

# MODULE 5 Cartoons

## Unit 1

### It's time to watch a cartoon.

#### Listening and vocabulary

##### 1. Answer the questions.

- Ask students to think of cartoon characters and adjectives to describe them.
- Have students tell you the names of as many cartoon characters as possible. Write them on the board under the proper adjectives.
- Have students read the questions and write their answers using complete sentences.
- Put students in small groups to read their sentences to each other and decide if they agree or not.

##### 2. Listen and find out Betty's and Tony's answers to the questions in Activity 1.

- Tell students they are going to listen to Betty and Tony answering the same questions.
- Play the recording for students to listen to and write down the answers. Play the recording answer by answer and tell students to work with a partner to write the answers in as much detail as possible.
- Finally, play the recording one last time, straight through from beginning to end, for students to check their answers.

##### Now work in pairs and check. Do they like the same cartoons as you?

- Put students in pairs to compare and check their answers.
- Ask individual students to tell you the answers. Then write them on the board to compare and correct as a class.
- Discuss and find out as a class if anyone in the class likes the same cartoons as Betty and Tony.

#### Answers

1. Betty likes exciting cartoons; Tony likes funny cartoons.
2. Betty and Tony say cartoons always have happy endings.
3. Tony thinks *Tom and Jerry* is funny.

#### Tapescript

**Tony:** What kind of cartoon do you like, Betty?

**Betty:** My favourite cartoon is *Superman*. It's great!

**Tony:** Why do you like it so much?

**Betty:** The stories are so exciting! Superman is brave... and he's very handsome too.

**Tony:** I don't like it much, myself. The stories always have happy endings.

**Betty:** Yes, but all cartoons have happy endings.

**Tony:** I guess you're right. I like watching *Tom and Jerry*. It's funny!

**Betty:** Yes, and Jerry is smart and cute!

#### Culture box: Popular cartoon characters

There are too many famous cartoon characters to mention them all. Here are a few for reference:

- Winnie the Pooh — a lovable teddy bear
- Popeye — a sailor who eats spinach to become super strong and beat the wicked Bluto
- Garfield — a greedy, selfish cat who eats a lot of pasta
- Superman — a hero who is usually a quiet reporter, but who can fly and save the world when needed
- Bugs Bunny — a crazy rabbit who likes to say "Eh...what's up, Doc?" as he eats a carrot
- The Simpsons — an American family; they are a little strange, but very funny
- The Flintstones — a very modern Stone Age family
- Shrek — a kind-hearted ogre with a donkey and a cat as friends
- Doraemon — a blue, robotic cat who looks after hopeless schoolboy Nobita Nobi
- Scooby-Doo — a not very brave dog and his adventures with his human friends

### 3. Listen and read.

- Ask students to look at the picture and tell you the name of the character. Find out if students know anything about Superman, and if so, what. Discuss as a class.
- Divide the board into three and write “Superman” at the top of one section. Write students’ information about Superman in this section.
- Tell students to look at the passage for five seconds and find the names of other popular cartoon characters.
- Put students into an even number of groups, with about four students in each group. Tell half the groups they are going to talk about the cartoon *Spiderman*, and the other half they are going to talk about *Tom and Jerry*. Have students work in their groups to write down as much as they can about their cartoon character(s).
- Find out what the class knows about *Spiderman* and *Tom and Jerry* and write their information on the board in the two remaining sections.
- Take a class vote to find out which of the cartoons students prefer.

### Extension

- Before the lesson, divide the class into three and ask a third of the students to find out three pieces of information about Superman, a third to find out three pieces of information about Spiderman, and a third to find out about Tom and Jerry. Ask them to try to find information that they don’t think their classmates will find.
- In the lesson, put students into groups of four or five, where all the students in the group have researched the same cartoon character. Tell students to share their information with their group and prepare to tell the rest of the class about their character.
- Divide the board into three and write the characters’ names as headings. Invite groups to tell the class what they have found out about their character, and write the information in the correct column.
- Take a class vote to find out which of the cartoons students prefer.
- Tell students to cover the text and listen to the

recording for any of the information on the board. Play the recording.

- Put students in pairs to compare what they heard. Then tell them to read the conversation and check.
- Discuss as a class.
- Find out if the students agree with Tony and/or Daming about which of the three cartoons they prefer.

### Now answer the questions.

- Tell students to read the questions and try to answer them from memory.
- Have students read the conversation again to check their answers. Play the recording while they read.
- Put students in pairs to ask and answer the questions before checking answers as a whole class.

### Answers

1. It is more modern and Spiderman is cool.
2. Superman is stronger than Spiderman. He can fly through the sky and fight bad people and he is a real hero.
3. It’s humorous and Tom and Jerry are very funny.
4. He can learn a lot about people and life from them — although they fight a lot, they love, help and protect each other too.

