

MODULE 4 Home alone

Unit 1

I can look after myself,
although it won't be
easy for me.

Listening and vocabulary

Preparation

- Ask students to look at the title of the module, the title of the unit, and the picture. Tell them to guess what the module is about and write down three predictions related to what they expect to read about in the module. Do not allow them to flick through the module.
- Elicit predictions and write them on the board.
- Tell students to flick through the module to see if any of their predictions are correct.
- Discuss the content of the module as a class.

1. Work in pairs. Talk about the picture.

- Ask students to look at the picture and tell you who they think it shows.
- Ask students to tell you where they think the people are and what they are doing.
- Put students in groups of three or four to brainstorm the advantages and disadvantages of being at home alone for a few days.
- Discuss as a class.

2. Listen and answer the questions.

- Read the questions with the class before listening. Ask them what they can tell about the recording from the questions. Ask for some possible answers so that they have a focus when listening.
- Play the recording for students to listen to and answer the questions.
- Ask students to compare answers with a partner.
- Check answers as a class.

Answers

1. They are at the station.
2. No, she isn't.

Tapescript

Dad: Thanks for coming with us to the station, Betty.

Betty: No problem.

Mum: Will you be OK at home on your own?

Betty: Yes, of course. I'll be fine, but I'll miss you.

Mum: I'll miss you too, and I'll call you every day.

Dad: Well, we're a bit early.

Mum: Take care of everything at home, Betty. And keep the flat tidy, please!

Betty: Don't worry! I'll keep it tidy so that you'll be proud of me when you get home.

Dad: Look after yourself!

Betty: Yes, I will.

3. Listen again and complete the sentences.

- Ask students to try to complete the sentences from memory. Then play the recording again for them to listen to and check.
- Check answers as a class.
- Tell students to look at the word and expressions they have used to complete the sentences and ask them to guess the meaning from the context.
- Discuss as a class.

Answers

1. on your own
2. miss
3. be proud of

4. Listen and read.

- Ask students to close their books and look at their list of advantages and disadvantages of being home alone in Activity 1.
- Tell students to listen to the recording and decide if any of the things on their list, particularly the disadvantages, are mentioned. Play the recording twice if necessary.



- Discuss as a class.

Now complete the sentences. There may be more than one answer.

- Ask students to cover the text on Page 26 and try to complete the sentences from memory.
- Tell students to read the conversation and correct their sentences as necessary.
- Allow students to compare their sentences with their desk partner before checking answers as a class.

Possible answers

1. (a meeting in) Lhasa
2. be careful with the door/shut and lock the door when she goes out/eat plenty of fresh fruit and vegetables
3. look after herself/cook simple meals
4. wake her up in the morning
5. given Betty their address in Lhasa

Everyday English

- Ask students to find the expressions in the text and tell you the meanings. Tell them to give you another expression that means the same as “So am I” (Me too). Check that they know that “now” here has a different meaning from its more frequent meaning. (Here it means something like “Let’s see”.)
- Tell students to work with a partner and write a short conversation using the four expressions. Suggest that they imagine they are accompanying a friend to the station or airport at the start of a holiday.
- Give students time to write and practise their conversations, monitoring to help as needed.
- Ask pairs to perform their conversations for the class.

5. Choose the correct answer.

- Tell students to find the words in the box in the conversation in Activity 4 and work out the meanings from the context before choosing the correct answer.
- Allow them to compare with their desk partner before checking answers as a class.

Answers

- | | |
|-------------------------|------------------------|
| 1. where we are staying | 2. travelling by train |
| 3. makes a loud noise | 4. on your phone |
| 5. closed | 6. keep people out |
| 7. work | |

Pronunciation and speaking

6. Listen and mark the words which the speaker links.

- Tell students that when a word starts with a vowel sound, it is often linked to the word that comes before it, so that they sound like one word.
- Ask students to read the sentences and guess where the speakers will link words.
- Then tell them that if a word starts with the same sound as the last sound in the word in front of it, they are also linked.
- Tell students to see if there are any examples in the sentences, and link them if so.
- Play the recording for students to listen to and check the words they have linked. Play it twice if necessary.
- Compare as a class.

