

UNIT

1

What are you doing?

Aims and objectives**In this unit, students will learn:**

- present continuous
- forming words with *-ing*
- telephone numbers
- ordinal numbers
- months of the year
- to talk on the phone
- to talk about birthdays

Warm-up

Look at the photo with the class and ask in students' first language: *Where is Kate?* (at home) *What is she doing?* (homework, talking on the phone) *Who do you think she is talking to?* (Nicole)

2 1 Listen and read.

Play the recording. Ask students to follow along in their books and check their answers to the questions in the warm-up. Explain that football is a popular American sport. Ask some general questions to check comprehension:

- What does Nicole want?* (Jack's phone number)
- What does she want to ask Jack?* (what to buy for Steve's birthday)
- What is Jack doing now?* (playing soccer)
- Where is Nicole now?* (in a bookstore)
- Who is coming into the store?* (Steve)

Tapescript

See SB2, page 4.

Ask students to work with a partner to practice the conversation. Then have them listen to it again.

2 Circle the correct words or expressions.

Read the first sentence with the class as an example. Check answers.

Key

- 1 doing homework
- 2 isn't
- 3 555-2321
- 4 next weekend

5 Steve

6 doesn't know

3 3 Listen and repeat.**Tapescript**

See SB2, page 5.

Play the recording. Ask students to follow along in their books. Elicit the difference between the words in group 1 and group 2: The words in group 1 have a long vowel sound, and the words in group 2 have a short vowel sound. Play the recording again, pausing after each word so the students can repeat. Make sure students repeat the words with the correct vowel sound.

Vocabulary**Telephone numbers****4 4 Listen and circle the telephone numbers you hear.**

Explain that phone numbers in the U.S. are seven digits, or 10 digits with an area code. Play the recording. Ask students to circle the number they hear in each pair. Check answers with the class. To get students to use the numbers in their answers, ask *What's the answer to number 2?* etc.

Tapescript

ANNOUNCER: One.

SPEAKER 1: My phone number is two-seven-two, one-five-eight-zero.

ANNOUNCER: Two.

SPEAKER 2: Here's my number—two-double nine—five—zero four—three.

ANNOUNCER: Three.

SPEAKER 1: My phone number? OK, it's six—one—one, five—eight—three—two.

ANNOUNCER: Four.

SPEAKER 2: This is my number. Three—five—zero—five—seven—two—seven.

ANNOUNCER: Five.

SPEAKER 1: What's your phone number?

SPEAKER 2: It's six—eight—two, two—five—five.

ANNOUNCER: Six.

SPEAKER 1: Our new phone number is two—eight seven, seven—five—zero—one.

Key

1 272-1508 3 611-5832 5 682-2255
 2 299-5043 4 350-5727 6 287-7501

Background notes

Saying numbers

- Sometimes people use “oh” for “zero” when reading out a phone number. When two numbers that are the same appear next to each other, we sometimes say “double,” for example, 693-2200 = *six-nine-three, double-two double-oh*.
- We usually split telephone numbers into groups, made up of the first three and last four numbers.

5 Repeat the telephone numbers.

Say, or elicit from students, the numbers, and get them to repeat them with the correct pauses.

FOLLOW UP

Ask students to work with a partner. Have them write down six phone numbers (they can make them up) on a piece of paper. Without showing each other, they take turns to dictate the numbers to their partner. Their partner writes the numbers down. When they have finished, have them check each other's work to see if the numbers were transcribed correctly.

Get talking
Talking on the phone

6 Ask and answer questions with a partner.

Ask students to ask each other their phone numbers.

5 7 Listen and complete the dialogue, and then practice it with a partner.

Play the recording. Ask students to complete the dialogue. As a way of checking, ask them to read the dialogue aloud in pairs. Check that all the answers are correct. Then ask students to practice the dialogue with their partners.

Tapescript

See SB2, page 5.

Key

1 speak / talk 2 here 3 back

8 Invent similar dialogues with a partner, changing the names and numbers.

Ask students to work with a partner and use the model dialogue in Exercise 7 to make up their own new dialogues. They can invent characters and numbers if they want to, or use their own names and numbers. Ask several pairs to perform their dialogues for the class.

