

Unit 2

Could You Help Me Clean the Window?



Peter: Mom, **may** I watch TV?

Mom: Yes, you can



Mom: **Would** you help me wash the clothes?

Jane: Yes, I can.



You **must** do your homework.



Sarah: Mom, **could** I eat chocolate?

Mom: No, you can't.



Dad: **Could** you help me cook a meal?

Jimmy: Yes, I can.



You **shouldn't** stay up late.

- **Grammar Focus:** modal verbs (*could, would, may, should, must*)
- **Unit Objectives:**
 - ✓ Listening: Students will be able to figure out phrases related to housework.
 - ✓ Speaking: Students will be able to make conversation using *Could I.../ May I..., Could you/ Would you, should/ shouldn't* and *must/ mustn't*.
 - ✓ Reading: Students will be able to read for main idea and specific information using skimming and scanning strategy.
 - ✓ Writing: Students will be able to construct a persuasive paragraph by presenting a clear main idea, at least two reasons, details, and a conclusion.
- **Collocation:** "necessary"

Warm-up

Do you do housework at home? Check (✓) the things you usually do. What else do you do?

- | | | |
|---|--|--|
| <input type="checkbox"/> set the table | <input type="checkbox"/> water the flowers | <input type="checkbox"/> make the bed |
| <input type="checkbox"/> wash the clothes | <input type="checkbox"/> clean the window | <input type="checkbox"/> clean the bedroom |

Listening I

a. Look at the pictures. Choose the correct phrases and fill in the blanks.

watch TV

sweep the floor

fold the clothes

take out the rubbish

borrow your book

do the dishes



Would you help me _____?



May I _____?



Could you _____?



Could I _____?



Could you help me _____?



Would you _____?

b. Listen and order the pictures.

c. Listen again and check (✓) the answers.

Housework	YES	NO
sweep the floor		✓
do the dishes		
borrow your book		
fold the clothes		
take out the rubbish		
watch TV		

Figure it out

Can you circle the verbs? Use the sentences in *Activity 1* to help you.

- ✓ Could I play / to play football with Tom?
- ✓ Would you close / to close the door?
- ✓ May I use / to use your computer?

Grammar Focus

Request	Permission
Could you/ Would you + infinitive...?	Could I/ May I + infinitive...?
<div> <div>Could you</div> <div>Would you</div> </div> <div> <div>clean the room?</div> <div>set the table?</div> <div>open the door?</div> <div>give me a book?</div> </div>	<div> <div>Could I</div> <div>May I</div> </div> <div> <div>go outside?</div> <div>watch TV?</div> <div>play football?</div> <div>buy a toy?</div> </div>
Yes, I can. / No, I can't.	Yes, you can. / No, you can't.

Common errors

Don't use *to* after *could*, *would*, *may*.

Could you open the door?

(NOT ~~*Could you to open the door?*~~)

According to corpus information, that is how people use language in real conversation.

Conversation Strategy

Modal verbs *could*, *would*, and *may* sound **more polite** than *can*.

Sure is more common than ***yes***.

Sorry is more common than ***no***.

frequency

Sure.

Yes, I can. / Yes, you can.

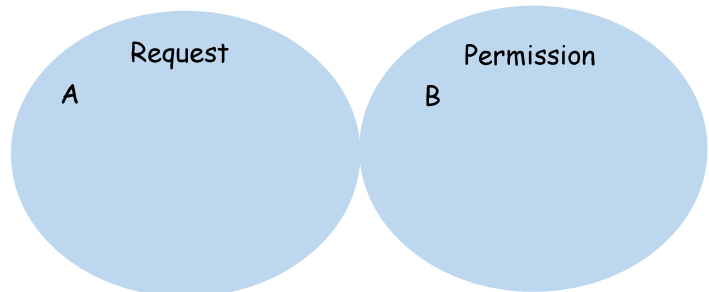
Sorry.

No, I can't. / No, you can't.

Grammar Task I

a. Sort out the following sentences and write the letter in the circles.

- A. Could you wash the clothes?
- B. May I borrow your pen?
- C. Could I play computer games?
- D. Would you sweep the floor?
- E. Could you close the window?
- F. May I ask you a question?



b. Write down questions with *Could you...?* *Would you...?* *Could I...?* or *May I...?*

1. Your mom is busy. She needs your help. (fold the clothes?)

She asks you: Would you help me fold the clothes?

