

**Vocabulary:**

mobile phone, ringing phone, battery, dead battery, phone charger, flea market

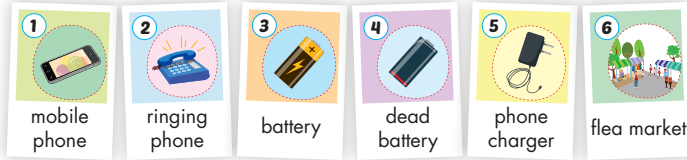
**Structure:**

Hello?  
Hi. Can I speak to \_\_\_\_\_, please?  
Who's calling, please?  
It's \_\_\_\_\_.  
OK, wait a minute, please.

**Review**

1. Write the vocabulary from the previous theme on the board.
2. Have students read the words on the board.
3. Write the structure from the previous theme on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.**

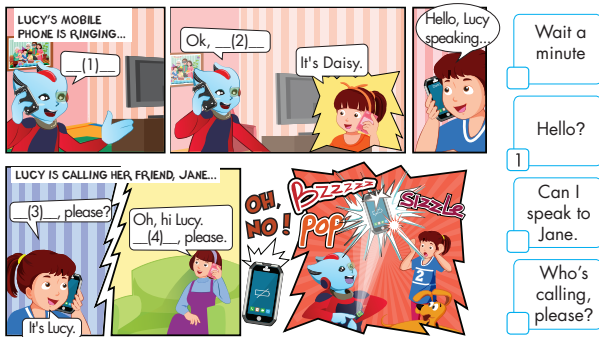


1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

**Track 64**

1. M: Mobile phone.
2. M: Ringing phone.
3. M: Battery.
4. M: Dead battery.
5. M: Phone charger.
6. M: Flea market.

**B 1. Listen and read.**



1. Introduce the situation "Lucy's mobile phone is ringing..."
2. Have students call out the objects and people they can see.
3. Have students listen and read.

**2. Listen and number.**

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.**

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**STRUCTURE**

Hello?  
Hi. Can I speak to *Lucy*, please?  
Who's calling, please?  
It's *Daisy*.  
OK, wait a minute, please.

**Track 67**

B: Hello?  
G: Hi. Can I speak to Lucy, please?  
B: Who's calling, please?  
G: It's Daisy.  
B: OK, wait a minute, please.

**Track 65-66**

Narrator: Lucy's mobile phone is ringing...  
Narrator: Look at the pictures. Listen. There is one example.  
1. (PHONE RINGING)  
Alfie: Hmm... Lucy's phone...  
(PHONE RINGING)(SOUND OF ALFIE WALKING TO THE PHONE)  
Alfie: Hello?  
Narrator: Can you see number 1? This is an example. Now listen and numbers.  
2. Daisy: Hi. Can I speak to Lucy, please?  
Alfie: OK, who's calling, please?  
Daisy: It's Daisy.  
Alfie: OK, Daisy, wait a minute, please. (SOUND OF FOOTSTEPS)  
Lucy: Thanks Alfie.  
Lucy: Hello, Lucy speaking. Oh hi, Daisy... Oh a flea market...  
3. Narrator: Lucy is calling her friend Jane.  
(PHONE RINGING)  
Jane's Mom: Hello?  
Lucy: Hello. Can I speak to Jane, please?  
Jane's Mom: Who's calling, please?  
Lucy: It's Lucy.  
4. Jane's Mom: Oh, hi Lucy. Wait a minute, please.  
(SOUND OF LOW/DEAD BATTERY BEEP)  
Lucy: Oh no! My battery's dead!  
Lucy: Where's my phone charger?  
Alfie: It's OK Lucy. I can charge your phone.  
(BZZZZZT! POP! SIZZLE)  
Alfie: Oh, sorry Lucy! (SOUNDING VERY GUILTY)  
Lucy: Oh Alfie! (CONTROLLED ANGER) I'm going to Jane's house!

**C Listen. Sing along.**



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

**Track 68**

Hi. Can I speak to Lucy, please?  
Who's calling, please?  
It's Daisy.

4. Divide the class into two groups. Group A: sing the "first" part; group B: sing the second part.
5. Swap roles and repeat.

**Pronunciation tip**

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**Track 69**

B: Who's (Hooz) calling, please?  
G: Who's (Hooz) calling, please?  
M: Who's (Hooz) calling, please?

**PRONUNCIATION TIP**

Don't forget the 'z' sound.  
"Who's (Hooz) calling, please?"