### Everyday English

*It’s time to...* — used frequently, meaning “The time has come to.../It is the right moment to.../We should... now.”

*That’s cool.* — frequent informal expression meaning “That’s good/That’s great/ Fantastic.”

*I don’t think we agree.* — a polite way to tell someone you don’t agree with them

### 4. Complete the passage with the correct form of the words in the box.

- Explain to students that they are going to complete the passage with the words in the box. Tell them that they need to decide which words are verbs, which is an adjective and which are nouns.
- Tell students to read the passage and decide if they need a verb, an adjective or a noun. Check as a class.

- Ask students to complete the passage with the correct form of the words and discuss the answers with their desk partner.
- Check answers as a class.

### Answers

- |             |             |             |
|-------------|-------------|-------------|
| 1. cartoons | 2. humorous | 3. laughing |
| 4. heroes   | 5. fight    | 6. lessons  |

### 5. Work in pairs. Describe your favourite cartoon character or the characters below. Use the words in the box in Activity 2 to help you.

- Tell students to find what Daming says about Superman in the conversation in Activity 3 and ask volunteers to dictate it to you while you write it on the board. Ask them to tell you which information says what Superman can do and which says what he's like.
- Make sure students know the cartoon characters given. Then ask them to write two or three sentences about each, using words from Activity 2 to describe them. Remind them to say what the characters do or can do, and what they are like.
- Put students in pairs to talk about their favourite characters or the characters given. Tell them they can refer to their sentences to help, but should not just read them. Remind them how to say "I agree" and "I don't think we agree".
- Students find out if they agree with their partner or not, then report back to the class about their partner's opinions.
- Compare ideas as a class.

### Pronunciation and speaking

#### 6. Listen and underline the words the speaker stresses.

- Remind students that in English the stress is on words that give information and are important to the message. Short grammar words are not usually stressed.
- Ask students to guess which words will be stressed.
- Play the recording or read the sentences for students to listen to and underline the words the speaker stresses. Play the recording twice if necessary.

- Check answers as a class.

### Now listen again and repeat.

- Play the recording again, sentence by sentence, for students to listen to and repeat.

### Possible answers

1. That's a real hero!
2. I don't think we agree.
3. They fight a lot, but they really love each other.
4. I think there's a lesson there!

### 7. Work in pairs. Ask and answer the questions.

- Tell students to read the questions and think about their answers.
- Set a time limit of ten minutes for students to write their answers, using complete sentences.
- Monitor and help as needed.
- Read the questions together as a class. Check students' pronunciation.
- Demonstrate the activity by asking individual students to ask you the questions, checking pronunciation and responding to them. If necessary, also demonstrate with open pairs.
- Put students together to take turns asking and answering the questions.

### Extension

- Have students write about their partner's answers.
- They may also interview a different partner.

## Unit 2

### Tintin has been popular for over eighty years.

#### Reading and vocabulary

#### 1. Work in pairs. Answer the questions about the cartoon characters.

- Tell students to read the questions and think about their answers.

- Set a time limit of four or five minutes for students to write their answers to Question 2.
- Monitor and help as needed.
- Read the questions together as a class. Check students' pronunciation.
- Put students together to take turns asking and answering the questions.
- Ask individual students to tell the class about their partner's answers.

### Extension

- Have students write about their partner's answers.
- They may also interview a different partner.

### 2. Read the passage and choose a sentence that best summarises it.

- Ask students to look at the passage for ten seconds and find which of the characters in Activity 1 are mentioned in the text.
- Tell students to read the passage carefully to see if anything their partner said in Activity 1 is mentioned by the writer.
- Discuss as a class.
- Ask students what they think the main message of the text is. Discuss as a class, and ask them to dictate one sentence onto the board. Encourage students to work as a team.
- Ask students to read the four sentences. Check the meanings. Ask if any are similar to their sentence.
- Working with a partner, students choose the best sentence to summarise the text.
- Compare ideas as a whole class.

### Answer

a

### Language point: Notes on the passage

- *win the hearts* — become popular with
- *havoc* — big trouble, chaos
- *mess* — untidiness

### 3. Complete the notes.

- Have students read the sentences and complete the notes from memory.
- Play the recording again for students to check answers.
- Check answers as a whole class.

### Answers

- |                  |                        |
|------------------|------------------------|
| 1. cute; ugly    | 2. young               |
| 3. hero          | 4. monkeys             |
| 5. red; white    | 6. newspaper; exciting |
| 7. private; hard | 8. older               |

### 4. Complete the sentences with the correct form of the words in the box.

- Explain to students that they are going to complete the sentences with the words in the box. Tell them that they need to decide which words are verbs, as they may need to change the form.
- Tell students to read the sentences and decide if they need a verb or not, and if so, what form the verb needs to be in. Check as a class.
- Ask students to complete the sentences with the correct form of the words and discuss the answers with their desk partner.
- Check answers as a class.

