

MODULE 8 Choosing presents

UNIT 1

I always like birthday parties.

Listening and vocabulary

Preparation

- Introduce adverbs of frequency and third person “has” as follows:
- Ask the students to put their hands up if they have a party every birthday. Put your hand up too and say “We always have a party.” Those students repeat chorally.
- Then ask the students who have breakfast every day to put their hands up, and then say, “We always have breakfast” and have the other students repeat it.
- Then say, “Hands up those who have it just on some days.” Nod at them and say “They sometimes have breakfast.” Students repeat it chorally.
- Finally say, “Hands up those who don’t have breakfast at all.” Say “They never have breakfast.” Students repeat it chorally.
- Show a picture of four English students and say, “This is Sally, David, Lilly and Tom.”
- Draw a chart with the students’ names down the side and days of the week across the top.
- Elicit the days of the week by asking for the first/second day etc.

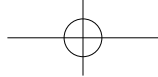
| | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|-------|-----|------|-----|-------|-----|-----|-----|
| Sally | √ | √ | √ | √ | √ | √ | √ |
| David | √ | | √ | √ | √ | × | √ |
| Lilly | √ | | √ | | | √ | |
| Tom | × | × | × | × | × | × | × |

- Say “Sally has breakfast everyday.” Check (√) each day on the chart. Then say, “She always has breakfast.” Students repeat chorally and individually.

- Check the meaning of “always” with everyday.
- Continue with David. Check (√) most of the boxes. Ask if he has breakfast every day. Say, “David usually has breakfast.” Students repeat chorally and individually.
- Go back and ask about Sally again, then David and elicit “He usually has breakfast.” Then say, “He often has breakfast.” Students repeat chorally.
- Ask them to tell you about David again, then Sally.
- Check (√) the days and say only three days. “Lilly sometimes has breakfast.” Students repeat the same way.
- Ask about the other students again, and then go on to Tom. Say “He gets up late every day./He’s always late.” Ask if he has time to have breakfast. Ask why not. Put a cross under every day.
- Say, “He never has breakfast.” Students repeat in the same way.
- Ask, “Does... have breakfast every day?” Students reply, “Yes, he/she always has breakfast...” or “No, he/she usually/often/sometimes/never has...”
- Ask the students to ask about the students in the table in pairs.

1. Work in pairs. Look at the picture and talk about it.

- Ask the students who likes birthdays and why. Have them look at the picture and ask them what the situation is.
- Elicit what they can say about birthdays in English.
- Tell them they are going to talk about the picture and elicit some question words to write on the board: How many...? What...? Who...? Where...?
- Tell the students to make up some questions to ask each other in pairs. (e.g. How many people are there at the party? Is there a cake? Are they happy?)
- Students ask and answer their questions in pairs.
- Elicit some questions and answers in open pairs.



2. Listen and number the words as you hear them.

- Ask the students who likes birthdays and why. Show them a picture of a birthday celebration or birthday cake and ask them to discuss it in pairs or groups of three.
- Elicit what they can say about birthdays in English.
- Read through the words in the box and have the students repeat them chorally.
- Check if there are any words they don't know.
- Tell them to listen to Betty talking about a birthday. Ask them to listen for whose birthday it is and to check (✓) the words in the box when they hear them.
- Play the recording again. Ask them to number the words as they hear them now.
- Elicit answers from the class.

Answers

birthday—1; card—3; party—4; present—2

Tapescript

Betty's father: What's that, Betty?

Betty: It's a birthday present for my friend, Daming.

Betty's father: And what about this?

Betty: It's a birthday card for him too.

Betty's father: Does your friend usually have a birthday party?

Betty: I don't know.

Betty's father: What about a birthday cake?

Betty: I'm not sure, but I can ask him.

3. Listen and read.

- Use the adverbs of frequency to talk about birthday celebrations. (e.g. I sometimes have a party.)
- Ask the class to put up their hands if they sometimes have a party.
- Ask the students to put their hands up if they have a party every birthday. Put your hand up too and say "We always have a party." Those students repeat chorally.

- Ask the students what they usually do at birthday parties. Elicit or teach (e.g. have cake / sing songs / play games).
- Tell them to listen and say how many people are talking. Ask if Lingling is having a birthday cake.
- Play the recording through once. Ask if they want to hear it again. Play it again to check. Elicit answers.

Now check (✓) the true sentences.