Now listen again and repeat.

- Play the recording again for students to listen to and repeat.
- Invite a few students to say the sentences for the class.

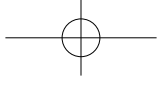
Possible answers

1. Be especially careful with the door. Shut it when you’re in and lock it when you go out.
2. I can look after myself, although it won’t be easy for me.
3. I’m sure I’ve forgotten something, but I don’t know what it is!

Pronunciation tip

When a word ending in a vowel is in front of a word beginning with a vowel, we often add a /w/ or a /j/ (like a “y”) to link the words more easily. For example:

be/j/especially	go/w/out
although/w/it	be/j/easy



7. Work in pairs. Imagine you are staying at home by yourself. Ask and answer.

- Tell students to imagine that they will be home alone for ten days. Ask students to read the questions and think about their answers.

- Before they speak to a partner, ask them to think of a second question they can add to each of the questions in Activity 7. For example:

Can you look after yourself? How will you wash your clothes?

How will you make sure you wake up in the morning? What will you do if you're late?

What will you eat? What (else) can you cook?

- Demonstrate the activity with a student, by asking your six questions and eliciting answers.

- Put students in pairs to take turns asking and answering questions.

- Ask students to report back to the class about their partner's answers.

Unit 2

I became so bored
with their orders that
I wished they would
leave me alone.

Reading and vocabulary

1. Work in pairs. Talk about daily things you do alone and the things your parents do for you.

- Ask students to read the rubric and the suggestions and think about their answers.

- Ask them to think of other things they do at home to help and things that only their parents do. Tell them to think of four more things in total. Help them with vocabulary as necessary. For example: take out the rubbish/garbage, hang out the washing, make the beds.

- Ask students to tell you how to ask a partner about these things. Elicit questions and write them on the board. For example: Who does the shopping in your house? You or your parents? Who makes

your bed?

- Put students in pairs to take turns asking and answering questions about the household chores in their homes.

- Discuss as a class and find out in what way most of the students help at home.

2. Read the passage and choose the best summary.

- Tell students to read the title and the four summaries. Ask them what they think the story is about and why the title has scare quotes (“ ”) around “perfect holiday”. Write their ideas on the board.

- Play the recording while students read the passage. Then ask them if their predictions were correct.

- Tell students to choose the best summary of the passage.

- Explain what quotation marks mean when used as scare quotes. They indicate doubt about the meaning of words in a particular context (so Zheng Chenyu’s “perfect holiday” was not perfect at all).

- Check answers as a class.

Answer

a

3. Complete the sentences. See how Zheng Chenyu's feelings changed.

- Ask students to read the sentences and check meanings.

- Ask students to try to complete the sentences from memory. Then tell them to read the text again and look for the correct answers.

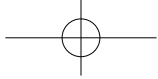
- Allow students to compare their sentences with their desk partner before comparing answers as a class.

Answers

- | | |
|---------------------------|---------------------------------|
| 1. unhappy | 2. happy; have some fun at last |
| 3. tired and sleepy | 4. lonely |
| 5. was not always perfect | |

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

- Tell students to read the words in the box and find them in the passage in Activity 2.



- Ask them to tell you the meaning of the words, using the context to help if necessary, and tell you if the words are verbs, nouns or adjectives.
- Tell students to complete the passage using the words.
- Check answers as a class.

Answers

- | | | |
|-----------------|-----------|----------|
| 1. orders | 2. simple | 3. empty |
| 4. burnt/burned | 5. cup | 6. tasks |

Writing

5. Write a passage about what you can do and what you cannot do when your parents are away.

- Ask students to make two columns in their notebooks and put the headings “Can do” and “Cannot do” at the top of the columns.
- Tell students to look at their list of things they can and cannot do from Unit 1 and then brainstorm more ideas with a partner. They should write their ideas in the correct column as simple notes.
- Ask students to choose three or four things from their new lists and write sentences about them.
- Ask students to read the example conclusion, and think of their own conclusion.
- Tell students to read their sentences and conclusion and write them again as a passage. Tell them to use “although”, “but” or “so... that” to connect their sentences.
- When they have finished and you have checked their work, use the written passages to form a wall display, or as the basis for a reading research task where students read their classmates’ passages and decide what skills their class most needs to learn, for example, cooking.

