

MODULE 1

Lost and found

UNIT 1

Whose bag is this?

Listening and vocabulary

Preparation

- Take out items out of your schoolbag, and put them on your desk. Use them to teach any new vocabulary (e.g. watch). Repeat chorally paying attention to pronunciation.

- Put a pair of gloves, a towel and some crayons on the desk and ask where they are.

- Demonstrate pair practice with three pairs of students. (e.g. Where's my pen? Where's X's wallet?)

- Ask students to do the same at their desks and ask where their things, your things and other students' things are.

- Walk around the room, point to things and ask students, "Whose is this?" Students answer, "It's ..." etc.

1. Match the words from the box with the pictures.

- Tell students to look at the pictures and label them with the words from the box.

- Ask students about items in different places. (e.g. What's next to the football?)

- Repeat difficult words chorally paying attention to pronunciation.

Answer

bag—1; crayons—2; eraser—3; football—4;
gloves—7; wallet—6; watch—5

2. Listen and answer the questions.

- Tell students to read the questions first and talk about the items in the pictures.

- Play the recording through while students listen

and then ask them to answer the questions.

- Play it again for students to check and then ask them to check their answers with a partner.

- Elicit the answers from the whole class.

Answers

1. Yes, it is. 2. No, they aren't. 3. They are Betty's.

Tapescript

Betty: Is this your football, Tony?

Tony: Oh yes. Thank you. And that's my sweater. Are these your crayons, Betty?

Betty: No, they aren't.

Tony: Whose crayons are they?

Betty: I think they're Lingling's. But these gloves are mine.

Tony: And that's my wallet.

3. Listen and read.

- Hold up a box and say, "It's a lost-and-found box." Ask students what it is for.

- Tell students to make a list of what they think is/are in the box in pairs.

- Elicit their ideas and put them on the board.

- Play the recording. Ask students to listen and tick the items they hear.

- Play the recording again for students to check.

- Elicit items they heard and tick them on the board.

- Ask students to read the conversation silently.

Now match the people with their things.

- Play the recording again. Ask students to listen to and read the conversation to find any other items and match the people with their things on page 3.

- Ask students to check their answers with their partners. Then check the answers as a class.

- Play the recording again and pause after each

sentence, asking students to repeat chorally and individually.

- Put the students in different pairs to practise the dialogue. They should change roles when they finish.

Answers

1—a; 2—c; 3—d;
4—e; 5—b

4. Work in pairs. Ask and answer.

- Ask students if the crayons are Betty's. Then model the question, answer and repeat it chorally paying attention to pronunciation.
- Ask students to ask you about other items in Pictures 2-4.
- Put students in pairs to ask and answer. Remind them that the answers can be found in the passage.

Possible answers

2. — Is the bag Betty's?
— No, it isn't hers. It's Lingling's.
3. — Is the wallet Betty's?
— No, it isn't hers. It's Tony's.
4. — Is the eraser Ms Li's?
— No, it isn't hers. It's Lingling's.

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

- Tell students to read the passage first, and then look at the gaps and the words in the box to find what is missing.
- Ask students to complete the passage individually, and then check their answers in pairs.
- Elicit answers from the whole class.

Answers

1. hers 2. tape 3. purple 4. yours 5. careful 6. mine

Pronunciation and speaking

6. Listen and repeat.

- Remind students of the different pronunciations of the letter "a": /æ/, /eɪ/ and /ɑ/. Tell them to notice the different shapes their mouths make when

making the different "a" sounds. Point out that in "back" the sound of "a" is at the back of the mouth, in "eraser" the mouth makes a wide shape and in "wallet" the mouth makes a round shape. Play the recording once without stopping.

- Play the recording again and stop at the end of each group of words. Ask the whole class to repeat them.
- Ask students to practise the sounds in pairs.
- Check for any difficulty that students have differentiating the sounds. Play the recording again and practise words individually, if necessary.

7. Work in groups of three or four. Put four or five school things on the desk. Now ask and answer.

- Ask students to put some of their school things on their desks.
- Hold up items and ask, "Is this your pen? Whose Xs (gloves) are these? Whose Y (notebook) is this?"
- Do plural and singular separately and tell students to be careful with their answers.
- Students have to guess the answers. (e.g. They're Li Hua's. It's Zhang Min's.)
- Put students in groups of 3-4. Ask students to point at items and ask about them.