- Ask the students to read the sentences and guess if they are true or false. Elicit possibilities putting a "?" by all those with different answers or they don't know.
- Tell them to read silently, while you play the recording again.
- Now ask the students to listen and read the conversation and underline key information about each sentence.
- Ask them to check the true sentences individually and think about why the others are wrong.
- Ask them to check their answers with a partner, and then elicit from the whole class.

Answers

1. ✓ 2. × 3. × 4. ✓ 5. ×

4. Underline the correct words.

- Tell the students to read the passage and think about what the correct words are to complete the sentences.
- Remind them to read the whole sentence before they underline the correct word.
- Students check their answers in pairs.

Answers

1. special 2. cut 3. presents

5. Complete the sentences with the words from the box.

- Read the sentences and decide which word is appropriate.
- Tell the students to fill in the missing word on



their own, then check with their partner.

- Elicit answers in full sentences.

Answers

1. always 2. usually 3. never 4. sometimes

Pronunciation and speaking

6. Listen and repeat.

- Explain that this activity is to practise pronunciation.
- Play the recording without stopping and tell them to listen to the sounds and words.
- Play the recording again and stop at the end of each line. Ask the class to repeat.
- Do the same again and ask individual students to repeat.
- Ping-Pong practise in pairs. Student A pronounces the sound and Student B reads the words and they then change.

7. Work in pairs. Ask and answer.

- Personalise the language for the pair work by asking students about themselves.
- Tell them what you do to celebrate.
- Write “often”, “usually”, “always” on the board. Ask questions using each and elicit what they do on their birthdays. Put ideas on the board.
- Model the questions for pronunciation. Exaggerate interested intonation. Students repeat them chorally.
- Change the question to “Teachers’ Day” and elicit a few ideas.
- Tell them to write “birthdays”, then “often”, “usually”, “always”. Do the same for “Teachers’ Day”. Put them in pairs to ask and answer questions. Then tell them to change roles. Monitor as they work.
- Elicit answers in the third person by asking the students about their partners.

UNIT 2

She often goes to concerts.

Reading and vocabulary

Preparation

- Ask the students who likes birthdays and why. Elicit different reasons and things they do on birthdays (e.g. get presents / have a party / go out with friends / go to a restaurant).
- Put their ideas on the board as prompts. Introduce and include some key “likes” vocabulary from the text (e.g. sports, concerts).
- Point to one and say, “I like going to the cinema.” Model and students repeat the sentence chorally. Then ask what they like doing individually.
- Ask several students and then point to some of the other ideas. Teach the question.
- Ask the students to ask each other openly, and then in pairs or groups of three.

1. Look at the pictures. Choose your birthday present.

- Ask the students to look at the pictures and read through the list of presents in the box.
- Ask them to repeat the words and expressions chorally and then individually. Beat the stress to make the stressed syllable visual. Write some words on the board. Ask them where the stress is.
- Mark the stress in a different colour so they can see where it is. Show “magazine” is different.
- Ask the students to write the words this way under each present, then to choose one or two presents they like.
- Tell them what presents you like and why, “I like CDs. I like listening to music.”
- Put the students in pairs to ask and tell each other which present(s) they like and why.
- Elicit some answers in pairs.



2. Read the passage and match the people with what they like doing.

- Ask them to read the passage and underline what everyone likes and what they like doing.
- Tell them to match the people with what they like doing.

Answers

Daming's grandparents—staying healthy
Daming's mother—going shopping
Betty's cousin—watching films
Tony's sister—going to concerts
Lingling's aunt and uncle—watching football matches

Now choose presents from the pictures in Activity 1 for them.

- Use the information to help them decide individually which presents in the pictures would be the best for each of them.
- There can be more than one answer for different people. Tell the students to be careful of plural and singular.
- Students then check with their partner. Elicit the answers from the whole class and the reason for their choices.

Answers

1. 5
2. 3; 4; 7
3. 2; 8
4. 1; 6
5. 9

Learning to learn

- Demonstrate how words are put together to form two word names for things such as those in the examples. Give some other examples (e.g. course book, school desk, science lesson).
- Ask them for some suggestions of their own. Then suggest they keep a separate part of their vocabulary notebook for these kinds of words.

3. Complete the passage with the correct form of the words from the box.

- Read the words in the box with the class. Ask if they know all of them. Teach if there's any

new words. Pre-teach and check the difference in meaning between “spend”, “pay” and “price”.

