

teacher's book

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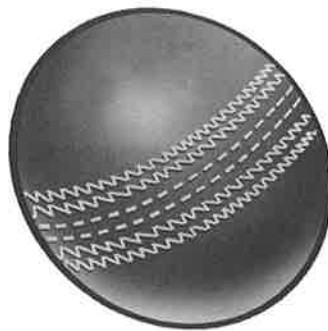
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- L 4**
- Money
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Language

be late, deliver, pay, part-time job, earn, extra

set the table, take an order, chores, pocket money, spend, shelf-shelves, euro-euros (€), peso-pesos (Mex \$), won-won (₩), library, clear the table

lucky-unlucky, boss, office, wife, speak-spoke

fitting room, fit, size, cost, order (v), cash, credit card, note-notes

Consolidation

- L 5** Our world: Money in the past (tool, design(n), shape, metal, look like, pay-paid)
- L 6** Project Page: Make your own money.
- L 7** Storyline: Snails, anyone? 1 (meeting, twins, give out, problem, flyer)
- L 8** Revision

Functions

Describing one's everyday routines / jobs / chores.

Introducing currencies.

Discussing lucky and unlucky past events.

Asking and answering about items while shopping.

UNIT 2 Places and faces Page 12

- L 1**
- Object pronouns (Review)
- L 2**
- Verbs with two objects
 - Verb + indirect object + direct object
 - Object pronouns (Review)
- L 3**
- Imperative (Review)
- L 4**
- Should / shouldn't (Review)

international, hall, dish, culture, traditional costume

fan, hairpin, tea, fortune cookies, lend-lent

formal, elbow, fork, soup-spoon, plate, dessert-spoon, serviette, lap, lick, side plate

polite, impolite, take off, kiss (v), shellfish, snails, blow your nose, shake hands

- L 5** Our world: Traditional food (fried, lentils, goat, cauliflower, spices, spicy)
- L 6** Project Page: Write a recipe for a dish from your country.
- L 7** Storyline: Snails, anyone? 2 (autograph, bowl)
- L 8** Revision

Discussing culture and tradition.

Talking about table manners.

Discussing etiquette around the world.

Talking about traditional food.

UNIT 3 What an experience! Page 20

- L 1**
- Present Perfect Simple (affirmative)
- L 2**
- Have you ever + past participle?
Yes, I have. / No, I haven't.
- L 3**
- Have you + past participle?
Yes, I have. / No, I haven't yet.
- L 4**
- I've never + past participle

safari, underground, dangerous, be-was-been, see-saw-seen, take-took-taken, read-read-read, find-found-found, swim-swam-swum

machine, Downing St., Prime Minister, choir, person, sing-sang-sung, meet-met, hear-heard-heard

harness, tight, tape, chalk power, climbing gear, buy-bought-bought, tell-told-told, do-did-done

unusual, sighting, land (v), frighten, noisy, grow-grew-grown

- L 5** Our world: Indiana Jones and Harrison Ford (real, hero, successful, role, award, win-won-won, have-had-had)
- L 6** Project Page: Make your own "Experiences" poster.
- L 7** Storyline: Snails, anyone? 3 (trick, sore throat)
- L 8** Revision

Discussing personal experiences.

Talking about adventure sports.

Describing strange events.

UNIT 4 What's it made of? Page 28

- L 1**
- Passive Voice (affirmative)
 - It's / They're made of + material
- L 2**
- Passive Voice (affirmative)
 - How is it made?
- L 3**
- Passive Voice (affirmative / question / negative)
 - Where are...found?
 - What are...made of?
 - What materials are used to...?
 - Which colours are mixed to make...?
- L 4**
- Passive Voice (interrogative)
 - Is it made of...?
 - Is it used for...+ing?
 - Yes, it is. / No, it isn't.
 - It's used for...+ing

silk, cotton, leather, button(s), wool, fashion show, plastic, sandals, clothes, make-made-made

pan, yeast, rise, dough, oven, ingredient, need, loaf-loaves, cut-cut-cut, put-put-put, take-took-taken

diamond, carbon, glass, material, kiwi, build-built-built

toaster, tin opener, violin

- L 5** Our world: How are cartoons made? (write-wrote-written, draw-drew-drawn, show-showed-shown, character, movement, background, photograph (v), record(v))
- L 6** Project Page: Make a thaumatrope.
- L 7** Storyline: The violin maker 1 (orchestra, cello, pay attention, string, snap-snapped, musical)
- L 8** Revision

Talking about clothes and materials.