Vocabulary
Ordinal numbers

6 1 Listen and repeat.

Explain what ordinal numbers are, i.e. a number that shows the position of something in a list. Play the recording, pausing and asking the students to repeat the words.

Tapescript

See SB2, page 6.

Vocabulary
Months of the year

7 2 Listen and repeat.

Explain what months are and point to the names of the months on a calendar. Then ask students which month they think the pictures illustrate. Play the recording. Ask students to listen and repeat each line. Practice as a whole class. They can learn the poem for homework.

Tapescript

See SB2, page 6.

3 Read the dates.

Draw students' attention to the box. Then ask them to say the dates.

Key

Saturday the eleventh of June *or* Saturday June eleventh
 Sunday the fifth of August *or* Sunday August fifth
 Friday the twenty-first of December *or* Friday December twenty-first
 Tuesday the fourth of January *or* Tuesday January fourth

FOLLOW UP

Ask students to tell you what dates the following are (make sure they use the “spoken” form of saying dates, as in Exercise 3 above): New Year's Day, tomorrow's date, the date next Sunday, and any dates that are important to them.

Get talking

Talking about birthdays

8 **4 Listen and complete.**

Check that students understand the word *birthday*. Play the recording. Ask students to listen and complete the dialogue. As a way of checking, ask them to read the dialogue aloud in pairs. Check that all the answers are correct.

Tapescript

See SB2, page 6.

Key

1 birthday 2 December 3 17th 4 old 5 13

5 **Ask five people when their birthday is. Then tell the class.**

Read the dialogue aloud with the class. Then put students in groups of at least six, and ask them to find out and write down the birthdays of the others in their group. Have a class feedback session. Ask several students to tell you when someone else's birthday is. Make sure they use the spoken form of saying dates, e.g. *on the seventh of May/ on May seventh*.

FOLLOW UP

Draw a calendar of an imaginary month, e.g. April, on the board. Divide it into seven columns, with a day of the week at the top of each one. Then ask questions that prompt students to say the dates. Example: *What date is the second Tuesday in April?* Students look at the calendar and say, for example, *It's the tenth of April*. Ask, *What day of the week is the twenty-fifth of April?* Students answer, *It's a Saturday*. etc.

Grammar

Present continuous

Affirmative

1 **Review the dialogue on page 4 and complete the table.**

Read aloud the examples in the grammar box. Ask students to complete the table. Model the first one with them as an example. Check answers.

Elicit the rule for making the present continuous: present tense of *be* + *-ing* form of main verb. Make sure students understand why we use the present continuous. You may want to contrast it with the simple present to show that the simple present describes a general state in the present, while the present continuous describes something that is actually happening at the moment of speaking.

Key

1 *ing* 2 *ing*

2 **Complete the sentences with 'm, 's, or 're.**

Briefly review these contractions on the board. Ask students to complete the task with a partner if you feel they need help. Check answers.

Key

1 's 2 're 3 're 4 'm 5 'm 6 's

3 **Write *am, is, or are*. Use short forms when possible.**

Ask students to complete the sentences and compare their answers with a partner before a whole class check. Refer them to the grammar box if necessary.

Key

1 'm 2 's 3 's 4 's 5 's 6 're 7 Is 8 Are

Forming words with *-ing*

Read aloud the examples in the grammar box. Elicit the rules for the spelling of *-ing* verbs, especially verbs ending in *-e* or a verb with a short vowel sound ending in a consonant.

4 **Write the *-ing* form of each verb.**

Ask students to write the present continuous form of the words. Refer them to the rule boxes if necessary.

Key

2 listening 3 swimming 4 going 5 reading
 6 roller-skating 7 hitting

5 Complete the sentences with the -ing form of the verb. Use short forms.

Ask students to complete the sentences and compare their answers with a partner before a whole class check.

Key

2 's swimming 3 'm reading 4 's enjoying
 5 're playing 6 're doing

Present continuous Negative

Read aloud the information box to the class.

6 Write the verbs in the negative form.

Ask students to complete the sentences and check answers with a partner.