- Tell them to read the sentences but not look at the words in the box. Tell them to talk in pairs about the meaning and anything they do not understand.
- Tell them they can ask you questions. Monitor as they do. Answer questions as you do.
- Elicit any questions about the sentences from the class.
- Tell them to fill in the spaces with the words from the box. Remind them to be careful of endings if the word is an action word/verb.
- Elicit answers in full sentences from the class.

Answers

1. spends
2. money
3. silk
4. expensive
5. concerts
6. weekends
7. matches
8. choose

Writing

4. Look at these sentences.

- Tell the students to think about when apostrophes are used in English. Give them an example (e.g. in contractions, when two words are put together and a letter is omitted. is not = isn't). Elicit some other examples.

- Remind them about apostrophes in possessives by first giving them a sentence to change, then asking where the apostrophe is and why.

Teacher: The boy has a room. The boys have a room. Whose room is it?

Students: The boy's room. / The boys' room.

Now underline apostrophes (').

- Ask the students to read the examples individually. Then in pairs or groups of three, ask the students to talk about when they think apostrophes are used in English.
- Ask the students to do the activity individually. Then check with their partner.

Answers

1. Daming's
2. Betty's
3. Tony's
4. Lingling's; don't
5. Daming's; doesn't



5. Look at Activity 1 and choose birthday presents for your family and friends.

- Ask the students to go back to Activity 1 and look at the list of presents and the pictures.
- Tell the students to make a list of five family members and friends and make notes about what they like or like to do.
- Write the presents they choose for each person.
- Students compare notes and say what birthday presents they usually choose/buy. (e.g. For my mother's birthday I choose some cinema tickets.)

6. Write a passage about choosing birthday presents for your family and friends.

- Tell the students to use their lists to write a description.
- Tell them to describe what they like and what they like doing. Write a paragraph and use the examples as a model.

Make sure you use apostrophes (') correctly.

- Monitor as they work and help them where needed.
- Ask them to exchange and read each other's paragraphs.
- Ask a few students to read them out.

Possible answer

My mother likes going to the cinema. I usually buy her cinema tickets or a movie magazine as a present for her birthday. My father likes chocolate and I always buy him some. I also like to buy him a CD because he likes music. My mother's parents don't like going to the cinema or music and they don't like chocolate. They never like watching sport but they like reading. I often buy them an interesting book. My friend's birthday is tomorrow. She doesn't like shopping or expensive clothes and she doesn't like cinema. She likes concerts. I choose a concert ticket for her birthday.

UNIT 3

Language in use

Language practice

Preparation

- Read through the language examples with the whole class. Make sure they understand their meaning and use.

1. Work in pairs. Ask and answer questions about Grandpa.

- Put frequency adverb word cards on the board or on the PPT in any order. Ask the students to put them in order on a line from least often to most.

| least | most | | |
|---------|-------------|---------|----------|
| (never) | (sometimes) | (often) | (always) |

- Read through the activities and how often Grandpa does them.
- Ask several students the question, "Does Grandpa often...?" Elicit Yes/No answers or "He sometimes.../He never..."
- Students repeat the question chorally then prompt open pair practice for different activities.
- Students ask and answer questions about Grandpa in pairs.

Extension

- Tell them to copy the table in the book. Add another row. Write their partner's name.
- Ask the students to fill in frequency adverbs for how often they do things individually.
- Check the change of question form and answer, "Do you often...?"
- Students ask each other in pairs and fill in the chart for their partner.
- Elicit answers from the whole class, using open pairs to ask about students' partners.

2. Complete the table in Activity 1 about yourself.

- Ask the students to fill in frequency adverbs for how often they do things individually.



Now work in pairs. Ask and answer.

- Ask the students to work in pairs and practise conversations based on the table.
- Monitor and help as they work.
- Pairs of students demonstrate in open pairs.

Extension

- Tell them to copy the table in the book. Add five more rows.
- Work in groups of five. Write the names of the people in the group in the chart.
- Check the change of question form and answer, “Do you often...?”
- Students ask each other in pairs and fill in the chart for their group.
- Tell the group to put the information together as a survey. (e.g. Four people in the group always watch TV.)
- Give them some A3 paper to write their findings either as a large chart or in sentences. There can be a writing monitor and the group tell him/her what to write or they can each write some information that the rest of the group tell them and pass the paper around to the next group.
- Monitor as they work and notice single and plural examples. Make a note of any mistakes.
- Display the charts with the findings on the wall so everyone can look at the survey on the board and correct any errors as a class.
- If there’s time, write up some of the errors on the board that you noticed while monitoring for class correction.

