

2

Me time

Vocabulary

Student's Book pp24–25

Lesson aims Students learn vocabulary for free-time activities and discuss how much time they spend on them.

Warmer

Write on the board five free-time activities that are popular with your students, e.g.:

playing football
watching TV
playing video games
building websites
taking photos
cooking

Ask students to discuss with a partner which of these pastimes they like and don't like, and why.

WDYT?

How important are hobbies for teenagers?

Ask students if they think young people have enough time for hobbies and to briefly give reasons why/why not.

Tell students they will return to the question at the end of the unit.

Free-time activities

- Before looking closely at the statistics, read out the activities and ask students to estimate how much time they spend at the weekend doing the things mentioned.

Extra activity

Ask students to think about what they consider to be the ideal amount of time to spend on each activity in the statistics over the weekend (e.g. I think it's good to spend one hour a day studying. I think we should spend more time on sport, maybe two hours a day).

- Make sure students leave space at the bottom of their table, so that they can add to it later.

Exercise 2

Media and communication: play video games, watch TV series

Sports: play football

Art and music: listen to music, take photos

Other: sleep, meet friends

Extra activity

Ask students to note down their own free-time activities and to identify which column of the table most of their hobbies would go in. Ask students to predict which category would have most of their classmates' activities. Then have a show of hands to check. Ask students what other pastimes they can add to 'Other'.

Get online

Ask students to see if they can find any statistics for how teenagers spend their free time in their country. Then ask them to compare what they find to the statistics for the USA.

- Help students with the pronunciation of the words *collect* /kə'lekt/, *chess* /tʃes/, *piano* /pi'ænəʊ/, *social media* /səʊʃəl 'mi:diə/ and remind students of the weak forms of *to*, *a*, *the*, *at*.

Follow-up questions:

How do you help at home?

What types of team can you play in?

What activities can you do on your own?

Fast finishers

Ask students to add two more activities to each column in exercise 2.

(Suggested answers: Media and communication: surf the internet, watch movies **Sports:** go for a run, go for a bicycle ride, go swimming, do martial arts **Art and music:** read books, go to a concert/see a band **Other:** cooking, go shopping)

Exercise 3

1 collect things

2 go to the gym

3 play in a band

4 play in a team

5 practise the piano

6 use social media

Media and communication: make videos, use social media

Sport: go to a dance class, go to the gym, play in a team

Art and music: draw, play in a band, practise the piano

Other: collect things, help at home, play chess

Extra activity

Ask students to think of two additional things that they can collect, make and practise.

(Suggested answers: collect: stamps, shells, coins

make: models, cakes **practise:** the guitar, speaking French)

- 4 • Before the task, ask students to read the first sentence. Check students understand the word *twins* (= two children born around the same time to the same mother), and ask them to predict how the twins are different.
- ▶ **Reinforcement** Go through the sentences first, identifying the subject in each one and reminding students where they will need to add an ending to the verb.

Exercise 4

- | | | |
|-------------------|--------------------|---------------|
| 1 play in a team | 2 go to the gym | 3 practises |
| 4 plays in a band | 5 use social media | 6 make videos |
| 7 help at home | | |

- 5 • Students make notes in their notebooks about their own free time. Point out that they will use these notes to have a discussion in exercise 6.
- 6 • Before the task, remind students of the various ways to say periods of time, e.g. *a quarter of an hour* or *15 minutes*, *an hour and a half* or *one and a half hours*, etc.
- Students do the task.
- ▶ **Challenge** While monitoring, ensure students are using phrases such as 'Oh really?' and 'Me too' to react to their partner's answers and to form a natural conversation.
- **Follow-up questions:**
Does anyone spend more than four hours on one activity?
Does anyone do more than two hours of sport?
Do you think you need more time to do free-time activities?

VIDEO SKILLS

- 7 ■ See the videoscript on p139.
- Students watch the video and note down the things the vlogger does at the weekend.
 - Check answers by nominating individual students to say one activity that Ryan does. Ask students to also think about activities that aren't free-time activities.
 - **Follow-up questions:**
What's Ryan's best friend called? (Aaron)
What time does Ryan get up in the morning at weekends? (nine o'clock)
- 8 • Students do the task.
- Nominate pairs to share their ideas.

Exercise 7

He sleeps, gets dressed, eats, does sport, helps at home, vlogs, uses social media, meets with his best friend, does football training, edits videos, plays video games and watches videos.