Key

2 He isn't doing his homework. 3 They aren't playing tennis. 4 Nicole isn't having breakfast. 5 Steve isn't sleeping. 6 We aren't listening to our teacher. 7 You aren't bothering me. 8 It isn't raining.

Present continuous Questions and short answers

7 Complete the table with the words below.

Ask students to do the task in pairs if you feel they need help. Remind them how the question is formed in the simple present. The verb comes before the subject. In the present continuous, the same rule applies. Check answers.

Key

1 Am 2 aren't 3 Are 4 Is 5 isn't

8 Write questions and short answers.

Go over the first two example sentences and short answers as a class. Ask students to complete the rest of the exercise and compare answers with a partner before completing a whole class check.

Key

3 Is she doing her homework? Yes, she is.
 4 Is he having breakfast? No, he isn't.
 5 Are you playing computer games? No, I'm not.

9 Work with a partner. Look at the pictures for a minute, close your book, and try and remember the actions of each person.

Ask students to work with a partner and discuss what the people are doing in the pictures: listening to music, watching TV, doing homework, swimming, playing soccer, roller-skating, playing computer games, eating breakfast. Read aloud the model dialogue and make sure students understand all the words. They have them take turns to close their books and ask each other questions in a memory game. See how many students can remember all the activities the people in the picture are doing.

FOLLOW UP

Ask students to make sentences about what their family members and friends are all doing right now, e.g. *My mother's working. / My father's teaching students. / My brother's studying, etc.*

Skills Listening

9 1 Listen to the sounds and guess what the people are doing.

Read the sentences with the class and review any unfamiliar words. Tell students that they are going to hear people doing some of the activities in the list. Play the recording. Ask students to number the sounds they hear in the same order they hear them. Check answers.

Tapescript

SPEAKER: One. <We hear the sound of a frying pan. Male voice saying > "Ouch that's hot."

SPEAKER: Two. <Sound of ball being hit by a baseball bat> "It's a home run!"

SPEAKER: Three. <Sound of someone roller-skating>

SPEAKER: Four. <Sound of piano being played. Occasionally hitting bad note. >

SPEAKER: Five. <Sound effects of computer game. Explosions. Electronic voice. "game over." >

- SPEAKER:** Six. <Someone pedalling, puffing, and panting. (male)>
SPEAKER: Seven. <Someone horseback riding. Sound of someone falling off. Horse galloping away. Male voice saying> "Come back."
SPEAKER: Eight. <Sound of cell phone buttons being clicked. Someone is sending a text message.>
SPEAKER: Nine. <Sound of someone skateboarding.>
SPEAKER: Ten. <Somebody calling cat.> "Come here, Muffy." <Cat meowing.>

Key

- 5 She's playing a computer game.
 8 She's sending a text message.
 2 They're playing baseball.
 7 He's horseback riding.
 1 He's frying an egg.
 3 He's roller-skating.
 6 He's riding his bike.
 4 They're playing the piano.
 10 He's feeding his cat.
 9 She's skateboarding.

Speaking

- 2 Work with a partner. Prepare and practice a telephone conversation. Use your own ideas.**

Ask students to work with a partner to practice the dialogue. Then have them use the dialogue as a model to make up their own new dialogues about TV shows, music, and computer games. Read the speech bubbles with them first and elicit some ideas for completion, e.g. names of TV shows, pop groups, or computer games. Allow students to work together to prepare new dialogues. Ask several pairs to perform their dialogues for the class.

Reading

Warm-up

Ask students to look at the title and the pictures without reading any of the text. Ask them where they think this text comes from—a newspaper article? a magazine? a novel? a website? Find out if they know anything about how people around the world celebrate their birthdays. Check they understand words such as *flag*, *present*, *rice*, and *forehead*.

- 3 Read the text and then answer the questions.**

Ask students to read the text. Ask them what information they find most interesting. Then have students read the text again to find the answers to the questions. Check answers.

Key

1 Nepal 2 Vietnam 3 Denmark 4 England 5 Vietnam

FOLLOW UP

Have a general discussion about the way people celebrate birthdays around the world. Which customs in the text do students like or dislike the sound of? Why? How do they celebrate their own birthdays? Do they know of any other birthday customs?