3. Rewrite the sentences with the words in brackets.

- Ask the students to rewrite the sentences with the words in brackets individually.
- Ask them to check the word order and spelling with a partner.
- Elicit the new sentences from the class.

Answers

1. I often go to the cinema.
2. He usually plays football on Saturday.
3. She always gets up at 7:00.
4. They never eat chocolate at home.

4. Complete the sentences with *Would you like* or *Let’s*.

- Demonstrate the difference in meaning between “like” and “Would you like...?”
- Ask students if they like films. (e.g. Do you like films?)
- Ask if they go to the cinema with friends or alone.
- Try to elicit how to invite someone to go to the cinema. (e.g. Let’s go to the cinema.) Students repeat chorally. Then teach:
— Would you like to go to the cinema?
— Yes, I would.
- Students repeat chorally and then individually in open pairs.
- Check the difference in form between “Would you like...?” and “Let’s...”
- Ask the students to ask each other in pairs or groups of three or four. Tell them they can use “Would you like to...?” or “Let’s...” Monitor their speaking.
- Tell them to read the sentences now. Complete them with “Would you like...?” or “Let’s...” Think about the differences in use.
- Elicit answers in full sentences.

Answers

1. Would you like 2. Let’s 3. Let’s
4. Would you like 5. Would you like 6. Let’s

5. Read the emails and check (✓) the true sentences.

- Tell the students to read the emails and ask who is inviting friends to his party.
- Tell them to read the sentences and then read the emails again. Underline key information to see if it is the same or different.



- Decide if it's true or false and why.
- Ask them to check their answers with their partners and say why some are false.
- Elicit answers from the class. Ask them to say why if they are false.

Answers

1. $\sqrt{\quad}$ 2. \times 3. $\sqrt{\quad}$ 4. \times

Around the world: Birthday presents

- Look at the picture and read the information with the class.
- Discuss the differences between Chinese, US or UK birthdays.

Culture box: Birthdays in the UK

In Britain it is very popular to have a birthday party. Sometimes this can be a surprise party. This is planned by friends but is a secret. One friend of the birthday boy/girl invites him/her to do something at their house. All their friends arrive early and hide until he/she arrives, and then they jump out and shout "Surprise!"

The birthday boy/girl usually has a birthday cake. This can be a cake made by the people giving the party or bought from a shop. It can be any type of cake — chocolate, white, banana and has icing made of sugar and decorations on it. There are usually candles for every birthday year on the cake. When they light them, everyone sings *Happy Birthday*. Then the birthday boy/girl has to make a wish and blow them all out and everyone eats the cake.

Module task: Planning a classmate's birthday party

6. Work in pairs. Ask and answer questions about each other's birthday party.

- Write "birthdays" on the board, then "things to do", "places to go" and "food". Tell the students to brainstorm ideas and make a list under each.
- Monitor and when they are finished, give chalk to each group to do a whole class blackboard feedback to get all their ideas on the board quickly. The class correct any mistakes.

- Elicit possible questions for them to ask to find out about their partner. In pairs, students ask and answer about each other's birthday party.

- Asks questions to find out what he/she always/sometimes/often/never does on his/her birthday. Tell them to look at the ideas on the board. Make notes of the answers.

7. Plan a birthday party for your partner.

- Tell the students to plan a special birthday celebration for their partner.

- Tell the students to ask their partner questions to find out what type of party they like, and what they like to do. Use the instructions as a guide:

- Choose the time and place.
- Choose the food.
- Choose what to do.

- Students can ask more questions. (e.g. Do you like parties in the afternoon or the evening? What food do you like? Do you like movie/football/computer game parties?)

- Make notes about the party you plan. For example: The party is on Sunday at three o'clock in the park. It's a football party. We play football and we eat birthday cake and chocolate and drink cola.

8. Work with the whole class. Describe your plans for your partner's birthday party.

- Put students in groups of 4-6.
- Each pair tells their group about their partner: when his/her birthday is; what they are going to go, eat and do. The others have to guess who it is.
- They can ask questions to help them guess. (e.g. Does he/she usually go to the cinema on Saturday?)
- Monitor as they talk and then choose one of the groups to come up to tell the class about the birthdays they planned for. The class ask questions and guess.