

1

This is Me!

Target language

Reading skills:	reading for gist / specific information (multiple matching, multiple choice questions)
Vocabulary:	topic vocabulary (talking about yourself and your friends, family members)
Grammar:	<i>be, have/have got</i> , possessives
Listening skills:	listening for gist / specific information (T/F, sentence completion)
Speaking skills:	talking about yourself
Pronunciation skills:	pronunciation of final <i>s</i>
Writing skills:	personal profile



Get ready!

Aim: to learn and identify words and phrases to talk about yourself and your friends

- Ask students to look at the pictures and describe what they can see, eg two babies (pictures 1 and 2), a cat, a dog and a bird (picture 3), the world (picture 4), houses/buildings/a town (picture 5).
- Give students a short time to match each word or phrase with the pictures.
- You may also wish to refer students to the *Vocabulary database* on page 139.
- Check answers orally and write the numbers of the pictures on the board along with the correct letter and word or phrase for each picture.



1 b 2 e 3 d 4 a 5 c



Reading

Aim: to give practice in reading for gist and specific information in texts in which young people are talking about themselves, their family and their friends

Warm up!

Aim: to introduce the concept of personal profiles

- Write the following prompts on the board and check students know what they mean.

ON THE BOARD

Name:

Age:

Town:

Family members:

Friends' names:

Pets:

Likes:

- Ask students to write down the prompts in their notebooks. Then go through each of the prompts and answer them orally with your own information using words and not complete sentences, eg *Name: Paula/John, Age: 26, Town: London, Family members: mum – Fran, dad – Stephen, sister – Sarah*, etc. For 'Likes', make sure students understand that this means things they like such as computer games or books.
- Ask students to complete each of the items with their own information.

1

- Ask students to silently and individually read the personal profiles. Encourage them to ignore all unknown vocabulary at this stage.
- Ask students some very general and simple questions about the profiles, eg *Who are the writers?* (Harry Lee, Anna Melnik, Sunil Mittal, Joe Anderson), *What are the profiles about?* (their lives).
- Give students a few minutes to do exercise 1. Go round the class helping students where necessary.
- Check answers orally and/or by writing them on the board.



	Brothers	Sisters
Harry	×	✓
Anna	×	×
Sunil	✓	✓
Joe	×	×

2

- Encourage students to do this task quickly but carefully (to help develop their scanning skills).
- Explain to students they should decide which answer, A, B or C, is correct for each question.
- Encourage students to underline in the text where they find the answer.
- When they have finished, discuss the answers together. Encourage students to justify their answers by giving reasons.



- 1 B (She hasn't got a name! She's just 'cat'!)
- 2 B (My family has a house in the country and I often spend time there with Anastasia and Oksana.)
- 3 C (My favourite brother Sachin has got a job in Delhi and he lives there, but the rest of us live together in Mumbai.)
- 4 A (...we live in a small town in Ohio, so it can get a bit lonely.)

3

- Write the names *Harry*, *Anna*, *Sunil* and *Joseph* on the board and ask students to say who they want to be friends with and give some reasons why they would want to be friends with them.
- Encourage students to use complete sentences when answering. Write brief notes under each heading according to what the students tell you.
- Ask students to write their choices and reasons why in their Student's Book.
- Go round the class helping students where necessary.

Cool down!

Aim: to encourage students to talk about differences

- Ask students to look at the four personal profiles again.
- Ask students to talk about things from the profiles that are different to their own lives, eg *Anna's in the 8th Grade, but I'm in the 6th Grade. Sunil has got a large family, but I've got a small family. Joe lives in a small town, but I live in a big town.*
- You may wish to point out to students that how people talk about school years varies depending on where they live, eg in the UK they talk about Year 7, for example, and in the USA they talk about 7th Grade.



Wordpower!

Aim: to develop students' topic vocabulary

- Explain to students that all the answers appear in the personal profiles they have read.
- Ask students to try to complete the gaps without referring back to the text, but explain that they can if necessary.
- Remind students that they should only write one letter in each gap and that the first letter has been given to help them.
- Encourage them to be careful with their spelling.
- You may also wish to refer students to the *Vocabulary database* on page 139.
- Check the answers orally by asking students to read out the questions.



- | | | |
|---------|-----------|---------------|
| 1 best | 3 country | 5 chat online |
| 2 close | 4 share | 6 only |



HOMEWORK!

Assign exercises 1–3 on pages 4 and 5 of the Workbook.

Grammar 1



be, have/have got

Aim: to facilitate students' understanding of the functions and usage of the verbs *be* and *have/have got*

Warm up!

Aim: to describe what things and people are like and to talk about what they possess

- Write the following words on the board:

ON THE BOARD

MY FRIEND:

ANNA

13

A SISTER

NO PETS

- Ask students to talk about Anna as if she were their friend, eg *My friend is Anna. or My friend's name is Anna. She's 13 years old. She has/has got a sister. She doesn't have/hasn't got a pet/any pets.*

Grammar presentation 1

- Go through the grammar presentation with students. Check they understand how and when we use *be* and *have/have got* (to describe things and to say what things are ours, respectively).
- Explain to students that there is more information on *be* and *have/have got* in *Grammar database 1* on page 145 at the back of the book.

- Ask them to read through the information in the Grammar database on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 145.
- Check answers orally and ask students to justify their answers, eg *I have a brother. because I takes have.*



Quick check

Circle these correct answers:

- | | |
|--------------|--------------------|
| 1 have | 4 Yes, I have. |
| 2 Yes, I am. | 5 No, they aren't. |
| 3 hasn't got | |

1

- Explain to students that they have to choose the correct form of either *be* or *have/have got* in each of these sentences.
- Check answers orally and/or by writing them on the board.



- | | | |
|-------|---------|----------|
| 1 is | 4 Do | 7 Have |
| 2 are | 5 don't | 8 hasn't |
| 3 has | 6 has | |

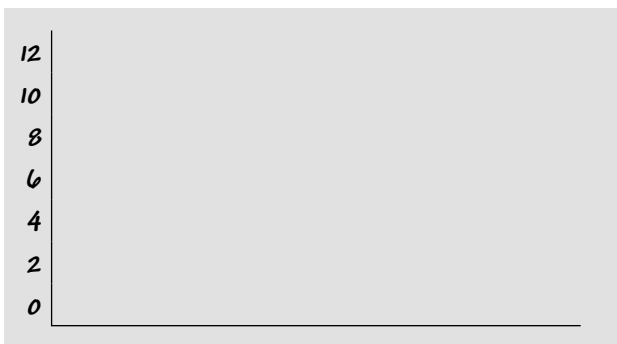
2

- Ask students to look at the pictures and say if they don't know what any of these pictures are.
- Ask students to tick which items they've got and write complete sentences below. Encourage them to write negative sentences about the items that they haven't got.
- Check answers orally and/or by writing them on the board.

3

- Explain to students that you're going to ask them who has got each one of the items from exercise 2. Ask students to raise their hand if they've got the item that you're asking them about.
- Copy the following chart on the board (but you may have to adjust the numbers, depending on your class size).

ON THE BOARD



- Under the chart, draw a picture of the item that you are asking students about. Alternatively, you can write the word.
- Place a mark on the board that represents how many students have got that particular item.

- Ask students to place marks on the charts in their Student's Book as you go along with the exercise.
- Discuss the results of the survey. Ask students to tell the class what items they have that other students have or don't have, eg *I have a skateboard, but John doesn't have a skateboard. Mark has a watch, but I haven't got a watch.*

Additional Task

- You may wish students to carry out a second class survey, where students go round the room asking other students what they have.
- You could encourage students to come up with different things to ask about, such as DVD player, rollerskates, comic books, sunglasses, guitar, hamster, camera, clock etc.
- After they have carried out their survey, students can report back orally to the whole class on their findings, and/or write sentences giving the results of their survey, eg *12 students in my class have got a watch.*

Cool down!

Aim: to review the functions and usage of *be* and *have/have got*

- Ask students to talk about their friends or family members. Ask them to say their names and how old they are, eg *My best friend's name is George and he is 13 years old.*
- Encourage them to make statements to say what their friends or family members have got that they haven't got and vice versa, eg *My best friend Alice has got an MP3 player, but I haven't got an MP3 player. I've got a mobile phone, but my brother hasn't got a mobile phone.*



HOMEWORK!

Assign exercises 1–4 on pages 5 and 6 of the Workbook.



Wordpower!

Aim: to develop students' ability to recognise and use words related to family members

1

- Ask students to look at the family tree, then read the text and choose a word from the box to go in each gap.
- Encourage students to make a guess if they're not sure.
- You may also wish to refer students to the *Vocabulary database* on page 139.
- Check the answers orally and/or write answers on the board.



- | | |
|----------|---------------------|
| 1 aunt | 6 grandfather |
| 2 uncle | 7 grandmother |
| 3 niece | 8 great-grandfather |
| 4 cousin | 9 great-grandmother |
| 5 nephew | |

Additional Task

- Using the other pictures in the family tree, ask students to say how the different people may be related to other people in the family, eg *Arthur is Toby and Sam's grandfather, and he's Alice's father.*

2

- Ask students to draw their own family tree using the family tree in exercise 1 as guide. Go round the class helping students where necessary.
- Ask students to form pairs and ask each other about their families.



HOMEWORK!

Assign exercises 1 and 2 on page 7 of the Workbook.



Listening

Aim: to give practice in listening for gist and specific information

Warm up!