Possible answer

There are many things to do around the house when my parents are away. I can do some of them. For example, I can get up on time. That’s very important, because I do not want to be late for school! I can also make my bed, although I often don’t do it. I have a lot of homework every day, and I go to bed late. I am so tired that I cannot get

up early enough to make my bed. I can go shopping for food, but I prefer to eat at the noodle shop, as I am not a very good cook. But I do cook at home sometimes because it is cheaper. I can wash the dishes, although it is the task I dislike most. I also dislike throwing out the rubbish, but it is better than washing up because it doesn’t take long to do. I can also wash my clothes, but I can’t iron them. Although my clothes are clean, they look a bit messy. It’s all a lot of work, but I am happy that I can look after myself and that my parents do not need to worry about me very much.

Learning to learn

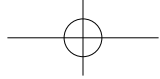
- Read the tip as a class. Then brainstorm questions that students could use to start their passages.
- Ask students to choose one of the questions and make sure that what they have written in their composition answers the question. Tell them to use the question as the title of their composition.

Unit 3

Language in use

Language practice

- Read the sentences to the class. Ask students to tell you which structure or word does not connect contrasting ideas (“so... that...” does not connect contrasting ideas; “although” is a linker of contrast). Ask students what kinds of idea “so... that...” links (it links a state of affairs or cause, and its consequence, while emphasising the cause).
- Ask students to think of three example sentences of their own using the three expressions. (Three sentences are needed because “although” can be used either at the beginning of a sentence, or in the middle of it.) Draw students’ attention to the two places that they can put “although”.
- Ask two or three students to read out their example sentences. Write them on the board and check them as a class.



1. Complete the sentences with the words in the box. There may be more than one answer.

- Before completing the sentences, ask students to read them and check meanings. Ask them to tell you if the ideas in the two parts of the sentences are contrasting or if they express consequences.
- Ask students to work with their desk partner and complete the sentences with the words in the box.
- Check answers as a class.

Answers

- | | | |
|-------------|-----------------|---------|
| 1. that | 2. although/but | 3. that |
| 4. Although | 5. although | |

2. Complete the sentences with your own ideas.

- Tell students to read the sentences and check the meanings.
- Complete the first sentence as their class to provide them with a model.
- Ask students to complete the remaining sentences in their own words and then compare their sentences with their desk partner.
- Compare sentences as a class.

3. Complete the passage with the correct form of the words in brackets.

- Give students twenty seconds to read the passage and tell you what it's about (Lucy's experience at home alone). Ask students if the passage was written before Lucy's parents went away, while they were away or after they came back (after they came back).
- Tell students to complete the passage with the correct form of the words in brackets. Allow them to compare answers with their desk partner.
- Check answers as a class.

Answers

- | | | | |
|---------|-------------|---------|--------|
| 1. said | 2. travel | 3. miss | 4. was |
| 5. knew | 6. returned | 7. was | |

4. Complete the passage with the words and expressions in the box.

- Ask students to read the words and expressions in

the box and then complete the passage.

- Check answers as a class.

Answers

- | | | |
|------------|------------|------------|
| 1. empty | 2. shut | 3. wake up |
| 4. prepare | 5. tidy up | |

Extension

- Ask students to read and memorise the completed passage.
- After three minutes, tell students to close their books and, working with a partner, try to reconstruct the passage from memory.
- Allow them to compare their passage with the original. Point out that sometimes the words do not need to be exactly the same, but the message does.

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

- Tell students to read the words in the box and check the meanings. Ask them which words are used in a positive sentence (nobody, nothing), which are often used in questions or negative sentences (anybody, anything), and which are often used in positive sentences or in offers or when you're asking for something (somebody, something).
- Ask students to use the words to complete the sentences.
- Check answers in pairs, and then as a class.