Describing the process of making cartoons.

Describing things and their use.

Discussing the process of making bread.

Discussing how things are made.

	Structures	Language	Consolidation	Functions
UNIT 5 Then and now Page 36	L 1 • Used to (affirmative and question) • I used to... but now I... L 2 • There used to be... but now there is / are... L 3 • Used to (negative) • I didn't use to... but now I do. L 4 • Used to (interrogative) • Did you use to...? Yes, I did. / No, I didn't.	pet, be allowed population, luxurious, busy, motorway keep fit, diet, junk food, marks, university, gym mystery novels, romance novels, poem(s), author	L 5 Our world: Ancient Egypt (ancient, king, worship, god, wig, hieroglyphics, hippopotamus-hippopotami) L 6 Project Page: Write about a person you admire. L 7 Storyline: The violin maker 2 (rehearsal) L 8 Revision	Discussing past habits. Describing how a place has changed throughout the years. Talking about one's lifestyles. Talking about past civilisations.
UNIT 6 A wonderful world Page 44	L 1 • Comparative / Superlative Degree (Review) L 2 • Other forms of comparison • as + adjective + as • not as + adjective + as (Review) • many-more-most L 3 • too + adjective • adjective + enough • enough + noun (Review) L 4 • too + adjective + verb • adjective + enough + verb	heavy-heavier-heaviest, smelly-smellier-smelliest, dangerous-more dangerous-most dangerous, rat, rhino, cheetah, warm, kph = kilometres per hour rainforest, equator, dry (v), species, temperature, many-more-most sunset, climate, tropical, set (v), midnight female-male, give birth, on their own, hibernate, lay eggs, pouch, poisonous, poison, baby-babies	L 5 Our world: Climates around the world (monsoon, polar, deer, wet season, dry season, area) L 6 Project Page: Write about your country. L 7 Storyline: The violin maker 3 (rehearse, audience, disaster, advice, bad-worse-worst) L 8 Revision	Getting information about world facts. Talking about rainforests. Talking about countries, climates and weather. Comparing animals.
UNIT 7 Art is everywhere Page 52	L 1 • Prepositions of time: during, from... to on+day, in, after (Review) L 2 • Defining relative clauses Relative pronouns <i>who</i> as subject <i>which</i> as subject / object L 3 • Defining relative clauses Relative adverb <i>where</i> L 4 • Defining relative clauses (who, which, where) (Review)	pottery, clay, vase, portrait, landscape, artist cap, violinist, classical music opera, ballet, perform, brick, marble playwright, play (n), backstage, dressing room, props, century-centuries	L 5 Our world: Sand sculpting (sculpture, sandcastle, sculptor, object) L 6 Project Page: Write about Salvador Dali. L 7 Storyline: The Great Mandini 1 (fan, assistant, magician, audition) L 8 Revision	Talking about different forms of art. Talking about famous artists and well-known buildings. Getting information about theatre and sand sculpting.
UNIT 8 Hobbies Page 60	L 1 • Present Perfect Simple • Have you ever...? Yes, I have. / No, I haven't. (Review) • What do you do in your free time? L 2 • Present Perfect Simple • How long have you + past participle? • I've... since... L 3 • Present Perfect Simple • How long have you...? I've... for... L 4 • Present Perfect Simple (affirmative / negative)	puzzle, hobby, free time, live (adv), talent, try-tried-tried collector, instrument, didgeridoo, bagpipes, charity shop whole, tell jokes, do tricks, awful, know-knew-known jog, husband, son, daughter, single, married	L 5 Our world: Helping the world one person at a time (in need, skills) L 6 Project Page: Write about what you do in your free time. L 7 Storyline: The Great Mandini 2 (take turns, magic, in the front row, suppose) L 8 Revision	Talking about free-time activities / hobbies. Describing one's collection. Giving information about charities and volunteer work. Talking about personal experiences.

