

**OBJECTIVES:** By the end of the lesson, students will have completed a questionnaire in the form of a flow chart and talked about responsible use of leisure time.

### ● TARGET LANGUAGE

**Key language:** wifi, get angry, not enough / too much, social network, spend (time)

**Additional language:** everyday life, face to face, flow chart, in person, mix (n)

**Review:** advice (must / must not, should/shouldn't), be careful, chat, communication, computer, dangerous, Internet, cell phone, screen, technology

### ● MATERIALS REQUIRED

Extra activity 2: A piece of paper for each pair of students, with one of the following messages on it (you can give some pairs the same message):

*Should we meet now for a game of soccer at the park?*

*Please come to my party on May 24 at 3 p.m. My address is 54 Station Road. Emily.*

*I'm going to be late. See you at 5.*

*I'm really sorry I forgot your birthday last week.*

*Would you like to go out with me?*

*I'm worried that my brother spends too much time playing computer games. What should I do?*

### Warmer

- Write the word *technology* on the board. Ask *What kind of technology do you use every day?* Write ideas on the board to make a mind map.

### SB82. ACTIVITY 1. Read and choose “yes” or “no.” Are you A, B, or C?

- Books closed. Present/review *spend time*. Draw a circle on the board and divide it into sections to show how you spend your day, e.g., ten hours sleeping, eight hours at work, two hours eating, one hour traveling, one hour watching TV, etc. Say, e.g., *I spend ten hours sleeping every day, I spend one hour watching TV*. Ask students, *How long do you spend sleeping? How long do you spend studying?*
- Tell students to open their Student's Book to page 82. Read the activity instructions aloud. Ask students if they have used a diagram like this before. Tell them it is a *flow chart*. Explain/elicit that first students read the top left question *Are cell phones and computers very important to you?* and choose Yes or No. If they choose Yes, they follow the green arrow and read *Do you spend more than two hours a day in front of a screen?* If they choose No, they follow the red arrow and read *Do you think the Internet is dangerous and never want to use it?* and so on, until they reach a result (box A, B, or C).
- Read two or three questions aloud, choosing Yes or No and showing your path through the flow chart. Present/review *be careful, dangerous, get angry, face to face, and social network*.
- With a strong class, students work individually to read and follow the chart. If students need support, make mixed-ability pairs. Monitor and help with new vocabulary. Make sure each student knows which of the “result” texts to read (A, B, or C).

### SB82. ACTIVITY 2. Do you agree with your result for Activity 1? Talk to your friend. Ask and answer.

- Focus students on Activity 2 and check comprehension of the four questions.
- Students work in pairs. They compare their results from the flow chart and say if they agree or not. Then they discuss the four questions.
- Elicit ideas and encourage the students to discuss the issue as a class. Ask *How many computers are there in your home? How many televisions are there? Do your parents sometimes take your cell phone or computer away? If so, why?*

**Key:** 1–3 Student's own answers. Possible answers to question

4: not spending much time with friends and family, not studying or doing homework, going to bed late (losing sleep), skipping meals to stay in front of the computer/TV, not doing enough exercise, physical problems (neck, eyes, fingers), addiction to the computer/TV.

### WB82. ACTIVITY 1. Write sentences with “should” or “shouldn’t.”

- Tell students to open their Workbook to page 82. Focus on Activity 1. Students complete the activity individually. Check with the class.

**Key:** 2 You shouldn't spend more than an hour a day in front of a computer screen. 3 You shouldn't be afraid to use technology. 4 You shouldn't play exciting computer games before going / you go to bed. 5 You shouldn't get angry when/if you can't use a computer.

### WB82. ACTIVITY 2. Read and answer.

- Focus students on Activity 2 and on the picture. Ask *How does the girl feel?* Elicit worried. Ask *Why is she worried?* Give students time to read the first sentence of the text and elicit the reason (Because she thinks that her brother has a problem with computers).
- Check comprehension of questions 1 through 6 (make sure students realize that *three o'clock in the morning* means 3 a.m.). Students read and answer in pairs. Elicit answers. See if they all agree about question 5 and elicit suggestions for question 6 (with should/shouldn't). Encourage students to give reasons for their answers.

**Key:** 2 More than two hours. 3 Because he wants to stay home and play on the computer. 4 Playing games on the computer. 5 and 6 Students' own answers

### Extra activities: see page T112 (if time)

### Ending the lesson

- Elicit problems we can have if we spend too much time using technology and ask for examples of other ways to spend free time.