Answers

- | | | |
|-------------|--------------|---------------|
| 1. anybody | 2. nobody | 3. everything |
| 4. anything | 5. something | 6. somebody |
| 7. nothing | 8. everybody | |

6. Complete the passage with the expressions in the box.

- Tell students to look at the expressions in the box and check the meanings.
- Have students complete the passage with the expressions in the box. They do not need to change the forms.
- Check answers as a class.



Answers

- | | |
|---------------|---------------------|
| 1. be away | 2. is worried about |
| 3. look after | 4. depend on |

Extension

- Put students in pairs and tell them to take turns asking and answering the questions in the passage.
- Compare answers to the questions as a class.

7. Listen and match the people with their activities.

- Ask students to read the list of activities and check meanings.
- Play the recording for students to listen to and match Betty and Daming to their activities.

Answers

Betty — c, d, g Daming — a, b, e, f

Tapescript

Betty: What did you do when your parents were away, Daming?

Daming: I managed OK at home alone, although I missed them. What about you?

Betty: Well, I depend on my mother for so many things that I found it difficult. I'm so bad at cooking that I burnt everything.

Daming: I was so hungry that I ate all the food my mother left on the first day!

Betty: Then what did you do?

Daming: Well, I went shopping! I bought so much food that I could hardly carry it home!

Betty: Did you cook for yourself?

Daming: Yes, I did. Although I already knew how to make some simple dishes, I called my grandmother for some advice. What did you do when you burnt your food?

Betty: I ate at the student restaurant, but the food wasn't very good.

8. Read the passage and complete the sentences.

- Allow students to skim the passage for five seconds and tell you what it is about.
- Tell students to cover the sentences below the passage and listen to the recording while they read. Tell them to try to remember the information in the

passage in as much detail as possible.

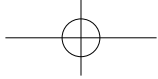
- Tell students to cover the passage and look at the sentences. Ask them to complete the sentences, working with their desk partner.
- Allow them to listen to the recording again, with the passage covered, and then let them check their sentences.
- Tell students to check their sentences a final time by reading the passage again. Then compare answers as a class.

Answers

1. a boy who is accidentally left alone at home
2. fly to Paris for Christmas
3. all his family would go away
4. forget him by accident
5. is very happy
6. steal from Kevin's house
7. the police
8. Kevin is safe

Around the world

- Ask students what age they think is a suitable age for parents to leave a child alone for the first time. Tell students to justify their opinion. Ask if they think the children in the photograph are old enough or not, and if not, why.
- Discuss as a class.
- Ask them what rules they would write for parents leaving children alone at home — even if only for a few hours. Brainstorm ideas as a class and write them on the board.
- Read the passage together as a class and ask students if the rules they suggested are in the passage.
- Talk about the rules. Ask students which two or three they think are the most important, which they think is the least important, and if they would add any others.
- Add their ideas to the board, if they are not already there.
- Put students in groups of four or five and ask them to write down some rules for a poster that they could give to parents, when they have to leave their children home alone. Ask students to write their rules on a piece of paper.



- Collect the pieces of paper and put them together on the classroom wall.

Module task: Making a leaflet about living alone

9. Make a list about how to live alone.

- Put students in small groups and ask them to list things that they think teenagers need to do when they are home alone.
- Compare ideas as a class.

10. Work in pairs. Choose a topic from the list and make a leaflet for your topic.

- Tell students to choose one topic from the list in Activity 9 and make an advice leaflet giving tips to parents and teenagers.
- Tell students to read the example rules in Activity

10 and notice how to write: rules expressed in a positive form (Make a timetable), and rules expressed in a negative form (Don't be late for school). Then let students check their leaflets.

- Ask students to illustrate their leaflets and make them eye-catching.

11. Present your leaflet to the class.

- Ask students to put their leaflets on a table, then stand around the table and read all the other leaflets. Invite them to choose the most useful, the most eye-catching, the most original, etc.
- Discuss as a class.

12. Put all the leaflets together to make a class booklet.

- Collect all the leaflets and make a class booklet.