### Answers

1. ugly; schoolbags
2. leads
3. invented; copies
4. private; satisfy

### Writing

### 5. Write down the name of your favourite cartoon. Then answer the questions.

- Tell students to think about their favourite cartoon series or film and write down the name. Help translate names if necessary.
- Have students read and answer the questions about their cartoon.
- Read out the questions to the class for students

to listen to and repeat chorally. Make sure they use appropriate intonation.

- Ask individual students to repeat the questions, checking that they use appropriate intonation.
- Put students in pairs to take turns asking and answering the questions.

### Now write a passage using your answers.

- Tell students they are going to write a passage about their favourite cartoon, using their answers to help.
- Ask students to think of more information that they could include. Allow them to ask their partner to make suggestions.
- Tell students to write a first draft of their passage. They should add some information about the plot of the cartoon (i.e. what happens in the story) and should expand on their answers to the questions.
- Have students work in pairs, reading each other's passage and checking spelling and grammar. Ask them to tell their partner if they have made the film/series sound interesting.
- Have students write a final copy of their passage and, if you wish, illustrate it.
- Collect the passages and use them to create a wall display.

### Possible answer

My favourite cartoon is the cartoon film *Wall·E*. It is about a robot trying to clean the earth after people have polluted it. Wall·E meets another robot called Eve. He loves her a lot. Wall·E and Eve go to meet people who now live on a very big spaceship. Many funny things happen and Wall·E is very cute, but the story is serious too. In the end, they all return to the earth to make it beautiful and green again. I like the cartoon because it is lovely to watch, the characters are cute and funny, and it also teaches us to think more carefully about our planet and pollution.

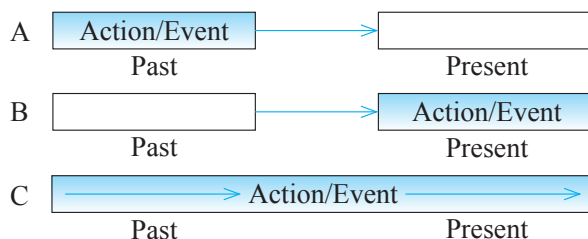
## Unit 3

### Language in use

#### Language practice

#### Preparation

- On the board, draw these three timeline diagrams:



- Read out the sentences in the green box. Point out the verbs are in different tenses and tell students to match the sentences to the correct timeline.
  - He **has been** popular for over eighty years. (C)
  - Tintin **appeared** in China in the 1980s. (A)
  - Snoopy **lives** in his own private world. (B)
- Tell students to write sentences in each tense about their own life. Set a time limit of six minutes and ask for at least one sentence in each tense.
- Ask individual students to read out their sentences, and write a few on the board, next to the correct timeline diagram.

#### Methodology tip: *Personalisation*

When a student is learning a language, being able to personalise the language helps students make sense of and remember concepts. This is particularly useful with grammar structures, which can be very different from the students' own language. Encourage students to write their own example sentences about their own lives whenever they meet a new grammar point or are reviewing a familiar one.

#### 1. Complete the conversation with the correct form of the words in brackets.

- Have students read the conversation quickly and tell you what Tony and Daming are talking about.
- Working with their desk partner, students complete the conversation using the correct form of

the verbs in brackets. Point out that the verbs are not necessarily all in the same tense, so students should look for clues, such as time phrases.

- When they have finished, check answers as a class. Read out the conversation and encourage students to supply the verbs as you speak. Check their pronunciation.

### Answers

- |                    |                    |
|--------------------|--------------------|
| 1. Have; ever read | 2. have never read |
| 3. Are             | 4. have been       |
| 5. appeared        | 6. works           |
| 7. has             | 8. do; have        |

### Extension

- Divide the class into two, with half of the class as Tony and half as Daming. Read the conversation sentence by sentence for students to listen to and repeat chorally.
- Have students reverse roles. Repeat the previous stage.
- Ask different students to take turns reading out the conversation, line by line. Help with pronunciation and intonation as necessary.
- Put students in pairs to practise the conversation until they do not need to look at the book.
- Ask volunteers to perform the conversation without the book. Encourage classmates to clap afterwards.

### 2. Complete the passage with the correct form of the words in brackets.

- Explain to students that they are going to complete the passage with the correct form of the words in brackets. Tell them to look at the words quickly and tell you what kind of words they are.
- Ask students to complete the passage with the correct form of the verbs and discuss answers with their desk partner.
- Check answers as a class.