Exercise 8

- 1 The images help to explain what the speaker is saying. For example, the vlogger says 'during the week I wake up at seven o'clock' and then we see the vlogger yawning, a clock at seven o'clock and a sad face emoji.
- The text helps us to understand the language. For example, the vlogger says, 'I usually meet Aaron. He's my best friend' and at the same time we see a picture of a boy and the caption, 'Aaron – best friend'.
- The presenter speaks very clearly and slowly. He speaks directly to the camera so we can see his lips and facial expression which helps to understand what he says. His voice is very pleasant and he speaks in an enthusiastic and engaging way.
- 2 Young people identify with vloggers because they often are the same age, have similar interests and come from a similar background. Vlogs are popular because they are short and entertaining.
- 3 Students' own answers.

Further practice

- Vocabulary → Workbook p12
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to go online and find out how young people in another country of their choice spend their free time. They should write a paragraph highlighting how things are different from their own country and include any interesting facts and statistics.

Reading and critical thinking

Student's Book pp26–27

Lesson aims *Students find specific information in a blog about a talented teenager and discuss the advantages and disadvantages of being good at a hobby.*

Warmer

Play a game of **Snowman** to find the word *talent*. (See Activities bank, p7, for full instructions.)

Then drill the pronunciation and ask students to discuss what their talents are in pairs. Elicit the adjective form of the word (*talented*) and ask students if they know of any talented teenagers (they can be famous or someone they know at school or in their family).

A blog

1 13 See the audioscript on p131.

- Follow up by asking students what sounds they heard to help them decide what each activity was.

Exercise 1

- | | |
|-----------------------------------|----------------------|
| 1 practising a musical instrument | 2 taking photos |
| 3 doing sport/playing in a team | 4 playing in a band |
| 5 playing video games | 6 listening to music |
| | 7 skateboarding |

2 • Students do the task.

Exercise 2

girl, graffiti, hat, people watching, skateboard

Extra activity

Ask students to find the correct words for other things they can see in the main picture. Allow them to use their dictionaries. Ask students to share what they have found and point to the correct place on the picture.

(Suggested answers: ramp, knee pads, parasols/umbrellas, trainers)

3 • Follow up by asking students why they think options a and b were incorrect.

(Suggested answers: A newspaper article doesn't usually have comments underneath; a novel doesn't usually have pictures and is much longer.)

Exercise 3

c

Suggested answer: It has a date, 'like' and 'reply' buttons and reader comments.

4 14 Students read and listen to the text and answer the question. Remind students that all answers may have some true information, but they should choose the answer that gives the best summary of the whole text, not just a part of it.

- Follow-up questions:
Do you know anyone who skateboards?
Do you think it is easy?
Do you think you would like skateboarding?

Exercise 4

b

► Subskill: Reading for specific information

Explain to students that identifying key words in the exercise can help them find the specific information they are looking for more easily. Key words are often nouns, verbs and adjectives. Negative words such as *not* can also be crucial in finding the correct information.

Remind students that they won't necessarily find the same key words in the text, but they should think about words that might have a similar meaning.

5 • Students do the task.

- Reinforcement** Before the task, work through the sentences together, identifying the key words and then deciding what type of information goes in each gap (e.g. 1 number, 2 (ordinal) number, 3 person's name).

Fast finishers

Ask students to write a comment that they would add to the bottom of the blog.

Exercise 5

- | | |
|-----------------|-----------|
| 1 13 | 2 8th |
| 3 Beyoncé | 4 YouTube |
| 5 skateboarding | 6 after |
| 7 nervous | |

6 • Students do the task.

- Challenge** Ask students to cover up the right-hand column and suggest their own answers for how to complete the sentences before matching with a–e.

• Follow-up questions:

Can you think of any other young famous people? What do they do?

Do you think it is easy to be famous when you're young? Why/Why not?

Exercise 6

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 e | 2 c | 3 a | 4 b | 5 d |
|-----|-----|-----|-----|-----|

7 • **Word work** Follow up by drilling the pronunciation of each new word (*champion* /'tʃæmpɪən/, *junior* /'dʒuːniə(r)/, *train* /treɪn/, *superstar* /'suːpə(r)stɑː(r)/).