**OBJECTIVES:** By the end of the lesson, students will have talked about safety in the home and practiced talking about rules using *should* and *must*.

### ● TARGET LANGUAGE

**Key language:** oven, feet (of a chair), fall over, safe, start fires, What's wrong?, if (If we don't wash our hands, we get sick.)

**Additional language:** cloth

**Review:** home, should/shouldn't, must / must not (rules), adjectives: dangerous, dirty, dry, high, heavy, hot, wet; box, climb, fall over, knives, shelf, skateboard

### Warmer

- Before class, put your bag on the floor close to your desk. Pretend to fall over the bag. Say *Is it a good idea to leave a bag here?* Elicit No. It's dangerous / It isn't safe. Ask *Why?* and present/elicit You can/could fall over. Tell students in L1 that they are going to talk about how to prevent accidents. Ask students if they or anyone in their family has ever had an accident at home. What happened? Accept answers in L1, but encourage students to explain in English.

### SB83. ACTIVITY 1. Look at the picture. What's wrong? Talk to your friend.

- Ask students Which room at home is the most dangerous? Elicit ideas.
- Tell students to open their Student's Book to page 83. Focus on the picture and ask Which room is it? What can you see? Elicit chair, table, cupboard, shelf, sandwich, skateboard, knife, box, etc. Present oven and towel (on the oven). Read the activity instructions and check comprehension of What's wrong?
- Ask students to point to Boy a. Focus on the speech bubbles and elicit ways to talk about the boy, e.g., He hasn't washed his hands. He has dirty hands, and he's going to eat. He should/must wash his hands. He shouldn't / must not eat with dirty hands. The dog should be outside. Write examples on the board. Ask students to think of a sentence with We should ... for each of the problems in the picture.
- Students work in pairs to talk about the rest of the people in the picture and write sentences. Monitor and encourage them to use the language on the board. Do not elicit answers at this stage.

### SB83. ACTIVITY 2. Listen and check your ideas. Say the letter a–h.

- Tell students to listen carefully. Play the first sentence. Elicit the correct letter (h). Repeat the first sentence and elicit some of the sentences students wrote for the same problem.
- Play the rest of the CD. Pause after each sentence to elicit the letter and compare with students' ideas. Play the whole CD again and check comprehension. Check comprehension of feet (of a chair) and start fires.

**Key:** 1 h, 2 d, 3 f, 4 g, 5 e, 6 b, 7 c, 8 a

### CD 4, 15

- We must not climb on chairs to get things from high places.
- We must give knives to other people carefully.
- We should always sit on our chairs with four feet on the floor.

- We must not carry heavy things. It's better to put things into two boxes.
- We should be careful with hot things in the kitchen. They can start fires.
- Wet floors are dangerous. We should dry them.
- We should never leave toys on the floor because people can fall over them.
- We should wash our hands before we eat.

### SB83. ACTIVITY 3. Ask and answer.

- Focus students on Activity 3. Read the activity instructions and the questions. Students discuss the questions in pairs. Monitor and help as necessary.
- Elicit ideas and encourage further discussion about safety in the home.

**Key:** Possible answers: 1 Because they can start fires.

2 Because people can fall/slip. 3 No, we should use steps / a ladder. 4 We can get sick (from bacteria). 5 We can fall over / The chair can break. 6 Bathroom (wet floors, chemicals/medication), Living room (wires from electrical appliances, sockets).

### WB83. ACTIVITY 1. Read and choose the answer.

- Tell students to open their Workbook to page 83. Read the activity instructions.
- Students work in pairs to read and ask and answer. They write down their choices.
- Discuss answers, but encourage students not to be too judgmental. Discuss the advantages of each course of action, rather than what is "right."

### WB83. ACTIVITY 2. Write a safety contract for your home.

- Elicit more example rules for the "contract," with must / must not or should/shouldn't. Write them on the board.
- Students complete the activity individually. Monitor and help.

### Extra activities: see page T112 (if time)

### Ending the lesson

- Mime doing something dangerous in the kitchen, e.g., Turn on the oven and put a pan on, then walk away and answer the phone. Students tell you You must not leave hot things on the oven. / Don't leave hot things on the oven. / Turn off the oven. Repeat with different mimes.

**OBJECTIVES:** By the end of the lesson, students will have read an article about family life and talked about helping at home.