**D Role play. Swap roles and repeat with different words.**

Cody's mom: Hello?  
Lucy: Hi. Can I speak to **Cody**, please?  
Cody's mom: Who's calling, please?  
Lucy: It's **Lucy**.  
Cody's mom: Hi, **Lucy**. Wait a minute, please.  
Lucy: Thank you.  
Cody's mom: **Cody!** **Lucy's** on the phone.  
Cody: Hello, **Cody** speaking.  
Lucy: Hi, **Cody**. It's **Lucy**. Would you like to go to the **flea market**?  
Cody: **Yes, sure!**

**Use these names:**  
Nick  
Mai  
Tom  
(your friends name)



movies/zoo/park  
Yes, sure!/No, thanks./...

1. Have students look at the dialogue.
2. Divide class into pairs, and have them role play the dialogue.
3. Swap roles and repeat.
4. Swap roles and repeat using the different words on the right.

**E Play the "Telephone" game.**



**Group of three students:**  
Student A: You want to invite student C to the **ice cream shop**. Call student B. Ask for student C. Use real names.  
Student B: Answer the phone.  
Student C: Talk to student A.  
**Swap roles and repeat for different places.**

1. Divide the students into groups of three: Students A, B and C.
2. Have students follow the pattern in part D to make new conversations using real names.
3. Swap roles and repeat. Have students choose new places and give both Yes and No answers.

**Vocabulary:**

clean my room, do my homework, do my chores, go shopping, babysit

**Structure:**

Do you want to \_\_\_\_\_?  
 Sorry, I can't. I have to \_\_\_\_\_.  
 That sounds great/awesome!

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.** 

 1 clean my room	 2 do my homework	 3 do my chores	 4 go shopping	 5 babysit
--	--	--	---	---

1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually

**Track 70** 

1. M: Clean my room.
2. M: Do my homework.
3. M: Do my chores.
4. M: Go shopping.
5. M: Babysit.

- and have students say the words, correct pronunciation when needed.
4. Two teams. Play the game "Heads up. What's missing?". Arrange the flashcards on the board and remove one card when students are not looking. Have one student from each team call out the missing flashcard.

**B 1. Listen and read.** 



1  


2  


3  


4  


1. Review the story from the previous lesson "Lucy's mobile phone was ringing."
2. Now introduce the situation "Lucy invites her friends to the flea market ..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

**2. Listen and (✓) or (×).** 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and put a tick (✓) or a cross (×).
3. Play audio again and check answers as a whole class.

**3. Practice the structure.** 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 71-72** 

Narrator: Lucy invites her friends to the flea market...  
 Narrator: Look at the pictures. Listen. There is one example. (SOUND OF DOORBELL. SOUND OF DOOR OPENING)  
 1. Lucy: Do you want to go to the flea market, Jane?  
 Jane: Sorry, I can't. I have to do my chores.  
 Lucy: Oh, OK.  
 Narrator: Can you see the cross? This is an example. Now listen and put a tick or a cross in the box.  
 2. (SOUND OF KNOCKING ON THE DOOR)  
 Lucy: Hi, Cody. Do you want to go to the flea market with me?  
 Cody: That sounds great!  
 Lucy: Come on. Let's ask Jill.  
 3. Lucy: Hey, Jill! Do you want to go to the flea market today?  
 Jill: Oh, I'm sorry, Lucy. I can't today. I have to do my homework.  
 Lucy: Oh, OK. Bye! Let's ask Charlie.  
 4. (SOUND OF DOORBELL; SOUND OF DOOR OPENING)  
 Lucy: Hello, Charlie. Do you want to go to the flea market with us?  
 Charlie: That sounds awesome! Let's go!  
 (SOUND OF DOOR CLOSING)  
 Charlie's mom: CHARLIE!! You have to clean your room!  
 (SOUND OF SIGHING)

**STRUCTURE**

Do you want to go to the flea market?  
 ✓ That sounds awesome!  
 ✗ Sorry, I can't. I have to do my chores.

**Track 73.** 

M: Do you want to go to the flea market?  
 B: That sounds awesome!  
 G: Sorry, I can't. I have to do my chores.

**C Listen. Sing along.**



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

**Track 74**

Do you want to go to the flea market?  
Sorry, I can't. I have to clean my room.

4. Divide the class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.

**Pronunciation tip**

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**Track 75**

B: Do you want to go to the park?  
G: Do you want to go to the park?  
M: Do you want to go to the park?

**PRONUNCIATION TIP**

"Do you want to..." "Jawanna..."