Exercise 7

- | | |
|-------------|-----------|
| 1 superstar | 2 trains |
| 3 amazing | 4 junior |
| 5 champion | 6 nervous |

- 8 • Students do the task.
- If your class is confident, you could ask further questions during feedback:
How often does the person train?
Why are their photos amazing?
Does he/she have an expensive camera/phone?
How far does he/she swim?

CRITICAL THINKING



- 1 • **Understand** (LOT) Ask students to think about what a typical teenager's life is like before reading the text again.
- 2 • **Evaluate** (HOT) Ask students to read through the advantages and disadvantages given and then add some more to the lists. If students are finding it difficult to think of ideas, ask some questions to prompt them, e.g. *Do you think you would see your friends more or less? Do you think you would have time for other activities?* Ask them how a person's life can change if they become a sports star.
- 3 • **Create** (HOT) Model some questions to help with word order if necessary.
 - If there is time, ask students to swap roles so someone else has the chance to answer some questions.
 - After students have had time to ask and answer their questions, ask them to report back on what Brighton said.
 - Follow up by asking students if they think there are more advantages or more disadvantages to being very good at a hobby.

Critical thinking

Suggested answers:

- 1 Her life is normal because in the evening she usually does homework or listens to music. It's not normal because she is a champion skateboarder who competes against women twice her age.
- 2 **Advantages:** You can become famous. You can win competitions.
Disadvantages: You don't have time to see your friends. You can't have a normal life. You don't have time for other things.
- 3 Do your friends like skateboarding too? Is your skateboard really expensive? Does it hurt when you fall off?

Research

Ask students to research other sports in the X-Games. Which of the sports would they like to do? Ask students to share what they've found with the class.



Culture note

Brighton Zeuner (pronounced /'braɪtən 'zɔɪnə/) was born in Encinitas, California, in 2004.

She became known after joining the OG Betty skateboarding team at the age of ten.

She began skateboarding when she was just four years old, and by the time she was eight, she knew she wanted to pursue it as a career.

She won two gold medals in the 2017 X-Games (an annual extreme sports event) and was the youngest ever gold medal winner and competitor.

She is currently sponsored by many companies, including Vans (an American manufacturer of skateboarding shoes), and has been featured in *Vogue* and *The New York Times*.

Further practice

- Reading → Workbook p16
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Ask students to use the questions and answers they came up with in the Critical thinking exercises to write a short interview with Brighton for an online magazine.

Get online

Ask students to research another famous young sportsperson. Ask them to find out what sport they do, when and how often they practise and what they do in their free time. Ask students to write a report with five or six sentences.

Grammar

Student's Book p28

Lesson aims Students learn adverbs of frequency and to express likes and dislikes.

Warmer

Ask students to think of three activities they do in their free time, then order them from the one they do most often to the one they do least often.

Ask them to think about an activity they never do and to add this to their list.

Ask students to compare their lists with a partner.

Adverbs of frequency

- Before the task, allow students time to copy the table.
 - Follow up by referring students back to the lists they wrote in the Warmer and ask them to use an adverb of frequency to say how often they do each activity.

Exercise 1

1 always 2 usually 3 sometimes 4 hardly ever

Memorisation tips

ABCD

- Tell students to think of these words in terms of percentages, with *always* being 100%, *never* being 0%, *usually* approximately 80%, *often* 70% and *sometimes* 50%.
- Note that *often* can be pronounced as /'ɒfən/ with a silent 't' or /'ɒftən/.

- Students do the task.

Exercise 2

1 after 2 before

Extra activity

Write the following sentences on the board and ask students to concentrate on word order, and tick the correct ones and correct the mistakes in the others.

- 1 He always is happy at school.
- 2 They go sometimes on holiday together.
- 3 We are hardly ever in that part of town.
- 4 I never am bored with my friends.
- 5 She often does judo on Saturdays.
- 6 You usually get good grades in exams.

(1 He is always happy at school. 2 They sometimes go on holiday together. 3 ✓ 4 I am never bored with my friends. 5 ✓ 6 ✓)

- Students do the task.
 - ▶ **Reinforcement** Go through the sentences first and identify the ones that contain the verb *be*.

Exercise 3

- 2 Frankie often practises the piano for hours.
- 3 Ahmed usually does his homework before playing video games.
- 4 They are sometimes very tired after going to their dance class.
- 5 My sister always takes lots of photos when we go on holiday.
- 6 Lily hardly ever helps her parents at home.
- 7 My best friend is always hungry after baseball practice.