### ● TARGET LANGUAGE

**Key language:** *harmony, lazy, work as a team*

**Additional language:** *away from home*

**Review:** house and home, clean, cook, do the shopping/laundry, take care of, spend (time), anything, everything

### ● MATERIALS REQUIRED

Extra activity 2: Props for a family role play (three items per group of students): notepad and pen (for the interviewer), an item of clothing worn by a dad (e.g., baseball cap, sunglasses, jacket), and something worn by a mom (e.g., neck scarf, lady's hat).

## Warmer

- Brainstorm jobs at home and write them on the board (don't ask if students do them at this stage). Make sure you include *laundry, shopping, doing the dishes, cooking, and cleaning*. Students may also mention *making beds, taking out the trash, taking care of or helping a younger brother/sister, feeding/walking a pet, washing the car*.
- Say the words and phrases for the class to repeat. Erase the board. See how many of the jobs students can remember.

### SB84. ACTIVITY 1. Read and answer the questions.

- Tell students to open their Student's Book to page 84.
- Read the activity instructions aloud and choose students to read the questions. Check comprehension.
- Students work individually to read and answer. You may wish to set a time limit of five minutes.
- Students compare answers in pairs. Check with the class.

**Key:** Possible answers: 1 Because his wife is sick and he takes her to the hospital and stays with her. 2 They share jobs around the house. 3 Fred has learned to cook and do the shopping; Vicky has learned to do jobs better and more quickly / to organize her life.

### SB84. ACTIVITY 2. Listen and say "Vicky," "Fred," or "Mr. Banks."

- Give students time to read the article again. Answer any questions.
- Read the activity instructions and make sure students realize they will hear only one sentence each time. Play the first sentence as an example. Elicit ideas and ask students to give reasons for their answer.
- Play the rest of the CD. Pause after each sentence to give students time to think and write a name. They compare answers in pairs. Play the whole CD again. Elicit answers and ask for reasons.
- Write the following questions on the board:  
*What jobs do you do at home?*  
*Do you think you do too much to help or not enough?*  
*How do you feel when your parents ask you to help at home?*  
*How can you help your parents more?*
- Students work in small groups to discuss the questions. Monitor and help. Ask groups to report back to the class and have a brief whole-class discussion.

**Key:** 1 Fred, 2 Vicky, 3 Mr. Banks, 4 Vicky, 5 Vicky, 6 Fred, 7 Vicky, 8 Fred, 9 Mr. Banks, 10 Fred

### CD 4, 16

- 1 His dad taught him to cook.
- 2 She helps her brother in the kitchen.
- 3 He's often been away from home this year.
- 4 Her mom's been very sick.
- 5 She's learned to do everyday jobs more quickly.
- 6 He prefers to do the shopping himself.
- 7 It was difficult for her at first.
- 8 He thinks that he was a little lazy before.
- 9 He has looked after his wife a lot this year.
- 10 He's happy that he's learned to do things for himself and for his family.

### WB84. ACTIVITY 1. Read and choose the right words.

**Key:** 2 everyone, 3 of, 4 children, 5 to, 6 free, 7 happier

### WB84. ACTIVITY 2. Write about how you help at home. Use the pictures and questions to help you.

- Focus students on Activity 2. Elicit the jobs shown in the pictures (*cleaning/sweeping, making beds, doing the dishes, vacuuming, taking out the trash, feeding the dog*).
- Give students a few minutes to discuss the questions in pairs and make notes before they write.
- Monitor and encourage students not to just write a list of jobs (they should explain how they feel about helping and what else they can do in the future). This writing could be set as homework.

## Extra activities: see page T112 (if time)

### Ending the lesson

- With books closed, tell students to listen and write the missing words. Read the following phrases and cough or make a hand signal for each missing word (answers given in parentheses for reference):
  - 1 Mr. Banks has often been away from \_\_\_\_\_. (home)
  - 2 Fred cooks and Vicky cleans the \_\_\_\_\_. (kitchen)
  - 3 Mr. Banks showed Fred how to cook good \_\_\_\_\_. (meals)
  - 4 Vicky does the \_\_\_\_\_. (laundry)
  - 5 Vicky didn't have enough time to meet her \_\_\_\_\_. (friends)
  - 6 She feels lucky to have a \_\_\_\_\_. like Fred. (brother)
  - 7 Before, Mr. and Mrs. Banks had to do \_\_\_\_\_. at home. (everything)
  - 8 Mrs. Banks is feeling \_\_\_\_\_. now. (better)
- Students compare answers in pairs. Check with the class.