Aim: to introduce the topic of radio shows

- Ask students to look at the sentences in exercise 1.
- Ask simple questions about the sentences and elicit responses, eg *Who are the people in the radio show?* (Paula, Seb and Sienna), *What is the radio show about?* (Their families and their rooms)

1

- Explain to students that they are going to listen to people talking on a radio show.
- Go through the list and ask students to predict what the caller might say for each thing, eg *I've got a large family.* or *I haven't got a large family.* for *Paula has got a large family.*
- Explain to students that they will hear all three people in the show.
- Ask students to circle true (T) or false (F) as they listen to the show.
- Play the CD track once all the way through. Repeat if necessary.



- F (I'm an only child,...)
- T (I've got a lot of books and CDs, and I have pictures on the walls. ...I've got a computer.)
- T (...there's me, my brother and my sisters... And my four grandparents and two great-grandparents. ... And there are aunts and uncles and some cousins.)
- F (I share with my brother.)
- T (I love our dog, Prince.)
- T (It's large, and it's full of my things.)



CD Track 1

2

- Explain to students that they will listen to the recording again.
- Ask them to read through the sentences before they listen, and to predict the answers.
- You may wish to check at this point that students understand the meaning of the word relatives in number 1.
- Play the CD again. Pause when you hear the first correct answer (*an only child*), and ask students to write it in the gap. Check their answers.
- Play the rest of the recording in its entirety and ask students to listen and work independently to fill in the rest of the answers.
- Check answers together with students. If necessary, play the recording again for students to check incorrect answers.



- | | |
|----------------------|----------------|
| 1 an only child | 4 fish |
| 2 a TV | 5 grandparents |
| 3 great-grandparents | 6 best friend |



CD Track 1

3

- Ask students to form pairs and ask and answer the questions from the exercise. When one of the students has asked all the questions, they should swap roles.
- Encourage students to think of other questions to ask and answer each other, eg *Have you got a computer at home? Do you use the computer to talk to people? Have you got any grandparents? Do they live with you? Do you see them often?*

Cool down!

Aim: to personalise what the students have listened to

- Ask students to say how their lives are similar or different to Paula's, Seb's or Sienna's, eg *Paula is an only child, but I've got two brothers.*



HOMEWORK!

Assign exercises 1 and 2 on pages 7 and 8 of the Workbook.



Speaking

Aim: to provide practice in talking about yourself and describing other people

Warm up!

Aim: to introduce students to basic phrases we use to talk about ourselves and others

- Choose a student and ask the other students to describe that student's hair, eg *Mike's got short hair.* or *Paul's got very short hair.* Choose another student whose hair is different and ask the other students to describe that student's hair, eg *Maria's got very long hair.*

- Encourage students to use *has/has got* in their answers (or *have/have got* if you ask students to describe two students at the same time).

1

- Ask students to look at the pictures and match each word or phrase with the pictures. Remind students that all of the pictures match with more than one word or phrase.
- When they have finished, check the answers orally, and/or write them on the board.

1 d	3 a	5 c	7 a
2 b	4 c	6 b	8 d

2

- Ask students to complete the profile using their own information.
- You may wish to encourage them to add any additional information that they think is interesting.

3

- Go through the *Phrase Bank!* with students before you ask students to do exercise 3.
- Point out that we use these words and phrases to talk about ourselves.
- You may also wish to refer students to the *Speaking database* on page 143.
- Ask students to use their notes from exercise 2 and the phrases in the *Phrase Bank!* to tell the class about themselves.

Cool down!

Aim: to give students additional practice talking about themselves and others

- Ask a student to choose a friend, a family member or another student in class and talk about what is similar, eg *I'm very tall and my friend Jim is tall too.* and what is different, eg *I've got two sisters, but my friend Helen is an only child.*



SoundSpot

Aim: to give practice in pronouncing the final *s*

1

- Check that students know the word *sound*.
- Ask students to look at the seven words and guess how we say the *s* at the end of each of the words.
- Encourage them to say the words aloud, but don't correct their pronunciation or answers at this stage.
- Play the recording and then check students' answers.
- Point out that sometimes we pronounce the *s* at the end of a word like a 'z'.
- You may wish to ask students if they can think of other words (eg *laptops, talks*) with the same *s* sound as *aunts* and *pets*.



	like 's'	like 'z'
1 aunts	✓	
2 brothers		✓
3 cousins		✓
4 friends		✓
5 pets	✓	
6 sisters		✓
7 uncles		✓



CD Track 2

2

- Ask students to look at the sentences and say each of them aloud, but don't correct their pronunciation.
- Play the recording and ask students if they pronounced the sentences correctly or if they need to practise again.



CD Track 3

Additional Task

- Ask students to practise with some other words, such as cats, dogs, things, rooms, bicycles, rabbits, etc.
- Encourage students to work out individually or in pairs which words have a final *s* that does not sound like a 'z' (the ones that end in *ts*).

Grammar 2



Possessives

Aim: to facilitate students' understanding of the function and use of possessives

Warm up!

Aim: to talk about things that belong to people (possessives)

- Write on the board:

ON THE BOARD

I've got a pen. It's pen. It's

You've got a book. It's book. It's

- Ask students to look at the sentences on the board. Say the first sentence in the first line aloud, *I've got a pen.* Then ask students if they can complete the second and third sentences on the first line.
- Continue to the second line and ask students to say the second and third sentences. Then call on students to come up with their own sentences about themselves and their classmates, eg *I've got a schoolbag. It's my schoolbag. It's mine. You've got a rubber. It's your rubber. It's yours.*
- You may wish to make this a game where if a student gets it right, they can choose another student to come up with the next sentences.

Grammar presentation 2

- Go through the grammar presentation with students. Check they understand when we use possessives (to show that something belongs to someone).
- Explain to students that there is more information in *Grammar database 2* on page 146 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 146.
- Check answers orally and ask students to justify their answers, eg *1 That's my desk.* because we use possessive adjectives before nouns.



Quick check

Circle these correct answers:

- 1 my
- 2 its
- 3 John's
- 4 hers
- 5 girls'

1

- Ask students to read the sentences and, using the word in bold, complete each gap with the correct possessive.
- When students have finished, check the answers together orally.



- | | | |
|---------|-------|-------|
| 1 your | 3 our | 5 my |
| 2 their | 4 his | 6 her |

2

- Ask students to complete the exercise by putting the words of each sentence in order and using 's or s' where appropriate.
- Check answers by asking students to write them on the board.



- 2 My sister's pet rabbit hasn't got a name.
- 3 Other people's families are interesting.
- 4 Theo's mum hasn't got brothers or sisters.
- 5 Has Imogen's family got a large house?
- 6 My brothers' room is next to mine.

3

- Ask students to complete the exercise by replacing the word in bold with the correct word.
- When students have finished, play the recording to check the answers together.
- Assign students to read out the dialogue. Time permitting, repeat with as many students as possible.



- | | | |
|--------|-----------|--------|
| 1 mine | 5 hers | 8 my |
| 2 my | 6 David's | 9 his |
| 3 his | 7 yours | 10 our |
| 4 mine | | |

CD Track 4

Cool down!

Aim: to review the functions and usage of possessives

- Ask students to look around the classroom and say which items belong to whom, eg *That bag is Lydia's bag. It's her bag. It's hers.* or *That desk is the teacher's desk. It's your desk. It's yours.* or *That board is our board. It's ours.*
- Encourage students to use both possessive adjectives, the possessive form of nouns, and possessive pronouns to talk about as many things in the classroom as they can.



HOMEWORK!

Assign exercises 1–4 on pages 8 and 9 of the Workbook.



Writing

Aim: to develop the skills necessary to produce a personal profile

Warm up!

Aim: to further develop students' understanding of personal profiles

- Ask students if they have ever read a profile about a person in a magazine or on a website such as Facebook.
- Ask students what personal information they read about these people, eg their age, where they live, where they are from, what they like and don't like.
- Accept all suggestions at this point, but allow students to disagree with each other if they want to.

1

- Ask students to read the profile silently and individually, and then to answer the questions, deciding if the statements are true (T) or false (F).
- Check answers together when students have finished.



- | | | | |
|-----|-----|-----|-----|
| 1 F | 2 F | 3 F | 4 T |
|-----|-----|-----|-----|

2

- Explain the meaning of the phrase 'in common' if students are not familiar with it (having shared interests/characteristics/etc).
- Ask students to write what they have in common with Zara.
- Go round the classroom to assist students where necessary.
- Call on students to tell the class what they have in common with Zara.

3

- Ask students to read the personal profile again and match each paragraph with a statement.
- Check answers together when students have finished.



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



Language Lab

Aim: to focus on key language skills required to achieve this kind of writing task

- Ask students to read the statements aloud.
- Check their understanding of terminology such as 'short forms', 'exclamation marks', etc before they attempt the task.
- You may wish students to find and underline the examples individually, or to work together as a class.



- 1 I'm Zara and I'm 13 years old. / I'm quite tall. I've got ... And I've got / That's what / I've got a large family. I've got ... and we're very close. / We don't have many cousins / we've got our own friends / but it's a large room so that's OK. I've got a desk / it's got / I've got / I've also got lots of photos / It's full of excitement and magic!
- 2 I'm Zara
- 3 That's what my friends say, anyway! / Over the desk I've got pictures of my favourite bands and film stars! I've also got lots of photos of me and my sisters! / My favourite film star is Jennifer Aniston because her films are always very funny! / It's full of excitement and magic!
- 4 See paragraph breaks in text.

Cool down!

Aim: to personalise what the students have just read

- Ask students if they would like to meet Zara.
- Encourage them to give reasons why they would or wouldn't like to.
- Ask them what other things they would like to know about Zara. Encourage them to think of questions they would ask her, eg *Where are you from? Do you like school? What do you like about school? What don't you like about it? What other film stars do you like?* etc.



HOMEWORK!