	Structures	Language	Consolidation	Functions
UNIT 9 Health and fitness Page 68	L 1 - Reported speech - Commands / Requests (Review) - He told / asked me to / not to...	foot protectors, match (n), kick (n), injure, opponent	L 5 Our world: Doctors helping the world MSF (natural disaster, epidemic, borders, offer (v), member, war)	Describing sporting activities.
	L 2 - Reported speech - Present Simple → Past Simple - He said that...	secret, vegetarian, vitamins, rowing machine	L 6 Project Page: Find your pulse rate.	Reporting someone's health habits.
UNIT 10 Super space Page 76	L 3 - Reported speech - Present Continuous → Past Continuous - He told me that he was...	instructor, take one's pulse (rate), beats per minute, heart, aerobics	L 7 Storyline: The Great Mandini 3 (take up)	Reporting someone's ability / inability to do things after an accident.
	L 4 - Reported speech - Can/can't/will/won't → could/couldn't/would/wouldn't - She said that...	injury, sprain, ankle, wrist, plaster, crutches	L 8 Revision	Reporting someone's intention. Reporting someone's experience.
UNIT 11 The environment Page 84	L 1 - Would you like to...? - That would be nice. / I'd love to. - No, I'm afraid I can't. / I don't think so.	space, shooting star, full moon, crater, surface	L 5 Our world: Space Tourism (space station, company)	Issuing an invitation.
	L 2 - Have to (affirmative / interrogative) - They have to... - Do you have to...? Yes, I do. / No, I don't.	space shuttle, gravity, weak, campers, float, less	L 6 Project Page: Make a moon field.	Accepting an invitation.
UNIT 12 Forever friends Page 92	L 3 You don't have to...	constellation, lunar eclipse, meteorite, shadow, form (v), binoculars	L 7 Storyline: The Rocket Project 1 (tour guide, giant (adj))	Describing life in space camp.
	L 4 - What did they have to...? - We had to... - Could / couldn't	toothpaste, sticky, spacesuit, pills, treadmill, sponge, breadcrumbs, have a shower, bathe	L 8 Revision	Discussing space facts.
UNIT 13 The environment Page 84	L 1 Future 'will' (affirmative / negative / interrogative) (Review)	organic food, pests, pesticides, tasty-tastier, round, unhealthy, environment, environmentally friendly	L 5 Our world: The Food Chain (survive, several, habitat, chain)	Talking about obligation and ability in the past.
	L 2 - Conditional sentences Type 1 - If + Present Simple → Future 'will' - What will happen if...?	pollution, pollute, increase (v), fumes, waste (n), suffer, atmosphere, in danger, marine life	L 6 Project Page: Make a book about the environment.	Describing the life of an astronaut in space, in the past.
UNIT 14 The environment Page 84	L 3 - Conditional sentences Type 1 - If + Present Simple → Future "will / won't"	affect, filter, solution, smog, traffic, public transport	L 7 Storyline: The Rocket Project 2 (imagination, switch (v))	Discussing space tourism.
	L 4 - Conditional sentences Type 1 - If + Present Simple (affirmative / negative) → Future 'will / won't'	continue, inform, dead, support, save, jellyfish, extinct, depend, financial	L 8 Revision	Expressing future intentions.
UNIT 15 Forever friends Page 92	L 1 - Defining relative clauses - Relative pronouns (who, which) relative adverbs (where) (Review)	farewell, discuss	L 5 Our world: How good a friend are you? (complain, gossip, get over, in a good / bad mood, keep company)	Talking about organic food.
	L 2 - Passive Voice (Review) - It's / They're made with / from...	share, care, honest, fair, friendship, receive, ring, paper clip	L 6 Project Page: Make a friendship card for your best friend.	Discussing pollution and the ways it affects the environment.
UNIT 16 Forever friends Page 92	L 3 - Past Simple and Present Perfect Simple (affirmative / negative / questions) - Have you...? - When did you...? (Review)	almost, prepare, caterers, DJ	L 7 Storyline: The Rocket Project 3 (look forward to)	Suggesting solutions to the problem of pollution.
	L 4 Review of Tenses	perfect, success, caring, kind	L 8 Revision	Talking about endangered animals.
UNIT 17 Forever friends Page 92			L 5 Our world: How good a friend are you? (complain, gossip, get over, in a good / bad mood, keep company)	Describing a food chain.
			L 6 Project Page: Make a friendship card for your best friend.	Talking about environmental organisations.
UNIT 18 Forever friends Page 92			L 7 Storyline: The Rocket Project 3 (look forward to)	Discussing future plans.
			L 8 Revision	Talking about friendship.
UNIT 19 Forever friends Page 92			L 5 Our world: How good a friend are you? (complain, gossip, get over, in a good / bad mood, keep company)	Talking about preparations.
			L 6 Project Page: Make a friendship card for your best friend.	Bidding farewell.