A Song 4 U

Mr. Muddle is never right!

10

- 4 Listen and sing.**

Explain what *muddle* means, a messy or confused state; and *sauce*, a thick liquid eaten with food to add flavor. Ask students what is happening in the pictures. Play the recording. Ask students to listen and follow along in their books. Play the song once more, encouraging students to sing along.

Tapescript

See SB2, page 11.

Writing for your Portfolio

- 5 Read and then write a postcard.**

This exercise can be assigned as homework. Ask students to read the sample postcard, and then write a similar postcard about their own vacation, following the model text given. They should include what other members of the family are doing, so that they practice using the third person singular form as well as the plural and first person forms of the verbs in the present continuous tense. Ask students to exchange their work with a partner or small groups and read each other's writing.

MORE fun with Fido

Give students a few minutes to figure out the story. Ask: *What does Fido want?* (his dinner) *What is everyone in the family doing?* (watching TV, working, reading the paper, doing homework). *What is Fido doing in the last picture?* (having dinner) Ask students (in their first language) if they have ever found themselves in a similar situation to either Fido or the family in this story.

Learn MORE through English

The Carnival of the Animals

Read aloud the key words and find out if students know the meanings. You can ask stronger students to make sentences with the words to illustrate their meanings (possibly for homework).

Ask them if they have heard of Camille Saint-Saëns or if they know any of his music. *What is happening in the photo? Where are they?*

1 Read this text about a famous composer and performer.

Background notes

- The French composer Camille Saint-Saëns was born in 1835 in Paris. He died in 1921 in Algiers, Algeria. He became an influential composer during the Romantic movement. He originally wrote *The Carnival of the Animals* to make fun of some of his friends.

Ask students to read the text and find the key words to make sure they understand the meanings in context. Ask some general comprehension questions:

When does Saint-Saëns start learning to play the piano? (before the age of 3)

When does he write his first symphony? (at the age of 16)

How many operas does he write? (13)

Where does he travel to? (different parts of Europe, North Africa, and South America)

11 2 Listen and number the pictures in the correct order.

Ask students to look at the musical instruments and name those that they are able to identify. Play the recording. Have students write the numbers 1 – 6 next to the instruments they hear, in the right order.

Tapescript

- Number one – the cello <sound of cello solo>
- Number two – the flute <sound of flute playing solo>
- Number three – the violin <sound of violin playing solo>
- Number four – the double bass <sound of the double bass playing solo>
- Number five – the clarinet <sound of the clarinet playing solo>
- Number six – the piano <sound of the piano playing solo>

Key

- 3 the violin 1 the cello 2 the flute 5 the clarinet
- 6 the piano 4 the double bass

The Carnival of the Animals

3a Look at the photos of the animals. Which instruments do you think represent each one?

Ask students to try to guess the instruments, referring to Exercise 2 again if necessary, which best represent each animal. Start off by asking them which instrument sounds the “heaviest” – elicit the answer *double bass*. Then ask them to choose the matching animal and elicit *the elephant*. Have students predict instruments for the rest of the animals.

Key

- The Cuckoo – clarinet
 - The Swan – cello
 - Fish-piano and flute? – flute
 - The Elephant – double bass
 - Chickens – piano, violin, cello
- Note: The piano is played in the background for these tracks.

12 3b Listen to the music. Then answer the following questions in your notebook.

Play the recording. Ask students to listen and then answer these questions using the phrases given on the right-hand side of the student's page:

- 1 What instrument(s) is / are playing?
- 2 What animal is it?
- 3 What do you imagine?
- 4 Do you like it? Why?

Key

- Order: 1 Cuckoo 2 Swan 3 Chickens
- 4 Elephant 5 Fish

13 3c Listen to the music again. Then compare your answers with a partner. Do you agree?

Play the recording again. Ask students to work with a partner to discuss their answers to the questions.

Mini-project

Students choose a new animal to add to *The Carnival of the Animals* and select an instrument for that animal. They then work in fours and compare their ideas.

Now you can watch Episode 9 of *The Story of the Stones*.