

Lesson One → Where's Paris?

Aims

Talking about what we can and can't do

→ Language focus

can/could

→ New vocabulary

break, along, prison, Count, escape, impossible, hole, tunnel, scissors, knife, switch, breathe, dig, sack, free, enemy, punish, shower

→ Materials

A copy of the book *The Count of Monte Cristo* or a video/DVD (ex 1)

> Warm up [5 minutes]

- Check the writing from the previous lesson if the students did it for homework.
- Ask *What do you know about France?* Find out anything that students know. Prompt if necessary with questions about language, capital city, sport, famous people, money, food, weather, location, etc.
- Tell the class that they will find out about France in Unit 5.

→ 1 Reading [15 minutes]

- Say *Open your books at page 44. Look at Picture 3. Ask Where are they? What are they doing?* Elicit that they are in a castle/prison and they are digging a tunnel. Write key words on the board.
- If you have managed to bring in a copy of the book/video/DVD, show students and write the title on the board. Explain or translate *Count*.
- Ask the class if they know the story and elicit what they know.
- Give basic details supported by words and phrases written on the board such as *hundreds of years ago, France, Count, imprisoned, castle*. You can give more details if the class is interested.
- Say *Listen and read*. Play the CD/cassette for Picture 1. Translate any unknown words.
- Repeat the above step for Pictures 2-6.
- Play the CD/cassette for the whole story again. Students listen and read.

*** Extension**

Choose five students to read the parts of Miss Brown, Bob, Victoria, Winston and the Count.

→2 Comprehension [5 minutes]

A

- Say *Look at the Comprehension questions on page 45.* Ask individual students to read the questions aloud. Allow three or four minutes for students to find the answers. Check answers as a class.

Answers

- 1 walk along the Champs Elysées, go to EuroDisney, climb to the top of the Eiffel Tower
- 2 a prison
- 3 they can't / it's impossible or they can dig a tunnel
- 4 the Count of Monte Cristo
- 5 into the water/sea/river
- 6 Bob

B

- Show students the pictures and tell them to look back at the story and find the words. Allow a minute or two for them to write the answers. Check answers as a class.

Answers

- 1 prison
- 2 castle
- 3 scissors
- 4 knife
- 5 sack
- 6 shower

→3 Grammar [10 minutes]

can/could

- Explain that we use *can* for three different functions. Show students the three uses. Read the examples and encourage class repetition. Point out that *could* is more polite than *can*. Show the class the note and explain that *could* is not used in the first function (Ability) unless it is in the past tense.
- Tell the students to find and underline examples of *can/could* in the story. Write some on the board. Ask the class to say which of the three uses of *can* is not in the story (Permission). Ask them which of the underlined examples show ability and which are requests.
- Ask the class for some sentences using *can/could* for permission, eg *You can call me Bill. / Can I write it on the board?* They should be able to make affirmative and negative sentences, as well as questions. Write their suggestions on the board.

A

- Tell students to complete the sentences. Allow two or three minutes before checking answers.

Answers

- 1 you, post office
- 2 Can/Could I
- 3 have
- 4 Can/Could you
- 5 Can/Could I, pencil

B

- Ask students what questions they would ask in each of the situations. This can be done orally.

Answers

- 1 Could/Can I have a hamburger (please)?
- 2 Could/Can I bring my homework tomorrow (please)?
- 3 Could/Can I borrow your guitar (please)?
- 4 Could/Can you give/pass me the sauce (please)?

→4 Speaking and writing

[5-10 minutes]

- Remind students that in this exercise they will be using *can* to express ability.

A

- Tell students that they will be talking about things they can do now. Say *Can you ride a bike?* If the student answers *Yes*, say *Could you ride a bike five years ago?*
- Allow a minute or two for students to write down four things. Walk around listening and helping.

B

- In pairs, students ask and answer questions. Remind them that they should ask two questions, eg *Could you ride a bike five years ago? Can you now?*

→5 Word pool [5-10 minutes]

- Tell students to read the list of things in the first column. Elicit/Explain any unknown words. Point to the example.
- Ask them to put the words from the box in the correct places in the second column. Allow three or four minutes before checking answers orally.