2. You finish your homework. You want to relax. (watch TV?)

You ask your parents: _____

3. In class, your desk mate forgets his book. (borrow your book?)

He asks you: _____

c. Match each question with the correct response.

- 1. d May I watch movies with my friends?
- 2. _____ Could you help me do the dishes?
- 3. _____ Could I borrow that book?
- 4. _____ Would you lend me some money?

- a. Yes, sure. No problem. Here you are.
- b. Hmm. How much do you need?
- c. No, I can't. My finger is hurt.
- d. Yes, but don't come back so late.

Pronunciation

- a. Listen to and repeat the sentences. Notice the pronunciation of *could you* and *would you*.

Could you give me a pen?

Could you clean the room?

Would you open the door?

Would you close the door?

Linking rule: /d/ + /j/ = /dʒ/

When a word ends in /d/ and the next word begins with /j/, the blended sound is /dʒ/ as in job

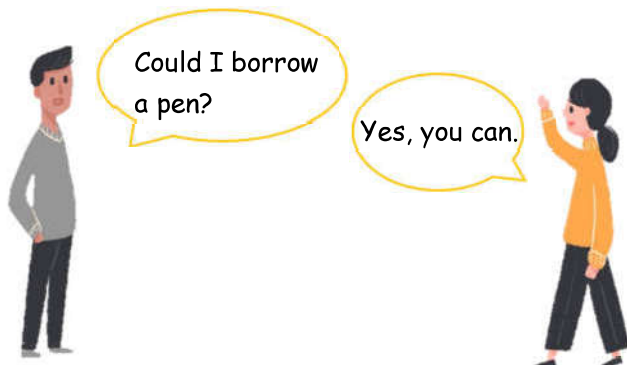
- b. Practice with your partner. Make connections with /d/ and /j/ and underline where the linking occurs.

1. Could you clean the floor?
2. Could you give me a book?
3. Could you fold the clothes?

4. Would you do the dishes?
5. Would you take out the rubbish?
6. Would you make the bed?

Speaking I

- a. **Pair work.** Talk with your partner using *May I/ Could I...?* Use the information in the list.



go home
borrow a pen
close the window
look at your photo
read this book

- b. **Survey.** Ask your classmates these questions using *Could you/ Would you...?* and make notes.

Asking for Permission	Names	Yes	No
pass me a pen	Lucy	✓	
show me your notebook			
lend me some money			
open the window			
buy me an ice cream			
tell me the homework			



Listening II

a. This is Tom's room. Look at his room and find the things in box.



b. Tom's parents are going outside for business. Here is a message for Tom. Listen to the message and **circle** the activities you hear.

- | | | |
|------------------------|-------------------------------|-----------------------------------|
| 1) make the bed | 4) put computer on the ground | 7) fold the clothes |
| 2) sweep the floor | 5) wash the socks | 8) throw the rubbish on the floor |
| 3) collect the paper | 6) put books on the shelf | 9) turn off the lamp |

c. Listen again. Use *should* / *shouldn't* / *must* / *mustn't* to complete the sentences.

- You _____ make your bed.
- You _____ put your computer on the ground.
- You _____ put all your books on the shelf.
- You _____ throw the rubbish on the floor.



Grammar Focus II

should/ shouldn't/ must/ mustn't + verb of base form

I/ we/ you/ they/ he/ she/ it	should/ shouldn't must/ mustn't	Do... Stop... Go...
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- ✓ (You) **should** do something= It is a good thing to do/It is the right thing to do.
e.g. It's a good film. You should go and see it.
- ✓ (You) **shouldn't** do something= It is NOT a good thing to do.
e.g. Tom shouldn't watch TV all the time.
- ✓ (You) **must** do something= It is necessary to do.
e.g. I must go to the bank today. We don't have any money.
- ✓ (You) **mustn't** do something= It is NOT necessary to do.
e.g. You mustn't touch the pictures in the museum.



Must/mustn't is stronger than **should/shouldn't**

Grammar Task II

a. Complete the sentences. Use *should* + one of these verbs.

clean go see wear watch





1. When you play tennis, you should watch the ball.
2. It's late and you're very tired. You to bed.
3. It's cold now, you more clothes.
4. Your bed is too dirty. You your room.
5. You a doctor twice a week.

b. Complete the sentences. Use *must* + one of these verbs.

leave learn meet wash win

1. You must learn to drive. It will be very useful.
2. My hands are dirty. I them.
3. It is late. I now.
4. The game is very important for us. We .
5. Marilyn is a very interesting person. You her.

c. Choose the correct answers according to the pictures.