Likes and dislikes

- Before the task, explain to students that *love* and *hate* are used to express stronger feelings, with *like* and *don't like* being more gentle and *don't mind* usually used when you have no strong opinion either way.

Exercise 4

- | | |
|--------------|--------------|
| 1 love | 2 don't mind |
| 3 don't like | 4 hate |

- Before the task, allow students time to copy the table.

Exercise 5

- | | |
|----------------|--------|
| 1 we | 2 love |
| 3 verb -ing | 4 she |
| 5 doesn't mind | |

- Students do the task.

Fast finishers

Ask students to write sentences about themselves using the activities in exercise 6 (e.g. I don't mind playing chess, I like drawing manga comics.).

Exercise 6

- 1 They hate playing chess.
- 2 She loves drawing manga comics.
- 3 I like Barcelona.
- 4 We don't mind helping our parents.
- 5 He doesn't like playing video games.

- 7 • Before students do the task, go through the first few sentences together as a class and elicit the form of the verb and position of the frequency adverb.
- Follow-up questions:
Does she play with people the same age as her all the time? (No, she often plays with adults.)
Are the adults always happy when she wins? (No, they're sometimes angry.)
Is chess the only thing she enjoys? (No, she also likes sushi and playing with her grandmother's cat.)

Exercise 7

- | | |
|---------------------|-----------------|
| 1 often plays | 2 are sometimes |
| 3 hardly ever loses | 4 loves playing |
| 5 likes sushi | 6 loves playing |
| 7 likes making | 8 often posts |

- 8 • If students are finding it hard, underline the double *m* in *swimming* and the double *l* in *collecting* as an extra clue.
- Ask students if they can think of any other hobbies Jimmy and Jenny would like (e.g. skiing, running).

Exercise 8

No, they don't. Jimmy and Jenny only like activities with double letters!

Further practice

- Grammar → Workbook p13
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to interview a family member about his/her likes and dislikes in their own language. Ask them to find one thing that the family member loves, hates, doesn't mind and doesn't like, then write a sentence about each in English.

Vocabulary and Listening

Student's Book p29

Lesson aims Students learn collocations with *do, go and play*, and listen for the general idea in an interview.

Warmer

Ask students to look at the photos of activities in exercise 1. Ask if they do any of these activities. Write a selection of grammatically correct up on the board: *Yes, I do karate; Yes, I play hockey; Yes, I do aerobics; Yes, I go roller-skating*. Ask them to identify the verbs in the correct sentences (*do, go and play*). Discuss any errors.

Collocations with *do, go and play*

- 1 • Students do the task.
- Follow-up questions using the new vocabulary items:
How do you keep fit?
Do you do anything where there is a good team spirit?
Are you an expert in anything?

Exercise 1

Yes, for each person except 2.

- 2 • Students do the task.

Exercise 2

- 1 hockey, basketball, volleyball
- 2 none (they are all indoor sports)
- 3 karate
- 4 hockey, volleyball, basketball
- 5 swimming
- 6 hip-hop classes, roller-skating disco

Extra activity

Ask students to put together a timetable for the activities available at the Live Well Sports Centre at weekends.

They must use the activities mentioned in the advert but can add some others if they want.

Then have pairs ask each other questions about their timetables (e.g. What can I do on Saturday mornings? What time is volleyball?).

- 3 • Explain to students that a collocation is two or more words that often go together, e.g. *go swimming, do aerobics, play tennis*, and that it's useful to learn collocations.

Exercise 3

- | | | |
|--------|------|------|
| 1 play | 2 go | 3 do |
|--------|------|------|

- 4 • Students do the task.
- ▶ **Reinforcement** Before the task, identify the ball sports and the *-ing* endings.

Fast finishers

Ask students to add two or three more activities to each column.

- Follow up by asking students to look at the activities and say which of the columns has the activities they're most interested in doing.

Exercise 4

Do: aerobics, hip-hop, athletics, gymnastics, yoga

Go: swimming, roller-skating, skateboarding, cycling, horse-riding, surfing, skiing

Play: hockey, basketball, volleyball, badminton, table tennis

- 5 • Students do the task.