Answers

- | | |
|----------------------|----------------|
| 2 post office | 3 newsagent |
| 4 bank | 5 clothes shop |
| 6 greengrocer/market | 7 supermarket |
| 8 chemist | |

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Smash facts

- Read the information aloud. Ask students if they know the story of *The Three Musketeers*. Get them to tell you anything they know. Tell them they will find out more about this story in Lesson Three.

Lesson Two → Welcome to Paris!

Aims

Talking about Paris

→ Language focus

have to

→ New vocabulary

adult, leaflet, stairs, lift, monument, the *Mona Lisa*, touch, scary, roller-coaster, miniature, palace, flea market

→ Materials

Any tourist brochures / leaflets / postcards featuring Paris; souvenirs from Paris (eg model of Eiffel Tower / Arc de Triomphe; a print of the *Mona Lisa* (Warm up)

> Warm up [5 minutes]

- If you have managed to bring in any items related to Paris, show them to the class or hand them round. Initiate a discussion about Paris and ask the class to tell you what they know / if they have been, etc.

→ 1 Reading [15 minutes]

A

- Say *Open your books at page 46. Ask What can you see in the photographs? Elicit some of the elements of the photographs. Read out the leaflet heading (you may have to translate adult) and ask students which of the photos show things that children their age might enjoy. Don't spend too long on this now, as students will speak after they read the text.*
- Tell the class to read the text to find out more about the photographs and to think about which things they would enjoy. Give help with unknown vocabulary as they read and write key words on the board with a translation or explanation.
- Say *Which things would you do in Paris?* and ask individual students to tell you what they would do if they were there.

B

- Read the four statements aloud.
- Tell the class to look back at the text and write *T* or *F* in the spaces. Check answers. Ask students to read out the parts of the text that helped them find the answers.

 Answers

- 1 F - You don't have to walk up the stairs, you can go up in the lift.
- 2 T - You can look but you mustn't touch.
- 3 T - You mustn't miss: the boat trip down the River Seine.
- 4 F - All the famous monuments of France are really small.

C

- Read the questions aloud and make sure students understand all the words. Say *Read the text again and write the place.* Do the first one together as an example.
- Allow two or three minutes for students to work through the text and decide on their answers.
- Ask students to give their answers and read out the relevant parts of the text.

 Answers

- 1 the Asterix Amusement Park
- 2 the Asterix Amusement Park
- 3 the Eiffel Tower
- 4 the Louvre Museum

D

- Allow two or three minutes for students to work through the text and find the words. They may compare their answers quietly with a neighbour. Check answers.

 Answers

- 1 lift 2 museum 3 expensive 4 trip

→ 2 Listening [5-10 minutes]



- Read out the introduction and tell them that they will hear Pascal and Helen discussing their trip.

A

- Say *This listening is about a weekend in Paris. Tick the pictures to show the things that Pascal and Helen are going to do.* Play the CD/cassette once. Check answers. (Students should tick all the photos except the Louvres, Eiffel Tower and Miniature Museum.)

B

- Ask volunteers to read the questions. Explain that students have to write the answers. Play the CD/cassette again. If necessary, play the CD/cassette once more and pause after each section. Check answers.

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Answers

- 1 (Helen is going to stay in Paris for) a weekend
- 2 The king (used to live in Versailles)
- 3 (They can) cycle (round / in the park in Versailles)
- 4 (They can see) the Mona Lisa (at/in the Louvre)
- 5 (Helen hates) queues

C

- Ask students to note down two things and to give their reasons. Elicit answers around the class.

→ 3 Grammar [15 minutes]

have to

- Go through the table and explain the structure. Ask a volunteer to give you a sentence with *have to* and a different verb, then to give you the negative form, the question and its answer.

A

- This can be done orally. Ask individual students to call out the negative form of each sentence. Draw attention to item 4 and point out that in the phrase *have to have*, the two 'haves' mean different things.

Answers

- 1 You don't have to wait.
- 2 You don't have to book a ticket.
- 3 You don't have to show your passport.
- 4 You don't have to have a lot of money.
- 5 You don't have to eat in a café.

B

- Do the first item as an example. Read out the sentence and say *What does Helen have to do if she is ill?* Elicit the answer after pointing out the words in brackets.
- Allow two or three minutes for students to write their sentences. Check answers.