<p>1. Jack <u> </u> fight with his friends.</p> <p>a. should b. shouldn't</p> 	<p>2. I don't think you <u> </u> smoke so much.</p> <p>a. should b. shouldn't</p> 	<p>3. The mobile phone is dangerous. You <u> </u> use it too much.</p> <p>a. should b. shouldn't</p> 	<p>4. My husband <u> </u> break his promises.</p> <p>a. should b. shouldn't</p> 
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d. Look at the class rules. Change it into sentences with *must* and *mustn't*.

Class Rules	
1. Come to school on time	
2. Say dirty words	
3. Have cigarettes	
4. Wear uniforms	

You must come to school on time.

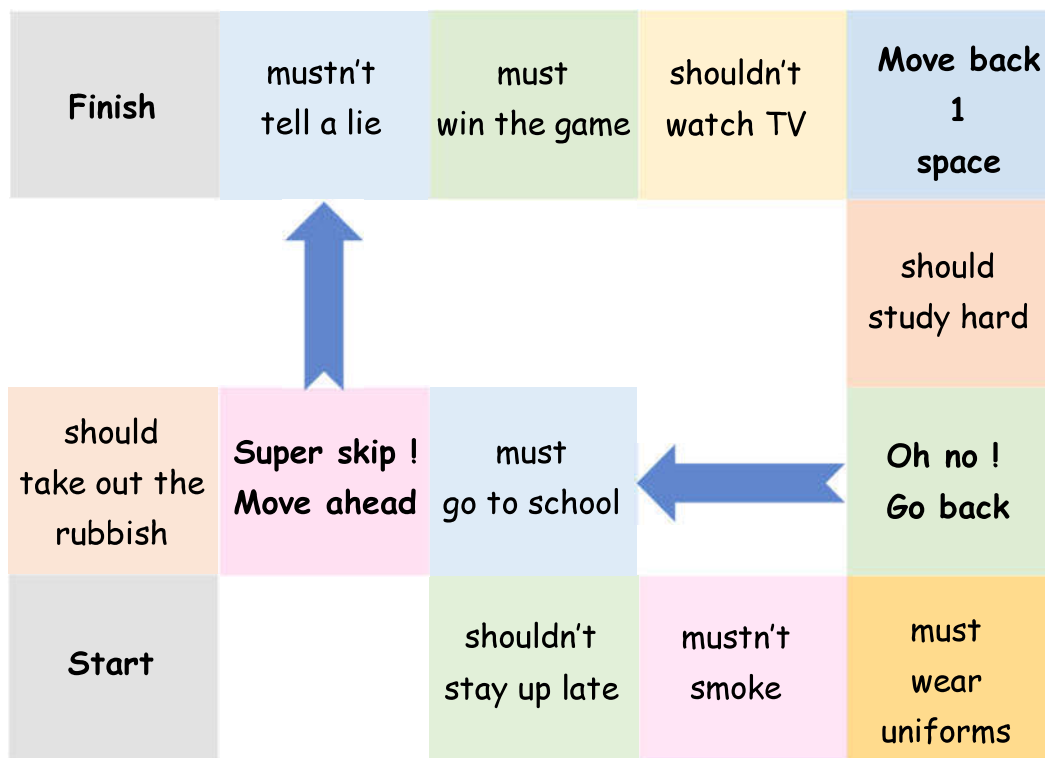
Speaking II

a. Work in pairs. Follow the instructions and play this game.

Step1 Throw the dice. The number on the dice is the number of squares you can go.

Step2 Make sentences using the phrase in the square.

Step3 Take turns. The first one to the end is the winner!



You mustn't tell a lie.

Reading

a. Discuss with your partner. How do you usually get pocket money?



b. *Teenagers* magazine has a discussion topic and invites readers to give their opinions.

Skim two letters from Emily and Peter. choose the best topic.

- Whether children should do housework
- Whether children should get pocket money
- Whether children should get pocket money by doing housework

Reading Skill: Skimming
Skimming is quickly looking over a passage to get the general idea. Don't read every word. Only look for important information.

Dear Sir or Madam,

In my opinion, parents should give their children some pocket money for doing housework. First, it can help them understand "**No pain, no gain**". By doing housework, children can know that **earning** money is not easy. They must **make an effort** and work hard. In this way, they will not waste their parents' money. Second, it can help children understand how to **manage** money. Children should learn to save and use money in a correct way. For example, they can use their pocket money to buy a pencil case, but they must save enough money first. To show them how to use money correctly, parents can teach them what is a cheap pencil case and what is not. In this way, children will learn to compare prices. Thus, I believe it is a good way to give children pocket money for doing housework.

Yours truly,
Emily

Dear Sir or Madam,

I don't think that parents should give their children pocket money for doing housework. First, children have a **duty** to do housework. They need to understand that they are one of the members in the family. Every family member should share housework together. Parents do many things for their children such as providing food, clothes, and so on, but they do not ask for any money **in return**. So, children should also help their parents without asking for money. Second, if paid to do housework children will develop a bad habit. They will ask for money for doing everything. For example, if the parents ask their children to check the mail box or open the door, and they will ask their parents, "Will I make money by doing this?" They will not do anything without getting paid. Thus, parents shouldn't give pocket money to their children for doing housework.

Yours truly,
Peter

- c. Vocabulary building. Find these words **in bold** in the reading. Guess their meaning and fill in the blanks.

in return manages No pain, no gain make efforts duty earns

1. You should _____ to do your work.
2. He _____ about \$40,000 a year.
3. The boss _____ this big company.
4. A student's _____ is to study hard.
5. Today you help me. Next time I will help you _____.
6. I know " _____ " so I always study hard to get good grades.

Use the context clues—the words around a word—to guess the meaning of a word you don't know.

- d. **Reading for key details.** According to Emily and Peter, what do they think about whether parents should give their children pocket money by doing housework?

▶ **Reading Skill: Scanning**

When you scan a reading, you read quickly to find specific information.



	Should	Shouldn't
Reason 1		
Reason 2		

Writing

- a. **Brainstorming.** What do you think about whether children should or shouldn't get pocket money by doing housework? Make a list of reasons from both sides.

Should	Shouldn't
teach the value of money	



- b. **Planning.** Follow the steps to complete an outline for your paragraph. Don't worry about grammar or spelling. Don't write complete sentences.

Step 1 Look at your brainstorming notes. Do you think children should or shouldn't get pocket money by doing housework? Write your main idea in the chart below.

Step 2 Choose the best two reasons from your notes and write them in the chart.

Step 3 For each reason, give detail(s).

Step 4 Write a conclusion.

Outline

Topic: Children should or shouldn't get pocket money by doing housework?

- ✓ Main Idea I think children _____ get pocket money by doing housework.
- ✓ Reason 1 _____
- ✓ Detail(s) 1 _____
- ✓ Reason 2 _____
- ✓ Detail(s) 2 _____
- ✓ Conclusion Thus, children _____ get pocket money by doing housework.

c. **Drafting.** Use the outline to write a draft of your paragraph between 80 and 100 words.

Use at least two reasons.



Transitions

You can use transitions to connect your two reasons.

e.g. First, + (reason 1)...

Second, + (reason 2)...

Other common transitions include *In addition*, *Besides*, *Moreover* etc.

Dear Sir or Madam,

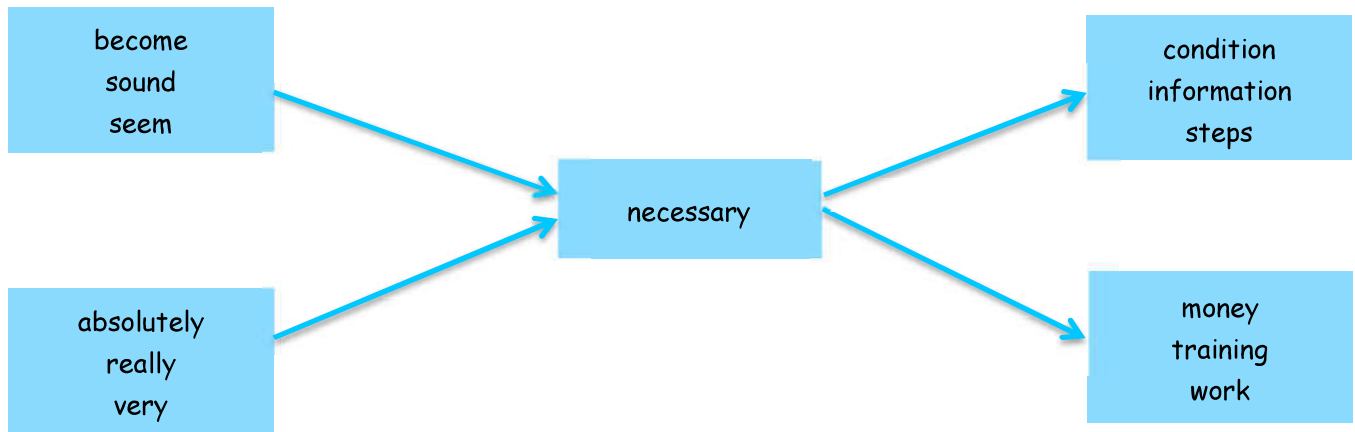
Yours truly,

d. **Self-editing.** Look at your writing draft and answer the questions in the checklist.