UNIT 2

Are they yours?

Reading and vocabulary

Preparation

- Ask students to look at the pictures and describe them in pairs. (e.g. In Picture 1, there is/are... In Picture 2, there is/are...)
- Ask students if they can find something funny or unusual. Give an example.
- Look at the words in the box. Teach the new ones, and ask students to repeat them chorally.

1. Complete the sentences with the correct words and expression from the box.

- Tell students to read the sentences first, and then look at the pictures to find what is missing.
- Elicit full sentences for each picture from the whole class.

Answers

1. camera 2. mobile phone

2. Read the passage and answer the questions. Pre-reading

- Ask students about where and when they think people lose things the most.
- Write ideas on the board and tell them to look at the picture of things in a lost and found office.
- Ask them to read the passage quickly. Tick what they can find there and see if they are right about the places where people lose things.
- Ask students to check with their partners.

Reading

- Tell students to make a list of what they think people look for in lost and found offices.
- Ask students to read the passage again and underline things people look for and things people have found. Ask them if there is anything unusual.
- Check answers from the whole class.
- Ask students if they have ever lost anything unusual. Elicit what.
- Tell students to read the questions and talk about them with their partners.
- Read the passage again and answer the questions. Tell them the answers are long.
- Check their answers with a partner.
- Ask students to ask one another to elicit the answers.

Answers

1. When they are travelling or when they're in a hurry.
2. Because people often leave things on planes, on trains, on buses and in taxis.

3. They look for things they have lost.
4. A large boat, three dogs, two ducks, a pig and fifteen kilos of sausages.

Learning to learn

- Tell students that reading passages with interesting facts can help them understand and remember English. Ask students to try to find passages with facts to read after class.

Methodology tip: Learning to learn

These sections are a regular feature of this level of the course, and aim at providing the learners with information which will help them to become better learners of English.

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

- Tell students to think of Spring Festival. Ask students where people usually travel from (e.g. airports, stations).
- Tell them to talk in pairs about what problems there are with travelling. Mime and teach "in a hurry". Have pairs tell the class about their experiences.
- Tell students to read the words and expression in the box. Teach any they do not understand.
- Ask them to complete the passage individually. Then check with their partner.
- Check the answers with the whole class. Ask students to read out the passage.

Answers

- | | | |
|-------------|----------------|-------------|
| 1. lose | 2. hundreds of | 3. airports |
| 4. stations | 5. strange | 6. sausages |
| 7. large | | |

Writing

4. Read the lost and found notes. Write notes for two more things.

- Ask students what they do when they lose something.
- Ask students if they ever put a note on a notice board. Ask why or why not. (e.g. Maybe someone will find/return it.)

- Ask students to read the notes. Put up prompts on the board: What / lose? Where? What / find?
- Check answers in pairs, then elicit from the class.
- Tell students they are going to write their own notes. Ask them to talk about things they lose all the time or special things that sometimes get lost. Also think of something they have found.
- Talk about the items in groups of 4-6. Then decide what they are going to write about on their notes.
- Tell students to take a piece of paper from their notebooks. Fold it in half and tear it for two notes.
- Ask them to help each other write their notes in pairs. Tell them to write in pencil.
- Then pass their notes round their groups to read and correct any mistakes.
- Call back the answers by asking some students to read out their notes.

Possible answers

Lost

A blue wallet.
At school.
Call Lingling at 418X 5432.

Found

Is this your red bag?
Found at the station.
Call Li at 2459 X309.

Extension

- Build a lost and found corner in the classroom.
- Collect items from students around the room and put them in the corner. Find the owners by asking and answering.
- Hold up items and ask, "Whose Xs are these? Whose Y is this?"
- Tell students they have to guess the owners. (e.g. They are my gloves. I think it's Liu Fang's.)
- Continue to hold items up and ask. Then ask a student to do the same or ask them to work in pairs.