Answers

- 1 She has to stay in bed.
- 2 We/You/etc have to be there early.
- 3 We/You/etc don't have to pay.
- 4 We/You/etc don't have to take a pullover.
- 5 You have to put your hand up (in class).

C

- Read out the two sentences and elicit that the first one is stronger as it is an order while the second refers to something that is not necessary. If there is any confusion between these two items, ask students to look back at exercise 3B and tell you which sentences can be written with *must*.

D

- Write *We mustn't use mobiles in class.* and *We don't have to do homework every day,* on the board. Make sure students understand the difference. Set a time limit of five minutes. Tell pairs to write down as many sentences as they can. Walk around checking.

→ 4 Word pool [5-10 minutes]

- Read the words aloud and translate any new or forgotten words. Allow two or three minutes for students to write the goods next to the appropriate shops. Check answers by writing the shops on the board and asking students to call out the words.

Answers

- 1 fishmonger: fish
- 2 baker: bread
- 3 toy shop: dolls, PlayStation, Lego
- 4 boutique: shorts, jacket, blouse
- 5 butcher: meat
- 6 florist: flowers
- 7 music shop: CDs
- 8 grocer: ice cream, tea, milk, (bread)

→ 5 Speaking [5-10 minutes]

- A** Tell students to imagine that they went shopping yesterday. Ask them to underline three shops that they went to and three items that they bought.
- B** Go through the examples and make sure students understand what they have to do. Allow two or three minutes for pairs to ask and answer. Walk around listening and helping.

→ 6 Writing [10-15 minutes]

- Ask students what they can remember about things to do in Paris. Write a selection of verbs and activities on the board (see page 46) and elicit a variety of sentences using the items.
- Ask for suggestions to fill in the first gap. Once you are satisfied that students understand, the writing can be set for homework. Tell students to copy the postcard into their notebooks, adding their own information to fill the gaps. Remind them that they will have to use the past tense.

Lesson Three → Storytime

The Three Musketeers

Aims

To extend practice in reading and speaking skills

→ Language focus

Shall we ... ? / Would you like ... ? / Let's ... /
Why don't we ... ?

→ New vocabulary

brave, noisy, proud, mirror, poor, aristocrat,
intelligent, join, bodyguard, mysterious, iron, mask,
throne

→ Materials

Coins/banknotes in a foreign currency (ex 4)

> Warm up [5 minutes]

- If you have set the *Postcard from Paris* (ex 6, pg 47) for homework, make sure you look at each student's work during the lesson. Give extra praise for any attempt to include more than the basic information.
- Say *Open your books at page 48*. Ask if any of the students know the story of *The Three Musketeers*. Some of them may have seen the film *The Man in the Iron Mask*. Ask questions about the pictures on the page, eg *What is each person doing? / What is he holding? / What is he looking at? / Where are they?*, etc.

→ 1 Reading [15 minutes]

A

- Tell students to read the text, ignoring the gaps, and to write the names of each of the Musketeers in the first picture. Explain unknown words if students need them to identify the three men, but don't spend too long on vocabulary at this stage. Ask students to give you the answers and to tell you which parts of the text helped them to find the right person.

Answers

From left to right: Porthos, Athos, Aramis

B

- Allow about a minute for students to guess the words. Check answers.
- Ask *Do you understand all the words?* Encourage students to read out any words they don't understand.

Answers

1 sad 2 love 3 mirror

C

- Read Episode 2 as a class. Allow three or four minutes for students to write their answers, then check them as a class.

Answers

- 1 d'Artagnan is a very clever man.
- 2 d'Artagnan comes to Paris to find work.
- 3 d'Artagnan becomes one of the Musketeers.
- 4 d'Artagnan's job is to protect the King.
- 5 The Man in the Iron Mask is an important person.

→ 2 Listening [5 minutes]



- Go through the five items and the choices, dealing with any difficulties.
- Tell students that they will hear Episode 3 of the story. Play the CD/cassette for Episode 3. Students listen and circle the correct answers. Play the CD/cassette again for students to check their answers.