Self-Editing Checklist	YES	NO
1. Do all the words have correct spelling?		
2. Is the first word of every sentence capitalized?		
3. Does every sentence end with the correct punctuation?		
4. Do your subjects and verbs agree?		
5. Did I write between 80 to 100 words?		
6. Do I have a clear main idea?		
7. Do I have at least two reasons?		
8. Do I have supporting detail(s)?		
9. Do I have a conclusion?		

Word Awareness

The top left box shows the verbs that collocate commonly with *necessary*. The bottom left box shows how *necessary* is modified by degree. The top right box shows how *necessary* is commonly used to describe abstract nouns. The bottom right box shows how *necessary* is commonly used to describe concrete nouns.



Examples:

- It **becomes necessary** to ask for help.
- It **sounds necessary** to stop smoking.
- It doesn't **seem necessary** for us to meet.
- It is **absolutely necessary** to send this patient to the hospital.
- It is **really necessary** to tell the truth.
- Taking notes in class is **very necessary**.
- A positive attitude is a **necessary condition** for getting a good grade.
- Policemen need **necessary information** to make good decisions.
- Students should take the **necessary steps** to finish a task.
- The government doesn't give **necessary money** to improve public services.
- Sweeping the floor is my **necessary work** every day.
- This company provides **necessary training** for new staff.

Words you need to know

borrow (v.) /'bɒr.əʊ/ or /'bɔːr.əʊ/. to get or receive something from someone with the intention of giving it back after a period of time. 借入。 He borrowed a novel from the library.

duty (n.) /'dʒuː.ti/ or /'duː.ti/. something that you have to do because it is part of your job, or something that you feel is the right thing to do. 义务。 I felt it was my duty to tell them the truth.

earn (v.) /ɜːn/ or /ɜːn/. to get money for doing work. 挣 (钱)。 She earns more than £40,000 a year.

effort (n.) /'ef.ət/ or /'ef.ət/. an attempt to do something. 努力。 He made no effort to join in.

fold (v.) /fəʊld/ or /foʊld/. to bend something, especially paper or cloth, so that one part of it lies on the other part, or to be able to be bent in this way. 折叠。 I fold the letter and put it in an envelope.

gain (n.) /geɪn/ or /geɪn/. an occasion when you get something useful or positive. 收获。 No pain, no gain.

housework (n.) /'haʊs.wɜːk/ or /'haʊs.wɜːk/. the work of keeping a house clean and tidy. 家务。 I hate doing housework.

manage (v.) /'mæn.ɪdʒ/ or /'mæn.ədʒ/. to use or organize your time or money. 管理。 He's no good at managing his money.

permission (n.) /pə'mɪʃ.ən/ or /pə'mɪʃ.ən/. If someone is given permission to do something, they are allowed to do it. 许可。 You will need permission you're your parents to go on the trip.

pocket money (n.) /'pɒk.ɪt ,mʌn.i/ or /'pɑː.kɪt ,mʌn.i/. an amount of money that parents regularly give to their child to spend as they choose. 零花钱。 My dad gives me £5 a week pocket money.

request (n.) /rɪ'kwest/ or /rɪ'kwest/. the act of politely or officially asking for something. (礼貌、正式的) 要求, 请求。

They received hundreds of requests for more information.

return (n.) /rɪ'tɜːn/ or /rɪ'tɜːn/. in exchange for something or as a reaction to something. 回报。 I'll come with you, but you have to do something for me in return.

rubbish (n.) /'rʌb.ɪʃ/ or /'rʌb.ɪʃ/. waste material or things that are no longer wanted or needed. 垃圾。 I forgot to put the rubbish out this morning.

sweep (v.) /swiːp/ or /swiːp/. to clean especially a floor by using a brush to collect the dirt into one place from which it can be removed. 打扫。 She usually sweeps the floor on Monday.

throw (v.) /θrəʊ/ or /θrəʊ/. to send something through the air with force, especially by a sudden movement of the arm. 扔。 He throws the ball back.