A radio interview

▶ Subskill: Listening for the general idea

Explain why students should wait until they finish listening before they choose their answer: it is likely that lots of the ideas will be mentioned in some way, but if they wait until the end, they can consider which one fits best overall. They also risk missing something important if they are concentrating on writing.

- 6  ¹⁵ See the audioscript on p131.

- Students do the task.
- After checking answers, follow up by asking students if they can remember any words or phrases that they heard that helped them choose the correct answer.

Exercise 6

c

- 7 • Answer the first question together with the class, then have students work individually through 2–6 while listening to the track.
- ▶ **Challenge** Ask students to try doing the exercise from memory and then listening again to check their answers.

Exercise 7

1, 3, 4, 6

- 8 • If it will help your class, go through each question individually to identify what type of information students need to listen for. (1 a number, 2 a number, 3 a time or a day, 4 a sport)

Exercise 8

- | | |
|--|-------------------------|
| 1 13–15 years old | 2 16 in total (11 play) |
| 3 Mondays and Wednesdays, after school | 4 He goes cycling. |

- 9 • Students do the task.
- Follow up by asking students for feedback on their discussion. Write four columns on the board: *advantages/disadvantages of individual sports* and *advantages/disadvantages of team sports*.
 - Add to the columns as students give their answers.

Further practice

- Vocabulary → Workbook p14
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p17
- Listening worksheet → Teacher's Resource Centre

Homework

Ask students to write four or five sentences about their favourite sport. Ask them to mention whether it is a team sport or an individual sport and the advantages and disadvantages for them.

Grammar

Student's Book p30

Lesson aims Students learn how to form and use *Wh-* questions in the present simple.

Warmer

Play the audio from exercise 6 on p29 (track 15). Ask students to raise their hands whenever they hear a question. Each time, pause the audio and ask students what they hear, then write the question on the board.

(You play hockey in your free time, right? How old are the players? Why do you like playing hockey? Why is that important for you? Does hockey help you in life in general ... ? How many people have you got in your team? When do you usually play?)

Ask students to identify the *Wh-* words used then ask them if they know any others. (How, Why, When)

Present simple: *Wh-* questions

- 1 • Before the task, allow students time to copy the table.

Exercise 1

be questions: c

have got questions: b

Questions with other present simple verbs: a

Extra activity

Draw students' attention to the fact that, with *be* questions, the verb goes directly after the question word. Ask students to add examples to the *Why* row using *am* and *are* (e.g. Why am I on the team? Why are they angry with the other team?) and to the *How old* row using *am* and *is* (e.g. How old am I in January? How old is the teacher?).

Repeat with the second and third tables, drawing attention to the position of verbs and asking students to complete each row with further examples.

Question intonation

ABCD

Explain to students that the intonation of *Wh-* questions is normally falling:

Why is hockey so important to you?

How old are the players?

2 • Students do the task.

- Follow up by drilling the sentences as a class, drawing students' attention to the falling intonation and the weak pronunciation of the auxiliary verbs.

Exercise 2


- When have you got PE?
- What are your favourite sports?
- How do you keep fit?
- Where does your local football team play?
- Who is your favourite sports star?

3 • Students do the task.

- If it will help your class, before the task, look at each question and decide whether it's a *be* question, a *have got* question or one with another present simple verb.

Exercise 4

- 1 do 2 have 3 is 4 does 5 are

5  ¹⁶ See the audioscript on p132.

- After checking answers, follow up by asking students if any of the answers surprised them.

Exercise 5

- 1 b 2 c 3 b 4 b 5 a

Extra activity

Ask students to write two extra questions about sports for the quiz. Allow them to research online if necessary. Ask them to write three options including the correct answer. Then have them ask and answer in pairs.

6 • Students do the task.**Exercise 6**

- What do you do in your free time?
- When do you do it?
- How many video games have you got?
- What's your favourite game?
- Why do you like it?

7 • Remind students to take turns asking and answering the questions.**GRAMMAR ROUND-UP****8 • Students do the task.**

- Challenge** Have students do the exercise in test conditions.

Follow-up questions:

How old is bike polo? (over a hundred years old)

Is it only popular in Ireland? (No, it's popular all over the world.)