### Answers

- |                 |               |                 |
|-----------------|---------------|-----------------|
| 1. did not like | 2. ate        | 3. was watching |
| 4. looks        | 5. loses      | 6. grow         |
| 7. scored       | 8. have loved |                 |

### Extension

- Ask students to read the passage again and tell you what it is about.
- Set a time limit of four minutes for students to read and memorise the text.
- Put students in pairs. Tell them to close their books and rewrite as much of the text as they can remember.
- Put pairs together to check their passages. Then allow them to check by reading the passage again.

### 3. Complete the passage with the words in the box.

- Have students read the words in the box, and check they understand the meanings.
- Working individually, students complete the passage with the words in the box.
- Check answers as a whole class.

### Answers

- |            |            |
|------------|------------|
| 1. laugh   | 2. mess    |
| 3. ugly    | 4. private |
| 5. own     | 6. create  |
| 7. satisfy |            |

### 4. Work in pairs and number the pictures in the correct order.

- Ask students to look at the pictures and discuss what they show.
- Have students work in pairs to decide an order and create a story. They can compare answers with another pair.
- Collect suggestions from the class and record them on the board. Accept all the possibilities and explanations without comment.

### Now listen and check.

- Play the recording and ask students to find the correct order.
- Check as a class.

### Answers

a — 4; b — 2; c — 3; d — 1



## Tapescript

**Tony:** (*laughing*) I think this is really funny!

**Betty:** Why? I don't get the joke.

**Tony:** Look! In the first picture, there's a man running away from a policeman.

**Betty:** But why is he running away? I don't understand.

**Tony:** Well, he's done something wrong! The policeman wants to catch him.

**Betty:** I see. And then the man runs into the lift.

**Tony:** Yes, and this is the funny bit. It's really clever! The policeman could catch the man in the lift, but he doesn't. They both just stand there, waiting for the lift to stop!

**Betty:** Now I get it! Yes, it is funny!

**Tony:** Yes, and as we see in the last picture, the policeman is still trying to catch the man!

### Language point: *I don't get the joke.*

*I don't get the joke.* — I don't understand the joke; I don't understand why it's funny.

### 5. Listen again and answer the questions.

- Have students read the questions and try to answer them from memory.
- Play the recording again for students to check or listen out for the answers.
- Check answers as a whole class.

#### Answers

1. Because she does not understand it at first.
2. Because the policeman could catch the man in the lift, but he doesn't. They both just stand there, waiting for the lift to stop!

### Learning to learn

- Have students read the advice together as a whole class and check their understanding.
- Discuss as a class why this is good advice.
- Point out that trying to hear every word is stressful, and when people are under stress they understand less. If a listener is more relaxed and

only wants to hear the general message, listening becomes an easier thing to do. Point out that when students are in a very busy place with a friend, and the friend speaks to them, they don't necessarily hear every word but they can still construct the message. This is a natural process, and it is useful for them to remember this when learning a language.

### 6. Read the passage and complete the sentences.

- Ask students if they know anything about the history of cartoons, what the first cartoons were like, where they appeared, etc. If they don't know, ask them to guess.
- Write any information they give you on the board.
- Have students read the text to see if any of the information or ideas on the board are there. Check as a class.
- Have students read the sentences that summarise the text and try to complete them from memory.
- Ask students to read the text again to check their sentences and find any missing information.
- Check answers as a whole class.

#### Answers

1. humorous faces
2. came to life; smiled
3. jumped through a ring
4. make films
5. with sound
6. children and older people
7. many more

### Around the world

- Read the text together. Tell students to mark any new words, but not to look up the meanings while they read.
- When they have finished, encourage students to work out the meaning of new words from context. Then help with any remaining words.
- Ask students if they know of any other American cartoons, for example, *X-Men*, *The Incredible Hulk*, etc., and if so, which they prefer and why.

### Culture box: *Batman & Spiderman*

#### *Batman*

A very rich man, Bruce Wayne, fights evil as a result of the murder of his parents when he was young. He dresses as Batman and appears when Gotham City, where he lives, is in danger. He is helped by many of his friends. They don't have any special powers, but they use a lot of special gadgets.

#### *Spiderman*

Peter Parker is a lonely teenager without parents. He lives with his uncle and aunt. He is good at science but not popular with his classmates. One day he is bitten by a radioactive spider and develops spiderlike powers — he becomes able to spin webs and run up walls. He uses his gifts to fight a variety of evil creatures.

### Module task: Making a cartoon

#### 7. Work in groups. Plan your cartoon.

- Put students in small groups of three or four.

- Before students read the instructions, tell them to keep their stories simple.

- Tell students to read and follow the instructions.

- Monitor and help as needed.

#### 8. Make your cartoon.

- Have students read and follow the instructions.

- Monitor and help students, particularly with writing the story. Encourage them to use simple sentences.

- Provide students with a board to stick their pictures and text on to, to make a cartoon.

#### 9. Show your cartoon to your classmates.

- Have students put their cartoons on the wall or on tables for classmates to read.