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Answers

1 b 2 a 3 a 4 b 5 a

→3 Grammar [10-15 minutes]

**Shall we ... ? / Would you like ... ? /
Let's ... / Why don't we ... ?**

- Read out the examples, making sure students understand the difference between suggestions and offers/invitations.
- Ask volunteers to give you other suggestions/offers/invitations based on the examples. Write these on the board and ask students to provide a short answer, eg *Let's go to the park. Yes, let's go.*

A

- Go through the example with the class and point out that there is more than one possible answer.
- Ask students to give you similar sentences for items 1-3. Tell them to think for a minute and look back at the examples at the top of the page before they call out their suggestions.

Answers

- 1 Shall we go for a walk? / Let's go for a walk. / Why don't we go for a walk?
- 2 Shall we get the video? / Let's get the video. / Why don't we get the video?
- 3 Why don't you get a sandwich? (If needed, point out that the other ways of suggesting do not apply here as the person making the suggestion is not going to join in the action.)

B

- Tell students to look back at the examples of offers at the top of the page. Ask students to give you sentences for items 1-3.

Answers

- 1 Why don't you play with us? / Would you like to play with us?
- 2 Would you like some orange juice?
- 3 Why don't you listen to the radio? / Would you like to listen to the radio?

C

- Follow the same procedure as in 3A and 3B.

Answers

- 1 Would you like to come to my party on Saturday? / Why don't you come to my party on Saturday?
- 2 Would you like to come and watch the match at my house? / Why don't you come and watch the match at my house?
- 3 Would you like to come to the / my sister's wedding on Saturday? / Why don't you come to the / my sister's wedding on Saturday?

D

- Tell students they are going to write their own invitations to other students in the class. Each student writes three separate invitations (the teacher may need to make sure all students receive at least one). Choose a student to 'deliver' the invitations. Then get the students to answer them.

→4 Word pool [10-15 minutes]

- If you have managed to bring in any coins or banknotes, show these to the class or hand them round. Ask students to tell you the value of each one.

A

- Allow a minute or two for students to do the exercise. Check answers.

Answers

- | | | |
|-------------------|----------------------|---------------|
| 1 two euros | 2 twenty euros | 3 fifty euros |
| 4 a hundred euros | 5 a thousand dollars | 6 five pounds |
| 7 fifty pence | | |

B

- Write the words *coin* and *note* on the board and explain the difference.
- Invite students to say how much money they have with them in total. Then ask them to give a breakdown, eg *I've got a five-euro note and two twenty-cent coins.*

C

- Allow a minute or two for students to try matching the opposites before explaining any unknown words. Check their answers and explain or translate the vocabulary they had difficulty with, paying particular attention to the difference between *borrow* and *lend*.

Answers

- 1 b 2 d 3 a 4 e 5 c

Sound natural!

- As in previous lessons, read out the words as naturally as possible and encourage students to get close to a natural sound.
- Remind them that there are silent letters in English, especially in words ending in *-er*. Aim to get students saying something close to 'teecha'. Practise this a few times with the class.

Communicate!

- Direct students to the relevant page at the back of the book. Allow three or four minutes for them to read their part of the story. Give help with unknown words and memorise.
- When they are ready, students close their books and by taking turns can tell the story to their partners.
- Pairs decide on the correct order and tell the rest of the class the story. This will help clear up any confusion in ex B.

Smashmag

Shopping and pocket money

Materials

Copy of a teen magazine which contains a problem page; printout of problem page from a teen website. Ideally, the content should be about financial issues / relationships with parents (Warm up)

> Warm up [5-10 minutes]

- Write the words *problem page*, *agony aunt* and *pocket money* on the board. Explain what they mean and ask students if they read problem pages in magazines (if so, ask *Are they helpful? / What kind of things do they discuss?*, etc). If you have managed to find any authentic material, show this to the class and read out one or two problems. Ask students to guess what answers might be useful.

1

A

- Say *Open your books at page 50. Ask Do you get pocket money? How much is enough? Do you spend too much money?* Allow the class to give their opinions and encourage them to use English expressions.
- Tell students to look at the items. Ask them if they are good or bad. Elicit/Explain the differences as you go through the list with them. Ask the class to give you sentences with each expression, eg *You mustn't steal money. / My dad earns a lot of money in his job.*

Answers

Good: earn money, save money, get money, make money

Bad: steal money, spend money, waste money, lose money

B

- Show students the diagram and go through the items, explaining the terms and pointing out the connections between them.
- Explain the three items. Elicit where they belong in the diagram and ask students to write them in the correct spaces.