**OBJECTIVES:** By the end of the lesson, students will have read problem letters and advice. They will have practiced talking about possibilities and giving advice with *need to*, *might*, *must / must not* and *should/shouldn't*.

### ● TARGET LANGUAGE

**Key language:** *cry, horrible, last (v), grown-up, share, worried*  
**Additional language:** *right now, call (someone) names, I agree / I don't agree*

**Review:** present perfect and simple past, *must / must not, need to, should/shouldn't, funny, get worse, joke, advice*

### ● MATERIALS REQUIRED

Warmer: Example of a “problem page” from a magazine or an age-appropriate website (in English or L1)

Extra activity 2: Two large pieces of thin cardboard for each student

## Warmer

- Show the class an example of a “problem page” from a magazine (or an age-appropriate website). Ask students if they ever read these pages. Remind students / explain that in English the experts who answer such letters are often called *advice columnists*.

### SB85. ACTIVITY 1. Read the letters and answer the questions.

- Tell students to open their Student’s Book to page 85. Focus on the lesson title and check comprehension. Direct students to the pictures of Betty and Robert and explain that they are advice columnists. Read the activity instructions aloud and choose students to read the questions. Make sure students know which of the letters is about a problem and which letter is a reply from Betty and Robert. Before students read, pre-teach/check *cry* and *grown-up*.
- Students read the letters individually, then answer the questions in pairs. Check with the class. Encourage students to use the correct tenses in their replies. Help with any other new vocabulary in the letters.

**Key:** 1 Because some children at school have sent her horrible text messages on her cell phone. 2 She’s been unhappy for three weeks. 3 No, it’s not funny. 4 She needs help. 5 She must tell her parents / talk to a grown-up. 6 She’s a girl. 7 His friends have blocked him on an internet chat site.

### SB85. ACTIVITY 2. Talk to your friend about Jim’s letter. Imagine that you are Betty and Robert.

- Focus students on the letter from Jim. Ask some questions about his problem, e.g., *How long has Jim been friends with his neighbor? Why does he like her? What’s the problem?* Make sure students know what to do. They discuss the questions in pairs. Check that students are using modal verbs (*can, must, should, could*). Elicit ideas and have a brief whole-class discussion about what Jim should do.

### SB85. ACTIVITY 3. Write a reply to Jim’s letter. Use the language in the box.

- Focus students on Activity 3. Read the activity instructions and check comprehension of the verbs in the box. Write examples from Betty and Robert’s letter on the board (e.g., *It might get worse. You must tell your parents.*). Students plan the letter and then write a first draft. Monitor and support. Check the first drafts before students write their final letter.

### WB85. ACTIVITY 1. Read and answer.

- Tell students to open their Workbook to page 85. Read the activity instructions and ask individual students to read the questions. Check comprehension.
- Students work individually to write their ideas for each question. Remind them to use *can, going to, or should*, as appropriate. They don’t compare ideas with a partner at this stage. Monitor and help.

### WB85. ACTIVITY 2. Talk about your ideas with your friend. Do you agree?

- Focus students on Activity 2 and make sure they know what to do. Check comprehension of *I agree / I don’t agree*. Make pairs. Students discuss their answers to Activity 1. Elicit opinions in a whole-class discussion.

### WB85. ACTIVITY 3. Read and match.

- Focus on Activity 3 and go through the example. Students match the rest of the phrases, then compare answers in pairs. Check with the class.

**Key:** 2 f, 3 e, 4 a, 5 c, 6 d

### WB85. ACTIVITY 4. Imagine you have a problem at home or school. Write a letter to Betty and Robert. Use phrases from Activity 3 to help you.

- Ask a student to read the activity instructions. Direct them to the problem letters in the Student’s Book and the situations in Workbook Activity 1. Tell them to begin their letter *Dear Betty and Robert*. Students plan and write the letter individually. Help with new language.

### WB85. ACTIVITY 5. Swap letters with a friend. Read your friend’s letter and give him/her some advice.

- Read the activity instructions. Make sure students know what to do and ask volunteers to read the speech bubbles. Students read each other’s letters and then give advice. Monitor and check that they are using language from the lesson (*should/shouldn’t, must / must not, etc.*).

## Extra activities: see page T112 (if time)

### Ending the lesson

- Ask students if this lesson has changed their opinion of “problem pages.” Would they be more likely to write to an advice columnist now? Elicit other ways of sharing problems.