UNIT 1 LESSON ONE

- Aim:**
- To revise the Present Simple and the Present Continuous.
 - To revise frequency adverbs.
 - To introduce the frequency adverb *often*.

Language: deliver, pay, earn, extra, part time job

Expressions: be late

Structures: Present Simple, Present Continuous,
Frequency Adverbs (always, usually, often,
sometimes, never)

PRESENTATION

Warm up:

- Ask Ss* to introduce themselves to the class by saying,
Hi! My name's / I'm...
- Ss work in pairs and ask their partner his name.
- Ask Ss general personal questions.

1.

- Draw a bar graph on the board indicating the adverbs of frequency. You might need to explain that the shaded part of each bar indicates how often an activity takes place.
- Point out the new adverb of frequency *often*.
- Pre-teach new vocabulary.
- Draw Ss' attention to the picture and ask them where Colin is (at the bus stop) and what they think Bruce is doing (he's delivering newspapers riding his bike).
- Ss listen to the tape, follow in their books and complete the table about Bruce. Explain to Ss that they have to write

what Bruce always / usually / often / sometimes / never does, according to the dialogue.

Key:

always: walks to school
usually: is late for school
often: helps his neighbour, Mr Higgins
sometimes: delivers newspapers for his brother
never: rides his bike to school

- Assign roles and get Ss to act out the dialogue.

2.

- Draw Ss' attention to the photo and choose two Ss to read the dialogue aloud.
- Ss work in pairs.
- Explain to Ss that they have to discuss about themselves and their families with their partner using the adverbs of frequency, as in the example.

OPTIONAL

- Draw the following chart on the board and ask Ss to copy it on a piece of paper.
- Ask Ss to tick (✓) the appropriate boxes about themselves.
- Ss work in groups of four.
- Ss put their charts in the middle of a desk. One S* chooses another S's chart at random and says sentences about him/her according to the chart, without telling the others who that person is, e.g. He often goes to bed early etc. The other Ss in the group try to guess who that person is.
- Ss take turns.

	always	usually	often	sometimes	never
help neighbours					
ride bike to school					
clean room					
go to bed early					

WORKBOOK

1.

- Explain to Ss that they have to complete the sentences with the words in the box.

Key: 1. part-time, extra 2. earn 3. delivers
4. take 5. pay 6. ride

2.

- Draw Ss' attention to the first graph and explain it.
- Explain to Ss that they have to read the text and complete the second graph accordingly.
- Make sure Ss have completed the graph correctly.
- Ask Ss questions, *What does Tom usually have for breakfast at the weekend?* (Cereal with milk.)
What does he do for his neighbour, Mr Tyler? (He often washes his car and he sometimes mows the lawn.)
What does he never do? (He never waters the flowers.)
What does he always do on Sunday mornings? (He always watches his favourite cartoons on TV.)

What does he usually do on Sundays? (He usually helps his mum with the cooking.)

What does he sometimes do in the afternoon? (He sometimes plays football with his friends.)

What does he often do before he goes to bed? (He often reads a book.)

Why does he never go to bed late on Sunday night? (Because he has to go to school on Monday morning.)

3.

- Explain to Ss that this is a personal activity.
- Tell Ss that they have to write a paragraph similar to the one in the previous activity about what they do on Sundays, using the frequency adverbs.
- Then, they should complete the graph, according to what they have written.
- Choose a few Ss to read their sentences to the class.

*Ss= Students

*S= Student

UNIT 1 LESSON TWO

Aim: • To ask and answer questions about jobs and money.
• To introduce currencies.

Language: chores, pocket money, shelf-shelves, spend, euro-euros, peso-pesos, won-won, library

Expressions: set the table, take an order, clear the table

Structures: What do you do to earn money? What does he/she do? Money = euros / dollars / pesos / won

Revision:

- Ask Ss to say a couple of sentences about themselves, using adverbs of frequency.

PRESENTATION

Warm up:

- Ask Ss if they or their friends have ever had a part-time job to earn some extra money and what they did. If not, ask them what they would like to do.

1.

- Pre-teach new vocabulary. Draw Ss' attention to the symbols in brackets which indicate the currency. Explain their usage.
- Draw Ss' attention to the photos and ask them where the people are and what they are doing in each one.
- Explain to Ss that they have to read the three texts and match them with the corresponding pictures.

Key: 1. b 2. a 3. c

- Ask Ss what each one of the people does to earn money. (Janice helps her mum with the chores. Chen is a waiter at a café and Jung Won works at his school library.)
- Ask Ss, *Where is Janice from?* (The USA.)
How much pocket money does she get every week? (\$12.)
What does she do around the house every week? (She vacuums the carpets, dusts the furniture and throws out the rubbish after dinner.)
How often does Chen work? (Every Wednesday and Friday after school.)
What does he do at work? (He sets the tables, takes people's

orders and throws out the rubbish when he leaves.)

How much does he earn every month? (€150.)

Where does Jung Won live? (In Seoul, Korea.)

When does he work at the school library? (Every Tuesday and Friday after school.)

How many hours does he work for? (Two.)

What does he do in the library? (He puts the books on the shelves and tidies the tables.)

How much does he get every month? (₩15,000.)

- Get Ss to read the texts.

2.

- Explain to Ss that they have to refer to the previous activity and answer the questions given by writing the initial letter of the three people's names.

Key: 1. J 2. C 3. J 4. W 5. J and C 6. C and W

3.

- Draw Ss' attention to the photo and choose two Ss to read the dialogue aloud.
- Ss work in pairs.
- Explain to Ss that they have to act out a similar dialogue.
- Tell Ss that they can use their imagination, too.
- Ss swap roles.

OPTIONAL

- Ss work in pairs. SA asks SB, *What does your father / mother do?* SB mimes his/her parent's profession and SA has to guess it.
- Ss swap roles.

WORKBOOK

1.

- Explain to Ss that they are going to listen to the tape and they should write H next to the names of the people that are happy with their jobs and U next to those that aren't happy.

Tapescript:

Amelia: I'm Amelia from Portugal and I study French at university. I live with my parents and they pay for everything at home. This year, I want to earn some extra money, so I found a part-time job. I teach French to young children. It isn't an easy job because sometimes children aren't easy to work with, but I love children and I love French, so, I'm having a great time. I make about €400 a month. I'm happy, because I'm saving for my summer holidays.

Yuan: My name's Yuan and I'm from Korea. I drive a taxi, but it isn't my usual job. It's a part-time job. Am I happy? Well, it's an interesting job because I meet a lot of people and I hear a lot of stories every day. The money isn't bad, but I don't like driving in the city every day. There's a lot of traffic and noise and it's often dangerous.

Ben: I'm Ben from California, USA. I'm studying Physics because I want to become a teacher. This year I found a summer job. I'm a lifeguard at Santa Monica Beach. I like my job because I help a lot of people every day. It's fun, too, because I work by the sea and I enjoy the sun. The money is good, so I hope I can work as a lifeguard next summer, too.

Key: Amelia: H Yuan: U Ben: H

2.

- Explain to Ss that they are going to listen to the tape again and they have to answer the questions given by writing the initial letter of the three people in the boxes.
- Get Ss to read the questions first.

Key: 1. A and B 2. A 3. Y 4. B 5. B 6. Y

3.

- Explain to Ss that they have to look at the pictures and write sentences, as in the example.

Key: 2. The astronaut is throwing out the rubbish.
3. The doctor is playing the piano.
4. The chef is riding a horse.
5. The fireman is clearing the table/s.
6. The sailor is putting the books on the shelves.

4.

- Draw Ss' attention to the photo and choose two Ss to read the dialogue aloud.
- Tell Ss that they are going to play a miming game.
- Divide Ss into pairs.
- SA mimes a profession. SB asks Yes or No questions to find out what he/she is doing and what his/her profession is, as in the example. SA answers accordingly.
- Alternatively, Ss can play this game in small groups.

UNIT 1 LESSON THREE

Aim: To talk about an action that was interrupted by another action.

Language: lucky - unlucky, boss, office, wife, speak - spoke

Structures: While + Past Continuous + Past Simple / Past Continuous + when + Past Simple

Revision:

- Ask Ss questions about what members of their family do to earn money.

PRESENTATION

Warm up:

- Ask Ss to describe a lucky or unlucky day they had.
 - If Ss find difficulties describing what happened, ask them questions.
- Pre-teach new vocabulary.
 - Explain to Ss that they have to read the texts and answer the questions in the rubric. (Rick was lucky because his wife brought him the floppy disk. Emma was lucky because a man saw / found her wallet.)
 - Get Ss to read the texts.
 - Explain to Ss that they have to refer to the texts and answer the questions.

- Key:**
- Because he wanted the floppy disc and Rick was late for work.
 - The floppy disk.
 - Because she brought him the floppy disc.
 - They went into a music shop to buy a present for their friend Peter. It was his birthday.
 - She was listening to a CD.
 - Her wallet.

- Draw Ss' attention to the pictures and read the examples aloud.
 - Explain to Ss that they have to talk about something lucky or unlucky that happened to them, using the structure *While + Past Continuous + Past Simple / Past Continuous + when + Past Simple*.

OPTIONAL

- Explain to Ss that they are going to play a game called *Silly Sentences*. Tell them that they are going to make up sentences using the structure, *While + Past Continuous + Past Simple*.
- Divide the class into two groups. Each S from one group should write the first half of a sentence using *While + Past Continuous*, e.g. *While I was cooking*. Each S from the other group should write the other half sentence using the *Past Simple*, e.g. *I heard a loud noise*.
- Put the pieces of paper in two different boxes, one for the first half of the sentences and one for the second half of the sentences.
- Then, each S comes to the board, takes a piece of paper from both boxes and reads the whole sentence to the class, e.g. *While I was cooking, I heard a loud noise*.

WORKBOOK

- Explain to Ss that they are going to listen to the tape and they should decide if the sentences given are True or False.
 - Ask Ss to correct the False sentences.
 - Get Ss to read the sentences first.

Tapescript:

Tina: Hi Steve.

Steve: Hi Tina. How are you?

Tina: I'm OK. How was your weekend?

Steve: Not too bad, but I was very unlucky on Friday.

Tina: Why? What happened?

Steve: Well, it was my wife's birthday on Friday and I wanted to go to the shops after work to buy her a present. But before I left work, I went downstairs to get a book. Nobody works in that room and I was alone in there.

Tina: So, what happened?

Steve: While I was looking for the book, the door closed behind me. I tried to open it, but I couldn't. I started banging on the door, but that didn't help either. Nobody could hear me.

Tina: Didn't you have your mobile phone with you?

Steve: No! It was on my desk just when I needed it!

Tina: So, what did you do?

Steve: I sat and waited... for three hours! I was beginning to believe I'd be spending my whole weekend there when my boss found me. He was about to leave and he came to switch off the lights.

Tina: Oh really? That was good.

Steve: Yes. I didn't have time to go to the shops though, so I didn't get my wife anything on Friday evening.

Tina: Uh-oh... What did she say?

Steve: Well, in the beginning she was angry with me and she said that I always forgot her birthday; but when I told her what had happened, she couldn't stop laughing.

Tina: Did you buy her anything in the end?

Steve: Yes, I went to the shopping centre on Saturday morning and got something. And on Friday evening I took her to a nice Italian restaurant for dinner...

- Key:**
- F (He was very unlucky)
 - T
 - F (He didn't have his mobile phone with him.)
 - T
 - F (He didn't forget it.)
 - F (He bought her a present on Saturday morning.)
 - T

2.

- Explain to Ss that they have to look at the pictures and expand the notes into sentences to say what happened to Jerry. Then, they have to write the sentences.

Key:

- Yesterday Jerry was planting flowers in his garden when he found a gold coin.
- The coin was old and had strange letters on it.
- Jerry wanted to take the coin to the museum.
- He put the coin in his pocket and started walking.
- While Jerry was walking to the museum, the coin fell out of his pocket.
- When Jerry arrived at the museum, he couldn't find the coin.
- He saw a big hole in his pocket.
- Jerry was very unhappy.

UNIT 1 LESSON FOUR

- Aim:** • To talk about sizes.
• To talk about ways of payment.

Language: fitting room, fit, size, cost, order (v), cash, credit card, note-notes

Structures: It looks good on you.
It doesn't fit her. She needs a smaller / bigger size.
(Comparative degree.)

Revision:

- Ask Ss to say a sentence about themselves using the structure, *While + Past Continuous + Past Simple*, e.g. *While I was watching TV, John called me.*

PRESENTATION

Warm up:

- Ask Ss what clothes they usually buy and how they pay for them.

1.

- Ask Ss to look at the pictures and label them with the words in the box.

Key: 1. credit card 2. notes 3. coins

2.

- Pre-teach new vocabulary.
- Draw Ss' attention to the picture and ask Ss where the girls are. (In a clothes shop.)
- Explain to Ss that they are going to listen to the tape and they should choose the correct option *a* or *b*.
- Get Ss to read the questions and the options first.

Tapescript:

Shop assistant: Hello. How may I help you?

Donna: I'd like to try on this skirt and this shirt, please.

Shop assistant: Yes, of course. The fitting rooms are over there.

Gabby: So, what do you think?

Donna: Well, the shirt's OK, but I don't know about the skirt.

Gabby: The shirt looks great on you. I really like it.

Donna: But the skirt doesn't really fit me, does it?

Gabby: Well, I don't know...

Donna: It's really short, isn't it?

Gabby: I think you need a bigger size.

Shop assistant: I can order a bigger size if...

Donna: It's OK. I don't like it very much, anyway. I'll just take the shirt.

Gabby: How much does it cost?

Shop assistant: €39.99. It's not expensive.

Gabby: No, it isn't.

Donna: Let's go pay.

Shop assistant: Will that be cash or credit card?

Donna: Cash... Oh, no! I can't find my wallet. I've lost it.

Gabby: Are you sure?

Donna: Yes, it's not in my bag.

Gabby: I think you left it at home. I saw it on your desk. Don't worry. I'll pay and you can give me the money back later.

Donna: Thanks a lot.

Shop assistant: Will that be cash or credit card?

Key: 1. b 2. a 3. a 4. b 5. a 6. a 7. a

- Ask Ss, *Did Donna buy the shirt and the skirt?* (No, she didn't. She only bought the shirt.) *How?* (Gabby paid and Donna would give her the money back later.)

3.

- Draw Ss' attention to the first picture and the cricket ball and read the example given aloud.
- Tell Ss that they should look at the clothes that the children are wearing and make sentences, as in the example.
- Choose a few Ss to say the sentences to the class.
- Alternatively, Ss can work in pairs and take turns to talk about the children's clothes.

Key:

- The trousers look good on him, but the T-shirt doesn't fit him. He needs a bigger size.
- The jumper looks good on her, but the trousers don't fit her. She needs a smaller size.
- The T-shirt and the trousers look good on him, but the jacket doesn't fit him. He needs a bigger size.

OPTIONAL

- Tell Ss to look at the third activity in their Student's Book.
- SA chooses one of the children and describes his/her clothes, e.g. The trousers look good on him, but the T-shirt doesn't fit him. He needs a bigger size. SB has to guess who that child is, e.g. Number 2.
- Ss take turns.
- Alternatively, Ss can work in groups of four, draw similar pictures to the ones in their Student's book and do the same activity.

WORKBOOK

1.

- Explain to Ss that they have to read the sentences and put them in the correct order to form a dialogue.

Key: 5, 1, 4, 8, 2, 7, 3, 6, 9

2.

- Explain to Ss that they have to find eight words related to money horizontally and vertically in the grid.

Key: HORIZONTALLY: CASH, COIN, COST, MONEY
VERTICALLY: NOTE, CREDIT CARD, PAY, EARN

3.

- Draw Ss' attention to the picture and ask them what they see. (Credit cards.)

- Explain to Ss that they have to read the text silently and answer the questions given.

Key: 1. Because they're made of plastic and you can use them instead of cash.

2. The bank.

3. In 1950.

- Ask Ss how a credit card is used. (You buy things but you don't pay for them immediately. The bank pays for them and you pay the bank later.)
- Discuss whether it helps people to have a credit card or not and in which cases.

UNIT 1 LESSON FIVE

For teachers' inspection ONLY

Aim: • To expose Ss to a longer text related to the topic of the unit.
• To develop reading skills.

Language: tool, design(n), shape, metal, look-like, pay-paid

PRESENTATION

Warm up:

- Ask Ss why people use money.
- Discuss what Ss think life was like before money was used and, how people paid for things.

1.

- Pre-teach new vocabulary.
- Read the text aloud or ask Ss to read it silently and explain that they should match the headings given with the corresponding paragraphs.
- Get Ss to read the headings first.

Key:

1. d 2. b 3. c 4. a
- Explain any unknown words.
 - Ask Ss, *What are coins?* (Pieces of metal with a design on them.)
What was the design on the coins in Lydia? (A lion's head.)

What were the first coins in Thailand like? (Rings.)
Why did the Chinese start using paper money? (Because their coins were very heavy.)
When did they start using paper money? (In 1000 AD.)

- Get Ss to read the text.

2.

- Explain to Ss that they have to refer to the text and answer the questions given.

Key:

1. They used stones, shells, tools, even salt and seeds to pay for things.
2. In 700 BC in Lydia.
3. In Rome.
4. In Olbia, a city near the Black Sea.
5. Shells and tools.
6. Newspapers.

WORKBOOK

1.

- Read the text aloud or tell Ss to read it silently. Ask if the children finally got their go-kart. (No, they didn't. They will get it in two days.)
- Explain any unknown words.
- Assign roles and get Ss to read the story. Choose a S to read the narration. Help Ss underline their parts.

2.

- Explain to Ss that they have to refer to the story and answer the questions given.
- Alternatively, Ss can write the answers.

Key:

1. In Hamburg, Germany.
2. In a car magazine.
3. € 660.
4. At the school library.
5. At a fast food restaurant at the weekends.
6. He mowed lawns and washed cars in his neighbourhood.
7. € 690.
8. He brought the GC100 go-kart and not the GC130 which the children had ordered.