

Limba modernă 1

Limba engleză – studiu intensiv

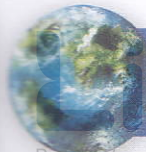
Teacher's Book

Clasa a VI-a

Eyes Open 2

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art
educațional



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Respect pentru oameni și cărți

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1 Money matters

Respect pentru oameni și cărți

Unit aims

I can ...

- talk about shops and shopping centres.
- talk about the things I'm doing now and the things I do every day.
- understand a conversation about how young people spend their money.
- describe things I want to, would like to, or would prefer to do.
- understand information about charities.
- ask for things in shops.
- write an email asking for advice.

Unit contents

| | |
|-------------------------|---|
| Vocabulary | Shops Money verbs Extreme adjectives Adjective prefixes |
| Reading | A blog ● Unusual fun An article |
| Language focus | Present continuous Present simple vs. continuous (don't) want to, would(n't) like to, would prefer to, would rather/ would sooner (not) enough + noun |
| Listening | A radio programme |
| Discover culture | ● Tiger sanctuary |
| Speaking | Shopping ● Real talk: <i>How do you spend your money?</i> |
| Pronunciation | /f/ |
| Writing | An email Imperatives |
| CLIL | Maths: Percentages ● What does Zero mean? |

Be curious

- Books closed. Put the following on the board: _ _ _ _ _ . Elicit letters until the word *money* is spelt out.
- Introduce the verb *spend* and tell students what you spend most of your money on.
- Ask some students to tell the class what they spend most of their money on.
- Ask students to open their books at page 12.
- Elicit sentences to describe the photo. Alternatively, give students 30 seconds to study the photo, then ask them to close their books and say what they remember about it.
- Give students a couple of minutes to answer the three questions.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 1 is money.

Suggested answers

- You can buy clothes, shoes and bags at this market. I think you can buy other nice accessories, too.
- I think it's in the Middle East or in northern Africa, maybe in Morocco or Egypt.
- Most Saturdays we go to a big supermarket and we buy a lot of food there. There's a small shop in my street – we can buy milk and bread there. I go to a shopping centre to buy new clothes and shoes.

CEFR

| SKILL AREA | GOAL | EXERCISE |
|-----------------------------------|---|-----------------------------------|
| Listening | UNDERSTANDING INTERACTION | 1-4 p20 |
| | LISTENING TO MEDIA AND RECORDINGS | 1-3 p16 1-4 p18 |
| Reading | READING CORRESPONDENCE | 1-3 p21 |
| | READING FOR INFORMATION AND ARGUMENT | 1-3 p14 1-3 p19 |
| Speaking | CONVERSATION | 7 p17 |
| | TRANSACTIONS TO OBTAIN GOODS AND SERVICES | 4-6 p20 |
| | INFORMATION EXCHANGE | 3-4 p13 6 p14 7 p16 5-6 p18 6 p19 |
| Writing | CORRESPONDENCE | 1-8 p21 |
| | CREATIVE WRITING | 6-8 p21 |
| Communicative language competence | VOCABULARY RANGE | 1-4 p13 4-5 p14 4-7 p16 4-5 p19 |
| | GRAMMATICAL ACCURACY | 1-6 p15 1-7 p17 |
| | PHONOLOGICAL CONTROL | 1 p13 5 p20 |
| | SOCIOLINGUISTIC APPROPRIATENESS | 3-5 p21 |
| Communication strategies | IDENTIFYING CUES AND INFERRING | 4-5 p14 4-5 p19 |


Objectives

Learn vocabulary for shops.

- talk about shops I go to.

Warm-up

- Books closed. On the board, write the names of famous shops in the country in which your students live.
- Refer to what you have written on the board, elicit the words *shop* and *shopping*, and write them on the board.

- 1
-  1.04 Ask students to open their books at page 13.
 - Put students into pairs to do the matching exercise.
 - Weaker students** can look up the meanings of the words in a dictionary.
 - Play the recording for students to check their answers and repeat the words.

Answers

- a department store b bookshop c newsagent
 d supermarket e music shop f chemist g shoe shop
 h electronics shop i clothes shop j sports shop

Language note

The word for *shop* in American English is *store*. When *store* is used in British English, it tends to refer either to a large shop selling many different types of goods or a small shop such as might be found in a village.

When *shop* forms part of a word or phrase such as *shoe shop*, *clothes shop*, *bookshop*, etc., the stress is placed on the first part of the word or phrase.

- 2
- Read out the questions.
 - Put students into pairs to answer the questions.
 - When checking answers, ask students to name a local example for each of the shops in question.

Suggested answers

- 1 supermarket, newsagent, department store
 2 bookshop, newsagent, supermarket
 3 clothes shop, department store, shoes shop, sports shop
 4 electronics shop, department store
 5 music shop, electronics shop 6 chemist

Optional activity

- Using the questions in Exercise 2 as a model to follow, students write 3–4 questions about the shops in Exercise 1.
- Put students into pairs to ask and answer their questions.

Game

- Play *Pictionary* using the shops vocabulary.
- See **Games Bank** on pages 28–29.

Your turn

- 3
- Ask one student to read out the four questions and another student to read out the example answer.
 - Ask students to work alone to answer the questions. **Stronger students** should only write notes to the questions. **Weaker students** should write full answers to the questions as it will help them in the speaking exercise which follows.
 - Monitor while students do this. Help as necessary.


Fast finishers

Students can write two additional questions about shops and shopping, which they can then ask in Exercise 4.

- 4
- Put students into pairs to ask and answer the questions in Exercise 3.
 - Ask some students to tell the class about their partner.
 - To **extend the work on the vocabulary**, you could ask students to turn to the **Vocabulary Bank** on page 130 and do the exercises for *Shops*.

Optional activity

- Ask students to work in small groups to design their own shop.
- Students should decide what the shop sells, how big it is, where it is located and its name.
- Students present their design for the class to decide which is its favourite.

 Set Exercises 1, 2, 3, 4 and 5 on page 13 of the **Workbook** for homework.

In the following lesson, students will read about the Dubai Mall. As preparation for this, ask students to research malls online. Students can find out about the biggest malls, the malls which have the largest numbers of shops, malls located in unusual places or buildings, etc.

Objectives

- read a blog post about a day at the Dubai Mall.
- learn extreme adjectives.
- talk about shopping centres.

Background

The **United Arab Emirates** is a country in the Middle East made up of seven *emirates*. An *emirate* is a state or territory headed by an *Emir*, which is the name given to the head of state in some Islamic countries. **Dubai** is a city in the emirate of Dubai, known internationally for its wealth.

Warm-up

- Books closed. Elicit examples of famous shopping centres in the students' countries. (Students will talk about shopping centres where they live in Exercise 6, so don't go into details at this point.)


- Ask students to open their books at page 14.
 - Ask students to look at the photos of the Dubai Mall. Help **weaker students** answer the question by eliciting or teaching the following vocabulary: *theme park, aquarium, ice rink* and *skating*.

Suggested answers

You can go to a theme park, go skating, see a beautiful fountain or go to an aquarium / underwater zoo.

Language note

The word **mall**, pronounced /mal/ or /mɑ:l/ in British English and /mɑl/ in American English, is a word used chiefly in North America to denote a large covered area containing many shops. **Shopping centre** is the phrase used in British English.

-  **1.05** Ask students to work alone to read Liam's blog.
 - Put students into pairs to check their ideas to Exercise 1 and to match the photos with the places in bold in the blog.
 - Check answers and then refer students to the information in the **FACT!** box. Ask: *Which do you prefer: a small shop or an enormous shopping centre?*

Answers

- b Olympic-size ice rink c Dancing Fountain
d Underwater Zoo

- Refer students to the numbers in the box. Check students are able to say the larger numbers: 120 is read *one hundred and twenty*; 1,200 is read *one thousand two hundred*; *million* is pronounced /'mɪljən/.
 - Put students into pairs and ask them to find out what the numbers refer to in the text.
 - Check answers.

Suggested answers

The Dubai Mall has got about 1,200 shops, 22 cinemas and 120 cafés and restaurants.
More than 50 million people visit it every year.
The Sega Republic has got 150 games and rides.

Explore extreme adjectives

- Teach the meaning of *extreme* by writing *excellent* on the board. Explain that the word means *very good* and that it is an example of an 'extreme' adjective, i.e. an adjective that intensifies the meaning of a 'normal' adjective such as *good*.
 - Read out the adjectives in the box. Check students are able to pronounce them.
 - Put students into pairs. Ask them to look at the adjectives in context to decide whether they mean *very good* or *very bad*.

Answers

very good: great, wonderful, brilliant, amazing
very bad: awful

- Read out the information, then give students time to look for the three adjectives in the text.
 - Once students have found the adjectives in the text, elicit that we use *absolutely* with them.
 - Divide the board into two columns, one labelled *very*, the other *absolutely*. Elicit adjectives to go under each column, e.g. *very – good, bad*; *absolutely – brilliant, awful*.
 - Then elicit example sentences to check students understand the difference between the adjective types.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 130 and do the exercises for *Explore extreme adjectives*.

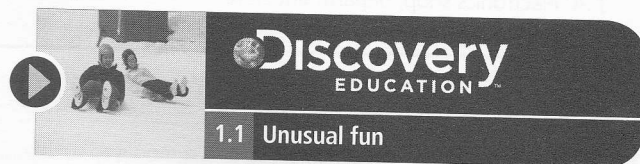
Answers


very hot = boiling
very cold = freezing
very big = huge
We use *absolutely* before them.

Your turn

- Ask a student to read out the questions.
 - Put students into pairs to ask and answer the questions.


You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.



-  Ask: *What do you do to have fun?* Elicit students' answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask: *Would you like to try snowboarding indoors?*
- See page 122 for further activities you can do with this video.

Answers

- In the desert.
- At the mall of the Emirates in Dubai.
- The sports shop.

 Set Exercise 6 on page 14 and Exercises 1, 2, 3, 4 and 5 on page 17 of the **Workbook** for homework.

Objectives

- Res **learn** the present continuous and present simple.
- talk about what I am doing now and what I usually do.

Warm-up

- Books closed. On the board write:
I'm writing on the board. I write on the board every day.
- Ask students to identify the tenses (present continuous and present simple) and then ask them to say what they know about each of them.

- Ask students to open their books at page 15.
 - Tell them that the sentences in the table are from the text on page 14.
 - Ask students to look back at the text and then copy and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 120 of the **Grammar reference** section.
 - Encourage students to think of the difference in grammatical forms between their language and English.

Answers

| | I | he / she / it | you / we / they |
|---|--|--|--|
| + | I'm spending the day in Dubai Mall. | My friend is shopping . | My dad and my sister are watching the fish. |
| - | I'm not going to the zoo. | Liam's mum isn't shopping . | Liam's dad and sister aren't skating . |
| ? | Why am I wearing a sweater? | Is Liam wearing a sweater? | What are my mum and aunt doing ? |

Game

- Play *The mime game* to practise the present continuous.
- See **Games Bank** on pages 28–29.

- Refer students to the information in the **Get it right!** box about spelling rules.
 - Put students into pairs to complete the sentences.
 - Check answers.

Answers

- 2 isn't listening 3 'm making 4 aren't watching
5 is running/'s running

- Read out the example question and answer.
 - Ask students to work alone to complete the exercise.
 - Check answers.
 - To **extend** the work on this exercise, ask students to ask and answer the questions in pairs.

Answers

- 2 Where are you sitting now?
3 Why are you learning English?
4 Are you listening to music at the moment?
5 Are your friends playing football now?