How often does Brendan Fox play bike polo? (every day after school)

Exercise 8

- | | | |
|----------------|----------------|----------------|
| 1 do | 2 comes | 3 usually play |
| 4 doesn't cost | 5 has | 6 playing |
| 7 him | 8 does he like | 9 is sometimes |

Further practice

- Grammar → Workbook p15
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

Pronunciation p116 Exercise 1

- | | |
|------------------------|------------------|
| 1 What sport, like | 2 When, play |
| 3 Where, play | 4 Who, play with |
| 5 Why, like this sport | |

Homework 

Ask students to think of a famous person that they would like to meet, e.g. a politician, an actor, a writer. Ask them to write five *Wh-* questions they would like to ask them. Then tell them to go online and see if they can find any of the answers to their questions.

Real-world speaking

Student's Book p31

Lesson aims Students learn Key phrases to ask for information and to write and practise a dialogue.


Warmer

Elicit or teach the word *course* (= a series of lessons or lectures in an academic subject or practical skill).

Ask students to skim the dialogue on p31 and find three courses mentioned. (photography, painting and movie-making) Ask students if they would be interested in any of these courses, and why/why not.

Ask students if they currently take any courses in anything outside school.

Asking for information

- 1 • Before the task, check understanding of *street food* (= food usually sold in the street or a public place from a cart or a stall) and *robotics* (= designing and building robots).
- 2  Books closed. Students do the task.
 - **Follow-up questions:**
(You will probably need to write these on the board and allow students to watch the video a second time.)
Which course does Maria ask about first? (photography)
Why can't Maria do the photography course? (She plays basketball on Mondays.)
What does Maria say about the painting class? (She doesn't like painting.)
Which day is the movie-making course on? (on Thursdays)

Exercise 2

movie-making

- 3 • Before the task, read through the Key phrases with the students, paying attention to the intonation, as well as the silent letters in *sign* /saɪn/ and the stressed syllable in *photography* /fə'tɒɡrəfi/.

Exercise 3

I'd like to find out about your courses, please.

How much is it?

Do you have a ... course?

Can I sign up for it?

Extra activity

Ask students to notice how the speakers attract each other's attention and initiate conversations by raising their voices slightly and using phrases like *Excuse me, Hi* and *What about ...*

- Ask students to read the US → UK note. Point out that the US version is not incorrect in British English – it just sounds more formal than the *got* version so is more common in written British English.
- 4 • Students do the task.
 - After checking answers, either ask students to read through the completed dialogue in pairs or do the following Extra activity. Allow plenty of time to swap parts and read again.

Exercise 4

1 find out about 2 Do you have 3 How much 4 sign up for it

Extra activity

In pairs, ask students to change some of the courses Maria enquires about and the reasons she gives for not being able to do them. Nominate a few pairs to perform their adapted dialogues for the class.

- 5 • **THINK** Ask students to work in pairs and decide on a suitable leisure activity.
 - ▶ **Challenge** Ask confident students to work individually to think about and prepare a dialogue each. Then they can come together to practise and perform their dialogue with a partner (each pair will perform two dialogues).
- **PREPARE** Ask pairs to write their dialogues. Remind them to use some of the Key phrases.
- **PRACTISE** Give students time to practise their dialogues, particularly if following the **Challenge** approach above. If not following the **Challenge** approach, tell students to take turns in each role.
- **PERFORM** Before performing, ask students to read through the **Peer review** questions in exercise 6 and to keep these in mind when watching their classmates. Then ask each pair to act out their dialogue. Encourage more confident students to perform without reading every word.
- After their performances, make some general corrections on the board.
- 6 • **Peer review** Ask students to answer the questions about their classmates' dialogues.

• **Follow-up questions:**

*Which do you think is the most interesting course?
Why do you think people want to do each course?
Where can you do courses in your town?*

Further practice

- Speaking → Workbook p17
- Phrasebook → Student's Book p122

Homework 

Ask students to design a poster for a course they would like to do. The poster must answer the following *Wh-* questions: *what, where, when* and *how much*.

Optional additional information might include *who, how many (weeks/classes), what to bring*.

Writing

Student's Book pp32–33

Lesson aims *Students write a reply to an informal message using and, or and but correctly.*

Warmer

Ask students to think of types of informal messages (e.g. text, email, written note, notice on a board). Ask students to think about how many informal messages they have sent and received today. Nominate students to give their total. Ask students to give examples of things they write about in informal messages and who they usually send them to.

Informal messages

- 1**
- If your class is less confident, answer the questions after reading each text instead of at the end of reading all three.
 - Tell students that the answer to the second question is in the first paragraph of each text.