UNIT 3

Language in use

Language practice

Preparation

- Ask the date today to see if it is anyone's birthday on the day or in the near future.
- Put a calendar on the board or show it on a PPT. Practise possessives and revise family members and dates.
- Point to the dates and ask students, "When's your birthday?" to elicit the question. Then ask students to ask each other.
- Respond after some and say, "Oh, that's my brother's birthday!" Or say, "Oh, that's two days before my birthday. That's one day after my father's birthday."
- Ask a student his/her birthday and someone to comment about it as above.
- Ask for a group of six volunteers to come up to the front. Tell them to say their birthdays and make a circle according to the order of their birthdays in a year.
- Ask one of them to ask about their birthdays and another in the circle to comment.
- Tell students to get into groups of 6-8 and do the same.

1. Work in pairs. Ask and answer questions.

- Describe one of the pictures. Ask the students to guess which one it is.
- Point to the camera in the picture. Ask, "Whose camera is this? Is it yours?" Elicit the answer "No, it isn't my camera." Shake your head and say, "No, it isn't mine." Ask students to repeat chorally.
- Then say, "No, it isn't mine. It's hers." Exaggerate the pronunciation "It's HERS." Ask students to repeat chorally.
- Then have students ask each other in open pairs.

2. Complete the sentences with the correct form of the words from the box.

- Tell students to read and think about the different uses of the words (e.g. “her bag” and “hers”).
- Ask students to complete the sentences with the appropriate words on their own, and then check with their partner.
- Ask students to read out the mini conversations in pairs to check the answers. Tell them to exaggerate the pronunciation.

Answers

1. your 2. yours 3. Whose 4. mine 5. his
6. hers 7. her 8. my 9. Its

3. Match the words from Box A with the words from Box B.

- Go round the classroom, pointing at things (e.g. chair, bag, desk) and asking, “Whose... is this/that? Whose... are these/those?”
- Students answer, “It’s their desk. They’re their desks.” Say yes and use it to introduce “It’s theirs. They’re theirs.” Introduce “ours” the same way. Ask students to repeat chorally.
- Collect a few items and ask students, “Is this... yours?” Ask students to repeat chorally and have them ask you. Then you say, “No, it isn’t mine. It’s hers.” while indicating which student.
- Ask students to do the same in pairs, and then match the words in the boxes.
- Check answers from the whole class.
- Write “It’s her pen.” and “It’s hers.” on the board. Ask students the difference, i.e. one specifies the subject (“pen”) and one doesn’t.

Answers

her—hers; his—his; your—yours; our—ours;
my—mine; its—its

Around the world: The Internet lost and found

- Ask students to look at the picture and talk about the information. Tell them to talk about what they think of the idea of an Internet lost and found.

- Ask students to read the description.

Module task: Acting out a sketch in the lost and found office.

4. Work in pairs.

Preparation

- Walk through the class, and call out a number for each row (e.g. 1, 2, 3).
- Tell them to stand up and sit down when you call out their number.
- Call out odd numbers (e.g. 1, 3, 5). They stand and sit quickly.
- Do the same for evens (e.g. 2, 4, 6).

Pair work

- Tell the class all the odd rows are As and all the evens are Bs.
- Ask As to put up their hands. Tell them to get into pairs or groups of three in their rows. Tell them they are going to go to a lost and found office to find things they lost.
- Tell As to choose 3-4 things from the list, talk about them and describe what they look like (e.g. size, colour or anything they know).
- Tell Bs to put their hands up and to get into pairs or groups of three. Tell them they work in the lost and found office. Choose 5-6 things from the list, talk about them and describe them.
- Tell them all to make notes.
- Monitor as they work and only help if they ask.

Methodology tip: Instructions and setting up

It is very important to plan instructions for activities for students to work. Be clear, and check that students understand by asking them what is expected. Monitoring helps you see if students have understood or if they need more explanation.

5. Act out your sketch to the class.

- Ask Pairs A to turn around and face Pairs B. Make groups of 4-6.
- Put them in their roles, saying they are in a lost and found office.

- As must ask for things they lost, describe them and answer questions about them.
- Bs must answer questions and say if they have them or not.
- After acting it out, they can write their sketch as a group with some students writing what the others tell them.
- Ask different groups to act out their sketches.



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