Present simple vs. continuous

- Put students into pairs to answer the questions about the use of the present simple and present continuous.
 - Check answers.
 - For further information and additional exercises, students can turn to page 120 of the **Grammar reference** section.

Answers

- 1 sentence a 2 sentence b

We use the **present simple** to talk about facts, habits and routines and the **present continuous** to talk about action in progress.

Language note

In some languages, the present simple tense can be used for actions happening now. However, in English the present continuous must be used.

Your turn

- Ask students to work alone to complete the questions.
 - Encourage **weaker students** to look for key words which will lead them to the correct tense, e.g. *now, usually*.
 - When checking answers, **stronger students** can say why one tense is used in the question rather than another.

Fast finishers

Students write two additional questions (one in the present simple, one in the present continuous) to ask a partner in Exercise 6.

Answers

- 1 are, doing 2 are doing 3 do, do 4 do, go
5 are, doing 6 do, go 7 Are, reading

- Refer students to the example question and answer.
 - Put students into pairs to ask and answer the questions in Exercise 5.



Set Exercises 1, 2, 3, 4 and 5 on page 14 of the **Workbook** for homework.

Students can also do the exercises on the present simple and present continuous here:

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-simple>

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-continuous>

Listening and Vocabulary


Objectives

- listen to a radio programme.
- learn money verbs.
- talk about saving money and buying things.

A radio programme

Warm-up

- Books closed. Put students into pairs and ask them to tell each other what things they buy regularly.
- Ask some students to report back to the class on their partner.

- Ask students to open their books at page 16.
 - Students look at the photos and say which of things they have got. Students can do this in pairs.
-  **1.06** Tell students they are going to listen to a radio programme.
 - Play the recording.
 - Students listen and say which of the things in Exercise 1 Josh and Megan have got in their bags.
 - Check answers.

Audioscript

Reporter: I'm here in a busy shopping centre to find out about young people and shopping. Hi! What's your name?

Josh: It's Josh.

Reporter: Hi Josh! You're live on radio! Can I ask you some questions? Are you shopping today?

Josh: Yes, I am.

Reporter: What do you want to buy?

Josh: I'd like to buy a new games console but I haven't got enough money.

Reporter: Oh really? Do you usually get pocket money from your parents?

Josh: I do but today I'm spending my birthday money.

Reporter: And what have you got in your bag?

Josh: I've got a new cap and a T-shirt.

Reporter: Do you usually spend your money when you get it or do you sometimes save it?

Josh: I usually spend it. I like buying new things!

Reporter: Do you ever buy clothes online?

Josh: No. My mum thinks it's important to try things on in the shop but I'd prefer to buy them on the Internet!

Reporter: OK, thanks Josh. And is this your friend? What's your name?

Megan: Megan.

Reporter: Hi Megan! What have you got in your bag?

Megan: I've got a football and some sunglasses.

Reporter: And do you get pocket money?

Megan: No, but I often get money for my birthday.

Reporter: Do you like getting money or would you prefer to get a present?

Megan: I like getting money so I can buy what I want.

Reporter: And do you usually spend your money when you get it like Josh?

Megan: No, I don't. I'm saving for a new mobile phone. I've nearly got enough money.

Reporter: Oh well done! OK, thanks to both of you! Back to Tom in the studio ...

Answers

Josh: a cap and a T-shirt


Megan: a football and sunglasses

- Encourage **stronger students** to note down as much information as they can about the things that Josh and Megan talk about.
- Check answers.

Answers

- 1 a games console 2 his birthday money 3 don't buy
4 his friends 5 doesn't get 6 likes

Money verbs

-  **1.07** Explain the meaning of each verb in the box.
- Put students into pairs and ask them to complete sentences about the pictures.
- Play the recording for students to listen, check their answers and repeat the sentences.

Answers

- 1 's selling 2 's saving 3 's buying 4 's spending
5 's earning 6 's borrowing

Game

- Play *The memory game* using the money verbs.
- See **Games Bank** on pages 28–29.

- Ask students to work alone to complete the sentences.
- While checking answers, challenge **stronger students** by asking them to justify their choice of verb.

Answers

- 1 buy 2 spend 3 saving 4 sell 5 earn 6 borrow

Optional activity


- Put students into pairs (A and B).
- Student A defines a verb from Exercise 4 for their partner to guess, e.g. *this means to make money by working*.
- Student B says what he or she thinks the verb in question is, e.g. *earn*.
- Students swap roles and continue in this way until all the verbs in the box have been defined.

Your turn

- Give students time to rewrite the sentences in Exercise 5 so that they are true for them.
 - Monitor while students do this. Help as necessary.
- Ask students to form questions using the verbs from Exercise 4 and the beginnings of questions in the box.
 - With **weaker students**, do this as a whole-class activity and put the completed questions on the board.
 - Put students in pairs to ask and answer the questions.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 130 and do the exercises for *Money verbs*.
 - Ask students to turn to the **Groupwork** on page 131 and do the exercises for *Are you a spender?*. You could set Exercise 3 (a–d) of the **Groupwork** for homework.



Set Exercises 1, 2, 3, 4 and 5 on page 15 of the **Workbook** for homework.

-  **1.06** Play the recording again.
- Put students into pairs to choose the correct answers.

Language focus 2 (don't) want to, would(n't) like to, would prefer to, would rather/would sooner

Objectives

- learn (don't) want to, would(n't) like to, would prefer to, would rather/would sooner.
- learn (not) enough + noun.
- rewrite conversations using the new language.

Warm-up

- Books closed. On the board write:
A: Do you _____ to go to the cinema?
B: Yes, I do. I _____ like to see the new Pixar film.
- Ask students to complete the gaps. Elicit: *want, would*.

- Ask students to open their books at page 17.
- Tell students that the example sentences are from the listening on page 16. Ask them to copy the table and complete the sentences in pairs.
- Check answers.
- For further information and additional exercises, students can turn to pages 120–121 of the **Grammar reference** section.

Answers

| Question | Answer |
|--|---|
| What do you want to buy ? | I want to / don't want to buy some new shoes. |
| What would you like to buy ? | I'd like / wouldn't like to buy a new games console. |
| Would you prefer to get a present? | I'd prefer to get some money. |

- **1.08** Read out the information in the **Get it right!** box.
 - Complete the first sentence as an example.
 - Ask students to work alone to complete the rest of the exercise. Encourage **weaker students** to check their answers against the examples in Exercise 1.
 - Play the recording for students to check their answers.

Answers

1 Would 2 would 3 do 4 'd 5 'd 6 Would
7 would 8 wouldn't

- Ask students to work alone to complete the sentences.
 - Check answers.

Answers

1 stay 2 buy 3 to eat

(not) enough + noun

- Books closed. Pick up two pens on your desk. Say: *I need four pens, but I've only got two pens.* Then say: *I haven't got enough pens.* Write this last sentence on the board and underline *enough*. Check students understand that *enough* means *the necessary amount*.
 - Ask students to open their books at page 17.
 - Ask students to work alone to put *enough* into the correct place in the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 121 of the **Grammar reference** section.

Answers

1 I'd like to buy [...] but I haven't got **enough** money.
2 I've nearly got **enough** money.

Say it right!

/f/

- **1.09** Ask students to turn to page 116.
 - Play the recording. Students listen and repeat.
- Put students into pairs to identify which of the words in the box have the /f/ sound.
 - Monitor and help as necessary.
- **1.10** Play the recording for students to check their answers to Exercise 2.

Answers

laugh elephant coffee phone off

- Put students into pairs to write down words that have the /f/ sound. Challenge **stronger students** to come up with more than ten.
 - Monitor while students do this.
- Put students into pairs.
 - Students should look back at the words in Exercise 2 and Exercise 4 and then write a list of the different ways that the /f/ sound can be spelt, e.g. *f, ff, ph, agh*.
 - Check answers.

- Read out the example.
 - Ask students to work alone to rewrite the remaining sentences with *enough*.
 - Check answers.

Answers

2 I'd like to watch a film but I haven't got enough time.
3 We'd like to make hot chocolate but there isn't enough milk.
4 My dad thinks I don't do enough homework.
5 My brother is unhealthy because he doesn't do enough sport.
6 We want to start a football team but we haven't got enough players.

- **1.11** Put students into pairs and ask them to complete the two short conversations with the words in the box.
 - Play the recording for students to check their answers.
 - Students can practise the conversations in pairs.

Answers

1 like 2 enough 3 want 4 prefer

Your turn

- Read out the information as well as the example.
 - Check that students understand that they have to rewrite the conversations in Exercise 6 using the words in the box or their own ideas.
 - Students can practise the new conversations in pairs.

Set Exercises 1, 2, 3, 4, 5 and 6 on page 16 of the **Workbook** for homework.



Tiger sanctuary

Objectives

- watch a video about a tiger sanctuary in Thailand.
- talk about how people help animals in my country.

Background

Thailand is a country in Southeast Asia. Its capital is Bangkok and until 1939 it was known as Siam. The country is a popular tourist destination, with its tropical beaches and Buddhist temples being among the attractions.

Warm-up

- Books closed. Write the noun *sanctuary* on the board. Check that students understand the meaning of this word. (An animal *sanctuary* is a place where injured or unwanted animals are taken care of). Use L1 if necessary to explain its meaning.

Language note

The word **sanctuary** comes from the Latin *sanctus*, meaning *holy*, and originally referred to a fugitive who was given asylum when faced with arrest.

- Ask students to open their books at page 18 and look at the images.
• Ask the questions and elicit answers from the class.
- ▶ 1.2 Ask a student to read out the three questions.
• Play the video for students to answer the questions.
• Students can compare answers in pairs before you check answers with the class.

Videoscript

Narrator: This is Thailand. A lot of different kinds of wild animals live here. Some of these animals are endangered, like the tiger for example. This is a wildlife sanctuary. Jeff Corwin is a special guest here. This sanctuary is a safe home for a lot of animals, especially tigers. Tigers come here because they are ill and cannot live in the wild, or because people are hunting them. These men take care of the tigers. They are volunteers – they don't earn money for their work. When people around Thailand heard about the tigers they gave money to the sanctuary. The men use the money to help the tigers. They buy food and medicine. They work here because they want to be with the animals and help to protect them. They are not interested in making money. Here, the men respect the tigers. The tigers are safe. They would prefer to see the tigers in the wild but it's too dangerous.

Jeff: So basically, what your monastery does is, when a tiger is sick, and someone has a tiger they bring it to the monastery?

Monk: Yeah.

Jeff: And how many tigers do you have now?

Monk: Ah, we have ten now.

Jeff: Ten tigers. Are they a lot of work?
Monk: Yeah. Every day they eat a lot!
Narrator: But the tigers are not pets. They are wild!
Jeff: Oh! Oh! ... No Cows! ... Oh yes ... Happy tiger!
Narrator: The men work hard to protect the tigers. While there are volunteers to run the sanctuary, the tigers will always have a safe home.

Suggested answers

1 They are volunteers. 2 People give money to the sanctuary. 3 They have ten tigers now.

- Refer students to the animals listed in the box.
• Ask students to write down which of the animals in the box are seen in the video. Encourage **stronger students** to note down as much as they can about the animals that feature in the video. With **weaker groups**, revise the words in the box first.
• Students can compare their answers in pairs before you check answers with the class.

Answers

monkey elephant owl snake bat deer buffalo

- Put students into pairs to complete the sentences about the tigers in the video with the correct words.
• Check answers.

Answers

1 ill 2 hunting 3 can't 4 are not 5 eat

Your turn

- Read out the four questions.
• Give students time to write answers to the questions.
• Encourage students to use their smartphones to check if there are any sanctuaries in their own countries.
- Put students into pairs to ask and answer the questions in Exercise 5.
• Ask some students to report back to the class on what their partner said.

Optional activity

- Put students into small groups and ask them to think of ways that animals can be protected from human beings.
- Students should write a short list of ideas (three or four items) and then share their list with the class.
- Decide with the class as a whole, which of the ideas the students came up with are the best.



For homework, ask students to imagine that they work as a volunteer in the tiger sanctuary featured in the video. Students can write a brief description of their daily routine. Collect and check students' work in the next lesson.

Reading An article

Objectives

- Read an article about the Red Nose Day charity event in the UK.
- learn adjective prefixes.
 - talk about charity events.


Background

Red Nose Day was founded in the UK in 1985 by the screenwriter and director Richard Curtis and the comedian and actor Lenny Henry. Curtis is known internationally as the writer of the popular 1994 romantic comedy *Four Weddings and a Funeral*, a film which made Hugh Grant a global star.

Warm-up

- Books closed. Write the noun *charity* on the board. Check students understand the meaning of the word. (A *charity* is an organisation established to offer financial and other help to people in need.) Use L1 to explain this concept if necessary and give local examples of charities if possible.

- 1 • Ask students to open their books at page 19.
• Put students into pairs to look at the photos and say what they think happens on Red Nose Day.

- 2  **1.12** Ask students to read the text to check their answers to Exercise 1.

Suggested answer

It's a charity day when people in the UK wear a red nose and do something funny to raise money.

- 3 • Give students time to read through the text again.
• Students then work alone to decide whether the sentences are true or false. They correct the sentences they think are false.
• Encourage students to highlight the words in the exercise which help them find the information in the text. In the first statement in this exercise, students should highlight *every year* and then look for that phrase, or at least the word *every*, in the text. Students should, however, be aware of ellipsis. In the second statement we read the phrase *give the same money*, but this is referred to in the text as *say how much they would like you to give* with the word *money* to be inferred by the reader.
• Ask students to compare their answers in pairs before you check answers with the whole class.
• Read out the information about Red Nose Day in the **FACT!** box. Ask students if they donate money to charities or if they would like to donate money to a charity.

Fast finishers

Students who finish quickly can write some more true or false sentences based on the text. You can then use these with the class as further practice.

Answers

- 2 F (People decide how much money they want to give.)
3 T 4 T 5 T 6 F (It's over 25 years old.)

Explore adjective prefixes

- 4 • Tell students that a prefix is a something that goes before a word and which changes that word's meaning, e.g. *unhappy*, with *un-* being the prefix that we put before some positive adjectives to make them negative.
• Ask students what the opposite of *usual* is, elicit the answer, then ask them to find the word in the text.

Answer

unusual
We add *un-* at the beginning of the word.

- 5 • Ask students to work in pairs to complete the sentences with the negative forms of the adjectives in the box.
• Check answers.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 130 and do the exercises for *Explore prefixes*.

Answers

- 2 unhappy 3 untidy 4 unhelpful 5 unfriendly
6 unfair

Game

- Play *Could you spell that, please?* using the negative adjectives in Exercise 5.
- See **Games Bank** on pages 28–29.

Your turn

- 6 • Read out the questions.
• Put students into pairs to ask and answer the questions.
• Ask some students to tell the class about which events their partner would like to do on Red Nose Day.

Optional activity

- Put students into small groups to design their own charity day.
- Students give their charity day a name, explain what charities it supports, come up with a programme of events and design a poster advertising their charity day using software such as PowerPoint, PosterMyWall, Picasa or Photoshop.
- Students present their poster to the class.
- Display the posters on the wall and ask the class to vote for its favourite.



Set Exercise 7 on page 16 of the **Workbook** for homework.

Ask students to write a **profile** of a charity event in their country. Students can include the following information in their profiles: the name of the event, where it takes place, what charities it supports. Students can read out their profile to a partner in the next class.