Fast finishers

Ask students to answer the questions in message C for a club or activity that they go to.

- After checking answers, follow up by asking students if they have ever written messages similar to A–C.

Exercise 1

- 1**
- A** to everyone from Akio
 - B** to all students from Nick and Ava
 - C** to Ed from Ciara
- 2**
- A** to find a pen pal
 - B** to find out what people do in their free time for a class project
 - C** to find out about the Tech Club

- 2**
- Students do the task.
 - Follow up by asking students if they would want to join the club or if they go to a similar one already.

Exercise 2

C

- 3**
- Students do the task.
 - **Follow-up questions:**
Do they always work alone? (No, they often work in groups.)
What things does everyone learn? (to install software and to solve problems with viruses)

Exercise 3

- 1 It meets on Thursdays, from four o'clock to five o'clock. They sometimes stay until half past five.
- 2 The club meets in the computer lab.
- 3 They do different things – create websites or blogs, design apps, learn how to install software and solve problems with viruses.

Subskill: and, or and but

Explain to students that certain words can be used to connect ideas in a sentence, rather than having to write two separate sentences. Different words can present the two ideas in different ways: contrasting, comparing or adding to the first one.

- 4**
- Students do the task.
 - ▶ **Reinforcement** Ask students to look through the sentences in the reply and identify the two ideas in each sentence. Then ask students if the two ideas are different, similar or alternatives to each other.
 - ▶ **Challenge** Ask students to deduce the rules before they complete them.

Exercise 4

Alex from Class 5A organises the club **and** he's really great!
We all learn how to install software **and** solve problems with viruses.
... most people bring their own laptops **or** tablets.
Some people create websites **or** blogs.
We usually finish at five, **but** we sometimes stay until half past five.
We meet in the computer lab, **but** most people bring their own laptops or tablets.

1 but **2** or **3** and

Extra activity

Write the following beginnings of sentences on the board. For each one, ask students to complete the sentences with *and, or or but*, and then complete the sentence.

I love eating pizza ...

He doesn't mind doing karate ...

They hate watching football ...

- 5 • Students do the task.
- **Follow-up questions:**
Do you prefer doing or watching sports?
Do you like painting and drawing?
Do you prefer football or basketball?
 - Encourage the use of *and*, *or* and *but* in their answers.

Exercise 5

- | | |
|-------|-------|
| 1 or | 2 but |
| 3 and | 4 and |
| 5 or | 6 but |

- 6 • **THINK** Ask students to decide which message they want to answer, A or B, and to write down the questions the person asks. Ask them to identify what information they will need to give to answer the questions.
- **PREPARE** Ask students to make notes for their answers and to then write out their answers to the three questions. Ask them to think where they could use *and*, *or* and *but*.
 - **WRITE** Ask students to read through the prompts in blue. Then ask them to read through the questions in the **CHECK** section so they are clear about what they need to include, and then write their messages.
 - **CHECK** Ask students to read over their message and answer the questions. Give them time to make any corrections if necessary.
- 7 • **Peer review** Ask students to exchange their message with another student and answer the questions.
- Ask students to check their partner's work against the **CHECK** section. Ask them to check the following:
 - that the three questions are answered clearly
 - that adverbs of frequency are in the correct position in sentences
 - that there is an *-ing* verb after *like/love*, ...
 - that sentences with two ideas are linked correctly
 - Ask students to underline any incorrect vocabulary or grammar and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - Ask students to rewrite their messages, taking on board the feedback.
 - If there is time after rewriting, ask students to swap and review each other's messages again.

Further practice

- Writing → Workbook p18
- Writing competence → Teacher's Resource Centre

Homework

Ask students to write a reply to the message that they *didn't* choose in the lesson (A or B). Remind them to think of their answers in the **Peer review** and how they could improve their message.

Project

Student's Book pp34–35

Lesson aims *Students do a survey about how their classmates spend their free time.*

Warmer

Ask students to look at the Graphic organiser for this unit on p118. Allow five minutes to discuss with a partner what they learnt about hobbies and free time and what they have enjoyed most about the unit.

WDYT?

How important are hobbies for teenagers?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Then ask them to discuss it with a partner. Ask them to think about the different ways of spending free time, the variety of hobbies they have learnt about, what they involve and their benefits. Ask them to think back to the answers they gave at the beginning of the unit and decide if their thoughts are different now.