Answers

Places: shop window

Activities: go window shopping / make a shopping list

- Ask the class to give examples of sentences using the expressions in the same way as they did in 1A.

2

A

- Tell the class that they are going to do a quiz to find out if they are shopaholics.

- Ask volunteers to read the questions. Explain or translate any new words. Allow three or four minutes for students to circle a, b or c. Meanwhile, do the quiz yourself!

- When students have finished, write the following scoring system on the board and ask them to add up their scores.

3 Points: 1 a, 2 a, 3 a, 4 a, 5 a, 6 a

2 Points: 1 b, 2 b, 3 b, 4 a, 5 c, 6 b

1 Point: 1 c, 2 c, 3 c, 4 c, 5 b, 6 c

- Tell the class your score! The maximum score is 18. Ask individual students *What's your score?* Work out which student(s) got the highest/lowest score. Read through the results at the bottom of the page. Remind everyone that this is just a fun quiz!

B

- Put students in pairs and allow them to take turns asking and answering the questions. Teach them the phrase *What about you?* so that they don't have to repeat each question.

* Extension

Tell students to make a note of their partner's answers and write them up as homework. They can begin *I (don't) think Joanna is a shopaholic. The last time she went shopping was a week ago ...*

Alternatively, they can write about themselves, eg *I (don't) think I am a shopaholic ...*

Practise items 4 and 5 with the class before they write. Tell them they can say *If my friend / the shop assistant says ...*

3 Smashmag Radio Link
[5 minutes]

- Tell the class they will hear Debbie, Trevor and Anna talking about the quiz they have just done.

A

- Go through the table and make sure students know what they have to do. Say *Listen and write Debbie's answers.* Play the CD/cassette for Debbie. Pause briefly for students to think about their answers.
- Repeat the above steps for Trevor and Anna. Check answers.

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Answers

From Spain: Anna **6 (a)s:** Debbie

From England: Trevor **3 (a)s:** Trevor

From Greece: Debbie **6 (c)s:** Anna

B

- Ask students to tell you who they are most like. Ask if they can remember what the presenter said about that person. Help out where necessary. Ask individual students if they agree.

4 Write in! [10 minutes]**A**

- Read the questions aloud and elicit answers from the class.
- Go through the note and make sure students understand.

B

- Allow about three minutes for students to read the letter and answer the two questions.
- Check answers and ask volunteers to read the letter aloud.

Answers

The writer's problem is that she has had a row with her parents / she doesn't get enough pocket money / she can't afford to do things.

She spends her pocket money on bus tickets / something to eat at school.

C

- Tell students they are going to read the reply that was printed in the magazine. Before they read, students should suggest solutions which would be useful for Debbie's problem.
- Allow about three minutes for students to read the reply and underline the suggestions.
- Ask volunteers to tell you the suggestions. Ask the class to tell you which they think is the best idea.

Answers

Ideas: talk to your mum and dad / ask them for more money; not buy so many clothes; find a job; help around the house

D

- Explain to the class that it is their turn to write a letter, using the letter in 4B as an example.
- Tell students to imagine that they don't get enough pocket money.
- Go through the checklist and remind students to include all the points.
- The letter can be written for homework.

E

- (If students write the letter for homework, this can be done in the next lesson).
- In pairs, students read each other's letters and offer advice based on the specific complaints in their partner's letter.

Smash hits [15 minutes]**Money, lots of money****A**

- Ask students to look at the song and choose the words that they think fit best. Ask *Do you know all the words?* and explain any new words and phrases. Play the CD/cassette. Say *Now listen and circle the correct words.*

B

- Say *Now listen again and check your answers.* Play the CD/cassette. Check answers.

Tapescript pg 108**Answers**

Verse 1: tummy, honey

Verse 2: easy, honey

Verse 3: money, baby

C

- Play the song again. Play each verse twice. Students listen the first time and join in the second time.
- Play the song one more time all the way through with everyone joining in.
- Tell students to read through the song and try to learn it at home.