**D Practice. Ask and answer.**

**Practice.**

1. Divide the class into group A and group B.  
T: I say, "movies/help my dad".  
Group A, you say, "Do you want to go to the movies?"  
Group B, you say, "Sorry, I can't. I have to help my dad."  
T: I say, "park/sounds awesome".  
Group A, you say, "Do you want to go to the park?"

- Group B, you say, "That sounds awesome." OK?  
T: movies/help my dad  
Group A: Do you want to go to the movies?  
Group B: Sorry, I can't. I have to help my dad.  
T: park/sounds awesome

**Continue whole class/group/individual drills with:**

- swimming pool/do homework
- movies/sounds great
- supermarket/do my chores
- beach/clean my room
- movies/babysit
- park/go shopping

**Ask and answer.**

2. Demonstrate the activity using the example.
3. Divide the class into pairs.
4. Have student A ask and have student B answer.
5. Swap roles and repeat.
6. Afterwards, have some pairs demonstrate the drills in front of the class.

**E Play the "Tic, tac, toe" game.**

1. Divide the class into groups of four, two students in each team.
2. Have teams play rock, paper, scissors. The winning team chooses a square and asks and answers.
3. Have the teams take turns.
4. Swap roles and repeat until the game is finished.
5. Before the end of the lesson, check the answers as a whole class.



**Vocabulary:**

turn left, turn right, go straight, corner, traffic lights, stop sign

**Structure:**

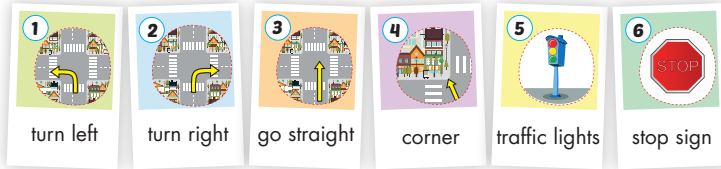
Excuse me, how do I get to the \_\_\_\_\_?

Go straight along \_\_\_\_\_ Street.  
\_\_\_\_\_ at the \_\_\_\_\_.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.** 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

**Track 76** 

1. M: Turn left.
2. M: Turn right.
3. M: Go straight.
4. M: Corner.
5. M: Traffic lights.
6. M: Stop sign

4. Have one student come to the front and play "Tennis" with you.
5. As you say a word hit it to the student and have the student respond with another word and hit it back to you.
6. Divide the students into pairs and have them play with each other. Have some pairs demonstrate the game in front of the class.

**B 1. Listen and read.** 




1. Review the story from the previous lesson "Lucy invited her friends to the flea market."
2. Now introduce the situation "Charlie gets lost..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

**2. Listen and circle.** 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and circle.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.** 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 77-78** 

Narrator: Charlie gets lost...

Narrator: Look at the pictures. Listen. There is one example.

1. (SOUND OF A CROWDED STREET)

Charlie: Excuse me, how do I get to the flea market?

Girl: Go straight along Red Street.

Charlie: Thanks!

Narrator: Can you see the circle? This is an example. Now listen and circle.

2. (SOUND OF A CROWDED STREET)

Charlie: Excuse me, sir! How do I get to the flea market?

Police officer: Turn left at the traffic lights.

Charlie: Thank you so much!

3. (SOUND OF A CROWDED STREET)

Alfie: Charlie!

Charlie: Hi, Alfie. How do I get to the flea market?

Alfie: Turn right at the corner. We can go together.

Charlie: Great!

4. (SOUND OF A CROWDED STREET)

Alfie: Look, it's Lucy.

Charlie: Hi, Lucy! How do I get to the flea market?

Lucy: Go straight along Oak Street. Let's go together.

Lucy: Look, it's right there.

Alfie: Here Lucy, I fixed your phone. I'm sorry.

Lucy: Oh, thanks!

**STRUCTURE**

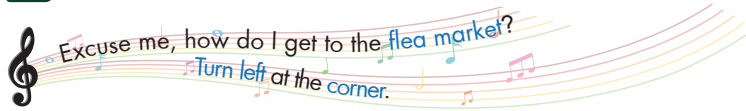
Excuse me, how do I get to the flea market?  
Turn right at the traffic lights.

**Track 79** 


B: Excuse me, how do I get to the flea market?

M: Turn right at the traffic lights.

**C Listen. Sing along.** 




1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

**Track 80**   
Excuse me, how do I get to the flea market?  
Turn left at the corner.

4. Divide the class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.

**Pronunciation tip** 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**Track 81**   
B: Go straight along Main Street.  
G: Go straight along Main Street.  
M: Go straight along Main Street.

**PRONUNCIATION TIP**   
"Go straight along ..."  
"Go straydalong..."

**D Role play. Swap roles and repeat with different words.**

Charlie: Excuse me, how do I get to the campsite?  
Lucy: Go straight along Main Street, then turn right at the stop sign.  
Charlie: Thank you!

ice cream shop/bookstore  
turn left/turn right  
traffic lights/stop sign



1. Have students look at the dialogue.
2. Divide the class into pairs, and have them role play the dialogue.
3. Swap roles and repeat.
4. Swap roles and repeat using the different words on the right.

**E Play the "Guess the question" game.**

Go straight along Main Street then turn left at the stop sign.



1. Divide the class into groups of three or four students.
2. Have one student call out an answer to a question.
3. Have the other students take turns guessing the question.
4. Award points for each correct guess.
5. Have students take turns.

**Vocabulary:**

cheap, expensive, T-shirt, scarf, hat, dress

**Structure:**

How much is \_\_\_\_\_?

It's \_\_\_\_\_.

It's cheap/expensive.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.**



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.
4. Play the "Guess" game.

**Track 82**

1. M: Cheap.
2. M: Expensive.
3. M: T-shirt.
4. M: Scarf.
5. M: Hat.
6. M: Dress.

5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

**B 1. Listen and read.**

1. Review the story from the previous lesson "Charlie got lost".
2. Now introduce the situation "Lucy goes shopping at the flea market..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

**2. Listen and write.**

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and write.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.**

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 83-84**

*Narrator: Lucy goes shopping at the flea market...*

*Narrator: Look at the pictures. Listen. There is one example.*

1. Lucy: How much is the pink T-shirt?

Cody: It's 18 dollars.

Lucy: Oh no! It's expensive.

*Narrator: Can you see the number? Now listen and write the numbers.*

2. Lucy: Can I see that yellow hat? How much is it?

Cody: It's 7 dollars.

Lucy: Oh, it's cheap.

3. Cody: What about that red scarf?

Lucy: I like it. How much is it?

Cody: It's 12 dollars.

Lucy: Oh, it's too expensive.

4. Lucy: How much is that blue dress?

Cody: It's very cheap. It's 5 dollars.

Lucy: It's perfect! I'll buy it. Oh no! Where's my phone!

(SOUND OF MOBILE PHONE MAKING A STRANGE NOISE)

Lucy+Cody: What's that?

Alfie: Ha ha

**STRUCTURE**

How much is the pink T-shirt?  
It's one hundred dollars.  
It's expensive.

How much is it?  
It's one dollar.  
It's cheap.

**Track 85**

B: How much is the pink T-shirt?

W: It's one hundred dollars.

B: It's expensive.

B: How much is it?

W: It's one dollar.

B: It's cheap.

**C Listen. Sing along.** 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

**Track 86** 

How much is the blue T-shirt?  
It's five dollars.

4. Divide the class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.

**Pronunciation tip** 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**Track 87** 

B: How much is the hat?  
G: How much is the hat?  
M: How much is the hat?

**PRONUNCIATION TIP** 

"How much is..."  "Howmuchiz..."

**D Practice. Ask and answer.**



1  \$80	2  \$3	3  \$100
4  \$80	5  \$20	6  \$210

**Practice.**

1. Divide the class into group A and group B.  
T: I say, "blue hat/three/cheap".  
Group A, you say, "How much is the blue hat please?"

Group B, you say, "It's three dollars."  
Group A, you say, "It's cheap."  
T: I say "red scarf/eighty/expensive".  
Group A, you say, "How much is the red scarf please?"  
Group B, you say, "It's eighty dollars." OK?  
Group A, you say, "It's expensive."  
T: blue hat/three /cheap  
Group A: How much is the blue hat please?  
Group B: It's three dollars.  
Group A: It's cheap.  
T: red scarf/eighty/expensive

**Continue whole class/group/individual drills with:**

- black skirt/nine/cheap
- yellow T-shirt/two/cheap
- brown jacket/fifty/expensive
- pink dress/one hundred/expensive

**Ask and answer.**

2. Demonstrate the activity using the example.
3. Divide the students into pairs.
4. Have student A ask and student B answer.
5. Swap roles and repeat.
6. Afterwards, have some pairs demonstrate the drills in front of the class.

**E Write your own prices. Role play.**



1. Divide the class into pairs.
2. Have the students write the price for each clothing item.
3. Have student A ask and student B answer.
4. Swap roles.



**Special Markets in Vietnam**

**Useful language:**

sell, buy, fruits, silk, jewelry, seafood  
Phrases to talk about shopping at the market

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**NEW WORDS** Listen, point and say.



sell      buy      fruits      silk      jewelry      seafood

1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

**Track 88**

1. M: Sell.
2. M: Buy
3. M: Fruits.
4. M: Silk.
5. M: Jewelry.
6. M: Seafood.

4. Two teams. Play the game "Heads up. What's missing?" Arrange the flashcards on the board and remove one card when students are not looking. Have one student from each team call out the missing flashcard.

**LISTENING** Listen and draw lines.



1. Introduce the situation "Special markets in Vietnam".
2. Have students call out the objects and people they can see.
3. Play audio and demonstrate the activity using the example.
4. Play audio and have students listen and draw lines.
5. Play audio and check answers as a whole class.

**Track 89**

Narrator: Look at the pictures. Listen. There is one example.

1. M: Excuse me, how do I get to the night market?  
W: OK. Go straight along Tran Quy Cap street.  
M: Thank you. Do they sell silk there?  
W: Yes, they do. They sell beautiful silk.  
Narrator: Can you see the line? This is an example. Now listen and draw lines.
2. W: Can I buy fruits at the floating market?  
M: Yes, and they sell seafood there, too.
3. M: Are the books expensive at the flea market?  
W: No, they're very cheap.
4. W: Hello. How do I get to the Quang An Flower Market?  
M: Go straight along Binh Thanh Street and then turn right at the stop sign.  
W: Thank you.

**Useful language box**

1. Have students look at the useful language box.
2. Have students listen to audio and repeat.

**USEFUL LANGUAGE**

Do they sell **silk** there?  
Sure. They sell many things there.  
Is it **expensive**?  
No, it isn't. It's very **cheap**.

**Track 90**

- M: Do they sell silk there?  
W: Sure. They sell many things there.  
M: Is it expensive?  
W: No, it isn't. It's very cheap.

**READING** Read the article. Write the words.

market buy cheap silk sell

**Am Phu market in Da Lat**

There is a very busy night (1) market called Am Phu market (Underworld market) in Dalat. It is on Nguyen Thi Minh Khai Street. It is a big market and you can (2) \_\_\_\_\_ many things there. You can buy beautiful (3) \_\_\_\_\_ for ao dai and lots of warm clothes for cold weather. People (4) \_\_\_\_\_ fruits, vegetables, coffee and delicious jams. Everything is (5) \_\_\_\_\_ there and it is a great place for shopping.

1. Have students read the text individually.
2. Read the text as a whole class.
3. Demonstrate the activity using the example.
4. Have students look and fill in the blanks.
5. Check answers as a whole class.

**SPEAKING** Role play. Swap roles and repeat with different words.

Alex: Excuse me, how do I get to the market?  
 Vinh: OK. Go straight along Phan Dang Luu street and turn **right** at the **corner**.  
 Alex: Thank you. Do they sell **silk** there?  
 Vinh: Sure. They sell many things there. It's very cheap.  
 Alex: Oh, thanks a lot.

left/right  
 traffic lights/stop sign/bookstore  
 fruits/clothes/jewelry/seafood

1. Have students look at the dialogue.
2. Divide the class into pairs, and have them role play the dialogue.
3. Swap roles and repeat.
4. Swap roles and repeat using the different words on the right.

**WRITING** Look at **READING** and write about a market you know.

There is a market near my house.

You can buy \_\_\_\_\_

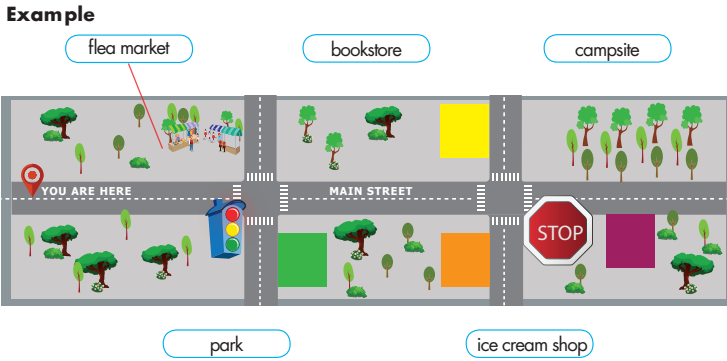
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Have students look at the dialogue in "Speaking".
2. Have students write full sentences to talk about a market they know.
3. Divide the students into pairs.
4. Have students take turns reading their sentences to each other.
5. Afterwards, have some students read their sentences in front of the class.

**LISTENING** Listen and draw lines. 



1. Have students look at the picture and call out the objects they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio and have students listen and draw lines.
4. Play audio again.
5. Play audio again and check answers as a whole class.

Narrator: Can you see the line? This is an example. Now listen and draw lines.

1. B2: Excuse me, how do I get to the bookstore?  
W: Oh, turn right at the traffic lights.  
B2: I'm sorry, what did you say?  
W: I said, turn right at the traffic lights.  
B2: OK, thank you very much.
2. G: Excuse me, how do I get to the park?  
B: Go straight along Main Street and turn left at the stop sign.  
G: Straight along Main Street and right at the stop sign?  
B: No, turn left at the stop sign.  
G: Oh, thank you.
3. B: Excuse me, how do I get to the campsite?  
W: Go straight along Main Street.  
B: Sorry, go where?  
W: Go straight along Main street.  
B: OK, thank you for your help.
4. B: Excuse me, how do I get to the ice cream shop?  
M: Go straight along Main Street and turn right at the stop sign.  
B: Go straight along Main Street and turn right at the stop sign?  
M: Yes, that's right.  
B: Thank you very much.  
Narrator: Now listen again.

**Track 91** 

Narrator: Look at the pictures. Listen. There is one example.  
W: Excuse me, how do I get to the flea market?  
B: Turn left at the traffic lights.  
W: Left at the traffic lights?  
B: Yes, that's right.  
W: Thank you.

**READING & WRITING** Read the text and choose the best answer.



**Example** Jane: Hello, can I speak to Lucy, please?  
Tom:  A. Who's calling, please?  
B. Sorry, I can't right now.  
C. Oh, hi Lucy.

**Questions**

- |  |   |
|--|---|
| <p>1. Jane: Who's calling please?<br/>Tom: A. That sounds great!<br/>B. It's Tom.<br/>C. I'll call back later.</p>   | <p>2. Jane: This is Jane speaking.<br/>Tom: A. Can I speak to Jane, please?<br/>B. Who's calling, please?<br/>C. Wait a minute, please, Jane.</p>     |
| <p>3. Jane: Do you want to go to the park?<br/>Tom: A. No, thank you. It's too hot.<br/>B. Sorry, I can't. I'm going to the park.<br/>C. Yes, we went to the park yesterday.</p> | <p>4. Jane: Do you want to go to the zoo?<br/>Tom: A. No, I didn't go to the zoo.<br/>B. That sounds awesome!<br/>C. OK, turn left at the corner.</p> |

1. Demonstrate the activity using the example.
2. Have students read the statements, then circle the correct answers.
3. Check answers as a whole class.
4. Afterwards, have students practice the conversations.

**SONG** Turn to page 102. Listen. Sing along.

1. Have students turn to page 102.
2. Read lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

**GAME** Play the "Tic, tac, toe" game.

Do you want to go to the zoo? (✓) That sounds great.

How much is the dress? It's \$100.

(✗) Sorry, I can't. I have to clean my room. It's expensive/cheap.

OK! Our turn.

Pair 1  
vs.  
Pair 2

1. Divide the class into groups of four, with two students in each team.
2. Have teams play rock, paper, scissors. The winning team chooses a square, asks and answers.
3. Have the teams take turns.
4. Swap roles and repeat until the game is finished.
5. Before the end of the lesson, check the answers as a whole class.

**I CAN...**

- I can make and answer simple telephone calls.
- I can politely say "yes" or "no" to an invitation.
- I can ask for and give directions.
- I can talk about how much things cost.



Go through the "I can" statements with students, have them color the stars to represent their understanding.

- I can make and answer simple telephone calls.
- I can politely say "yes" or "no" to an invitation.
- I can ask for and give directions.
- I can talk about how much things cost.

**"I Can" statements**

1. Read the statements and give an example for each.
2. In pairs, have students give a few more examples for each aim, then briefly practice.
3. Ask students to color one, two or three stars, to show how well they can perform the tasks.
  - ★★★ = Great!
  - ★★☆ = Ok
  - ★☆☆ = Needs more study

For students with two or fewer stars, recommend that they review the theme at home, do the Workbook exercises or Activity Multi-ROM (if they have it).