Ask students whether they are going to use their free time differently after studying the unit, and how.

TASK

Read through the task brief and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to create their survey.

1 See the videoscript on p140.

- Before students do the task, check understanding of *survey* (= a list of questions to find out information about people's activities, opinions, etc.) and *topic* (= subject).
- **Follow-up questions:**
 (You will probably need to write these on the board and allow students to watch the video a second time.)
What games does Marta like playing? (FIFA, Spider-Man and Fortnite)
How many hours does Marta spend playing video games? (nine hours a week)
Why is Fortnite her favourite game? (three reasons)
 (because she can compete with people all around the world, because she can play alone or as part of a team and because it's fun)

Exercise 1

free-time activities/video games/how students spend their free time

STEP 1: THINK ●●●●

- 2 • Students do the task.

Exercise 2

- 1 a 1
b 3 and 4
c 2, 5 and 6
2 a Who
b What
c How many (hours)
d Why

Extra activity

Ask students to think of another question using each question word that would fit with the survey's topic.

STEP 2: PLAN ●●●●

- 3 • Note that the next exercise (4) is best achieved in groups of three – you may wish to put students into threes for this task too.
- When students have read the tips, ask each group to think of ways they can organise tasks (e.g. one person takes on each part of the task) and ways to plan their time (e.g. they decide how much time to spend on each part of the task beforehand). Ask students if they have any other tips for planning and managing tasks.
 - Tell students to read the Key phrases aloud in their group. Answer any questions the groups have about pronunciation, intonation or meaning.
- 4 • In groups of three, ask students to choose a topic for their survey. Alternatively, you could choose ideas for students so there is no overlap.
- 5 • Remind students to include in their survey all question types identified in exercise 2.
- ▶ **Reinforcement** Write prompts on the board to form some questions for each topic.
- 6 • To organise this part of the task, you could separate groups and put each member into a new group (so no one has the same survey in each group). Each student then asks the people in their new group their questions.
- If students have created very long surveys, you could ask them to select the most important questions to ask.

STEP 3: CREATE ●●●●

- 7 • Remind students that a summary doesn't cover all the results in a survey, just the main ones or the most interesting ones.
- Use the Model project notes to guide the discussion.
 - Have students write the seven phrases in bold (one is in two parts) in the summary into their notebooks so that they can study them carefully and reuse them if they wish.

Fast finishers

Ask students to think of ways to adapt the phrases, e.g. *All students in the class ... Only six students ...*

Extra activity

After looking at the phrases in bold, you could ask the class to make predictions about their classmates' free-time activities using some of the phrases. After doing their surveys, ask them how accurate their predictions were.

- 8 • Remind the class that they don't need to discuss every result, only the most important ones.
- Ask them to identify what words and phrases they need to use.
- 9 • Students read the *How to ...* tips and then write their summary.
- If there isn't time for students to write a summary of all of their results, you could ask them to do/finish the task for homework.

STEP 4: PRESENT ●●●●

- 10 • **Peer review** Find space for students to display their summaries in the classroom. Then ask students to read other groups' results.

Model project

Layout: The survey and the summary in the Model project both have titles.

The survey is presented in a clear, simple manner.

The summary is divided into paragraphs to present information from the survey.

Content: The summary has both specific results (e.g. *only four students ...*) and more general statements (e.g. *they usually play ...*).

The summary focuses on the most important or interesting results – it doesn't contain all the information from the survey.

Point out to students that sometimes the most interesting results can be the lowest ones.

Language: The survey contains a mixture of closed questions, open questions and multiple-choice questions. The summary uses the present simple to talk about what students do regularly. It also uses adverbs of frequency plus superlatives and comparatives.

2

FINAL REFLECTION

- In their groups, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- In evaluating part 2, ask students to refer back to the Super skills box and give examples of how they organised the task. Ask them to think which parts needed better organisation or a different approach.
- In evaluating part 3, ask students to check what language from the unit they used.
- Where students have chosen a face other than the smiley face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills → Workbook p18

Homework

Ask students to carry out their survey again, this time with friends and family.

Then compare their answers with the answers their classmates gave and write a summary, highlighting the differences.

End-of-unit further practice

2

- Social and emotional competence → Workbook pp70–71
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre