class, and then a few strong students.

Then remove some of the words, leaving only the key verbs and key nouns, and encourage them to say the sentences.

*Make the meat into ...*

*Cut the onions and the cheese into ...*

*Break an egg ...*

*Mix the meat with ....*

*Make burgers ....*

*Put the oil in ...*

*Cook the burgers for ...*

*Put the burgers between ....*

*Add ... if you like.*

## **Page 68 & 69**

### **Listening and speaking practice**

**1** There are two tasks and in each case, the students have to tick the correct box.

**a** Tell students that they are going to hear two children talking about helping their family with dinner. Play the track. Students complete individually and then compare in pairs. Feed back.

### Tapescript

[This is a conversation between two children: Fch = female child; Mch = male child]

Fch: I'm going to help my father to make dinner this evening.  
Mch: Cool. What's he going to cook?  
Fch: I don't know. Something with meat. We always have meat when my father cooks.  
Mch: Do you need anything from the supermarket? I have to go there this afternoon but I'm not very good at choosing meat ...  
Fch: No, we've got the meat already.  
Mch: Or potatoes, onions ...?  
Fch: No, we have all the vegetables. But I don't think we have enough olive oil.  
Mch: OK. Just olive oil?  
Fch: Yes, that's all. Thanks a lot. I'll give you the money later.

### Answer

B (olive oil)

**b** Follow the instructions as written.

Play the track. Students complete individually and then compare in pairs.  
Feed back.

### Tapescript

[This is between a mother and her son: F = female adult; Mch = male child]

F: Can you help me with the cooking, Frank?  
Mch: OK, Mum. What do you want me to do?  
F: I'd like you to wash the fruit and vegetables ... after you've washed your hands.  
Mch: Alright.  
F: But first, I want you to take off your watch.  
Mch: Why? The water can't get in this watch ...  
F: No, but it might be dirty ...  
Mch: It isn't. Look!  
F: You can't see this kind of dirt, but it can go onto the food and make people ill.  
Mch: Oh. OK.

### Answer

A (take off his watch)

**2** Refer students to the illustrations and the questions. It's about a cooking website two children are talking about.

Play the track. Students complete individually and then compare in pairs.

### Tapescript

[This is a conversation between two children: Fch = female child; Mch = male child]

Fch: Do you like cooking, George?  
Mch: I quite like it. I sometimes help my parents with pizza and pasta.  
Fch: Would you like to make sweets ...and cakes ... and biscuits?  
Mch: Yes, I would, but it must be really hard ...  
Fch: Well, there's a great website called *Cooking for Kids* which has lots of easy recipes.  
Mch: OK. Can you show me?

Fch: Yes. Um ... Here it is. You see ... easy recipes ...  
Mch: Yes, and short shopping lists. I hate shopping.  
Fch: Yes, they keep the lists very short because there are only a few things to mix for each recipe.  
Mch: That's good.  
Fch: And it's quick, too. Look, it says, 'You can make all our recipes in a few minutes.'  
Mch: Sometimes it's difficult to understand the instructions in recipes.  
Fch: I know. But with these recipes there are pictures to help you. It's easier to understand a picture than an instruction, isn't it?  
Mch: OK. I'll go to the website this afternoon. Maybe I can make some ice cream.  
Fch: But remember to ask your parents first.  
Mch: Yes, of course.

### Answer

1. shopping
2. mix
3. minutes
4. pictures
5. parents

3 Refer students to the quiz about kitchen rules at the International School. Do not elicit information about the rules as that will need to think and complete each rule.

a Students write the words individually and then compare in pairs. Monitor but do not assist.

b Play the track. Pause where necessary.

Feed back.

### Tapescript

[two of the main characters: Chika and Salim]

Chika: How good are you at kitchen rules, Salim?  
Salim: I'm brilliant!  
Chika: Really?  
Salim: Yes. The teacher is always very happy with me when we have cooking classes.  
Chika: OK. I'm going to test you then. I've got the list here. There are eight rules ...  
Salim: I know. I can tell you them all, in order.  
Chika: Right. What's number 1?  
Salim: Listen to your teacher all the time.  
Chika: Number 2.  
Salim: Take off your watch and any rings. Then cover your hair if it is long.  
Chika: Very good.  
Salim: Um. Number 4 is 'Wash your hands' and number 5 is 'Clean the workspace before preparing food.'  
Chika: You are very good at this!  
Salim: I told you.  
Chika: What's number 6?  
Salim: Um ... Give me a clue.  
Chika: Never ...  
Salim: Ah. Never play with knives. Then 'Don't touch cooked food with your fingers.'  
Chika: Right. So what should you do ... when you are preparing food?  
Salim: It's not about preparing food. It's about touching cooked food, when you want to taste it.  
Chika: Ah, right. You should use a clean spoon then, of course. OK. And the last one?  
Salim: Always put on oven gloves when you take things out of the oven.  
Chika: You are really good!

## Answer

1. <u>Listen</u> to your teacher all the time.
2. <u>Take off</u> your watch and any rings.
3. <u>Cover</u> your hair.
4. <u>Wash</u> your hands.
5. <u>Clean</u> the workspace before preparing food.
6. <u>Never play</u> with knives.
7. <u>Don't touch</u> cooked food with your fingers.
8. Always <u>put on</u> oven gloves when you take things out of the oven.

4 Refer students to green box with reasons for the rules.

a Students work individually and then compare in pairs. Monitor but do not assist.

b Play the track. Pause where necessary.

Feed back.

## Tapescript and answers

1. Listen to your teacher all the time because the teacher will keep you safe.
2. Take off your watch and any rings because they are dirty and they might fall into the food.
3. Cover your hair because it is dirty and hair might go into the food.
4. Wash your hands because they are dirty.
5. Clean the workspace before preparing food because it is dirty.
6. Never play with knives because you can cut yourself easily.
7. Don't touch cooked food with your fingers because cooking makes food safe but you can make it dirty again.
8. Always put on oven gloves when you take things out of the oven because you can burn your hands with hot things.

5 Put the eight kitchen rules and key words of the reasons on the board. Model the task and demonstrate what to do in the task. You ask the question *Why must you ...?* and elicit an answer from

- the whole class
- half the class
- a few strong students

Set for pair work. Monitor and assist.

Feed back.

Invite one or two pairs of students to role play in front of the class.

## Page 70

### Story club

#### Before you listen

Remember! Some of these are new words which are needed for the story. The students have not met some these words or phrases before.

1 Put students into pairs to find the answers. Monitor and assist.

Ask about each illustration: *What's A / B / C / D?* Elicit the answer from the whole class.

2 Students continue with pair work. Monitor and assist.

Ask and elicit the answers from the whole class:

*How many halves can you get from a whole onion?* (two)

*How many quarters can you get from a whole onion?* (four)

*How many slices can you get from a whole onion?* (many, depending on the thickness)

You may use a knife and a few onions and demonstrate the answers while cutting open the whole onions.

2 Students continue with pair work. Monitor and assist and then feed back.

### Answers

In E, the cook is **putting** the food **in** the oven.

In F, he is **taking** the food **out of** the oven.

### Listen and read

Give students one minute to look at the whole of the picture story. It won't be time for them to read the speech bubbles and understand the story, but it will put the listening into context.

Give further context by reading the sentence in the instructions (i.e. 'This is a story about a cooking competition').

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

### Tapescript

[This involves the teacher and four of the children: Ana, Josh, Salim and Marco]

1. Teacher: International school has a cooking competition every year. If you want to enter, tell me after this lesson.  
Ana: I'm going to enter the competition.  
Josh: Can you cook?  
Ana: Yes, I'm very good at cooking.  
Josh: OK. I'll help you.
2. Salim: I'm quite good at cooking, too.  
Chika: So I'll help you, Salim.  
Salim: Are you going to enter, Marco?  
Marco: No. I'm not good at cooking. I'm going to eat everything at the end!
3. Ana: What do we need for the recipe?  
Josh: One hundred and fifty grams of flour.  
Teacher: Ana! Cover your hair before you start preparing the food!  
Ana: I'm sorry, Miss.
4. Ana: What's next?  
Josh: Cut the tomatoes into slices, then cut the cheese into very small pieces, and cut each olive in half.  
Teacher: Ana! Take off your watch!  
Ana: Sorry, Miss.
5. Ana: Is it time to take the pizza out of the oven?  
Josh: Yes, it is.  
Teacher: Use your oven gloves, Ana.  
Ana: Yes, Miss.
6. Teacher: Ana has cooked the best pizza. It's the most delicious! She gets second prize.  
Ana: Second prize, Miss?  
Teacher: Yes. Salim wins first prize because he cooked safely.  
Marco: And his pizza is delicious, too!

### After you listen

1 Point out that these are sentences from the story. Get students to cover the opposite page. Work through the example.

a Students complete individually and compare in pairs. Do not confirm or correct.



**b** Play the track.

### **Tapescript and answers**

1. Ana: I'm going to enter the competition.  
Josh: OK. I'll help you.
2. Salim: Are you going to enter, Marco?  
Marco: No. I'm going to eat everything at the end!
3. Teacher: Cover your hair before you start preparing the food!
4. Chika: Cut the tomatoes into slices. Then cut each olive in half.
5. Ana: Is it time to take the pizza out of the oven?
6. Teacher: Salim wins first prize because he cooked safely.

Feed back, getting students to say full sentences for each one.

**2** Give students time to read the story again and try to answer the questions.  
Put students in pairs to discuss answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

### **Answers**

- a. Ana cooked the best pizza in the competition.
- b. She didn't win first prize because she didn't follow the kitchen rules.
- c. She broke the following three kitchen rules:
  - o Cover your hair.
  - o Take off your watch and any rings.
  - o Always put on oven gloves when you take things out of the oven.

### Extra activity

Put students into groups to role play the story.  
Consider giving the larger parts to stronger students, but don't make it clear that you are doing this. Refer students to the tapescript. Give students time to read the sentences and practice saying them. Get them to rehearse and then perform their play. Encourage students to put emotion into their lines. Also encourage students to mime the key actions in the story. Choose the best version and get the group to perform it in front of the class.

**Note:** If you cannot make groups of the correct size because there are too many or too few students, you can:

- get two students to play one role;
- get one student to play two roles.

### **Page 72 & 73**

### **Wrap-up and Mind map**

**1** Follow the instructions as written. Work through the examples.

Students complete individually and then compare in pairs.  
Feed back, getting the complete words on the board. Drill the words.

## Answers

	bread	sugar	salt	flour	coffee	oil	jam	cereal	cheese	juice
a slice of	✓								✓	
a piece of	✓								✓	
a litre of					✓	✓				✓
100 grams of	✓	✓	✓	✓			✓	✓	✓	
a bottle of						✓				✓
a glass of					?					✓
a box of								✓		
a cup of					✓					

## 2 Work through the example.

Students complete individually and then compare in pairs.

## Answers

- |                  |   |                                      |
|------------------|---|--------------------------------------|
| a. She cut ...   | d | a cake.                              |
| b. She broke ... | b | an egg into a bowl.                  |
| c. She mixed ... | c | flour, apple and sugar with the egg. |
| d. She made ...  | e | the cake in the oven.                |
| e. She put ...   | g | the cake out of the oven.            |
| f. She baked ... | f | the cake.                            |
| g. She took ...  | a | the apples into slices.              |

Feed back, building up Josh's notes on the board. This will be useful for Exercise 3 later.

- a. *She cut the apples into slices.*
- b. *She broke an egg into a bowl.*
- c. *She mixed flour, apple and sugar with the egg.*
- d. *She made a cake.*
- e. *She put the cake in the oven.*
- f. *She baked the cake.*
- g. *She took the cake out of the oven.*

## 3 Work through the example. Use the notes on board from Exercise 2 and demonstrate how to make the sentences into instructions.

### Answers

- |  |   |
|--|---|
| a. <i>She cut the apples into slices.</i>                | <i>Cut the apples into slices.</i>              |
| b. <i>She broke an egg into a bowl.</i>                  | <i>Break an egg into a bowl.</i>                |
| c. <i>She mixed flour, apple and sugar with the egg.</i> | <i>Mix flour, apple and sugar with the egg.</i> |
| d. <i>She made a cake.</i>                               | <i>Make a cake.</i>                             |
| e. <i>She put the cake in the oven.</i>                  | <i>Put the cake in the oven.</i>                |
| f. <i>She baked the cake.</i>                            | <i>Bake the cake.</i>                           |
| g. <i>She took the cake out of the oven.</i>             | <i>Take the cake out of the oven.</i>           |

## 4 Refer students to the mind map.

**a** Get students to ask and answer about kitchen rules for cooking safely, by following the speech bubbles on the coursebook.

Model the example and then demonstrate, with a good student, how you go through those rules one by one.

Set for pair work. Monitor and assist. Get a few strong pairs to do it in front of the class.

**b** Work through the example in the speech bubble and demonstrate the task. Students work in pairs. Monitor and assist. Get a few pairs to ask and answer in front of the class.

**c** Follow the same procedure as **b**.

### Extra activity

Get students to close their books and, in pairs or small groups, reproduce the mind map on large sheets of paper, with words for the items but also with illustrations. Point out that they must make the mind map look pretty.

### **Page 74**

### **Unit test**

#### Listening

Explain that they are going to hear a conversation between a father and his daughter.

Give students time to look at the illustrations.

Play the track. Students colour the things while listening.

#### **Tapescript and answers**

[M = Male; Fch = Female child]

Fch: Dad, I drew a picture about helping you and Mum with cooking!

M: It's beautiful! Would you like to colour some of it?

Fch: Sure! Look! I'm helping you here on the left. Can I colour my hair?

M: All right. I love your blonde hair!

Fch: Really?

M: Yes. It's beautiful.

Fch: What else would you like me to colour?

M: How about some of the food?

Fch: Which food? The vegetables?

M: Yes, can you colour the tomatoes in front of you? Make them red.

Fch: OK. I'm making them red now.

M: There's another vegetable. Can you see it?

Fch: Yes. There's a pepper near the cheese. I don't want to colour it red, like the tomatoes.

M: OK. Peppers are sometimes green.

Fch: Are they?

M: Yes, they are. So colour that pepper green.

Fch: OK. Can I do some more colouring? I'm quite good at that.

M: Of course! There's some cheese behind the pepper. What colour do you want to make it?

Fch: Cheese is often yellow, isn't it? But can I colour George's hat instead?

M: Of course. You made that orange hat, with paper, remember? So make it orange.

Fch: Yes! Orange then.

M: Look here! Your Mum is holding a spoon and mixing food in a bowl. What's the spoon made of?

Fch: It's a wooden spoon.

M: Yes, that's right. So what colour should it be?

Fch: Brown?

M: Yes, wood is usually brown so make it brown.

Fch: OK!

M: The last thing ... There's a thing for measuring next to the strawberries. Can you see that?

Fch: Yes. It has got olive oil in it, light yellow oil.

M: OK. Would you like to colour the olive oil?

Fch: Um, Dad, I really love that big bowl. Can I colour that?

M: Well, that bowl is silver. Can you colour it silver?

Fch: Yes, I can! I'll use my grey pencil, very carefully ... Look!

M: That's great!

## Speaking

This is again a kind of task in the Speaking test, which the students have encountered in Unit 1.

The examiner shows the candidate two pictures which are similar but have some differences. Then the examiner reads statements about the **Examiner's picture**. The candidate must look at the **Candidate's picture**, identify six differences and say how the picture is different.

Say that you are going to play the track and all the students should try to answer at the same time.

Conduct the response, i.e., play a question, hold your hand up to stop students shouting out, give a few seconds for everyone to think, then indicate 'All together'.

## **Tapescript**

1. In my picture, the boy with glasses wants to have a sandwich.
2. In my picture, the boy who has got glasses is wearing orange.
3. There are two girls in the middle, one with long yellow hair, the other with short brown hair. In my picture, there's a sandwich on the plate in front of the girl with short brown hair.
4. A boy is next to the girl with short brown hair. In my picture, the boy's cap is red.
5. The girl on the right has got long brown hair.
6. In my picture, there's a knife next to the white board.
7. In my picture, it reads 'two dollars' on the screen.

## **Answers**

1. In my picture, he wants a burger.
2. In my picture, he's wearing green.
3. In my picture, there's no food on her plate / there isn't any food on her plate.
4. In my picture, his cap is blue.
5. In my picture, her hair is red.
6. In my picture, there isn't a knife next to the white board.
7. In my picture, it reads 'three dollars'.

# Unit 6 Working around the house

Page 77

## Title page

Explain that this unit is about housework, i.e. different chores and help around the house.

Give the students time to look at the illustration. Get them to say what is happening in there: All the children are doing a different household chore.

Then get them to identify the characters and say where they are in the illustration and what they are doing. This can be in the students' first language:

*Chika is washing up at a sink;*

*Salim is cleaning a car;*

*Ana is making her bed;*

*Marco is laying a table for dinner;*

*Josh is hanging clothes on a washing line.*

## Target language:

You may want to look quickly at this page before the lesson, and possibly translate some of the contents. The key point to make is: *This is what you are going to learn in this unit. You will be able to do all these things at the end of the lessons.*

## Warm-up

Give students plenty of time to look at everything on the page. They can talk about the contents for a few moments in pairs in their own language. Then ask them to say in English what they can see in the illustration. From prior learning, they should be able to say all or most of the following:

*clean the floor*

*clean the bath*

*clean the window*

*go shopping*

*do washing*

*clothes*

They might even be able to say:

*put dirty clothes into the washing machine*

*put clean clothes up for them to dry*

## Activity 1

Work through the example.

Play the track. You should not need to pause.

## Tapescript and answers

1	He has got a cleaning cloth and he's cleaning a window. He likes this job because the window looks really clean and bright after his hard work.
2	He has got a cleaning cloth and he's cleaning the bathroom. He's actually in the bath but it hasn't got any water in it!
3	He's cleaning the floor. He has got water and a sponge, which is a long piece of wood with a cleaning cloth at the end.
4	He's using a machine to clean the floor. The machine makes a loud noise but the boy likes using it.
5	He has got a lot of clothes. They are in a plastic basket. He's outside. It's a sunny day so he's putting the clean, wet clothes up on the washing line to dry.
6	He is going to put the dirty clothes from the basket into the washing machine. He is pleased with himself because he has just learnt how to use the machine. It isn't easy to use because you have to choose lots of different things like time and temperature.
7	He's coming home from the shops. He sometimes does the shopping for his family if his parents are busy.
8	He's collecting all the old paper and things from the bins in each room. He's going to put the bags in the big bins outside the house so the people can take all the rubbish away.

Note that there are a few new words such as *sponge*, *basket*, and *rubbish*. They are not in the CYLET word list but are understandable from the context.

## Activity 2

Work through the example to check that students understand the task.

Play the track. Be prepared to pause for longer if students need it.

Again in the audio there are a few new words that are not in the CYLET word, such as *magic* and *grocery*, but do not worry as they are understandable from the context.

### Tapescript

[This is between a mother and her son: F = female adult; Mch = male child]

- A F: Could you clean the windows while I do the floor?  
Mch: OK. I love cleaning windows.
- B F: This floor is very dirty!  
Mch: The dog was outside in the garden when it was raining, and then it came in here.  
F: We must clean it before your grandmother gets here.  
Mch: OK. I'll do it. I love using that machine!
- C F: The people are going to take the rubbish from the big bin tomorrow.  
Mch: OK.  
F: So could you go round to all of the rooms and collect the rubbish?  
Mch: All the rooms?!  
F: Yes, *all* the rooms!
- D F: Could you help me with these clothes?  
Mch: OK.  
F: Could you take them downstairs to the kitchen and put them in the washing machine?  
Mch: OK. [pause] Oh. This basket is *really* heavy!  
F: That's why I asked you to do it, because you're a big strong boy!
- E F: The washing machine has finished.  
Mch: Do you want me to put the clothes on the line?  
F: Yes. It's nice and sunny. I think they'll dry quickly.  
Mch: OK.
- F F: Did the dog come in here, too?  
Mch: I think so. I'll get the machine.  
F: No, the machine won't clean this. You must use a sponge – you know, the piece of wood with the cloth on the end.  
Mch: Oh, I like using that, too. It takes away the dirt like magic!  
F: Yes, housework is great fun!
- G F: What are you doing?!  
Mch: I'm cleaning the bath.  
F: No, you're not. You're having a bath with your clothes on.  
Mch: There isn't any water in the bath. I like doing it like this.
- H F: We haven't got any fruit or vegetables. Here's the shopping list. Could you do that after lunch?  
I need to work in the garden.  
Mch: Of course. I like going to that grocery store!

## Answers



### Methodology note

Remember this is just the warm up! Do not try to get perfect pronunciation of the target items here. This section is for the students to hear the target words before they start seeing them in writing.

## Words and sentences

### Page 78

### Do you help around the house?

- 1 Refer students to the two captioned illustrations about help with washing the dishes: a pile of dirty dishes and a child drying the dishes after his mother washing them.
- a Work through the example. Students complete the activity individually and then compare in pairs. Make sure students understand that a chore is a routine task, especially a household one.
- b Play the track, pausing if necessary for students to check. Feed back.

### Tapescript and answers

[Fch = female child; Mch = male child]

Fch: Do you help around the house?

Mch: I always help in the kitchen after meals.

Fch: So do you wash the dirty dishes?

Mch: No, my mother usually washes. I dry things and put them away. What about you? Do you have any chores?

Fch: What do you mean?

Mch: Do your parents give you jobs to do around the house?

Fch: I have to keep my bedroom tidy and make my bed.

Mch: Anything else?

Fch: Not really. I don't have to clean my room or wash my clothes.

c Bear in mind that at this stage students can just role play the conversation. However, with a strong class, encourage them to use their true information.

Model the role play and demonstrate the practise with:

the whole class;

half the class at a time;

individual students.

Set for pair work. Monitor and assist with sentence patterns and pronunciation.

2 Refer students to the pictures of household chores and the note *Chores for today*.

a Work through the example. Students complete the activity individually and then compare in pairs.

Monitor but do not assist.

b Play the track, pausing if necessary for students to check.

Feed back.

### Tapescript and answers

A. Put your toys away. (No.4 on the list)

B. Make your bed. (No.3 on the list)

C. Collect your dirty clothes. (No.1 on the list)

D. Wash your floor. (No.2 on the list)

E. Clean your floor. (No.5 on the list)

F. Put things on the table for dinner. (No.7 on the list)

G. Cut the grass. (No.6 on the list)

3 Set for pair work. One of the students cover the mother's note; the other asks the questions and check the answers. Then they swap.

Monitor and assist with sentence patterns and pronunciation.

### Page 79

#### Could you help me?

1 Refer students to the illustration only: a father asking his daughter for help. Go through the speech bubbles and ask: *What can she do?*

Ask students to close their books. Elicit all possible answers that they know, from what they have learned so far.

a Work through the example. Students complete the activity individually and then compare in pairs.

Make sure students understand that they need to say two chores about one bigger job and make them options. For example, there are too many dishes, so this bigger job can be split into two chores:

*dishes = wash the dishes + dry the dishes*

Students may say: *She could wash the dishes or she could dry the dishes.*



It is OK if the students do not automatically avoid repetition in their sentences. Just confirm and model with more natural English sentences:

*She could wash the dishes or she could dry them.*

*She could wash the dishes or dry them.*

### Answers

- a. dishes: She could wash them or she could dry them.
- b. bathroom: She could do the shower or the bath.
- c. garden: She could water the flowers or cut the grass.
- d. dirty clothes: She could collect the dirty clothes or put them in the machine.
- e. clean clothes: She could put the clean clothes on the line or put them away.
- f. car: She could clean the inside of the car or the outside.

Refer students to the **Tip!** box on the page, and remind them that we use *could* to be nice and polite, or to give choices, whereas *couldn't* to talk about a problem we had in the past.

To be nice and polite: *Could I use the phone?*

To give choices: *You could come or I could go.*

To talk about a problem we had in the past: *I couldn't go because it was dark outside.*

**b** Play the track, pausing if necessary for students to check.

### Tapescript

[This is between a father and daughter: Fch = female child; M = male adult]

- M: Could you help me with the housework today?  
Fch: Of course. What can I do?  
M: First, in the kitchen. We have to do the dishes. You could wash them or you could dry them.  
Fch: Can I wash them?  
M: OK. But be careful with the water. Don't make it very hot. Second, we must do the bathroom. You could do the shower or the bath.  
Fch: I'll do the bath. I don't like cleaning all the glass in the shower.  
M: Right. I want to do some work in the garden while it's sunny. Do you want to water the flowers or cut the grass?  
Fch: I'll water the flowers.  
M: OK. But don't get too wet! Then this afternoon, we've got to do the washing. You could collect all the dirty clothes from the washing baskets, or I could do that and you could put them in the machine.  
Fch: Can I put things in the machine? I can use it now.  
M: Make sure you choose the correct time and temperature.  
Fch: I know!  
M: And don't put the coloured clothes in with the white clothes ...  
Fch: I know! I know!  
M: OK. Then when the machine has finished, could you put everything on the line? Then I'll put them away because I know where everything goes.  
Fch: OK. I'll put them all on the line if it's still sunny.  
M: Yes. Finally, we've got to clean the car before we go to get grandma for dinner.  
Fch: Could I do the outside? The inside is boring.  
M: OK. But again, don't get too wet.  
Fch: I won't.

**c** Play the track, pausing if necessary for students to tick the correct answers.

### Tapescript

Repeat of 1b

## Answers

- |                   |                   |   |                   |   |
|-------------------|-------------------|---|-------------------|---|
| a. dishes:        | wash              | ✓ | dry               |   |
| b. bathroom:      | do the shower     |   | do the bath       | ✓ |
| c. garden:        | water the flowers | ✓ | cut the grass     |   |
| d. dirty clothes: | collect           |   | put in machine    | ✓ |
| e. clean clothes: | put on line       | ✓ | put away          |   |
| f. car:           | clean the inside  |   | clean the outside | ✓ |

2 Students carry on listening to the father checking the chores with his daughter. Make sure everyone understands the task.

a Play the track, pausing if necessary for students to circle their answers.

## Tapescript

[the same father and daughter: Fch = female child; M = male adult]

M: OK. What have you done?

Fch: I've washed the dishes and cleaned the bath.

M: Cool!

Fch: I couldn't water the flowers because it started to rain.

M: Well. We needn't water the flowers now because it is raining!

Fch: I put all the dirty clothes in the machine, but, when it finished, I couldn't put the clean clothes on the line ...

M: Because it was raining!

Fch: Yes! And I couldn't wash the car, either ...

M: Well, the rain has washed the car so it's clean for grandma.

## Answers

- |                   |                   |   |                   |   |
|-------------------|-------------------|---|-------------------|---|
| a. dishes:        | wash              | o | dry               |   |
| b. bathroom:      | do the shower     |   | do the bath       | o |
| c. garden:        | water the flowers | x | cut the grass     |   |
| d. dirty clothes: | collect           |   | put in machine    | o |
| e. clean clothes: | put on line       | x | put away          |   |
| f. car:           | clean the inside  |   | clean the outside | x |

b Give students time to think about the question: *Why hasn't the girl done some of the things?*

Then elicit the answers:

- from the whole class;
- half the class at a time;
- individual students.

## Answers

She hasn't watered the flowers, or put the clean clothes on the line, or clean the outside of the car, all because it is raining.

## Page 79

### Magic time

Tell students this is where they learn the code of spoken English!

The methodology for this section is always the same.

1 Refer students to the table. This time the focus is on consonant clusters, or consonant compounds, a cluster of two or more consonant letters with no intervening vowel and the cluster stands for two or more consonant sounds.

Ask if students recognise the first two sounds in the example words. If not, say it doesn't matter. This is the code but they can learn the code here.

Ask students to listen and repeat the example words.

Play the track.

### Tapescript

[Say the two sounds in each cluster separately with schwa, then together, and then the word.]

/k/ /l/    /kl/    clean  
/f/ /r/    /fr/    fridge

**2 Do not refer the students to the words.** You want them to encounter the pronunciation before they check the written form. Also they should be concentrating on the vowel sounds not trying to read.

Play the track. Students listen and repeat.

### Tapescript

spoon  
flowers  
grass  
dry  
plate  
clothes  
brush  
floor  
please  
brother

**3** Refer students to the words in the left column of the table.

Tell students to say the words to themselves and decide which sounds to write. Work through the examples to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist, just check that they are doing the task correctly. Assess during monitoring how well they are doing it.

Play the track. Feed back, building up the table on the board.

### Tapescript

Repeat of 2 above

### Answers

	sound 1	sound 2
clean	<i>c</i>	<i>l</i>
fridge	<i>f</i>	<i>r</i>
spoon	<i>s</i>	<i>p</i>
flowers	<i>f</i>	<i>l</i>
grass	<i>g</i>	<i>r</i>
dry	<i>d</i>	<i>r</i>
plate	<i>p</i>	<i>l</i>
clothes	<i>c</i>	<i>l</i>
brush	<i>b</i>	<i>r</i>
floor	<i>f</i>	<i>l</i>
please	<i>p</i>	<i>l</i>
brother	<i>b</i>	<i>r</i>

**4** Put students into pairs to say the sentences and try to correct their partner's pronunciation. Monitor and assist.

Feed back asking individual students to say the sentences.

## Why are you tired?

Refer students to the long conversation. Give them plenty of time to read.

1 Make sure they understand the activity. point out that the conversation is on the left column, but the end of some of the sentences are missing (on the right column). They need to complete the conversation with the bits on the right.

a Students complete individually and then compare in pairs. Do not confirm or correct.

b Play the track.

### Tapescript

[two of the main characters: Josh and Chika]

Josh: I'm very tired this morning.

Chika: Why are you tired?

Josh: I'm tired because I did a lot of housework at the weekend.

Chika: Why did you have to do that?

Josh: My mother was ill in bed so she couldn't do anything.

Chika: But your father was at home, wasn't he?

Josh: He was there but he was very busy on the telephone all the time.

Chika: What did you do?

Josh: First, I collected all the dirty clothes and put them in the washing machine. I put all the things on the table and made lunch. After lunch, I washed the dishes and dried them. The washing machine finished so I took the clean clothes out. I couldn't put them on the line because it was raining, so I put them in the living room to dry. I went to bed in the afternoon but I couldn't sleep, so I got up and did some more housework.

Chika: You're a very good son for your parents.

Josh: Sometimes!

### Answers

(1) D

(2) G

(3) B

(4) F

(5) H

(6) E

(7) C

(8) A

2 Student work in pairs to complete the activity. Encourage students to say the words aloud as they are trying to add an ending to each sentence. Monitor and assist.

Feed back. Remind students of the Tip! about conjunctions. Put them on the board:

*and*

*or*

*but*

*because*

*so*

Encourage students to improve their sentences with the conjunctions. Then encourage them to have fun making crazy sentences with the words.

## **Grammar**

*must and mustn't, have to or need to, not have to or needn't*

Refer students to the illustrations of chores and the children.

**1** Get students to name the chores. Elicit, checking pronunciation as you go.

### **Answers**

1. collect dirty clothes
2. clean the window
3. wash the dirty clothes
4. put the clean clothes on the line
5. clean the car
6. put things on the table
7. make the bed
8. wash the dishes
9. clean the floor
10. feed the dog
11. cut the grass
12. water the flowers
13. collect the rubbish

**2** Follow the instructions as written.

**a** Play the track. Monitor. Feed back.

### **Tapescript**

Chika has to collect the dirty clothes and put the clean clothes on the line.

[pause]

Salim has to make his bed and cut the grass.

[pause]

Ana has to collect the rubbish and clean the floor with the machine.

[pause]

Marco only has one job. He must feed the dog.

[pause]

Josh only has one job. He must wash the dirty dishes.

**b** Play the track. Monitor. Feed back.

### **Tapescript**

Chika doesn't have to put the dirty clothes in the washing machine.

[pause]

Salim needn't water the flowers.

[pause]

Ana needn't clean the windows.

[pause]

Marco doesn't have to cut the grass.

[pause]

Josh needn't put things on the table.

## Answers

Chika	Salim	Ana	Marco	Josh
√: <u>  1  </u> <u>  4  </u>	√: <u>  7  </u> <u> 11  </u>	√: <u> 13  </u> <u>  9  </u>	√: <u>  10  </u>	√: <u>  8  </u>
x: <u>  3  </u>	x: <u> 12  </u>	x: <u>  2  </u>	x: <u> 11  </u>	x: <u>  6  </u>

3 First, give students plenty of time to look at Tables A and B for rules and instructions. Remind students of what they have learned in the previous unit, i.e. giving instructions by starting the sentence with the verb for positive statements, or starting with the negative form of the auxiliary or modal verb plus the verb for negative statements as instructions, e.g. *Be careful. Don't do that.* Point to students that the grammar focus this time is a different form: modal verbs (*must / mustn't*) and equivalent structures that have similar meanings (*have to / need to*). Play the track. Students repeat the tables.

## Tapescript

Table A

I	must	tidy	my room	at the weekend.
You	must	make	your bed	every day.
We	must	put away	our toys	in the toy box.
They	must	help	their parents	with the housework.
You	mustn't	leave	your clothes	on the floor.
She	mustn't	play	computer games	before doing her homework.
He	mustn't	eat	food	in his bedroom.

Table B

I	have to	tidy	my room	at the weekend.
I	need to	tidy	my room	at the weekend.
You	have to	make	your bed	every day.
You	need to	make	your bed	every day.
We	have to	put away	our toys	in the toy box.
We	need to	put away	our toys	in the toy box.
They	have to	help	their parents	with the housework.
They	need to	help	their parents	with the housework.

4 Give students time to look at Table C.

Point out that, different from Tables A and B, this is for occasions when there is no rule or instruction.

Play the track. Students repeat the Table C.

## Tapescript

Table C

She	doesn't have to	help	her parents	this weekend because she has a lot of homework.
He	needn't	eat	the food	if he doesn't like it.

5 Set for pair work again. Students practise asking and answering about the five children, by using either *must* or *needn't* for the chores they have to do or do not have to do.

## Answers

### Things they must do:

Chika must collect the dirty clothes and put the clean clothes on the line.

Salim must make his bed and cut the grass.

Ana must collect the rubbish and clean the floor with the machine.

Marco must feed the dog.

Josh must wash the dirty dishes.

### Things they don't have to do:

Chika needn't put the dirty clothes in the washing machine.

Salim needn't water the flowers.

Ana needn't clean the windows.

Marco needn't cut the grass.

Josh needn't put things on the table.

### Language note

Point out that **must** and **have to** are almost the same in meaning, but there are some slight differences when people use them.

In spoken English, people often use *must* for more personal opinions about what is necessary to do, and *have to* for what someone in authority has said it is necessary to do. For example:

*I must prepare a present for my mum.* (my opinion)

*You have to wear a jacket for school.* (school authorities say so)

People also tend to use *have to* more frequently in conversation and *must* more in formal writing. For example:

*Passengers must fasten their seat-belts.* (in written notices)

**Note** that although the positive forms of *must* and *have to* are very similar in meaning, the negative forms are completely different. For example:

*You **mustn't** see him again.* (You are not allowed. You have no choice.)

*You **don't have to** see him again.* (There is no obligation, but you have a choice.)

## Pages 82 & 83

### Listening and speaking practice

1 There are two tasks and in each case, the students have to tick the correct box.

a Give students time to look at the illustrations and think of associated words in English e.g. 'a tree' for the first illustration, 'grass' for the second and 'flowers' for the third.

Play the track. Students complete individually and compare in pairs.

Feed back.

### Tapescript

[mother and son: F = female adult; Mch = male child]

F: I need some help in the garden at the weekend, Frank.  
Mch: Oh, OK. Do you want me to cut the grass? I like doing that!  
F: Well, the grass needs cutting but your father will do that. I think the machine is a bit dangerous.  
Mch: OK. I'll water the flowers then.  
F: No, you needn't do that this weekend. We've had a lot of rain in the last few days.  
Mch: So what do you want me to do?  
F: We're going to plant a tree and we'll need some help.  
Mch: Sounds boring.  
F: It won't be boring! It's a beautiful tree!

### Answers:

A (planting a tree)

**b** Follow the same procedure as for 1a.  
Students complete individually and then compare in pairs.  
Feed back.

### Tapescript

[father and daughter: Fch = female child; M = male adult]

Fch: OK, Dad, I'm going out now.  
M: Oh, Helen, I'm sorry. Could you do something for us?  
Fch: What?  
M: Could you take your brother to his friend's birthday party?  
Fch: Oh, Dad! Why can't you take him?  
M: Because I'm not feeling very well.  
Fch: So Mum can take him.  
M: She's not very well, either. We're just going to sit on the sofa and watch television and try to get better.  
Fch: Has he got to go to the party?  
M: Yes, because it's his best friend's party. And you must stay and bring him home after.  
Fch: Oh, Dad!

### Answers:

B (both sitting on the sofa, watching television and resting)

**3** Make sure students understand this task and what they have to do this time.  
Work through the example.

Play the track. Students complete individually and compare in pairs. Be prepared to pause the track if necessary.  
Feed back.



### Tapescript

[a teacher and two students: Fch = female child; M = male adult; Mch = male child]

M: OK, listen, children. I've got a very important thing to tell you about.  
Fch: Oh, good!  
M: Saturday is International Cleaning Day and we'd like you all to help us. We want to clean up North Park.  
Fch: Where's North Park?  
M: It's about five minutes from school. We'll meet here at 9 o'clock on Saturday – no, sorry, 9.30 ... half past nine. Then we'll walk round to the park.  
Mch: Are the teachers going to be there?  
M: Yes, sure. We will put you into teams and give you a colour. There will be three teams: Red, Blue and Orange. Everyone in this class is in Orange Team. Now, you've got to pick up all the rubbish in the park in your part of the park, but be careful: Some of the rubbish is dangerous so you must wear gloves but you needn't bring your own because your teacher will give you the gloves. We will work for about three hours so your parents can collect at 1 o'clock.  
Fch: From the park?  
M: No, we'll all walk back from the park so they should come to the school.

### Answers

1. nine / 9 o'clock / 9.00
2. teams
3. orange
4. gloves
5. school

3 Set this activity up carefully. Refer students to the two children, Josh and Chika, the survey and the illustrations of chores.

a Make sure students understand the task. They need to listen and tick or cross in the column under Chika.

Play the track. Monitor but do not assist.

### Tapescript

[two of the main characters: Josh and Chika]

Josh:	OK. So the first question is ... Do you have to make your bed?
Chika:	Yes, of course. I always make my bed.
Josh:	And do you have to clean your room?
Chika:	Well, my mother says that I needn't clean it so I don't do it.
Josh:	Have you got to put away your clothes?
Chika:	Yes. My mother leaves the clean clothes on my bed so I can put them away.
Josh:	Do you have to wash the dirty dishes or dry them after lunch or dinner?
Chika:	We do it together. My mother or father washes and I dry.
Josh:	Do you have to put clean clothes on the line?
Chika:	Sometimes, but my mother usually does the washing on a school day.
Josh:	Do you have to clean the car?
Chika:	Yes. I love cleaning the car. My father and I do it every Sunday if the weather is nice.
Josh:	Do you have to put things on the table for lunch or dinner?
Chika:	Yes, that's one of my jobs when we have a meal together.
Josh:	OK. Thanks.

b Play the track. Students listen and check their answers.

### Tapescript





Repeat of 3a.

c Set for pair work. Refer students to the second column of the table, between the illustrations and Chika's answers.

Work through the example. Students write the questions in each row. Monitor and assist.

Feed back. Build up the survey on the board.

**Answers**

My chores							
	Name	Chika					
<b>Do you have to ...?</b>							
	make your bed?	√					
	clean your room?	x					
	put away your clothes?	√					
	wash dirty dishes?	x					
	put clean clothes on the line?	√ and x					
	clean the car?	√					
	put things on the table?	√					

4 Set this activity up carefully.

Refer students to the survey you have built up from 3. Put your name in one of the cells in the top row. Say: *Now you're going to ask me the questions.*

Model and demonstrate with the class, i.e. the class altogether look at the board and ask the questions, whereas you give the answers and tick or cross accordingly.

a Make sure every student asks five other students the questions. Ask students to give true information and give full answers, as shown in the **Tip!** box, by saying *Yes, I have to ...* or *No, I don't have to ...*

Monitor and assist.

b Follow the instructions as written. Students check their notes by asking tag questions, which has been covered in the previous unit.

Monitor and assist.

c Set for pair work. Monitor and make sure that they are making the sentences correctly.

Feed back. Invite a few volunteers to share their findings in front of the class.

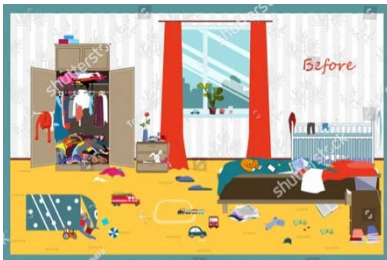
## Story club

### Before you listen

Refer students to the illustrations on top of the page and the two sentences. They are opposites.

1 Give students time to look at everything and write their answers. Monitor and feed back.

### Answers



The child made a mess.



Then he cleared it up.

2 Refer students to more opposites, i.e. the two columns of words. Ask them to complete the task individually and then compare in pairs. Monitor and assist where necessary.

### Answers

1. go out
2. sit down
3. turn off
4. arrive
5. put away
6. lose
7. keep on

4	leave
6	find
2	stand up
1	come in
5	take out
3	turn on
7	stop

### Listen and read

Give students one minute to look at the whole of the picture story. It won't be time for them to read the speech bubbles and understand the story, but it will put the listening into context.

Give further context by reading the sentence in the instructions (i.e. 'This is a story about clearing up a room').

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

## Tapescript

[three of the main characters, Marco, Josh and Salim, plus a female adult = Marco's mum]

- 1 Mum: Marco, turn off the television!  
Marco: Why?  
Mum: Because your friends will be here in a few minutes.  
Marco: I know!  
Mum: And you must tidy your bedroom before they arrive.
- 2 Mum: You've made a terrible mess!  
Marco: My friends will clear it up.  
Mum: They won't want to do that, will they?  
Marco: We'll see.
- 3 Marco: Hi, Josh.  
Josh: Hi, Marco. Are you ready to go out?  
Marco: I must find my phone first. Go into the living room and sit down there.  
Josh: Can I help you find your phone?  
Marco: Um ... OK. Just ... um ... put everything away while you're looking.
- 4 Marco: Hi, Salim. Can you go to the living room and wait for me?  
Salim: Why?  
Marco: Because I have to find my phone first.  
Salim: If Josh is helping you, I want to help, too.  
Marco: OK. If we clear up the room, perhaps we'll find it more quickly.
- 5 Marco: I must go and do something for a minute.  
Josh: OK.  
Salim: Sure.  
Marco: Just keep on looking ... and clearing things up.  
Salim & OK.
- 6 Mum: Marco, do I have to ask you again?  
Marco: No, you needn't ask me.  
Mum: So are you going to clear up your room now?  
Marco: Actually, I think my room's tidy already.

## After you listen

- 1 Point out that these are sentences from the story. Get students to cover the opposite page. Work through the example.
- a Students complete individually and then compare in pairs. Do not confirm or correct.
- b Play the track.

### Tapescript and answers

1	Mum:	Marco, turn off the television! Your friends will be here in a few minutes.
2	Mum: Marco:	You've made a terrible mess! My friends will clear it up.
3	Josh: Marco: Josh:	Are you ready to go out? I must find my phone first. Can I help you find your phone?
4	Marco: Salim: Marco: Salim:	Can you go to the living room and wait for me? Why? Because I have to find my phone first. If Josh is helping you, I want to help, too.
5	Marco:	I must go and do something for a minute. Just keep on looking ... and clearing things up.
6	Mum: Marco: Mum: Marco:	Marco, do I have to ask you again? No, you needn't ask me. So are you going to clear up your room now? Actually, I think my room's tidy already.

Feed back, getting students to say full sentences, not just the missing word or words.

2 Give students time to read the story again and try to answer the questions. Put students in pairs to discuss answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

### Answers

- Marco's mother wanted him to turn off the TV and tidy up his bedroom.
- Marco told Josh and Salim that he must find his phone first.
- He told them that because he wanted them to help tidy up his bedroom.
- Josh and Salim tidied up Marco's bedroom.

### Extra activity

Put students into groups to role play the story.

Consider giving the larger parts to stronger students, but don't make it clear that you are doing this. Refer students to the tapescript. Give students time to read the sentences and practice saying them. Get them to rehearse and then perform their play. Encourage students to put emotion into their lines. Also encourage students to mime the key actions in the story. Choose the best version and get the group to perform it in front of the class.

**Note:** If you cannot make groups of the correct size because there are too many or too few students, you can:

- get two students to play one role;
- get one student to play two roles.

### Page 86 & 87

### Wrap-up and Mind map

1 Follow the instructions as written. This is revision of conjunctions *and*, *or*, *but*, *because* and *so*. Work through the example. Students complete individually and then compare in pairs. Monitor and feed back.

## Answers

- a. My father and I planted some flowers in the garden and watered them.
- b. They looked beautiful but I got my T-shirt dirty.
- c. My mother said, "You could wash it or you could get another one from your bedroom."
- d. I went up to my bedroom but I couldn't find another T-shirt.
- e. I found a dress and put that on.
- f. But I couldn't work in the garden in my dress so I had to wash the T-shirt.
- g. I washed it and put it on the line.
- h. It dried quickly because it was very sunny.

2 This is revision of some of the key verbs for household chores.

Work through the example. Students complete individually and then compare in pairs. Feed back.

## Answers

- a. Could you make your bed, please?
- b. It's OK. You needn't clean the windows. I'll do them.
- c. I'm putting my clothes away in the cupboard.
- d. I've collected all the dirty clothes from the bedrooms.
- e. You can't cut the grass today because it's raining.
- f. If you wash the dishes, I'll dry them.
- g. The rain has stopped so you could put the clothes on the line.
- h. You needn't help me today because you have a lot of homework.

3 Refer students to the mind map. Get students to say the words in the clouds, then ask them to name some of the items in photographs and illustrations.

Put students in pairs to ask and answer about chores. Refer them to the green speech bubbles next to Exercise 3. Ask them to follow the examples and give their true information while answering the questions. Monitor and feed back.

4 Ask students to make a list of chores for their partner by choosing one item from each section (or 'cloud') on the mind map.

Work through the example. Model the example and then demonstrate, with a good student. You do not have to give true information. Instead, you can even make up crazy (but logical) reasons for not doing the chores.

Students work in pairs and, after one round, swap their roles. Monitor and assist.

Invite a few pairs to role play in front of the class.

## Extra activity

Get students to close their books and, in pairs or small groups, reproduce the mind map on large sheets of paper, with words for the items but also with illustrations. Point out that they must make the mind map look pretty.

## **Page 88**

## **Unit test**

### Listening

Give students time to look at the picture about cleaning the beach and the people's names.

Ask: *What are the people doing?* Elicit answers but do not confirm or correct.

Play the track.

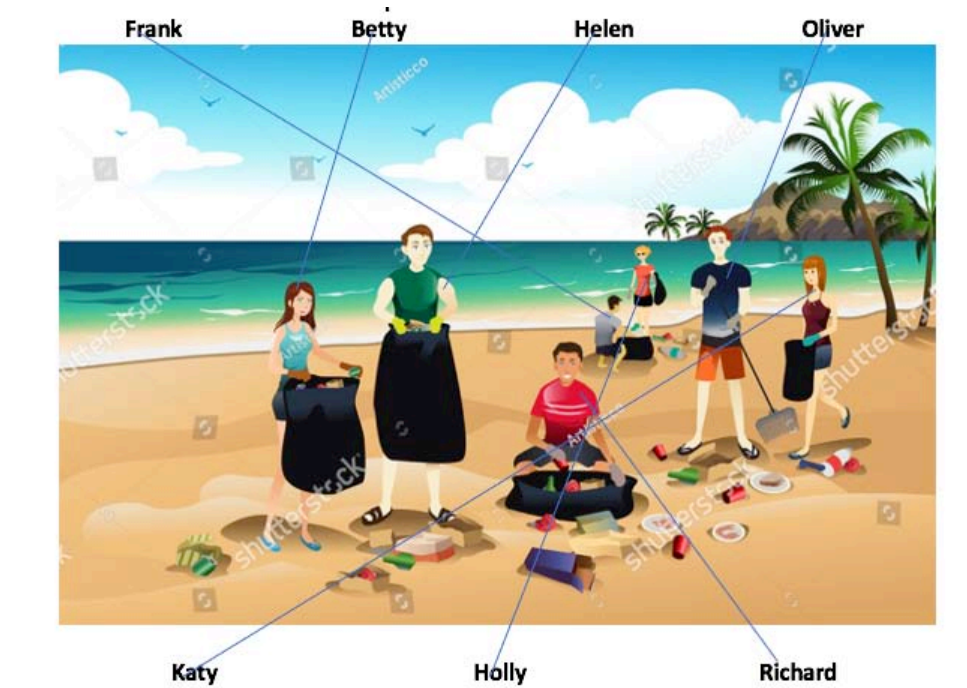
Feed back.

## Tapescript

[F = Female; Fch= female child]

- Fch: I went to the beach on Sunday, Miss South, and I drew this picture.
- F: It's beautiful. Do you know all these people?
- Fch: Yes, I do. We were all cleaning the beach. The grown-ups don't work there so they needn't do it. But they want to.
- F: Who's the tall woman holding the black bag?
- Fch: Do you mean the woman with the green swimming costume?
- F: Yes, and she's got brown hair.
- Fch: That's my aunt, Helen. She's lovely.
- F: Is that her daughter next to her? She's holding a bag, too.
- Fch: The girl with long hair in the blue costume? Yes, that's Betty. She's Auntie Helen's daughter.
- F: There's a man sitting on the sand with a striped T-shirt. He has got black hair. Is that Helen's son?
- Fch: No, that's my brother. He's called Richard.
- F: He has got gloves.
- Fch: Yes, we have got to wear gloves because some of the rubbish is dangerous.
- F: The man next to Richard has interesting shorts. What colour are they?
- Fch: I think they're red and orange – or perhaps they were wet when I drew the picture!
- F: What's his name?
- Fch: He's Oliver. He brought a broom, you know, a brush on a piece of wood. It's good for moving the rubbish to the bags.
- F: Who's the girl with Oliver? Is that your sister?
- Fch: No. I'm not sure about her name ... Oh, yes, that's Katy. She's got blue gloves.
- F: I like her long straight hair.
- Fch: Yes, it's beautiful.
- F: Do you know the two people near the sea? The woman is wearing a red T-shirt and the man a grey one.
- Fch: Those are my cousins. The girl is Holly and the boy is Frank.
- F: Holly and Frank. They're your cousins, are they?
- Fch: Yes. Betty's their sister.

## Answers



## Speaking

This is again a kind of task in the Speaking test. The examiner and the candidate each holds a piece of paper, i.e. the Examiner's Copy and the Candidate's Copy. The two copies are about the same person, place, or object, but with information gaps. The examiner asks the candidate questions, using a set of information clues that is on the Examiner's Copy. The candidate then gives answers and also asks the examiner questions based on a set of different question clues that is on the Candidate's Copy.

Remind students that they should practice asking questions, answering by using the clues given, checking the answers they have got (with Yes / No questions, with tag questions, or with questions with options), etc. which have been covered in previous units.

Again, you may warm students up by you acting as the examiner while the whole class as the candidate. Ask them questions by using the clues and encourage them to give the answers together.

Put students into pairs to role play and practice. Monitor and assist.

Feed back.

### Answers



William's chores

Before school	<i>make bed</i>
After school	<i>tidy bedroom</i>
At weekends	<i>help with washing</i>
During holidays – inside	<i>clean bathroom</i>
During holidays - outside	<i>water flowers</i>



Lily's chore

Before school	<i>wash breakfast dishes</i>
After school	<i>make snack</i>
At weekends	<i>clean windows</i>
During holidays - inside	<i>put clothes on line</i>
During holidays - outside	<i>clean car</i>



# Unit 7 Are you OK?

Page 91

## Title page

Explain that this unit is about illness, accidents, advice and medical treatment.

Give the students time to look at the illustration: The children are in the sports field of the International School.

Get them to say what is happening in the illustration: They have just finished playing football and it has been a bruising match.

Then get them to identify the characters and say where they are in the illustration and what they are doing: Chika holding her head, Salim holding his stomach, Ana holding her elbow, Marco holding his knee and Josh holding his shoulder.

This can be in the students' first language.

## Target language:

You may want to look quickly at this page before the lesson, and possibly translate some of the contents. The key point to make is: *This is what you are going to learn in this unit. You will be able to do all these things at the end of the lessons.*

## Warm-up

Give the students plenty of time to look at everything on the page. Then ask them to say in English what they can see in the pictures.

From prior learning, they should be able to say all or most of the following:

*headache*

*nurse*

*earache / toothache*

*hospital*

*broken arm*

*cough*

*doctor*

*temperature*

They may also be able to say the following:

*ill*

*medicine*

## Activity 1

Work through the example.

Play the track. You should not need to pause. Students complete the task individually and then compare in pairs. Monitor and feed back.

## Tapescript

1	He really doesn't like the medicine which his mother is giving him, but he knows it will make his cough better.
2	She gets toothache all the time. She must go to the dentist this week but she hates going.
3	Sophia was running in the school playground when she fell on her right hand. The school nurse put a bandage on and told her to keep moving her fingers.
4	She's got a headache so she's taking some tablets. She hopes it will help.
5	The nurse is putting a bandage on the man's arm. He had an accident at work but he's alright now.
6	She's not feeling very well, so her mother is checking to see if she has a temperature.
7	She's not sure what to take next. She's got so much medicine and a long list of instructions from the doctor.
8	She's trying to study but she's got a terrible headache. Perhaps she needs to get glasses.
9	The doctor's looking at an X-ray. He's not sure what's wrong with the person yet.

## Activity 2

Work through the example to check that students understand the task.

Explain that they are going to hear various people talking about illness or problems, and decide which picture each conversation is about.

Play the track. You may need to pause after each conversation for students to write.

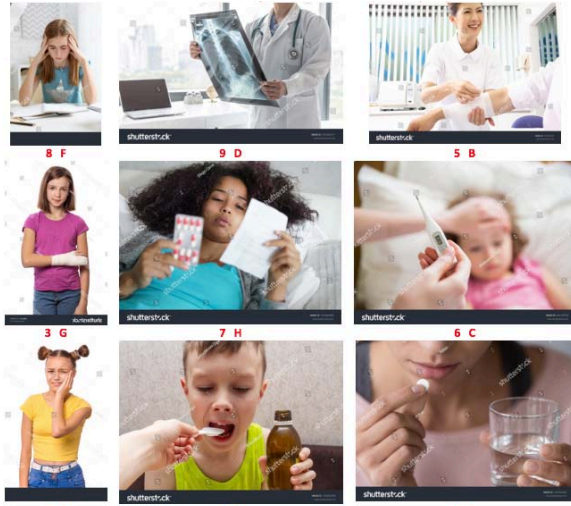
Monitor and make sure that students are writing the correct answers, but do not worry too much as this is only the warm-up of this unit.

### **Tapescript and answers**

[various people: F = female adult; Fch = female child; M = male adult; Mch = male child]

- A F: I know you don't like it but it's good for you.  
Mch: OK. [sound of boy swallowing] Urgh! It's horrible!
- B F: You must keep this on for a week, Mr. Smith. And don't get it wet!  
M: OK, nurse. I'll be careful.
- C F: Now, let's see. Oh, yes. You have got a temperature but it's not bad.  
Fch: I feel bad, Mummy.
- D M: Mmm. I don't think anything is broken. This looks fine. I wonder why his arm hurts.
- E F: I hate taking this kind of medicine! I really need lots of water to help me take it.
- F Fch: Why do I always get a headache when I do a lot of reading. Perhaps I need glasses.
- G Fch: Thank you, nurse.  
M: That's OK. Do you write with your right hand?  
Fch: Yes, I do.  
M: Well, I'm afraid you won't be able to write for a couple of days, but keep moving your fingers. Your hand should be fine by the end of the week.  
Fch: OK. Thanks again.
- H Fch: I'm lost! Do I take two of these every four hours or four of these every two hours? I can't read the doctor's writing!
- I Fch: It hurts so much!  
M: So you must go to the dentist.  
Fch: But I don't like going there!  
M: Well, it won't get better by itself!

## Answers



## Words and sentences

### Page 92

### Are you OK?

1 Refer students to the two captioned illustrations: a digital thermometer reading 38.0 °C, indicating a high temperature, and various tablets, capsules and bottles, indicating medicine.

- a Work through the example. Students complete the activity individually and then compare in pairs.
- b Play the track, pausing if necessary for students to check.

### Tapescript and answers

[A = female; B = male child]

- A: Are you OK? You don't look well.
- B: I know. I feel ill.
- A: What's the matter?
- B: My head hurts. And I've got a stomach ache.
- A: Oh, dear. Have you got a temperature?
- B: I don't know. I feel hot.
- A: Did you sleep last night?
- B: No, I couldn't sleep. I kept coughing.
- A: I think you should go home and take some medicine.

c Set for pair work. Monitor and assist with sentence patterns and pronunciation. Get one or two 'good' pairs to perform in front of the class.

2 Refer students to the illustrations at the bottom of the page.

a Ask *How does the boy look in each picture?* Give them plenty of time to look at everything, to identify the different emotions or actions in each one.

Set for pair work. Monitor but do not assist.

b Play the track. Pause after each one to allow students time to check or correct their answers.

### Tapescript and answers

- A. unhappy
- B. scared
- C. happy
- D. tired
- E. angry
- F. worried
- G. ill
- H. hot
- I. cold

Feed back. Ideally use a blown-up image and check students' understanding.

Alternatively you can play the game 'How do I look?' with the class: You mime each one, and encourage students to give the short answer (i.e. one word) together. For example, you put on a sad face for students to say (or even shout happily) the word 'unhappy'.

3 Work through the example.

Play the track. Students complete the activity individually and then compare in pairs. Monitor. Feed back.

### Tapescript and answers

[one voice = male child]

- 1. I've lost my watch.
- 2. I've won a competition.
- 3. I couldn't sleep last night.
- 4. I don't know where my dog has gone.
- 5. My friend took my bag.
- 6. My stomach hurts.
- 7. I'm wearing a jumper but I'll put on a coat and a scarf.
- 8. I heard a strange noise.
- 9. I've got a temperature.

#### Answers:

- |         |       |
|---------|-------|
| unhappy | 1 = A |
| happy   | 2 = C |
| tired   | 3 = D |
| worried | 4 = F |
| angry   | 5 = E |
| ill     | 6 = G |
| cold    | 7 = I |
| scared  | 8 = B |
| hot     | 9 = H |

Time permitting, this can be another 'How do I feel?' game with the class. Model with two strong students to demonstrate how it works: You say one of the situations from the audio they have just heard (e.g. 'I've won a competition') and ask: 'How do I feel?', and then ask one student to say the word (i.e. 'happy'), and the other to mime the word.

Divide the class into halves: One half answer your question, and the other half mime the word.

For a stronger class, your sentences can be different from the audio, and, the crazier the more fun!

4 Put students into pairs to say the sentences and try to correct their partner's pronunciation.

Monitor and assist.

Feed back asking individual students to say the sentences.

### Page 93

#### Where does it hurt?

Refer students to the illustration 'My body'. Give them plenty of time to think about the parts of the body and see which ones they can name in English.

1 Refer students to the words for parts of the body. Make sure they understand the activity.

a Students complete individually and then compare in pairs. Do not confirm or correct.

b Play the track. Students check their answers.

Feed back, ideally onto a large version of the drawing on the board. Check pronunciation as you go.

### Tapescript and answers

1. eye
2. mouth
3. ear
4. head
5. nose
6. teeth
7. neck
8. shoulder
9. stomach
10. elbow
11. arm
12. hand
13. fingers
14. knee
15. foot
16. toes

Say those words at random, e.g., *arm*, *shoulder*, and get students to point to the parts of their body.

**2** Set as pair work. Make sure students understand what to do. Encourage students to say the words aloud as they are trying to point to the parts of their body, and at the same time look at each other to see whether their partners are doing the same. Monitor but do not assist.

### Tapescript

- A. They're on your head. There's one on the left and one on the right. You can hear things with them.
- B. They're on your feet. You have five of them on each foot.
- C. They're on your hands. You have four of them on each hand and one thumb.
- D. They're on your legs in the middle. They move when you sit down and stand up.
- E. They're on your arms in the middle. They move when you lift things.
- F. They're inside your mouth. If you get a problem with them, you have to go to a dentist.
- G. They're on each side of your neck. You can carry a backpack on your back if you put the straps over these.

### Answers

- A. Ears.
- B. Toes.
- C. Fingers.
- D. Knees.
- E. Elbows.
- F. Teeth.
- G. Shoulders.

**3** Set as individual work. Make sure that students understand the task – While listening, they need to tick the parts they hear on the picture on top of the page.

Play the track.

Feed back.

### Tapescript

[M = male; Mch = male child]

M: What happened, Frank?  
Mch: I was riding my bicycle when I came off.  
M: Were you going quickly?  
Mch: No, I was riding very slowly but there was a stone in the road.  
M: Ah. So where does it hurt?  
Mch: Everywhere!  
M: OK. I can't give you medicine for everywhere. Does your head hurt?  
Mch: Yes. I was wearing a helmet but it hurt my ear when I hit the ground.  
M: Yes. There's a cut on your ear. I'll clean that and put some cream on it. Anywhere else?  
Mch: Yes. I fell on my knee and cut it badly.  
M: Oh, yes. I see. I'll clean that, too, and put a bandage on it. Is that it?  
Mch: No, I cut my elbow, too.  
M: OK. Another bandage.  
Mch: And I've hurt my hand. Well, my fingers actually.  
M: Dear me! You need a lot of treatment, don't you? I'll put some plasters on your fingers.

### Answers

The following should be ticked on the picture:

3. ear; 14. knee; 10. elbow; 13. fingers.

4 Make sure students understand the task, especially the word 'treatment'. Explain to them in their first language, if necessary.

Play the track. Students write their answers. Monitor but do not assist.

Feed back.

Refer students to the Tip! box about treatment. Put the key words on the board:

*cream*                      *a plaster*                      *a bandage*

Then add the word 'put' on the board, which goes with the words:

*put cream (on ...)*

*put a plaster (on ...)*

*put a bandage (on ...)*

Then encourage students to say the correct sentences in full.

### Tapescript

Repeat of 3.

### Answers

Where it hurts	Treatment
3. ear	Clean the cut and put some cream on it.
14. knee	Clean the cut and put a bandage on it.
10. elbow	Clean the cut and put a bandage on it.
13. fingers	Clean the cut and put some plasters on them.

(Note to Tank: The following screenshot is just to show how students can mark and write their answers on the CB, in response to your feedback about Ex 4.)

UNIT 7

Level 2

Where does it hurt?

arm	knee
ear	mouth
elbow	neck
eye	nose
fingers	shoulder
foot	stomach
hand	teeth
head	toes

**My body** *clean + cream*

1. Look at the words in the box and the picture of the boy's body.
  - a. Match the words to the body parts. Write each word next to its number.

**Page 94**

**What should I do?**

Refer students to the table about the children's problems and advice for each of them.

1 Make sure students understand that they need to make two sentences for each row: one about the problem, and the other giving advice.

a Students complete individually and then compare in pairs. Do not confirm or correct.

b Play the track. Students check their answers. Feed back.

Build the table on the board, with key words like the following:

Chika	(has got)	a toothache	go to the dentist
Salim	(has got)	a high temperature	go to the doctor
Josh	(keeps)	coughing	take some cough medicine
Ana	(has cut)	her finger	put on a plaster
Marco	(might have)	a broken arm	have an X-ray

Get the students to say the sentences again. Do this as a whole class, then half the class at a time, and then individual students.

**Tapescript and answers**

- Chika has got a toothache. She should go to the dentist.
- Salim has got a high temperature. He should go to the doctor.
- Josh keeps coughing. He should take some cough medicine.
- Ana has cut her finger. She should put on a plaster.
- Marco might have a broken arm. He should have an X-ray.

2 Go through the example. Model with the first row of the table to demonstrate the sentence pattern:

*If you ... (the problem), you should ... (the advice).*

Set for pair work.

After one student has played Marco, swap.  
Monitor and assist with sentence patterns and pronunciation.

**Tip!** about giving advice with 'should':

Refer again to the table on the board, with key words like the following:

<i>If you've got</i>	<i>a toothache,</i>	<i>you should</i>	<i>go to the dentist.</i>
<i>If you've got</i>	<i>a high temperature,</i>	<i>you should</i>	<i>go to the doctor.</i>
<i>If you keep</i>	<i>coughing,</i>	<i>you should</i>	<i>take some cough medicine.</i>
<i>If you've cut</i>	<i>your finger,</i>	<i>you should</i>	<i>put on a plaster.</i>
<i>If you might have</i>	<i>a broken arm,</i>	<i>you should</i>	<i>have an X-ray.</i>

Again, get the students to say the sentences. Do this as a whole class, then half the class at a time, and then individual students.

### **Tapescript and answers**

If you've got a toothache, you should go to the dentist.  
If you've got a high temperature, you should go to the doctor.  
If you keep coughing, you should take some cough medicine.  
If you've cut your finger, you should put on a plaster.  
If you might have a broken arm, you should have an X-ray.

**3** This is to continue practising the sentence pattern 'you should ...'.  
Play the track. Pause after each question. Students give each answer together.  
Monitor and assist with sentence patterns and pronunciation.

### **Tapescript and possible answers**

If you feel tired, ...	<a href="#"><u>you should go to bed.</u></a>
If you feel hot, ...	<a href="#"><u>you should take off your coat.</u></a>
If you feel cold, ...	<a href="#"><u>you should put on your coat and scarf.</u></a>
If you feel hungry, ...	<a href="#"><u>you should have some food.</u></a>
If you feel thirsty, ...	<a href="#"><u>you should have some water.</u></a>
If you have a stomach ache, ...	<a href="#"><u>you should go to the doctor.</u></a>
If you get a headache while you are playing a computer game, ...	<a href="#"><u>you should take a break.</u></a>

## **Page 94**

### **Magic time!**

Tell students this is where they learn the code of spoken English!  
The methodology for this section is always the same.

**1** Go through the rubrics and direct students' attention to the sound /ə/ [schwa]/ but do not explain what schwa is at this point.

Refer students to Group 1 of the table. Ask if they can identify the spelling that indicates the schwa sound. If not, say it doesn't matter. This is the code but they can learn the code from the examples, and in Group 1, it's the sound of the -er at the end of each word:

<i>shoulder</i>	<i>mother</i>
<i>finger</i>	<i>father</i>
<i>matter</i>	<i>sister</i>
<i>plaster</i>	<i>brother</i>
<i>better</i>	<i>answer</i>
<i>letter</i>	

**2** Ask students to listen and repeat the example words in Group 1.  
Play the track.



### Tapescript

[Slightly overemphasize the schwa at the end of each word. Read down each column.]

/ə/ <b>Group 1</b>	shoulder finger matter plaster better letter	mother father sister brother answer
-----------------------	---	---

Get students to say the words again, emphasizing the target sounds.

3 Refer students to the words in Groups 2, 3 and 4 of the table.

a Tell students to say the words to themselves and identify the connection in each group. Put students into pairs to complete the task. Monitor but do not assist, just check that they are doing the task correctly. Assess during monitoring how well they are doing it.

b Play the track. Feed back, building up the table on the board.

### Tapescript

/ə/ <b>Group 2</b>	doctor	actor
/ə/ <b>Group 3</b>	temperature measure treasure	nature picture adventure
/ə/ <b>Group 4</b>	camera cinema sofa umbrella	pasta pizza banana

4 Put students into pairs to say the sentences and try to correct their partner's pronunciation. Monitor and assist.

Feed back asking individual students to say the sentences.

#### Language note

The schwa sound is the most common vowel sound in English: It is about one third of the vowels a native speaker pronounces. It only appears on unstressed syllables.

It can be in content words, such as 'motherə', 'brotherə', 'plasterə', 'doctorə', 'pictureə', 'temperatureə', 'bananə', 'pizzə', 'umbrellə', etc.

It can also be in function words, such as 'thə', 'aə', 'andə', 'toə', 'forə', 'canə', 'someə', etc.

It helps to know where the stress in the word or the sentence is – The schwa is **NEVER** on the stressed syllable.

Getting the schwa sound correct is a good way of making your pronunciation more accurate and natural.

How to Pronounce a Schwa Sound: The mouth position for /V7/ is neutral – the lips are relaxed, not rounded, the jaw is roughly halfway open, and the tongue is flat, not forward or back. It is very similar to the long vowel sound /V11/ as in 'girl', 'bird' or 'thirty' but is always weak, so the schwa sound is short and soft.

## Grammar

### Adjectives (describing things) and adverbs (describing actions)

Refer students to the illustrations. Give them time to look carefully at the details.

1 Set as pair work. Students try and find the answers to the three questions. Monitor but do not assist.

#### Answers

- a. The boy was riding his bicycle when the accident happened.
- b. He fell off his bike and hurt his legs.
- c. The man saw the accident when he was driving. He stopped his car and came to help the boy.

2 Refer students to the story. Point to them that some of the words are missing, which describe the things and the actions in the boy's story.

Play the track. Students listen to the story and think about what is missing in each gap.

#### Tapescript and answers

I was riding my bicycle slowly because it was raining heavily. A car came round the corner suddenly. It was going fast. I fell off my bike and hit the ground hard. I hurt my legs badly. I felt very ill. Luckily, my father was driving along the road and he saw the accident. He talked to me quietly, then he put me in the car carefully and took me to the hospital. The doctor looked after me well.

3 Set as pair work. Students complete the story with the correct words from the box.

Monitor but do not assist.

Feed back.

#### Answers

Same as the script in 2 above.

4 Give students plenty of time to look at Table A and Table B.

Remind them that Table A is describing things, and Table B is describing actions. .

Point out that (for what they're learning at this stage):

Sometimes the adverbs are made by adding -ly to the adjective, e.g.,

*bad – badly                  careful – carefully                  sudden – suddenly                  usual -- usually*  
*happy – happily                  heavy – heavily*

Sometimes the adjectives and adverbs are very different, e.g.,

good – ~~goodly~~ – well

Sometimes the same words can be both adjectives and adverbs, e.g.,

*fast – ~~fastly~~ – fast                  hard – ~~hardly~~ – hard                  ill – ~~illy~~ – ill*

#### Language note

For beginner students, it is not very easy to explain to them the rules about 'regular' or 'irregular' adverbs, as there are not many regular adverbs in their limited vocabulary. It might be better not to confuse them too much by mentioning all the rules. However, it is worth mentioning that not all words that they know ending with -ly are adverbs, e.g.,

Some are nouns, such as *butterfly, family, etc.*

Some are adjectively, such as *curly, early, friendly, lovely, silly, ugly, unfriendly, etc.*

Play the track. Students repeat the tables.

### Tapescript

Table A

I	was	happy.
The rain	was	heavy.
My legs	were	bad.
My father	was	careful.
His car	was	fast.
The doctor	was	good.

Table B

I	was riding			happily.
It	was raining			heavily.
They	hurt			badly.
He	put	me	in the car	carefully.
He	drove	me	to the hospital	fast.
He	treated	me		well.

Refer students to the tip under Table A. Apart from the verb *be* (such as in Table A), other linking verbs (e.g., *become*, *get*, etc.) and the sense verbs (e.g., *feel*, *taste*, *look*, *sound*, *smell*, *seem*, etc.) are also followed by adjectives, not adverbs. For example:

*We became tired (after a very long walk).*

*He got lucky (when the teacher didn't check the homework he forgot to do).*

*I feel ill (and my head is very heavy).*

*You seem hot. (Shall I open the window?)*

*He looks happy. (He's smiling to everybody.)*

*It tastes nice. (Would you like some?)*

5 Set for pair work. Monitor and assist. Encourage students to do it in front of the class.

## Pages 96 & 97

### Listening and speaking practice

1 Make sure students understand this task and what they have to do this time.

Play the track.

Students complete individually and compare in pairs.

Be prepared to pause the track if necessary.

Feed back.

### Tapescript

a.

[Fch = Female child; M = male adult]

Fch: Mr West, I've just cut my hand. Look!

M: Oh, dear! Don't worry, Zoe. It's OK.

Fch: Can you call the doctor?

M: You don't need a doctor. You haven't cut yourself badly. You just need a plaster.

Fch: Oh, OK. But it hurts.

M: I know. Come on. Let's clean it with some cold water and then I'll put a plaster on.

b.

[F = female adult; Mch = male child]

F: Are you OK, Jack?

Mch: No, I'm not.

F: What's the matter? Is it your arm?

Mch: Yes. I hurt it when I was playing volleyball.

F: Where does it hurt? Did you fall on your elbow?

Mch: No, I fell on my shoulder. Now my arm is really painful.

F: Come on. I've got some good cream for that.

### Answers

a. A (clean it with some cold water)

b. A (his arm)

2 Make sure students understand this task and what they have to do.

Work through the example.

Play the track.

Students complete individually and then compare in pairs.

Be prepared to pause the track if necessary.

Feed back.

### Tapescript

[T = teacher; Fch = female child; Mch = male child]

T: OK, listen, children. I need to tell you about a change on Friday morning. You won't have your normal lessons. Instead, you'll have a first aid class.

Fch: What's first aid?

T: Well, 'aid' means help so first aid is first help ... it means giving the first help to people when they are ill or if they have had an accident.

Fch: Where do we go for ... First ...?

T: First aid. You go to the School Sick Room. You know, where Nurse Easton is. Now, it's only one hour from 10 to 11 on Friday, but it's very important. Maybe you can help someone who is ill until the ambulance people or the doctor comes.

Mch: Is it for all the children?

T: No, it's just for you, Year 5. You have to use scissors and things and we know that Year 5 children can be careful.

Fch: What do we learn about?

T: You learn what to do if someone is lying on the ground. Then you learn treatment with cream, and with plasters and with bandages.

Mch: It sounds fun!

T: Yes, it's fun, but it's also important. At the end, you'll all get a first aid book which has more information about illness and treatment. Perhaps you should carry it in your school bag.

### Answers

a. Sick

b. 11

c. 5

d. bandages

e. book

3 Refer students to the illustration. Make sure that students understand they are going to hear Ana asking Marco questions. Check the topic of their conversation: *Accidents*.

a Refer students to the table and particularly the first column.

Play the track. Students complete individually and then compare in pairs.

## Tapescript and answers

[two of the main characters: Ana and Marco]

Ana:	<u>Have you ever hurt</u> yourself badly?
Marco:	Yes, I have.
Ana:	<u>What</u> were you <u>doing</u> before the accident?
Marco:	Um. I was eating.
Ana:	<u>What</u> did you <u>hurt</u> in the accident?
Marco:	I broke one of my teeth.
Ana:	<u>Who</u> helped you <u>after</u> the accident?
Marco:	My mother and then a dentist.
Ana:	<u>Did you go to hospital</u> ?
Marco:	No. The dentist didn't work in a hospital.
Ana:	<u>What</u> treatment did you <u>get</u> ?
Marco:	The dentist had to make a new top for the tooth. Look!
Ana:	<u>Did you get better quickly or slowly</u> ?
Marco:	I had to wait two weeks for the treatment. Then it only took a few minutes.

b Play the track again. Feed back, eliciting the questions.

## Tapescript and answers

Repeat of 3a.

c Set for pair work, drilling students to ask the questions correctly.

4 Set this activity up carefully. Make sure every student understands what to do. Ask students to give true information.

a Point to students that they need to ask more than five people, write down their names if they have hurt themselves badly, and then make notes of their answers.

b Follow the instructions as written. Monitor and assist. This is a revision of tag questions. Get two or three strong students to perform their questions in front of the class.

c Work through the example. Monitor and assist.

## Page 98

### Story club

#### Before you listen

Remember! Some of the words in the box are new vocabulary needed for the story. The students have not met some these words or phrases before.

Put students into pairs to complete the sentences. Elicit the whole word or expression with good pronunciation.

#### Answers

- A. This is a valley in a desert.
- B. This animal is dangerous. It's a snake.
- C. The boy is using his teeth. He's biting the sandwich.
- D. The woman has dropped the books.
- E. The man has slipped on some water.
- F. The woman has had some bad news. She has fainted.
- G. The cat is walking towards the box.
- H. The cat is walking away from the box.
- I. The girl is drowning but her father is going to save her.

### Listen and read

Give students one minute to look at the whole of the picture story. It won't be time for them to read the speech bubbles and understand the story, but it will put the listening into context.

Give further context by reading the sentence in the instructions (i.e. 'This is a story about an accident that Salim has had').

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

### **Tapescript**

[three of the main characters: Salim, Josh, Ana]

1	Salim: Josh: Salim: Ana:	Thank you for coming to see me. That's OK. We were worried about you. I'm feeling better now. Good. What happened?
2	Salim: Josh: Salim: Ana:	Well, I was with my parents in the desert on Sunday and it started to rain heavily. Yes. It rained hard on Sunday. I was exploring a valley and, suddenly, it filled with water. Oh, no! Did you fall into the water and nearly drown?
3	Salim: Josh:	No! I started to climb out of the valley. Then I saw a snake. Oh, no! Did the snake bite you and make you ill?
4	Salim: Josh: Ana:	No! I picked up a big stone quickly and I hit the snake on the head. That was clever! Did you drop the stone on your foot and break your toes?
5	Salim: Josh:	No! I climbed quickly up to the road. My parents drove towards me. Did the wheels slip on the rain so the car hit you and broke your leg?
6	Salim: Ana: Salim: Josh: Salim:	No! I got in and closed the door. So how did you hurt yourself? I closed the door too quickly ... and hurt my thumb. But why are you in hospital? I fainted. The doctors want to check me carefully.

### After you listen

1 Point out that these are sentences from the story. Get students to cover the opposite page.

Work through the example.

a Students complete individually and compare in pairs.

Do not confirm or correct.

b Play the track. Students check their answers.

Feed back, getting students to say full sentences, not just the missing word or words.

## Tapescript

[three of the main characters: Salim, Josh, Ana]

1	Josh: Salim:	We were worried about you. I'm feeling better now.
2	Salim: Ana:	I was exploring a valley and, suddenly, it filled with water. Oh, no! Did you fall into the water and nearly drown?
3	Salim: Josh:	I saw a snake. Did the snake bite you and make you ill?
4	Salim: Ana:	No! I picked up a big stone quickly and I hit the snake on the head. Did you drop the stone on your foot and break your toes?
5	Salim: Josh:	No!! I climbed quickly up to the road. My parents drove towards me. Did the wheels slip on the rain so the car hit you and broke your leg?
6	Ana: Salim:	So how did you hurt yourself? I closed the door too quickly ... and hurt my thumb.

2 Give students time to read the story again and try to answer the questions. Put students in pairs to discuss the answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

### Answers

- Because the valley suddenly filled with water.
- No, it didn't, because Salim picked up a big stone and hit it on the head.
- He closed the car door too quickly and hurt his thumb.
- Because he fainted and the doctors want to check him carefully.

### Extra activity

Put students into small groups to role play the story. Consider giving the larger parts to stronger students, but don't make it clear that you are doing this. Refer students to the tapescript. Give students time to read the sentences and practice saying them. Get them to rehearse and then perform their play. Encourage students to put emotion into their lines. Also encourage students to mime the key actions in the story. Choose the best version and get the group to perform it in front of the class.

**Note:** If you cannot make groups of the correct size because there are too many or too few students, you can:

- get two students to play one role;
- get one student to play two roles.

### Pages 100 & 101

### Wrap-up and Mind map

1 Follow the instructions as written. Students complete individually and then compare in pairs. Feed back, getting the complete table on the board. Drill the collocations.

## Answers

a.	<u>put on</u>	cream	a plaster	a bandage
b.	<u>have</u>	an X-ray	a temperature	a headache
c.	<u>break</u>	your arm	your leg	your toe
d.	<u>feel</u>	ill	worried	better
e.	<u>go</u>	to the doctor	to the dentist	to hospital
f.	<u>hurt</u>	your finger	your shoulder	yourself

2 Students complete individually and then compare in pairs.

Feed back, building up the pairs of adjectives and adverbs on the board.

Drill the students about the words, asking them to say the sentences correctly.

## Answers

- careful
- carefully
- badly
- bad
- quickly
- fast
- quick
- well
- hard

3 Refer students to the mind map.

a Get students to say the sentence in the top flash '**What's wrong?**', and then ask them to name the parts of the body in the cloud '**the body**'.

Model the example and then demonstrate, with a good student, how you answer each other's question and asking them more questions.

Students work in pairs. Monitor and assist. Get a few pairs to do it in front of the class.

b Move on to the flash '**What's the matter?**' and the cloud '**ill**'. Follow the same procedure as in a.

c Move on to the flash '**What have you done?**' and the cloud '**accidents**'. Follow the same procedure.

d Move on to the flash '**What happened at the hospital?**' and the cloud '**treatment**'. Follow the same procedure.

## Extra activity

Get students to close their books and, in pairs or small groups, reproduce the mind map on large sheets of paper, with words for the items but also with illustrations. Point out that they must make the mind map look pretty.

## Page 102

### Unit test

#### Listening

Explain that they are going to hear a conversation between a teacher and a student.

Give students plenty of time to look at the picture about people in a hospital.

Play the track. Monitor how well they complete the task.

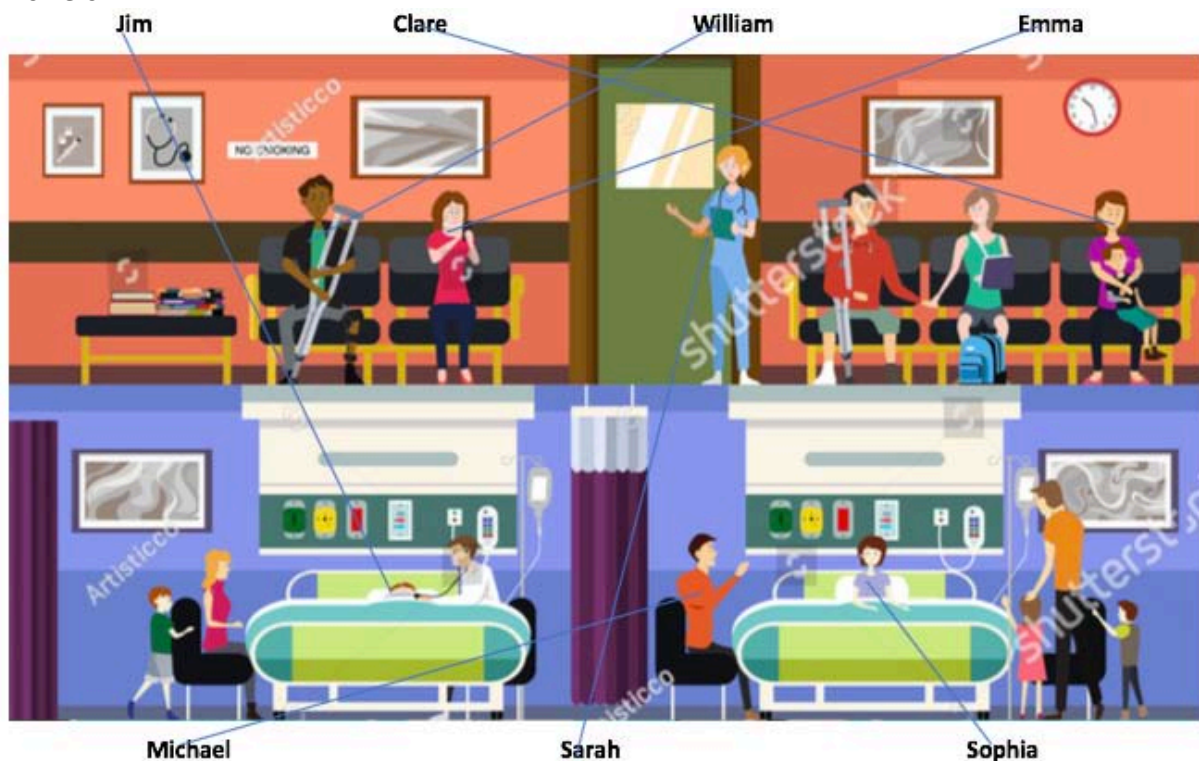


## Tapescript

[M = Male; Fch= female child]

Fch:	I was at the hospital last week, Mr South. I drew this picture.
M:	Oh, dear. What was wrong with you?
Fch:	No, I wasn't ill. It was my mother. She had to stay in hospital for one night. Look, here she is in Bed Number 2.
M:	What's your mother's name?
Fch:	It's Sophia. I went to see her with my father and my sister.
M:	Who's the man sitting on the other side of the bed?
Fch:	That's Michael. He's my uncle – my mother's brother.
M:	Is your mother alright now?
Fch:	Yes, she's out of hospital now. But it was strange. My cousin, Jim, was in the next bed, Bed Number 1.
M:	I can't see Jim! He's lying down.
Fch:	Yes, he was sleeping when I drew the picture. He's still in hospital but he'll be out soon.
M:	Is this the waiting room above the beds?
Fch:	Yes, it was quite busy. There was a man called William waiting. My father talked to him before we went to see my mother. He only has one leg. William hurt his leg badly in a car accident.
M:	I know the woman under the clock.
Fch:	Which one? The woman with a baby on her knee?
M:	Yes. That's Clare. She sometimes works at the school.
Fch:	Well, it's funny, I know the nurse who is standing by the door. She's another cousin of mine. Her name's Sarah.
M:	Gosh, there are a lot of your family in this picture.
Fch:	Yes, and the woman with a bad neck is also from my family..
M:	Do you mean the woman next to William? She's wearing a red T-shirt.
Fch:	Yes, that's Emma. She's my aunt. She has got a kind of bandage on her neck.
M:	Well, it's a beautiful picture, but I hope you don't have to go to hospital again!
Fch:	Actually, I liked going. The doctors and nurses were lovely.

## Answers



## Speaking

This is again one kind of task in the Speaking test. Students should know this kind of task quite well now, as it has been practised in several of the previous units.

Familiarise students with the task by acting as the examiner while the whole class as the candidate. Ask them questions by using the clues and encourage them to give the answers together. Make sure they all know what to do.

Put students into pairs to role play and practice. Monitor and assist.

Feed back.

## Answers

For Student A on the Examiner's copy:



### George

Name of hospital:	East Town
Name of doctor:	Dr Lake
Problems:	broken leg, cut head
Reason for problems:	playing football
Must stay in hospital:	3 weeks

For Student B on the Candidate's copy:



### Emma

Name of hospital:	West City
Name of doctor:	Dr North
Problems:	stomach ache, headache
Reason for problems:	bad food
Must stay in hospital:	2 days

# Unit 8 How do you get there?

## Title page

Explain that this unit is about giving directions, inside a building or in a neighbourhood.

Give the students time to look at the illustration: The children are in a shopping mall, looking at the map of the mall.

Get them to say what is happening in the illustration: The children are trying to figure out directions in the shopping mall.

This can be in the students' first language.

## Target language:

You may want to look quickly at this page before the lesson, and possibly translate some of the contents. The key point to make is: *This is what you are going to learn in this unit. You will be able to do all these things at the end of the lessons.*

## Page 105

### Warm-up

Give the students plenty of time to look at everything on the page. Then ask them to say in English what they can see in the pictures.

From prior learning, they should be able to say all or most of the following:

*hotel*

*factory*

*theatre*

They may also be able to say the following:

*museum*

*bank*

*university*

### Activity 1

Work through the example.

Play the track. You should not need to pause. Students complete the task individually and then compare in pairs. Monitor and feed back.

### Tapescript

[A = female child; B = male child]

1.

A: Your aunt is a bank manager, isn't she?

B: Yes. How do you know?

A: I had to go into the bank in South Street yesterday with my mother. She had a problem with her bank card. She had to see your aunt. She looked very important!

2.

A: Does your brother have a job yet?

B: Yes and no. He's still at university but he's working in a school at the moment. It's called teaching practice. It's part of his course at university.

3.

A: What does your sister do?

B: She's a manager of a clothes factory. She buys all the cloth to make the clothes.

A: What kind of clothes does the factory make?

B: They make the things which are popular that season. Their clothes are really good.

A: Do you sometimes get some of the clothes, free, I mean?

B: Yes. Actually, I have to put them on sometimes to see if my mother thinks they look nice.

4.

A: Have you ever been to the theatre in the city centre?

B: Yes, I have to go every week.

A: Why do you *have* to go?

B: Because my father's an actor and he always wants me to see him in his latest play. They have a different one every week.

5.

A: Where does your mother work?

B: She works at the museum near the school.

A: What does she do there?

B: She shows people around the place, you know, groups of children on a school trip. She knows all the old things in the building and she can explain everything.

A: Has she shown you everything in the museum?

B: Oh, yes. I have to go there every day after school because she gives me a lift home. But I have to wait an hour for her to finish, so she often shows me the latest old thing.

6.

A: What does your father do?

B: He works at the International Hotel in Park Avenue.

A: Oh! That's a very big hotel. Is he the manager?

B: No, he's a mechanic. He looks after the lifts.

A: What are they?

B: They take people up and down to different floors. The hotel has four lifts. There are two escalators, too, from the ground floor to the first floor.

A: What are escalators?

B: They are moving stairs. You stand on a step and the machine takes you up or down.

A: Oh, yes.

B: But the lifts and the escalators stop working quite a lot because it's an old hotel so he is always very busy.

### Answers

1 = B = bank

2 = E = university

3 = D = factory

4 = F = theatre

5 = A = museum

6 = C = hotel

### Activity 2

Make sure that students understand the task.

**a** Set for pair work. Monitor but do not assist.

**b** Play the track. You may need to pause after each conversation for students to write.

Monitor and make sure that students are writing the correct answers, but do not worry too much as this is only the warm-up of this unit.

### Tapescript

Repeat of Activity 1 above.

## Answers

1. She had a problem with her bank card.
2. It's part of his course.
3. They make the things which are popular that season.
4. He always wants me to see him in his latest play.
5. She shows people around the place.
6. The lifts and the escalators stop working quite a lot.

## Words and sentences

### Page 106

### How do I get there?

1 Refer students to the three captioned illustrations: a bridge, a roundabout, and traffic lights.

a Work through the example. Students complete the activity individually and then compare in pairs.

b Play the track, pausing if necessary for students to check.

### Tapescript and answers

[A = female child; B = male child]

- A: We always have a party on National Day. Would you like to come?  
B: I'd love to! I've never been to a National Day party! How do I get there?  
A: Will you come on the metro? You have to walk a long way if you do.  
B: No, I think my father could give me a lift.  
A: OK. Well, I live in 23<sup>rd</sup> Street. You go across the bridge and turn right onto 2<sup>nd</sup> Avenue.  
B: Does 2<sup>nd</sup> Avenue go past the museum? We often go there.  
A: Yes, it does. That's on your left after about half a kilometre. Go up to the roundabout and take the second left. Then turn left at the traffic lights.  
B: Right, 23<sup>rd</sup> Street. What number is your house?  
A: It's 105.  
B: Wait. Let me put that in my phone.

c Set for pair work. Monitor and assist with sentence patterns and pronunciation. Get one or two 'good' pairs to perform in front of the class.

2 Refer students to the map at the bottom of the page and the words on the left and the right of the map.

a Set for pair work. Give them plenty of time to identify one of each item on the map. Monitor and assist.

b Play the track. Pause after each one to allow students to find their answers.

Feed back. Ideally, use a blown-up image of the map and check students' understanding.

You can point to an item on the blown-up map and ask students to say the word, together.

Time permitting, this can be a quiz game of three. Divide the class into groups of three, and in each group, students take on different roles:

Player 1 points to an item on the blown-up map and ask, 'What's this?'

Player 2 gives the answer, e.g. 'Traffic lights.'

Player 3 acts as the judge, saying, 'Yes.' / 'No.'

Groups take turns and ask and answer about a different item at a time. When one group is playing in the front, the rest of the class is the judge. When all three players get their sentences correct, the group gets one point. The group with the most points is the winner (of a chocolate bar, if possible).

**Tapescript**

- a bicycle
- a park
- a pond
- a roundabout
- office buildings
- a lorry
- a train
- a bridge
- a motorcycle
- a metro train
- traffic lights
- a plane
- apartments
- houses
- streets
- a taxi

**Answers:**

Ideally answers with illo.



- 3 Refer students to the big map on top of the page.
- a Work through the example. Make sure that students understand the task.
- Play the track. Students complete the activity individually and then compare in pairs. Monitor.

**Tapescript and answers**

[two different child voices for each conversation, Fch = female child; Mch = male child]

	Fch	Mch	
1	I want to go to the ... [beep]. How do I get there?	Turn right out of the school. Walk west. Go straight on at the traffic lights. It's on your right after about one kilometre.	<a href="#">1 The circus</a>
2	We have to go to the ... [beep]. Can you give me directions?	Go left out of the school. Go left at the T-road and walk north. Take the first left. Go past the fruit trees on your right and it's just past the traffic lights. It's about one and a half kilometres from here.	<a href="#">2 The hospital</a>
3	I want to go to the ...[beep]. How do I get there?	Turn left out of the school. Go right at the T-road. Walk south. It's on your right after about half a kilometre.	<a href="#">3 The fun fair</a>
4	I want to go to my father's workplace. He works at the ... [beep].	Go left out of the school. Go right at the T-road then round the bend to the right. Go past the houses and the farm on your right. Keep walking west. Go across the bridge. It's on your right after about one kilometre.	<a href="#">4 The factory</a>
5	I'd like to go straight from school to the ... [beep]. What's the quickest way?	Turn right out of the school. Go right at the traffic lights. Go round the bend and it's on your right. It's only about half a kilometre from here.	<a href="#">5 The market</a>
6	We're going to go to the ... [beep] this afternoon. How do we get there?	Go right out of the school. Take the first turning on your right at the traffic lights. Go past the market. Go up to the hospital which is on your right. Then go across the road at the crossing, and you'll see it in front of you.	<a href="#">6 The lake</a>

Feed back. Build up a list of key patterns on the board.

Drill students about the patterns for giving directions:

*Turn right / left out of (the school).*

*Go left / right at (the T-road / the traffic lights).*

*Keep walking west.*

*Go across the bridge / the road.*

*Take the first left.*

*It's on your right (after about half a kilometre).*

*You'll see it in front of you.*

*Go left / right out of ...*

*Walk west / north / south.*

*Go straight on at ...*

*Go past ...*

*Take the first turning on your right.*

*It's just past ...*

**b** Set for pair work. Make sure that students understand the task. Refer them to the list of sentence patterns you built up on the board.

Monitor and assist.

Feed back. Inviting one or two 'good' pairs to the front to give directions of one place.

**4** Refer students to the [Tip!](#) box.

Put students into pairs to role play and swap their roles.

Monitor and assist.

Feed back asking one or two students to do it in the front (and the class giving the answers).

## Page 108

### Where can we get something to eat?

Refer students to the drawing of the shopping mall. Give them plenty of time to make sense of the different shops.

**1** Refer students to the question and the list of items. Make sure they understand the activity.

Students complete individually and then compare in pairs.

Monitor. Do not confirm or correct.

Feed back, ideally onto a large version of the drawing on the board. It is OK if students get the answers wrong, as there are more activities later to consolidate their learning.

## Answers

- The food shops on F2, for something to eat.
- The food shops on F2, for something to drink.
- The Sport shop on F1, for PE shoes for a 10-year-old.
- The Boutique shop on F1, for a new blouse.
- The supermarket on G, for fruit and vegetables.
- The Sport shop on F1, for a new bike helmet.
- The Electro Market shop, for a laptop computer.
- The supermarket on G, for soap and shampoo.
- The Electro Market shop, or the supermarket on G, for toys and games.

2 Refer students to the speech bubble.

a Play the track. Students do the task individually and then compare in pairs.

Monitor but do not assist.

Feed back, again ideally onto a large version of the drawing on the board. Check pronunciation as you go.

## Tapescript and answers

[four different shoppers: F = female adult; M = male adult;  
the same security guard: MG = male guard]

1

F: Excuse me. Where can we get something to eat?

MG: There are restaurants on the second floor.

F: How do we get there?

B: You have to go up the escalator on the left and turn right at the top. There's a pizza place on your left or go past it to the sushi restaurant and the burger bar.

MG: Thank you.

2

M: I have to buy a pair of shoes. Where can I go?

MG: Shoes for yourself, sir?

M: Yes, that's right.

MG: There's a men's clothes shop on the first floor.

M: How do I get there?

MG: You have to go up the escalator on the left.

3

F: Where can I buy some food?

MG: Do you mean hot food?

F: No, I mean fruit and vegetables and so on.

MG: Oh, it's right in front of you, madam. There. The supermarket.

4

M: I need to get some clothes for my daughter.

MG: Is she a child?

M: No, she's a teenager.

MG: OK. There's a women's clothes shop on the first floor. It's called Boutique. Go up the escalator on your left to the first floor. Walk past the men's clothes shop and the sports shop and it's on your left.

b Make sure students understand the task.

Play the track. Pause after each one, to allow students to give the answer. For each question, elicit answers from a few students, but do not confirm or correct.

Feed back.



## Tapescript

1

A: Where can I buy some food?  
MG: Do you mean hot food?  
A: No, I mean fruit and vegetables and so on.  
[a beep and pause]

2

A: I have to buy a pair of shoes. Where can I go?  
MG: Shoes for yourself, sir?  
A: Yes, that's right.  
[a beep and pause]

3

A: I need to get some clothes for my daughter.  
MG: Is she a child?  
A: No, she's a teenager.  
[a beep and pause]

4

A: Excuse me. Where can we get something to eat?  
[a beep and pause]

## Answers

1. It's right in front of you. There. The supermarket.
2. There's a men's clothes shop on the first floor. You have to go up the escalator on the left.
3. There's a women's clothes shop on the first floor. It's called Boutique. Go up the escalator on your left to the first floor. Walk past the men's clothes shop and the sports shop and it's on your left.
4. There are restaurants on the second floor. You have to go up the escalator on the left and turn right at the top. There's a pizza place on your left or go past it to the sushi restaurant and the burger bar.

## Page 108

### Magic time!

Tell students this is where they learn the code of spoken English!

The methodology for this section is always the same.

1 Go through the rubrics and direct students' attention to the sound /ə/ [schwa]/, which was taught in Unit 7 of the course.

Refer students to Group 1 of the table. Ask if they can pronounce the schwa sound in each word.

Refer back to some of the words in Magic time! in Unit 7, if necessary.

<i>shoulder</i>	<i>matter</i>	<i>brother</i>	<i>mother</i>	<i>answer</i>
<i>finger</i>	<i>plaster</i>	<i>sister</i>	<i>father</i>	<i>better</i>

2 Ask students to listen and repeat the example words in Group 1.

Play the track.

## Tapescript

[Slightly overemphasize the schwa in each word.]

/ə/ Group 1
a an the some

Get students to say the words again. Make sure that they produce the schwa sound.

3 Refer students to the words in Groups 2 and 3 of the table.

a Tell students to say the words to themselves and identify the schwa sound. Put students into pairs to complete the task. Monitor but do not assist, just check that they are doing the task. Assess during monitoring how well they are doing it.

**Answer**

[The schwa sound in each word is underlined below.]

Group 2	Group 3
<u>a</u> nd	<u>a</u> t
<u>b</u> t	<u>f</u> or
	<u>o</u> f
	<u>t</u> o
	<u>a</u> fter
	<u>a</u> cross
	<u>a</u> bout

b Play the track. Feed back, building up the entire table on the board. Get students to say the words again, making sure their pronunciation of the schwa sound is correct.

**Tapescript**

[Slightly overemphasize the schwa in each word. Say down each column.]

/ə/ Group 2	/ə/ Group 3
and	at
but	for
	of
	to
	after
	across
	about

4 Put students into pairs to say the sentences and try to correct their partner’s pronunciation. Monitor and assist. Feed back asking individual students to say the sentences.

**Answer**

[The schwa sound in each word is underlined below.]

- a. The theatre’s about 100 metres around the coner.  
(There are nine schwa sounds in sentence a, if ‘100’ is pronounced as ‘a hundred’, \*\* or eight if pronounced as ‘one hundred’.)
- b. Richard went to the silver bridge across the river.  
(There are seven schwa sounds in sentence b.)
- c. We bought a burger, a yoghurt and had some cola.  
(There are seven schwa sounds in sentence c.)

**Page 109**

**Grammar**

‘How often’ and ‘have to / has to’

Refer students to the illustrations, i.e. different landmarks / places.

- 1 Students try and give the meaning of each drawing.
  - a Elicit the name of each place from students. Do not confirm or correct at this stage.
  - b Play the track. Students listen and check their answers.

**Tapescript and answers**

- A. a museum
- B. a university
- C. a factory
- D. a bus stop
- E. a train station
- F. a mall

2 Give students plenty of time to look at Table A and Table B. Remind them that Table A is talking about 'how often', and Table B is talking about 'have to / has to'. Play the track. Pause after each sentence for students to listen and repeat. Point out that the adverbs in Table A indicate the difference in frequency from the highest to the lowest, from top to bottom:

- always*
- usually*
- often*
- sometimes*
- never*

**Language note**

We use adverbs of frequency – like *sometimes* or *usually* – to say how often we do things, or how often things happen.

They are usually before the main verb, or between the auxiliary and the main verb. But they come after the verb *be*.

For example:

*The sun always rises in the east.*

*I will never forget it.*

*He is sometimes silly.*

The following table indicates the difference in frequency, from the highest to the lowest, between some of the adverbs:

100%						0%
always	usually normally frequently	often	sometimes	occasionally not very often	hardly ever	never

## Tapescript

Table A

I	always	go	to the museum
You	usually		to the university
We	often		to the factory.
They	sometimes		to the bus stop
He	never	goes	to the station
She	never		to the mall

Table B

I	have to	go	now
You	don't have to	catch	a bus
We	have to	meet	my mother
They	don't have to	wait	for a lift
He	has to	take	my brother
She	has to	pick up	some food
She	doesn't have to	pick up	any food

Point out to students that the word *have* in *have to* pronounces as /haf/ (not /hav/).

3 Refer students to the table of the five children.

a Play the track. Students listen and make notes in the table. Monitor how well they are doing the task.

Feed back. Build the answers, i.e. key words, on the board.

## Tapescript

- Salim often goes to the university after school. He has to meet his mother to get a lift home. She works there as a lecturer.
- Chika sometimes goes to the market near the school. She has to get something for the family dinner.
- Ana always goes straight to the bus stop. She has to catch a bus and they only come once every half hour.
- Josh sometimes stays at school to go to football practice. He has to practise a lot to get better so the sports teacher will pick him for the team.
- Marco usually goes to the mall to one of the restaurants. He is very hungry by the end of the school day and he has to get something to eat.

## Answers

	Salim	Chika	Ana	Josh	Marco
What?	<i>go to university</i>	go to market	go to bus stop	stay at school and go to football practice	go to mall
How often?	<i>often</i>	sometimes	always	sometimes	usually
Why?	<i>meet mother get lift home</i>	get something for family diner	catch bus that only comes once every half hour	get better at football so teacher will pick him	get something to eat

b Make sure students understand the task. Go through the example. Model with the table on the board and demonstrate where to put the frequency adverbs in the sentences.

Set for pair work. Monitor and assist.

Feed back, getting one or two 'good' students to talk about one of the children in front of the class.

## Answers

- Salim often goes to the university after school. He has to meet his mother to get a lift home. (She works there as a lecturer.)
- Chika sometimes goes to the market near the school. She has to get something for the family dinner.
- Ana always goes straight to the bus stop. She has to catch a bus and they only come once every half hour.
- Josh sometimes stays at school to go to football practice. He has to practise a lot to get better so the sports teacher will pick him for the team.
- Marco usually goes to the mall to one of the restaurants. He is very hungry by the end of the school day and he has to get something to eat.

4 Give students plenty of time to look at Table C and Table D.

Remind them that Table C is asking about 'how often', and Table D is asking about the reason.

Refer students to the **Tip!** boxes under Table C and Table D.

Play the track. Pause after each sentence for students to listen and repeat.

Monitor and make sure students do produce the schwa sounds in questions with *do / does*.

Check their pronunciation of *have to*.

## Tapescript

Table C

How often	do	you	go	to the museum	?
		we		to the university	
		they		to the factory	
	does	he		to the bus stop	
		she		to the station	

Table D

Why	do	I	have to	go	there	?
		you		catch	a bus	
		we		meet	them	
		they		wait	for them	
	does	he		do	that	
		she		get	food	

5 Go through the example. Set for pair work. Monitor and assist. Encourage students to do it in front of the class.

## Pages 110 & 111

### Listening and speaking practice

1 There are two tasks and in each case students have to tick the correct box.

a Give students time to look at the three pictures. Tell them to think of words for each picture.

Play the track. Students complete individually and compare in pairs.

b Repeat the procedure above.

## Tapescript

1a

[Mch = male child; Fch = Female child]

Mch: Hi, Alice. Do you want to come with me to my dad's factory after school? He can give us both a lift home.

Fch: I can't, I'm afraid. I have to meet my mother. We're going shopping.

Mch: Gosh! You have to get all the way to the museum. That's where she works, isn't it?

Fch: Yes, but she's not at the museum this afternoon. She's giving a talk at the university.

1b

[F = Female adult; Mch = male child]

F: OK. What do you do at the weekend, Dan?

Mch: Well, I sometimes read a book if the weather is bad, but if the weather is nice, I always go out and do something.

F: So what do you usually do?

Mch: I love roller skating, so I usually do that.

F: If it's not raining?

Mch: Well, actually, I go roller skating even if it's raining.

F: So do you ever read a book at the weekend?

Mch: Not really.

### Answers

1a. B (the university)

1b. C (roller skating)

2 Give students plenty of time to look at the illustrations of the parts of a shopping mall and think of associated words in English.

Play the track. Students complete individually and compare in pairs.

Feed back.

### Tapescript

[Fch = female child; M = male adult]

Fch:	I went to the shopping mall last Saturday. I made a lot of pictures of it. Look!
M:	They're beautiful. Well, would you like to colour some of them now?
Fch:	Yes, I would. I like the bread in this shop on the left. Can I colour it brown?
M:	Alright. But only do the bread on the bottom shelf.
Fch:	Sorry?
M:	There are three shelves with bread, aren't there, on top of the cupboard? Just colour the bread on the bottom shelf on top of the cupboard.
Fch:	OK.

Fch:	What else would you like me to colour?
M:	How about the escalator which goes up to the bread shop? You could colour it grey.
Fch:	Grey?
M:	Yes, because it's metal.

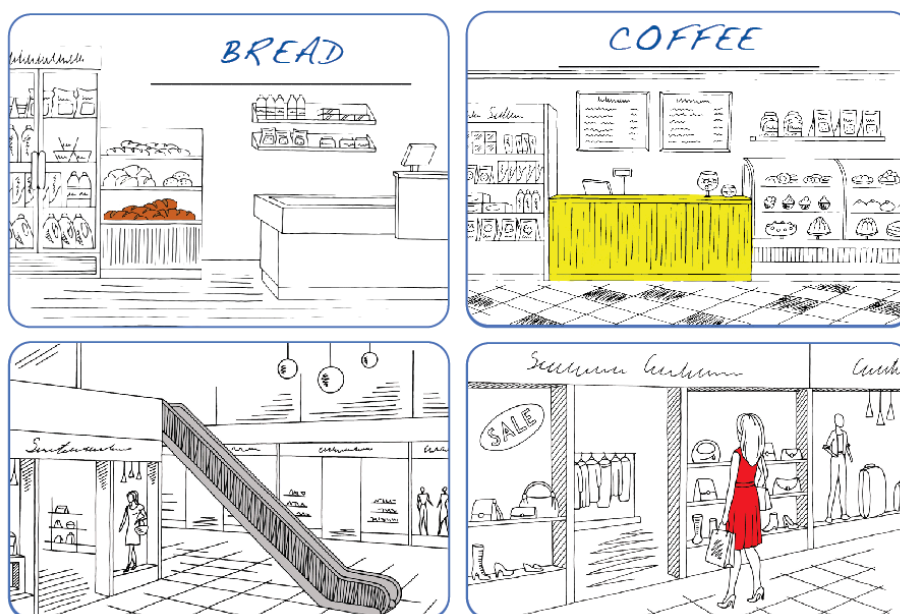
M:	We have to tell people about the bread shop, don't we?
Fch:	You mean give it a name?
M:	Yes.
Fch:	OK. What do you want me to call it ?
M:	Bread, of course!
Fch:	OK. I'll write Bread at the top here.

Fch:	Can I do some more colouring? I'm quite good at it.
M:	You are! There's a woman who is looking at the clothes on the right.
Fch:	Here?
M:	No, on the right. She is standing in front of the shop and she's holding a shopping bag.
Fch:	Oh, right. What shall I colour?
M:	Her dress. Make it red.

M:	I'd like you to write something else now. What is the shop next to the bread shop?
Fch:	It's a coffee shop.
M:	Yes! So put C-O-F-F-E-E on the wall above the signs.
Fch:	You mean write C-O-F-F-E-E?
M:	Yes.
Fch:	OK! That sounds good. I'll write that now.
M:	Remember the Fs and the Es!

M:	And perhaps you should colour something in the coffee shop.
Fch:	What about the place where the shop assistant stands?
M:	Yes, that's a good idea.
Fch:	What colour?
M:	We want a bright colour so people like coming in for coffee.
Fch:	Yellow?
M:	Yes. Yellow is great!

### Answers



3 Give students time to read the survey table 'How do you get to school?'. Direct their attention to the different means of transport and the question 'How often do you ...?' and elicit from them as many frequency adverbs as you can.

a Play the track. Students complete the questions individually and then compare in pairs. Monitor but do not assist.

Feed back, building the questions and Chika's answers on the board, especially asking the questions differently:

*How often do you come to school*      *by car?*  
*by train?*  
*by bus?*  
*by bike?*  
*by motorbike?*  
*...?*

*How often do you walk / skateboard to school?*

*How often do you use your bike / motorbike / skateboard?*

*Do you ever come by bus?*

*What about ...?*

### **Tapescript**

Marco: How often do you come to school by car, Chika?

Chika: I never come by car. My parents work in other parts of the city.

Marco: What about by train?

Chika: Yes, I often come by train because it's quite a long way, but I have to change twice.

Marco: Do you ever come by bus?

Chika: Sometimes. If I miss the train, I catch a bus.

Marco: How often do you walk?

Chika: Never. It's much too far.

Marco: So is it too far to cycle?

Chika: Actually, I sometimes cycle if the weather is cool.

Marco: How often do you use your motorbike?

Chika: I don't have a motorbike, Marco! Or a helicopter.

Marco: Skateboard?

Chika: I can't skateboard!

**b** Set for pair work. Students role play Marco and Chika and swap their roles.








Monitor and assist.

Feed back, getting one or two pairs to the front to do the task.



3a

**Answers**

How do you get to school?							
How often do you ... ?	Chika						
	<i>never</i>						
	<i>often</i>						
	<i>sometimes</i>						
	<i>never</i>						
	<i>sometimes</i>						
	<i>never</i>						
	<i>never</i>						

4 Set this activity up carefully.

a Make sure every student has written six names in the top row, i.e. six other children whom they are going to ask questions, and take notes of the answers they get. Encourage students to give true answers and when answering, try to give extra information. Refer them to the examples in speech bubbles.

Monitor and assist.

b Get two or three good students to ask their tag questions again in front of the class. Make sure students remember how to make question tags.

Follow the instructions as written. Monitor and assist.

c Follow the instructions as written. Refer students to the examples in speech bubbles. Encourage students to use full sentences.

Monitor and assist. Feed back and get a few 'good' students to report their results.

**Page 112**

**Story club**

Before you listen

Remember! Some of these are key words which are needed for the story. Some students may have not met some these words before.

1 Put students into pairs to figure out the connection between captioned photographs A-E, i.e. a ruin, a statue, a guide, a church, and a fountain. Make sure they understand each one. Put the list of words on the board, i.e. *history, journeys, religion, sightseeing, and trips*. Check that they know the meaning of the words. Explain in their first language, if necessary.

**Language note**

Some students may get confused about the three words *journey, trip* and *sightseeing*, which are similar to some extent when referring to a leisure activity.

A **journey** or a **trip** normally refers to an act of travelling from one place to another, where a **journey** is often long and a **trip** is often short.

**Sightseeing**, however, refers to the activity of visiting different places of interest in a particular location.

**Answers**

d. sightseeing (as there are different places of interest involved and a tourist guide)

Listen and read

Give students one minute to look at the whole of the picture story. It won't be time for them to read the speech bubbles and understand the story, but it will put the listening into context.

Give further context by reading the sentence in the instructions (i.e. 'This is a story about a school trip'). Make sure students understand that a school trip is an excursion, especially for pleasure, organised by a school for its students.

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

**Tapescript**

1		2	
Ana:	I'm really looking forward to the trip. I've never been to Rome.	Ana:	Where are we, Marco?
Marco:	It's a beautiful city! We always go there in the summer. I know it well.	Marco:	Well, that's the Colosseum.
Ana:	So you have to be our guide because our phones won't work there.	Ana:	So how do we get back to the hotel?
		Marco:	We have to go north to a statue. It's about a kilometre.
3		4	
Chika:	Is this right, Marco?	Josh:	How do we get from the church to the hotel?
Marco:	Um. No, We have to go east, now, to a church.	Marco:	We have to go south, now, to a fountain.
Chika:	How far is it?	Josh:	Is it about a kilometre?
Marco:	About a kilometre.	Marco:	Um, yes.
5		6	
Marco:	Right. Now we only have to go west for one kilometre.	Chika:	But we don't have to do that ... because our hotel is there!
Chika:	But, Marco, if we go west now, we'll be back at the Colosseum.	Marco:	You see! I know the city well!

### After you listen

1 Point out that these are sentences from the story. Get students to cover the opposite page. Work through the example.

- a Students complete individually and compare in pairs. Monitor. Do not confirm or correct.
- b Play the track.

### Tapescript and answers

1		2	
Ana: Marco: Ana:	I've never been to Rome. We always go there in the summer. So you have to be our guide.	Ana: Marco:	How do we get back to the hotel? We have to go north to a statue. It's about a kilometre.
3		4	
Marco: Chika: Marco:	We have to go east, now, to a church. How far is it? About a kilometre.	Josh: Marco:	How do we get from the church to the hotel? We have to go south now to a fountain.
5		6	
Marco: Chika:	Now we only have to go west for one kilometre. But if we do that, we'll be back at the Colosseum.	Chika: Marco.	But we don't have to do that ... because our hotel is there! You see! I know the city well!

Feed back, getting students to say full sentences, not just the missing word or words.

2 Give students time to read the story again and try to answer the questions.

Put students in pairs to discuss answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

### Answers

- a. They started from the Colosseum.
- b. They walked three kilometres – 1km from Colosseum to a statue, 1km from the statue to a church, 1km from the church to a fountain.
- c. Chika meant this: They don't have to go west for one kilometre (from the fountain back to the Colosseum), because their hotel is right there already.

### Extra activity

Put students into groups to role play the story.

Consider giving the larger parts to stronger students, but don't make it clear that you are doing this. Refer students to the tapescript. Give students time to read the sentences and practice saying them.

Get them to rehearse and then perform their play. Encourage students to put emotion into their lines. Also encourage students to mime the key actions in the story.

Monitor and choose the best version and get the group to perform it in front of the class.

**Note:** If you cannot make groups of the correct size because there are too many or too few students, you can:

- get two students to play one role;
- get one student to play two roles.

### Pages 114 & 115

### Wrap-up and Mind map

1 Follow the instructions as written. Work through the example.

Students complete individually and then compare in pairs.

Feed back, getting the complete words on the board. Drill the words.

## Answers

- a. an office
- b. a factory
- c. a bridge
- d. an airport
- e. a museum
- f. a theatre
- g. a hotel
- h. a bank
- i. a market
- j. a hospital
- k. a university
- l. a station

2 Work through the example.

Students complete individually and then compare in pairs. Monitor and assist.

Feed back, getting students to say the complete sentences.

## Answers

a. You can use an escalator	<u>to go up and down between floors.</u>
b. You have to stop at a traffic light	<u>if it is red.</u>
c. You don't have to stop at a traffic light	<u>if it is green.</u>
d. You have to get ready to stop or to go	<u>if the traffic light is orange.</u>
e. A statue is a person or an animal	<u>in metal or stone or plastic.</u>
f. Water often goes high into the air	<u>from a fountain.</u>
g. A ruin is an old building	<u>which has fallen down.</u>
h. A guide is a person	<u>who tells you about a place.</u>
i. A street is a road	<u>in a city, a town or a village.</u>

3 Refer students to the mind map. Get students to say the words in the clouds, then ask them to name some of the items in photographs and illustrations.

a, b and c Refer students to the speech bubbles of different colours. Model the example and then demonstrate with a good student.

Set for pair work. Monitor and assist.

Feed back with a few 'good' pairs doing their conversations in front of the class.

## Extra activity

Get students to close their books and, in pairs or small groups, reproduce the mind map on large sheets of paper, with words for the items but also with illustrations. Point out that they must make the mind map look pretty.

## **Page 116**

## **Unit test**

### Listening

Explain to students that they are going to hear a conversation about a school trip to a water park.

Play the track. Students do the task individually and then compare in pairs.

Feed back.

## Tapescript

[M = Male; Mch = male child]

- M: OK, listen, children. As you know, we always go to Water World in the summer term. This time we are going there one afternoon next week. We have to wait to see the weather before we choose the day.
- Mch: Miss, what time are we going to leave?
- M: Well, the water park is open from 10 o'clock in the morning to 5 o'clock in the afternoon.
- Mch: So we go at 9.00?
- M.: No, we'll go just after lunch on the day.
- Mch: Can all the children from the school go there?
- M: No, only Year 3 and Year 4. You can't go into Water World if you are under eight.
- Mch: Oh ... so you have to be older than eight?
- M: Yes, that's right.
- Mch: How many things can we do there?
- M: Um ... Let's see. OK. There are seven water rides.
- Mch: Seven! Wow! Are any of them scary?
- M: I don't think they are scary but you have to come down each time on a ring or in a boat.
- Mch: What do you mean?
- M: I mean you mustn't swim down. It's too dangerous.
- Mch: What's the name of the highest ride?
- M: It's called Rough River. You have to sail your boat around some plastic stones.
- Mch: How do you spell that?
- M: R-O-U-G-H. Rough River. There's one more important thing. I hope the weather will be good when we go, but if it gets cold, you can use four rides because they are inside.
- Mch.: Inside the building?
- M: Yes, that's right.

## Answers

	<i>The park is open</i>	<i>from 10.00 a.m. to 5.00 p.m.</i>
1	<i>You must be older than</i>	<i>eight / 8.</i>
2	<i>There are seven</i>	<i>water rides.</i>
3	<i>You must come down on a ring or</i>	<i>in a <u>boat</u>.</i>
4	<i>The highest ride is called</i>	<i><u>Rough River</u>.</i>
5	<i>If the weather is cold, you can use four rides</i>	<i><u>inside</u>.</i>

## Speaking

This is again one kind of task in the Speaking test, which has been covered in several of the previous units. Students should know this kind of task quite well now.

However, for a weaker class, you may still need to familiarise students with the task by acting as the examiner while the whole class as the candidate. Ask them questions by using the clues and encourage them to give the answers together. Make sure they all know what to do.

Put students into pairs to role play and practice. Monitor and assist.

Feed back.

## Answers

For Student A on the Examiner's copy:

Examiner's copy



**Sophia**

How far / home to school	10 kilometres
How / get to school	walk then metro
Time / leave home	7.45 a.m.
Time / finish school	4.00 p.m.
What to do at home	help with dinner



**Mark**

How far / home to school	<i>20 km</i>
How / get to school	<u>bus then walk</u>
Time / leave home	<u>7.30 a.m.</u>
Time / finish school	<u>3.30 p.m.</u>
What to do at home	<u>give food to pets</u>

For Student B on the Candidate's copy:

Candidate's copy



**Sophia**

How far / home to school	<u>10 km</u>
How / get to school	<u>walk then metro</u>
Time / leave home	<u>7.45 a.m.</u>
Time / finish school	<u>4.00 p.m.</u>
What to do at home	<u>help with dinner</u>



**Mark**

How far / home to school	20 kilometres
How / get to school	bus then walk
Time / leave home	7.30 a.m.
Time / finish school	3.30 p.m.
What to do at home	give food to pets