Assign exercise 1 on page 9 of the Workbook.



Plan your project!

Aim: to guide students through the writing process

1

- Explain to students that they are going to write a personal profile similar to Zara's.
- Ask students to write two sentences about themselves in order to introduce themselves and describe what they look like.

2

- Explain to students that they are going to make a list of some of their favourite things.
- Ask students to make short notes about why they like these things.
- Go round the classroom to assist students where necessary.

3

- Explain to students that they are going to complete the *Planner*.
- Point to the first column and explain that these are the different parts of the profile.
- Point to the second column and explain that this is useful information about each part.
- Ask the students to complete the notes in the third column with information about themselves.
- Encourage them to use their imagination.
- Check their planners before moving on to exercise 4.

4

- You may wish to assign this for homework or, if there's time, for the students to do this in class.
- Explain to students that they are going to use their notes from the *Planner* in exercise 3 to write their profile.
- Explain to them that using their notes is important for making a detailed plan before they start writing.
- Allow them to look back at Zara's personal profile if they're not sure what to do. At this stage, the most important thing is that the students create a successful piece of writing.
- You may also wish them to consult the *Writing database* on page 133, which has a further model to study.
- You may wish to encourage stronger students to take risks with their writing, but it's probably best if weaker students follow the model completely.
- Encourage the students to add photos or drawings to their profile to make it look more authentic.
- You may wish to comment on the students' writing before they produce a final version.

Additional Tasks and Tests

- Student's CD-ROM: Unit 1
- Teacher's DVD-ROM: Unit 1 Test
- Teacher's DVD-ROM Test Generator: Unit 1

2

On the Farm!

Target language

Reading skills:	reading for gist / specific information (matching headings to paragraphs, comprehension questions)
Vocabulary:	topic vocabulary (farm life), general basic vocabulary (time)
Grammar:	present simple, adverbs of frequency
Listening skills:	listening for gist / specific information (multiple matching, multiple choice)
Speaking skills:	talking about daily activities
Pronunciation skills:	tongue twister with <i>s</i> and <i>sh</i>
Writing skills:	informal email (1)

Get ready!

Aim: to learn the names of young animals

- Ask students if they have pets at home. Can they see an animal that looks like their pet in the pictures?
- Select a student to read the animal names.
- Explain these are the names for the young of each animal.
- Give students a short time to match the names to the pictures.
- You may wish to refer students to the *Vocabulary database* on page 139.
- Review answers orally.

1 d	3 b	5 g	7 e
2 c	4 a	6 f	

Reading

Aim: to give practice in reading for gist and specific information about farm life

Warm up!

Aim: to familiarise students with names for animals and their young

- Ask students to tell the class what their favourite farm animal is and why, eg *I like ducks because they walk funny. I like dogs because they are our friends.*
- Ask the class to say what we call the animal's baby, eg *dog/puppy, cow/calf, duck/duckling, etc.*

1

- Pick a volunteer to read the first paragraph of the advert aloud.
- Ask students to say what might be a good heading for the first paragraph. Explain that a heading gives the gist of a paragraph in just a few words.
- Pick volunteers to read each of the remaining paragraphs aloud.
- Give students a short time to match each paragraph with the headings.
- Review answers orally.



1 b	3 d	5 e
2 f	4 a	6 c

2

- Ask students to think about the different people and animals mentioned in the advert. Who did they learn about by name? Which others were mentioned?
- Ask students to read the advert again, to themselves this time.
- Give them a short time to complete the table.
- Check answers orally and/or by writing them on the board.



Types of animal	Types of people	Names of people and animals
cat	the public	Mr and Mrs Collins
dog	farm worker(s)	Sally (the sheepdog)
hamster	parent(s)	Ned (the old donkey)
farm animal(s)	child(ren)	
cow(s)	teacher(s)	
chicken(s)	student(s)	
horse(s)	young child(ren)	
sheep	older child(ren)	
sheepdog	visitor(s)	
duck(s)		
goat(s)		
baby animal(s)		
chick(s)		
duckling(s)		
calf (calves)		
pony (ponies)		
lamb		
puppy (puppies)		
kitten(s)		
donkey		

3

- Give students a short time to answer the questions using a word or short phrase.
- Invite them to refer back to the advert if necessary.
- Review answers orally.



- 1 in a town or a city (Do you live in a town or a city? These days, most people do.)
- 2 seven/7 (it's open to the public seven days a week,...)
- 3 5.30am (Farm life starts early (at 5.30am!))
- 4 six/6 o'clock / 6am (People start arriving at six o'clock.)
- 5 seven/7 in the evening / seven/7 o'clock / 7pm (...and leave at seven in the evening.)
- 6 (a lovely) lunch (We have a lovely lunch at one o'clock,...)
- 7 tea and cake (...and tea and cake in the afternoon.)
- 8 on the duckpond (Young children love feeding the ducks on the duckpond.)

4

- Share an example of something you'd like to do at *Amberton Farm*, eg *I'd like to brush the horses.*
- Check that students understand how and when to use the structure *would like to do...*
- Ask students to think of what they'd like to do; give them a short time to write their answer.
- Invite students to read their sentences aloud.

Cool down!

Aim: to give practice naming animal types and animal names

- Write the following sentence on the board:

ON THE BOARD

I have a pet pig. Her name is Pickles.

- Ask students to use their imagination and think of a creative name for an unusual pet; refer to the example on the board.
- Invite them to have fun naming their own unusual pet by completing the sentence: *I have a pet _____.*
His/Her name is _____.



Wordpower!

Aim: to develop students' topic vocabulary

- Tell students that all the answers appear in the advert they have read.
- Ask students to try to fill in the gaps without referring back to the text, but explain they can if necessary.
- You may wish to refer students to the *Vocabulary database* on page 139.
- Remind students they should write only one letter in each gap, and the first letter has been given to help them.
- Check answers orally and/or by writing them on the board.



- | | | |
|-----------|---------|----------|
| 1 welcome | 4 move | 7 touch |
| 2 feed | 5 plant | 8 stroke |
| 3 collect | 6 pick | |

Additional Task

- Mime an animal and ask *What am I?*
- Ask students to shout out what animal they think you are, eg *You're a duck!, You're a duckling!*
- You may wish to make this a game where if a student gets it right, they can mime an animal for everyone else.



HOMEWORK!

Assign exercises 1–3 on pages 10 and 11 of the Workbook.

Grammar 1



Present simple

Aim: to facilitate students' understanding of the functions and usage of the present simple

Warm up!

Aim: to consider events that always happen at the same time

- Ask students to think about things they always do at certain times of the day, week or year.
- Ask them to take turns telling the class what they always do at certain times of the day, week or year.

- Examples: *I have a birthday party every year. I play football at the weekends. I walk to school every morning. I eat lunch at 12 o'clock.* etc.

Grammar presentation 1

- Go through the grammar presentation with students. Check they understand when we use the present simple (to talk about situations that always or never happen, or happen generally, every day, regularly, usually, often or sometimes).
- Explain to students that there is more information on the present simple in *Grammar database 3* on page 146 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 146.
- Check answers orally and ask students to justify their answers, eg *1 She loves* because with *he/she/it* the verb takes an *-s* or *-es*.



Quick check

Circle these correct answers:

- 1 loves
- 2 Do you go
- 3 don't feed
- 4 Yes, I do.
- 5 teaches

1

- Give the students a short time to circle the correct word or phrase to complete each sentence.
- Review answers orally.



- | | | |
|-----------|--------|---------|
| 1 wake up | 3 live | 5 like |
| 2 eats | 4 go | 6 wants |

2

- Review the correct way to form a negative with the verb *do*, ie *don't/doesn't*.
- Go over the first sentence together.
- Give students a short time to make the rest of the sentences negative.
- Go round the class helping students where necessary.
- Check answers orally and/or by writing them on the board.



- 2 This dog doesn't eat chocolate!
- 3 The ducks don't live on the duckpond.
- 4 We don't go to the farm every Saturday.
- 5 I don't like Ned the donkey.
- 6 She doesn't want to live on a farm.

3

- Review the correct way to form a question from a statement, ie placing *Do/Does* at the beginning of the sentence and removing the *-s* or *-es* from the verb.
- Go over the first sentence together.

- Give students a short time to write the rest of the questions.
- Go round the class helping students where necessary.
- Check answers orally and/or by writing them on the board.



- 2 Does this dog eat chocolate?
- 3 Do the ducks live on the duckpond?
- 4 Do we/you go to the farm every Saturday?
- 5 Do I/you like Ned the donkey?
- 6 Does she want to live on a farm?

4

- Students should be able to complete this exercise on their own.
- Give them a short time to put the verbs into the correct form.
- Assign students to read out the paragraphs when they have finished.



- | | | |
|----------------|---------|----------------|
| 1 works | 6 does | 10 teaches |
| 2 loves | 7 feeds | 11 visit |
| 3 gets up | 8 makes | 12 don't stay |
| 4 goes | 9 cooks | 13 Do you want |
| 5 doesn't come | | |

Cool down!

Aim: to give extra practice in using the present simple

- Write the following phrases on the board:

ON THE BOARD

*make breakfast go to school go to work
stay at home*

- Ask students to tell the class who in their family does each of the activities on the board.
- Ask them in pairs to take turns telling each other the answers.



HOMEWORK!

Assign exercises 1–4 on pages 11 and 12 of the Workbook.



Wordpower!

Aim: to develop students' topic vocabulary

1

- Ask students if they know what time the school day begins and ends. If there is a clock in the room, ask them to say what time it is now.
- Check they use correct vocabulary to say the times.
- Remind students there are different ways to say what time it is, eg *five forty-five* is the same as *quarter to six*.
- Give them a short time to label the clocks.
- You may wish to refer students to the *Vocabulary database* on page 139.

- Review answers orally.

KEY

1 a second	5 half past three
2 a minute	6 three o'clock
3 an hour	7 quarter to three
4 a watch	

2

- Explain to students that the words in bold are in the wrong sentences.
- Give students time to write the correct words on the lines.
- Assign a student to read out the paragraph when they have finished.

KEY

1 watch	4 seconds	7 quarter
2 o'clock	5 half	8 to
3 minutes	6 past	9 hour

HOMEWORK!

Assign exercises 1 and 2 on page 13 of the Workbook.

Listening

Aim: to give practice in listening for gist and specific information

Warm up!

Aim: to introduce the topic of time and schedules

- Write the following phrases on the board:

ON THE BOARD

many times a day once a day
once a week once a year

- Divide students into four groups.
- Assign one category from the board to each group.
- Give students a short time to come up with a list of activities they do *many times a day, once a day, once a week or once a year* (depending on their group's category).
- Ask them to choose one person from each group to note down their answers.
- When they have finished, ask the group's note-taker to share the answers by reading the list aloud.

1

- Explain to students they will be listening to five people talking about *Amberton Farm*.
- Ask students to predict what the speakers might talk about based on the advert they read on page 15, eg *What types of animals might they talk about? What types of farm chores might they describe?*
- Ask students to listen for clues about what times of day the chores are performed.
- Ask students to choose the correct answers as they listen.

- Play the CD track once all the way through. Repeat if necessary.
- Review answers orally.

KEY

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

CD Track 5

2

- Explain to students they will listen to the recording again.
- Ask students to choose the correct answers as they listen.
- Play the CD track once all the way through. Repeat if necessary.
- Review answers orally.

KEY

1 B (...at about five o'clock...)
2 A (...I usually get up at quarter to five!)
3 C (...we usually work seven days a week,...)
4 C (...but I can only go to the farm once a month...)
5 B (I think it's a wonderful place!)

CD Track 5

3

- Ask students to talk about themselves by answering the questions about farm life.
- You may wish to have students share their answers with the class, or you may want to divide them into pairs and share their answers with a partner.
- Go round the class helping students where necessary.

Cool down!

Aim: to encourage students to relate the listening recording to their own experience

- Ask students to say how their lives are similar or different to a farmer's, eg *A farmer gets up early every morning, but I don't get up early every morning. A farmer feeds the chickens, but I feed my puppy.* etc.

HOMEWORK!

Assign exercises 1 and 2 on page 13 of the Workbook.

Speaking

Aim: to give practice in talking about daily activities

Warm up!

Aim: to introduce the topic of daily schedules

- Say to students *We are going to play Timeline.*
- Ask them to note down on a piece of paper their favourite time of day and the activity they do at that time, eg *3:30 - I go to football practice.*

- When they have finished writing, ask them to stand and hold their piece of paper in front of them so everyone can see.
- Give them a short time to arrange themselves one by one to the front of the class in a *Timeline*, positioning themselves in the correct chronological order.
- Don't worry if there are duplicate times; let those students stand together.

1

- Ask students to form pairs and select a role (Student A or Student B) for a small role-play exercise.
- Give them a short time to read through and say the dialogue.

2

- While still in pairs, students should quietly read through the list and fill in their own answers in the first column.
- You may wish to encourage them to add one additional question which is not on the list.

3

- Explain that the student pairs should interview each other to complete the second column.
- Explain to them that they may use the dialogue from exercise 1 as a reference.
- If they added the additional question in column 1, encourage them to ask that question too in order to complete the exercise.
- Go round the class helping students where necessary.

4

- Go through the *Phrase Bank!* with students before asking them to do exercise 4.
- Point out that we use these words and phrases to talk about time.
- You may wish to refer students to the *Speaking database* on page 143.
- Call upon each pair of students to stand and present their answers to the class.
- Ask each student in the pair to tell the class about his/her friend, using their notes from the second column.

Cool down!

Aim: to give students additional practice in talking about daily activities

- Explain to students that this time they will present their own answers from the first column to the class.
- Call upon students to stand and tell the class what their daily activities are.



SoundSpot

Aim: to give practice in saying phrases with multiple similar sounds

1

- Explain that a sentence or phrase with many similar sounds that make it difficult to pronounce is called a 'tongue twister'.
- Ask students to say the sentence in exercise 1 very slowly.

2

- Ask students to listen closely to the recording and repeat the sentence.
- Play the CD track once all the way through. Repeat if necessary.



3

- Explain that tongue twisters can be fun when you try to say them fast.
- Ask students to say the sentence in exercise 1 as fast as they can.
- Tell them to have fun with it and not worry when their tongues become twisted. That's what makes it fun!

Additional Task

- Write the following sentence on the board:

ON THE BOARD

I'm sure she sells sea shells.

- Say to students *We're going to have more fun with tongue twisters.*
- Read – or ask a brave volunteer to read – the tongue twister on the board.
- Get students to take turns repeating it as quickly as possible.

Grammar 2



Adverbs of frequency

Aim: to introduce the use of adverbs to describe frequency

Warm up!

Aim: to consider events that occur often, sometimes or never

- Ask students *How often do you clean your room?* and write the following words on the board:

ON THE BOARD

often sometimes never

- Ask students to think about their chores and activities.
- Ask them to use one of the words on the board in a sentence that answers the question *How often do you clean your room?* eg *I sometimes clean my room.*
- Ask them to take turns telling what other chores or activities they do *often*, *sometimes* or *never*.

Grammar presentation 2

- Go through the grammar presentation with students.
- Explain that we use adverbs of frequency – *never, sometimes, often, usually, always* – to show how frequently something happens.
- Refer students to the information on adverbs of frequency in *Grammar database 4* on page 146 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 147.
- Check answers orally and ask students to justify their answers, eg *I is often tired*. because adverbs of frequency usually go after the verb *be*.



Quick check

Circle these correct answers:

- 1 is often tired
- 2 Are they usually
- 3 never go to the cinema
- 4 Do you often
- 5 I have a haircut every week.

1

- Remind students that certain phrases – *every hour/day/week/year*, etc – go at the end of a sentence.
- Give students a short time to rewrite each sentence so the word or phrase in bold is in the correct place.
- Check answers orally and/or by writing them on the board.



- 2 Our cat is always ill.
- 3 My dog usually eats three meals a day.
- 4 My mum often rides horses.
- 5 Do you sometimes go to the farm?
- 6 I never get up at five o'clock in the morning.
- 7 That duck never flies.
- 8 Ned has an apple every day.

2

- Review the chart with students and make sure they understand how to use the key.
- Give them a short time to write sentences using the information from the chart.
- Check answers orally and/or by writing them on the board.



- 2 Ned eats apples every day.
- 3 Clever never plays with the visitors.
- 4 Hamish usually makes funny noises.
- 5 Sally sometimes eats apples.
- 6 Clever often makes funny noises.
- 7 Milk is never happy.
- 8 Hamish plays with the visitors every day.
- 9 Ned is always happy.

3

- Put students into pairs and have them ask and answer the questions.
- Go round the class helping students where necessary. Ask students to tell you something about themselves that is the same or different from their interview partner.

Cool down!

Aim: to give further practice using adverbs of frequency

- Make up statements about farm animals using adverbs of frequency, and ask students to guess what animal you are.
- Examples: *I give milk every day.* (You are a cow.) *I often lay eggs.* (You are a chicken.) *I often swim in a pond.* (You are a duck.) *I usually eat carrots.* (You are a rabbit.)
- Note that there may be more than one correct answer for each.



HOMEWORK!

Assign exercises 1–4 on pages 14 and 25 of the Workbook.



Writing

Aim: to develop the skills necessary to write an informal email

Warm up!

Aim: to familiarise students with the concept of informal emails

- Write the following words on the board:

ON THE BOARD

who why what

- Ask students to tell you who they would write an email to. (Any answer is acceptable.)
- Ask why they might choose an email to communicate (instead of making a phone call, sending a letter, or talking in person).
- Ask what type of content they would include in the email.

1

- Explain that an email has different parts: *address, subject, greeting, message, signing off, sender*.
- Read the email together (in the order it is shown) and point out some of the different parts.
- Give students a short time to put the parts into the correct order.
- Review answers orally.

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

2

- Ask students to read the email again and complete the sentences.
- Review the answers together orally.

1 C	2 A
-----	-----



Language Lab

Aim: to focus on key language found in an informal email

- Ask students to read the statements aloud.
- Check their understanding of words such as ‘surnames’.
- Ask students to find and underline the examples individually, or to work together as a class.

<p>1 Hi, <u>Mark!</u> <u>Paul</u></p> <p>2</p> <p>Every day we <u>get up</u> at half past five and <u>help</u> the farmer milk the cows. Then we <u>feed</u> the other animals. There are lots of animals here – cows, horses, sheep, donkeys, goats, chickens, ducks, dogs, cats!</p> <p>We <u>have</u> lunch at one o’clock. Then, in the afternoon, we <u>play</u> with the animals or sometimes <u>ride</u> horses.</p> <p>After we <u>feed</u> the animals, we <u>have</u> breakfast. That’s at eight o’clock. Then we <u>do</u> jobs on the farm. I often <u>collect</u> the chickens’ eggs and <u>brush</u> the horses. In the evening, I’<u>m</u> usually tired so I <u>go</u> to bed early – at about nine o’clock!</p> <p>3</p> <p>We get up at half past five <u>every day</u> or <u>sometimes</u> ride horses. I <u>often</u> collect the chickens’ eggs ... In the evening, I’<u>m</u> <u>usually</u> tired ...</p> <p>4</p> <p>We get up at half past five every day and help the farmer milk the cows. <u>Then</u> we feed the other animals. We have lunch at one o’clock. <u>Then</u>, in the afternoon, ... <u>After</u> we feed the animals, we have breakfast. That’s at eight o’clock. <u>Then</u> we do jobs on the farm.</p>

Cool down!

Aim: to personalise what the students have just read

- Ask students if they have ever received an email from a friend or family member.
- Encourage discussion about the kinds of messages the emails contained.



HOMEWORK!

Assign exercises 1 and 2 on page 15 of the Workbook.



Plan your project!

Aim: to guide students through the process of writing an informal email

1

- Explain to students that they’re going to write an informal email similar to Paul’s.
- Ask them to imagine they are on holiday on a farm.
- Give them a short time to answer the questions, using their imagination to make up the information.
- Explain they will use this information to create the content for their email.

2

- Explain to students that they are going to complete the *Planner*.
- Point to the first column and explain that these are the different parts of an email.
- Point to the second column and explain that this is useful information about each part.
- Ask the students to write as much information as they can (in note form) in the third column.
- Encourage them to use their imagination and the information they noted down in exercise 1.
- Check their planners before moving on to exercise 3.

3

- You may wish to assign this for homework or, if there’s time, have the students do it in class.
- Explain to students that they’re going to use their notes from the *Planner* in exercise 2 to write their email.
- Explain to them that using their notes is not cheating and that it’s important to make a detailed plan before you start writing.
- Invite them to look back at Paul’s email to help guide them through the task. At this stage, the most important thing is that the students create a successful piece of writing.
- You may also wish them to consult the *Writing database* on page 134, which has a further model to study.
- You may wish to encourage stronger students to take risks with their writing, but it’s probably best if weaker students follow the model completely.
- Encourage the students to add command buttons (write, reply, send) and an email address to their email to make it look more authentic.
- You may wish to comment on the students’ writing before they produce a final version.

Additional Tasks and Tests

- Page 156: Units 1–2 Song
- Student’s CD-ROM: Unit 2
- Teacher’s DVD-ROM: Unit 2 Test
- Teacher’s DVD-ROM Test Generator: Unit 2

Units 1-2 Revision

You may wish to use this section in any of the following ways with your class.



As a test

- Advise students a few days in advance that they should review the language from Units 1 and 2.
- Before beginning, go through the instructions for each exercise, making sure students understand what is required of them.
- Give students approximately 30 minutes to complete the exercises in test conditions.
- Collect students' books and mark the tests yourself, handing them back the following lesson. Alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 47 and the following should be taken as a rough guide to students' performance:



43 and over: Brilliant!
 38 to 42: Very good!
 34 to 37: Good!
 25 to 33: Could be better ...
 24 or under: Should be better ...



As homework

- Assign all of the exercises after Units 1 and 2 have been completed.
- Go through the instructions for each exercise as you assign them, making sure students understand what is required of them.
- You may want to ask students to complete this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.



As classwork

- You may wish to use exercises from this section as supplementary material if you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs, and assign them either as pair work or to be done alone.

1



1 great-grandmother	4 cousin
2 uncle	5 nephew
3 niece	6 great-grandfather

2



1 lambs	4 ducklings	7 stroking
2 puppy	5 kitten	8 chicks
3 collects	6 feed	

3



1 half past	3 quarter to	5 seconds
2 minutes	4 o'clock	6 hours

4



1 am	4 have got	6 have
2 in	5 only	7 best
3 long		

5



1 are	5 collects	8 have got
2 get up	6 feed	9 don't have
3 wakes	7 Do, have	10 come
4 are		

6



1 B	2 A	3 C	4 B
-----	-----	-----	-----

7



1 I'm sorry. I thought this book was ~~my~~, but it's not. **mine**
 2 Do you know ~~David's~~ phone number? **David's**
 3 The ~~girls~~ bedroom is really untidy! **girls'**
 4 I've got my homework. Have you got ~~you?~~ **yours**
 5 Oh, no! I've got ~~mine~~ brother's schoolbag instead of mine! **my**
 6 Jen and Jack have got a CD for ~~they~~ dad birthday. **their dad's**

3

Going Shopping!

Target language

Reading skills:	reading for gist / specific information (multiple matching, T/F)
Vocabulary:	topic vocabulary (shopping), general basic vocabulary (size and shape)
Grammar:	present continuous, pronouns
Listening skills:	listening for gist / specific information (multiple choice – pictures, sentence completion)
Speaking skills:	talking about what people are doing at the moment
Pronunciation skills:	pronunciation of similar sounding words
Writing skills:	description of a picture of people

Get ready!

Aim: to learn and use phrases to talk about shopping

- Ask students to look at the pictures and say what these items are, eg toy cars, a book, meat, clothes, flowers, CDs, shoes, fruit and vegetables.
- Ask students to say which of these things they often buy, eg *I often buy clothes and CDs*. Then ask students to say which of these things they never buy, eg *I never buy meat or flowers*.
- Give students a short time to match each word or phrase with a picture.
- You may wish to refer students to the *Vocabulary database* on page 139.
- Check answers orally or write the numbers of the pictures on the board along with the correct word or phrase.

1 toy shop	5 florist's
2 bookshop	6 music shop
3 butcher's	7 shoe shop
4 clothes shop	8 grocer's

Reading

Aim: to give practice in reading for gist and specific information

Warm up!

Aim: to give further practice in talking about shopping

- Write the following words on the board:

ON THE BOARD

PERSON	WHAT THEY LIKE
<i>mum</i>	<i>books</i>
<i>dad</i>	<i>music</i>
<i>brother</i>	<i>toys</i>
<i>friend</i>	<i>clothes</i>

- Using the first person in the list as an example, make one or two sentences to talk about what that person likes and where they buy those items from, eg *My mum likes books. She buys books at the bookshop.*
- Ask a student to make sentences using the second person. If that student gets it right, they can ask another student to make sentences with the third person.
- If time permits, you can come up with more people and things to buy, or ask students to come up with more examples using the items from the *Get ready!* task or any other items they can think of.

1

- Ask students to silently and individually read the dialogue. Encourage them to ignore all unknown vocabulary at this stage.
- Ask students some very general and simple questions about the text, eg *What kind of text is it?* (a dialogue), *Who are the speakers?* (Grace and Lily), *What is the dialogue about?* (shopping)
- Give students a couple of minutes to do exercise 1.
- Review answers orally.

2

1 L	2 G	3 L	4 G
-----	-----	-----	-----

2

- Encourage students to do this task quickly but carefully (to help develop their scanning skills).

- Explain to students that they should decide whether each statement is true or false and circle 'T' or 'F' next to each statement.
- Encourage students to underline in the text where they find the answer.
- When they have finished, discuss the answers together. Encourage students to justify their answers by giving reasons.

KEY

- 1 F (I'm getting some good ideas for my dad's birthday next week.)
- 2 T (The shopping centre's busy, isn't it?)
- 3 F (Everything is so expensive, though, and I don't have a lot of money.)
- 4 F (The ones I have are fine, but they don't match my skirt for the party.)
- 5 F (I'm looking for some new socks...)
- 6 F (Grace: They're having a sale in that clothes shop! Let's go and see!
Lily: OK. But then *Chicken World!*)

3

- Use the questions in this task as an oral exercise with as many students as time permits.
- Alternatively, you can write the reasons students like or don't like shopping on the board in two columns.

Cool down!

Aim: to encourage students to talk about what they do when they go shopping

- Ask students to say what they do when they are in a shopping centre, eg *I like to look around, but I don't buy a lot of things.*
- Ask students to compare their shopping trips to Grace and Lily's. Encourage them to say what they do that's similar, eg *I get good ideas for birthdays like Lily does,* and different, eg *Grace likes shopping, but I don't.*



Wordpower!

Aim: to develop students' topic vocabulary

- Tell students that all the answers appear in the dialogue they have read.
- Ask students to try to complete the gaps without referring back to the text, but explain that they can if necessary.
- Remind students that they should only write one letter in each gap and that the first letter has been given to help them.
- Encourage them to be careful with their spelling.
- You may wish to refer students to the *Vocabulary database* on page 139.
- Check the answers orally by asking students to read out the sentences.

KEY

1 enjoy	4 expensive	7 lift
2 busy	5 cheap	8 escalator
3 Customers	6 Getting	



HOMEWORK!

Assign exercises 1–4 on pages 17 and 18 of the Workbook.

Grammar 1



Present continuous

Aim: to facilitate students' understanding of the functions and usage of the present continuous

Warm up!

Aim: to practise talking about things that are happening now or around now

- Write the following words on the board:

ON THE BOARD

WE ARE...

<i>sit</i>	<i>English</i>
<i>learn</i>	<i>grammar</i>
<i>look at</i>	<i>in class</i>
<i>talk about</i>	<i>our books</i>

- Ask students to match the verbs on the left with the words and phrases on the right, eg *Sit* goes with *in class*. Explain that some of the verbs can go with more than one of the words or phrases.
- Ask students to make sentences using the present continuous, eg *We are sitting in class. We are learning English. We are learning grammar. We are talking about English. We are looking at our books.* etc.

Grammar presentation 1

- Go through the grammar presentation with students. Check they understand when we use the present continuous (to talk about things happening now or around now).
- Explain to students that there is more information on the present continuous in *Grammar database 5* on page 147 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 147.
- Check answers orally and ask students to justify their answers, eg 1 *Tim's doing his homework.* because we form the present continuous with the correct form of the *be* verb and the *-ing* form of the main verb.



Quick check

Circle the following words and phrases:

- 1 Tim's doing
- 2 Yes, I am.
- 3 are you doing
- 4 Are
- 5 it's raining

1

- Explain to students that they will look at each of the sentences and tick the correct ones, underline the mistakes in the incorrect ones and write the correct word or words.
- Check answers orally and/or by writing them on the board.



- 1 ✓
- 2 Do you having fun, or shall we go home? (Are)
- 3 Jim not buying anything – he's only looking. (Jim is/Jim's)
- 4 Are the boys wait for us outside the shopping centre? (waiting)
- 5 My mum's is shopping and Dad's cooking dinner. (mum is/mum's)
- 6 People not are spending a lot of money on clothes these days. (are not/aren't)
- 7 ✓
- 8 Let's hurry up! The shop closing now. (shop is closing/shop's closing)

2

- Explain to students that all these sentences take the present continuous form of the verbs in bold.
- Ask students to write the appropriate negative and question forms of the present continuous where necessary.
- Check answers orally and/or by writing them on the board.



- 1 am having/'m having
- 2 are building/'re building
- 3 are not listening/'re not listening/aren't listening
- 4 Are you looking
- 5 is paying/'s paying
- 6 are wasting/'re wasting
- 7 am talking/'m talking
- 8 Is he getting

3

- Ask students to look at the picture and say what the boy is doing, eg *He's holding a phone. He's talking on the phone. He's listening to a friend. He's standing in a shop. He's wearing a shirt.* Then ask students to complete the text with the verbs given.
- When students have finished, check their answers together. Ask a student to read the text aloud.



- 1 am waiting/'m waiting
- 2 are standing/'re standing
- 3 am coming/'m coming
- 4 am taking/'m taking
- 5 am turning/'m turning
- 6 am walking/'m walking
- 7 am going/'m going
- 8 am turning/'m turning
- 9 Are, wearing
- 10 are waving/'re waving

Cool down!

Aim: to review the functions and usage of the present continuous

- Ask students to pretend it's 6pm and they're at home. Ask a student to say what they're doing right now, eg *I'm doing my homework. I'm watching TV. I'm eating a snack.* etc.
- Encourage them to make statements using the negative form, eg *I'm not playing computer games. I'm reading a book.* Alternatively, you can ask students to form pairs and ask and answer questions in the present continuous form while pretending it's 6pm, eg *Are you eating dinner now? No, I'm watching TV.* etc.



HOMEWORK!

Assign exercises 1–4 on pages 19 and 20 of the Workbook.



Wordpower!

Aim: to develop students' ability to recognise and use words describing size and shape

1

- Ask students to look at the words given and place them in the left column of the table if they describe shape and in the right column of the table if they describe size.
- Encourage students to make a guess if they're not sure.
- You may also wish to refer students to the *Vocabulary database* on page 139.
- Play the recording and check answers together with the students.



Words to describe shape	Words to describe size
circular	small
flat	little
narrow	tiny
rectangular	big
round	gigantic
square	huge
thick	large
thin	
triangular	
wide	



CD Track 7

Additional Task

- Go round the classroom and ask students to describe different objects in the room using the words from exercise 1, eg *This desk is big, wide and rectangular. This clock is small and round. This book is thick. This pencil is round and thin.* etc.

2

- Ask students to form pairs, look at the pictures and choose one of them to describe to their partner. Alternatively, they can describe any other object they can think of, eg *This is round and red. We eat it.* (a tomato or an apple) When the partner guesses the right object, they should swap roles.
- You can also play this as a game with all the students. Ask one student to describe an object, and when another student guesses correctly, that student can describe another object.



HOMEWORK!

Assign exercises 1 and 2 on page 20 of the Workbook.



Listening

Aim: to give practice in listening for gist and specific information

Warm up!

Aim: to practise listening to conversations

- Ask students to look at the pictures.
- Ask simple questions about the pictures and elicit responses, eg *What are the pictures in each of these groups?* (clothes, fruit and vegetables, books), *Where can people get these things?* (clothes shop, grocer's, book shop)

1

- Explain to students that they are going to listen to three conversations.
- Ask students to predict what the conversations might be about, eg *These people are shopping for these items.*
- Ask students to choose the correct answer, A, B or C, for each conversation.
- Play the CD track once all the way through. Repeat if necessary.



- 1 B (We're having a sale on T-shirts and jeans at the moment, so it's half price.
Customer: Oh. OK. Yes, this is perfect.)
- 2 A (We've got Italian tomatoes over here. ... Shall I put some in a bag for you?
Customer: Yes, please.)
- 3 B (*Sun at Night*. What's it about? ... Well, that's just the kind of book I like. ... I'll just take this book, then.)



CD Track 8

2

- Explain to students that they will listen to the recording again.
- Ask them to read through the sentences before they listen, and to predict the answers.

- Play the CD track again. Pause when you hear the first correct answer (*her birthday*), and ask students to complete the gap. Check their answers.
- Play the rest of the recording in its entirety and ask students to listen and work independently to complete the rest of the gaps.
- Check answers together with students. If necessary, play the recording again for students to check incorrect answers.



- 1 her birthday (It's her birthday next week...)
- 2 expensive (It's expensive, though.)
- 3 good (They cost more than the others, but they're very good.)
- 4 the supermarket (next door) (Try the supermarket next door.)
- 5 love story (It's a love story.)
- 6 two brothers (It's an exciting story about two brothers.)



CD Track 8

3

- Ask students to form pairs and ask and answer the questions from the exercise. When one of the students has asked all the questions, they should swap roles.
- Go round the class helping students where necessary.

Cool down!

Aim: to personalise what the students have listened to

- Ask students about the books in conversation 3. Ask them to talk about which ones they like or don't like and why, eg *I like The Second Man because I like stories about families. I don't like Sun at Night because I don't like love stories.* etc.



HOMEWORK!

Assign exercises 1 and 2 on page 20 of the Workbook.



Speaking

Aim: to provide practice in talking about what people are doing at the moment

Warm up!

Aim: to develop ideas for talking about what people are doing at the moment

- Go round the class. Ask students to think of people they know that are not in the classroom, eg *my mum, my dad, my friend Katie, my sister, my brother, my science teacher, my doctor, my neighbour*, etc. Write all the people on the board.
- Encourage students to come up with as many people as they can.

1

- Ask students to use different people on the board from the *Warm up!* exercise and say where they think each one is right now.
- When they have finished, check the answers orally, or write their answers on the board next to the appropriate people.

2

- Go through the *Phrase Bank!* with students before you ask students to do exercise 2.
- Put students into pairs, or allow them to choose their own partner.
- Explain that they're going to say what they think the people they chose for exercise 1 are doing right now.
- Ask one student in each pair to talk about each person from exercise 1.
- When that student has talked about each person, they should swap roles.
- You may also wish to refer students to the *Speaking database* on page 143.
- Go round the class helping students where necessary.

3

- With the students still in pairs, ask them to look at the clock and imagine it's that time of the day, and to repeat exercise 2 accordingly.
- You can make it a game by asking one student to choose the time of the day that the other student, or all the students, must talk about.

Cool down!

Aim: to give students additional practice with talking about what people are doing

- Invite students to name some famous people they know and write the names on the board.
- Ask students to talk about what they think the famous people are doing right now.

SoundSpot

Aim: to give practice in pronouncing similar sounding words

1

- Ask students to look at the four words and tick which two words sound the same.
- Encourage them to say the words aloud, but don't correct their pronunciation or answers at this stage.
- Play the recording and then check students' answers.
- Point out that many words in English sound the same but have different spellings.

 we're where ✓ were wear ✓

 CD Track 9

2

- Explain to students that they are going to listen to a recording of the two sentences in the book. Ask students to say each sentence aloud.
- Play the recording, and ask students to repeat the sentences as they hear them.
- Remind them to be careful of the pronunciations of *we're*, *wearing*, *where* and *were*.

 CD Track 10

Additional Task

- Write the following words on the board:

ON THE BOARD

<i>here</i>	<i>her</i>	<i>hear</i>
<i>two</i>	<i>too</i>	<i>toe</i>
<i>met</i>	<i>meat</i>	<i>meet</i>
<i>buy</i>	<i>bye</i>	<i>by</i>

- Ask students to look at the words and say which word from each group sounds different from the other two (*her*, *toe*, *met*). Note that in the last group of words, all the words sound the same. See if students can discover that they all sound the same without your help.

Grammar 2



Pronouns

Aim: to facilitate students' understanding of the functions and usage of pronouns

Warm up!

Aim: to consider the form of subject, object and reflexive pronouns

- Write on the board:

ON THE BOARD

<i>I</i>	_____	<i>myself</i>
_____	<i>you</i>	<i>yourself</i>
<i>he</i>	<i>him</i>	_____
<i>she</i>	_____	<i>herself</i>
<i>it</i>	<i>it</i>	_____
<i>we</i>	_____	<i>ourselves</i>
<i>they</i>	<i>them</i>	_____

- Ask students to look at the words on the board and decide which words are missing (*me*, *you*, *himself*, *her*, *itself*, *us*, *themselves*).

Grammar presentation 2

- Go through the grammar presentation with students. Check they understand when we use each of the pronouns in the presentation.

- Explain to students that there is more information in *Grammar database 6* on page 147 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 147.
- Check answers orally and ask students to justify their answers, eg *I Give it to her.* because we use the object pronoun when we're talking about who we're giving things to.

Key **Quick check**

Circle these correct answers:

- 1 her
- 2 itself
- 3 These
- 4 that
- 5 ourselves

1

- Ask students to read the sentences and choose the correct answer, A, B or C.
- When students have finished, check the answers together orally.

- Key**
- | | | |
|-----|-----|-----|
| 1 A | 3 A | 5 C |
| 2 A | 4 B | 6 A |

2

- Ask students to complete the exercise by using the pronoun in bold and changing it to the correct form to complete the gap.
- When students have finished, check the answers together orally.

- Key**
- | | | |
|------------|-----------|----------|
| 1 me | 4 himself | 7 that |
| 2 yourself | 5 her | 8 itself |
| 3 these | 6 herself | |

3

- Ask students to complete the dialogue by putting one word from the box in each gap.
- When students have finished, check the answers together.
- Assign students to read out the dialogue. Time permitting, repeat with as many students as possible.

- Key**
- | | | |
|------------|---------|----------|
| 1 me | 4 those | 6 myself |
| 2 I | 5 you | 7 this |
| 3 yourself | | |

Cool down!

Aim: to review the functions and use of pronouns

- Ask students to look at the picture and think of a sentence without using pronouns, eg *The shop owner is giving a paintbrush to the painter.* Then ask students to replace one or more of the nouns with a pronoun, eg

The shop owner is giving a paintbrush to him. He's giving it to him. etc.

- Alternatively, you can play a game where you give something to a student and the other students have to use pronouns to describe the action, eg *The teacher is giving the book to Clara. She's giving it to Clara. She's giving it to her.* etc.

HomeWORK!

Assign exercises 1–4 on pages 21 and 22 of the Workbook.

Writing

Aim: to develop the skills necessary to produce a description of a picture of people

Warm up!

Aim: to familiarise students with the concept of descriptions

- Ask students if they have looked in a magazine that advertises clothes and read a description of what someone is wearing.
- Ask students what kind of information should be in these descriptions.
- Accept all suggestions at this point, but allow students to disagree with each other if they want to.

1

- Ask students to look at the picture and describe a few things that are happening.
- Make notes on the board, or ask students to make notes on a piece of paper.
- With classes of weaker students, you may wish to initially do this as a whole class activity, with students calling out ideas and you writing them on the board, and then have individual students use the information on the board to describe different aspects of the picture.

2

- Ask students to read the description.
- Give them a short time to identify whether the statements are true (T) or false (F).
- Encourage them to underline in the text where they found their answers.
- Check answers together when students have finished.

- Key**
- 1 F (It's snowing outside ... I think it's a cold day.)
 - 2 F (I think she's angry because he's sneezing a lot.)
 - 3 T (I think he's trying to catch him and stop him.)
 - 4 F (The baby's wearing pink, so I think it's a girl.)

3

- Ask students to read the description again and match each paragraph with a statement.
- Remind students that one of the statements is used twice.

- Check answers together when students have finished.

K 1 c 2 b 3 b 4 a



Language Lab

Aim: to focus on key language skills required to achieve this kind of writing task

- Ask students to read the statements aloud.
- Check their understanding of words such as ‘opinion’ before they attempt the task.
- You may wish students to find and underline the examples individually, or to work together as a class.

K

- 1 It's snowing outside, and people are wearing winter clothes. ...two boys are throwing snowballs... They're having a lot of fun! Next to them, a man is sneezing. His wife is looking at him. ...he's sneezing a lot... ...a boy is riding a skateboard. A man is running after him. ...he's trying to catch him... The baby's wearing pink... She's throwing her toys on the floor. Everyone's going in and out of the shops. They're buying things... ...most people are enjoying themselves
- 2 I think it's a cold day. I think he's got a cold! I think she's angry... I think he's trying to catch him... ...I think it's a girl
- 3 Near the door... Next to them... In the middle of the shopping centre... In front of them
- 4 It looks very dangerous! It looks like...

Cool down!

Aim: to personalise what the students have just read

- Ask students to pretend they are at a place in their neighbourhood, eg a restaurant. Ask them to describe the scene.
- Encourage them to use the present continuous in their descriptions, eg *People are eating pizza and enjoying their food. People are talking and laughing. The waiter is bringing food to people's tables. etc.*



HOMEWORK!

Assign exercises 1 and 2 on page 22 of the Workbook.



Plan your project!

Aim: to guide students through the writing process

1

- Explain to students that they are going to write a description similar to the one in the writing section.
- Ask students to look at the picture and explain that the picture is similar to the one they saw in the writing section, but there are some differences.

- Ask the students to describe a few things that are happening in the photo. If you like, you can write their answers on the board or ask them to write them on a separate piece of paper.

2

- Ask students to read the questions and look at the picture again to find the answers.
- Check answers together when students have finished.

3

- Explain to students that they are going to complete the *Planner*.
- Point to the first column and explain that these are the different parts of the description.
- Point to the second column and explain that this is useful information about each part.
- Ask the students to complete the gaps in the third column using the picture and the information they found in exercise 2.
- Check their planners before moving on to exercise 4.

4

- You may wish to assign this for homework or, if there's time, for the students to do this in class.
- Explain to students that they are going to use their notes from the *Planner* in exercise 3 to write their description.
- Explain to them that using their notes is not cheating and that it is important to make a detailed plan before you start writing.
- Allow them to look back at the description in the writing section if they're not sure what to do. At this stage, the most important thing is that the students create a successful piece of writing.
- You may also wish them to consult the *Writing database* on page 134, which has a further model to study.
- You may wish to encourage stronger students to take risks with their writing, but it's probably best if weaker students follow the model completely.
- You may wish to comment on the students' writing before they produce a final version.

Additional Tasks and Tests

- Student's CD-ROM: Unit 3
- Teacher's DVD-ROM: Unit 3 Test
- Teacher's DVD-ROM Test Generator: Unit 3

4

Read All About It!

Target language

Reading skills:	reading for gist / specific information (T/F, match questions and answers)
Vocabulary:	topic vocabulary (media), ways of talking
Grammar:	question words, <i>too</i> and <i>very</i>
Listening skills:	listening for gist / specific information (multiple choice, sentence completion)
Speaking skills:	asking and answering questions (1)
Pronunciation skills:	pronunciation of question words
Writing skills:	interview (dialogue) (1)

Get ready!

Aim: to learn and use words for different types of writings and publications

- Ask students to look at the pictures and say what they are (newspaper, magazines).
- Explain that there are many types of publications where we find news and information; some are printed, some are online and some are both.
- Invite students to talk about where they like to find news and information.
- Give them a short time to tick the words they know and cross the ones they don't.
- You may wish to refer students to the *Vocabulary database* on page 139.
- Review all the words on the list together as a class.

Reading

Aim: to introduce the concept of a pupil website

Warm up!

Aim: to consider news topics that interest students

- Ask students to form two groups and ask *What topics would you like to see on a school website?*
- Ask each group to elect an 'editor'. Each editor will lead the discussion with his/her group and note down the group's ideas.
- Give the groups a short time to discuss which topics would make good pupil website content.
- Bring the two groups together to share their ideas.
- Talk about the similarities and differences between the two groups' ideas.

1

- Choose a few volunteers to read each section of the website aloud.
- Give students a short time to identify whether the statements are true (T) or false (F).
- Review the answers together orally. Encourage students to justify their answers.



- 1 T (Welcome to the new website for all pupils at Linton School!)
- 2 F (Three other pupils are helping me:...)
- 3 F (No teachers work on the site,...)
- 4 T (Reviews of school plays and concerts... ..we also have articles that we write,... Please email us your articles, short stories or poems.)
- 5 F (Click here for a special interview with Mr Jennings, the Head!)

2

- Explain to students that all the answers appear in the website they have read.
- Ask students to try to match each question with an answer without referring back to the text, but explain that they can if they need to.
- Check the answers together orally.



- 1 c (Three other pupils are helping me: Tony Warner, Tariq Sims and Paula Carter.)
- 2 e (No teachers work on the site,...)
- 3 a (Reviews of school plays and concerts are in the 'Interesting articles and reviews' section.)
- 4 b (But we need you to write for us too!)
- 5 f
- 6 d (How old are you? ... How many children do you have? ... Who is your favourite actor?, etc.)

3

- Ask students to look at the words in the box.
- If they need help understanding any of the words, encourage them to refer to the *Vocabulary database* on page 139.
- Ask them to complete each sentence with one word from the box.
- Encourage students to make a guess if they're not sure.
- Check the answers orally and/or write answers on the board.



1 website	6 sections
2 newspaper	7 Calendar
3 links	8 poem
4 welcome	9 interview
5 editor	

4

- Ask students *What parts of the pupil website are the same as your group's ideas?*
- Give them a short time to write down what they like about the website.
- Ask students to share their answers with the class.

Cool down!

Aim: to begin thinking like a website reporter

- Ask students to imagine they are website reporters.
- Invite them to think about which section of their pupil website they would like to write articles for, eg sports, play reviews, school news, etc.

Additional task

- Ask students to think of some words that rhyme (eg *book* and *look*).
- Write them on the board.
- Ask students to write a short poem using some or all of the words on the board.

Wordpower!

Aim: to develop students' topic vocabulary

- Tell students that all the answers are in the website content they have read.
- Ask students to try to complete the gaps without referring back to the text, but explain that they can if necessary.
- Remind students they should only write one letter in each gap and that the first letter has been given to help them.
- Remind them to be careful with their spelling.
- You may wish to refer students to the *Vocabulary database* on page 139.
- Check the answers together orally.



1 editor	4 opinion, view
2 reporter	5 programme
3 calendar	6 review

Additional Task

- Say to students *Let's play Web Whispers!*
- Select a player to begin the game by whispering something they read on a school website to the second player.
- The second player will whisper the message to the next player, and so on until everyone has heard/shared the message.
- The last player announces the message to the entire group, and the first student says whether it is the same message that started the game.
- Talk about how different – and amusing – a message can become after it's been passed around many times to different people.



HOMEWORK!

Assign exercises 1–4 on pages 23 and 24 of the Workbook.

Grammar 1



Question words

Aim: to facilitate students' understanding of the functions and usage of the words *who*, *where*, *what*, *which*, *when*, *why* and *how* to ask questions

Warm up!

Aim: to give practice using *who* and *what* to ask basic questions

- Tell students they are going to play a guessing game.
- Explain that they will take turns briefly describing a person or thing, and then ask either *What am I?* or *Who am I?*
- Start off by describing a student and then an object as examples, eg *I have long brown hair. I am wearing a red shirt. Who am I? (Maria) I have four legs. People sit on me. What am I? (a chair)*
- Point out that the word *who* is used to describe people, while the word *what* is used to describe things.

Grammar presentation 1

- Go through the grammar presentation with students.
- Review the uses of each question word and what types of questions are asked with each.
- Explain that we use question words to ask questions that do not have a *yes/no* answer.
- Explain we use the question form of the verb after question words.
- Explain that there is more information on question words in *Grammar database 7* on page 148 at the back of the book.
- Ask students to read through the information in the *Grammar database* on their own.

- Ask them if they have any questions.
- Assign students the Quick check task on page 148.
- Check answers together orally. Point out that item 4 is tricky because both options can work grammatically, but there is only one correct answer. The clue to the correct answer can be found by looking at the question's answer.



Quick check

Circle these correct answers:

- 1 What time do you
- 2 are you
- 3 Who is your favourite singer?
- 4 When
- 5 Why

1

- Remind students that question words let you know what type of question is being asked, eg *Who* refers to people, *What* refers to things, *When* refers to time, and so on.
- Encourage them to pay close attention to the question word at the beginning of each interview question as they complete the exercise.
- Give students a short time to match the questions with the correct answers.
- Review the answers together orally and ask students to justify their answers.



- | | | | | |
|-----|-----|-----|-----|------|
| 1 d | 3 b | 5 j | 7 g | 9 i |
| 2 h | 4 f | 6 a | 8 c | 10 e |

2

- Ask students to choose the correct question word to fill in each gap.
- When students have finished, check the answers together orally.



- | | | | | |
|-----|-----|-----|-----|------|
| 1 B | 3 B | 5 B | 7 C | 9 C |
| 2 A | 4 A | 6 C | 8 B | 10 B |

Cool down!

Aim: to personalise the exercise and give additional practice with question words

- Ask students by a show of hands to indicate whether they prefer to go to the cinema or to a live sporting event.
- Invite students to answer the following questions: *Why do you prefer this activity? Who is your favourite movie star? Who is your favourite athlete? How often do you go to the cinema? How often do you go to sporting events?*
- If any students indicate they do not attend either type of activity, ask them *What is your favourite past time? How often do you do it?*



HOMEWORK!

Assign exercises 1–4 on pages 24 and 25 of the Workbook.



Wordpower!

Aim: to develop students' topic vocabulary

1

- Say to students *I'm not a teacher; I'm an astronaut*. Say that this is an example of a lie.
- Give examples of a shout, a scream and a whisper. Explain that we can detect certain things about the speaker based on the speaker's use of his/her voice, eg a *whisper* is used to tell a secret or to communicate quietly, a *scream* is used to show excitement, fear or anger.
- Give students a short time to fill in the gaps to complete the definitions.
- You may wish to refer students to the *Vocabulary database* on page 139.
- Review answers together orally.



- | | |
|-----------|---------------------------------|
| 1 say | 6 speak, talk (in either order) |
| 2 whisper | 7 speak |
| 3 shout | 8 lie |
| 4 scream | 9 tell, tell |
| 5 talk | 10 tell |

2

- Explain to students they will listen to a recording of different phrases and voice styles.
- Ask students to choose the correct answers as they listen.
- Review answers orally together.



- | | |
|-----------------|--------------------------|
| 1 tell the time | 5 speak French |
| 2 whisper | 6 talk about the weather |
| 3 scream | 7 tell a lie |
| 4 shout | 8 tell the truth |



CD Track 11



HOMEWORK!

Assign exercises 1 and 2 on page 26 of the Workbook.



Listening

Aim: to give practice in listening for gist and specific information

Warm up!

Aim: to develop skills in listening for clues

- Divide the class into small groups of 3–4 students.
- Ask the groups to quietly plan a school event. They should decide what the event is, when and where the event takes place and who will attend.
- Give them a short time to sort out the details.

- Walk round the room and listen in on the groups as they plan their events. If they have difficulty thinking of an event to plan, you might make suggestions, eg party, picnic, concert, camping trip, play, etc.
- When they are done, play the role of 'reporter' and find out information about their events by asking *who*, *what*, *when* and *where* questions.

1

- Explain to students they will be listening to people who have gathered for a meeting.
- Point out that they will only listen to the beginning of the meeting.
- Encourage students to listen for clues to help them determine what the meeting is about.
- Ask students to choose the correct answers as they listen.
- Review answers orally together.

KEY 1 C 2 B

 CD Track 12

2

- Explain to students they will now listen to the meeting all the way through.
- Ask them to read through the sentences before they listen.
- Ask students to complete the sentences with a word or short phrase.
- Check answers together with students. If necessary, play the recording again for students to check incorrect answers.

KEY

- 2 interview (And I love the interview with Mr Jennings.)
- 3 30/thirty (...he looks about thirty if you ask me!)
- 4 Mrs Jennings (OK, so Tariq – you talk to Mrs Jennings)
- 5 Friday (It's on Friday.)
- 6 8.30 / eight thirty / half past eight (At eight thirty.)
- 7 review (...I can write the review.)
- 8 writing a book (He's writing a book at the moment.)
- 9 (some) questions (...I'll speak to him in the lunch break and ask him some questions.)

 CD Track 12

3

- Ask students to form pairs and ask and answer the questions. When one of the students has asked all the questions, they should swap roles.
- Go round the class helping students where necessary.

Cool down!

Aim: to personalise what the students have listened to

- Ask students to imagine they've been invited to Angela's website meeting.
- Ask them what they would tell Angela they like best about the pupil website.

- Ask them what suggestions they might offer to make the website better.

HOMEWORK!

Assign exercises 1 and 2 on page 26 of the Workbook.

Speaking

Aim: to give practice in asking and answering questions about personal lives

Warm up!

Aim: to introduce basic interview questions and short-answer responses

- Say to students *We're going to play Four or Fewer*.
- Challenge them to answer your interview questions in four words or fewer.
- Explain to students that interview questions can be answered with short phrases. (No need to answer in complete sentences.)
- Go round the room asking each student one of the questions from exercise 1. Ask the questions in random order, not in the order they appear in exercise 1.
- As the students answer, count out the number of words in their answers by holding up your fingers, one finger per word. Stop at four (or fewer). If they continue beyond four words, ask them if there are any words they can cut out and still answer the question.

1

- Put students into pairs, or allow them to choose a partner.
- Explain that they're going to interview each other and provide short answers.
- Give them a short time to fill in the gaps before starting their interviews.
- Remind them to write three questions of their own.

2

- Students should remain in pairs while they individually complete exercise 2. (They will continue their interviews in exercise 3.)
- Give students practice with short answers by completing exercise 2.
- Tell them questions 1–5 can be answered in four words or fewer.
- Give them a short time to cross out the words that are not needed in each answer.
- Review answers together orally.

KEY

- 1 I'm twelve years-old.
- 2 My favourite actor is Zac Efron.
- 3 I get up at half past seven.
- 4 I live in the town centre.
- 5 I write poems because it's fun.
- 6 In my free time, I like playing football and playing computer games.

3

- Invite one student in each pair to begin asking the questions and noting down the other student's replies.
- Remind students to use their questions from exercise 1 (including the three they created on their own).
- Go through the *Phrase Bank!* with students and talk about the style of speaking when asking and answering questions for interviews.
- When one student has asked all the questions, they should swap roles.
- Go round the room and offer help as needed, reminding students to keep their answers short.

Cool down!

Aim: to give students additional practice with interview questions

- Invite students to interview you.
- Let them know you will be answering in complete sentences and it is up to them to shorten your answers.
- Example:
Student: What do you like doing in your free time?
Teacher: I like reading books in my free time.
Teacher: What do I like doing in my free time?
Student: Reading books.



SoundSpot

Aim: to give practice in pronouncing words at different tones and volumes

1

- Ask students to listen to the words and repeat them.
- Warn them that they will be said faster each time.
- Encourage them to keep up with the speed, but tell them not to worry if they fall behind.
- Repeat the exercise as necessary. Remind the students to speak as clearly as possible, but have fun with it.



CD Track 14

2

- Ask students to whisper the words in exercise 1 as fast as they can.
- Ask students to say the same words again as fast as they can, this time in a normal tone.
- Ask students to shout the words as fast as they can.
- If there is time, discuss the students' reactions to the exercise. Ask students which words they found most difficult to pronounce. Ask whether the words were more difficult to pronounce while whispering, shouting or speaking in a normal tone.

Grammar 2



too and very

Aim: to introduce practical uses of *too* and *very*

Warm up!

Aim: to give practice in the use of *too* and *very*

- Write the following words on the board:

ON THE BOARD

This soup is very _____.

This soup is too _____.

- Ask students to create sentences by filling in each gap with the same word.
- Explain that the meaning of the sentence changes simply by changing *very* to *too*.

Grammar presentation 2

- Go through the grammar presentation with students. Check they understand the uses of *very* and *too* and the ways they can be used to convey negative or positive meanings.
- Explain that there is more information in *Grammar database 8* on page 148 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Assign students the Quick check task on page 148.
- Check answers together orally.



Quick check

Circle these correct answers:

- 1 very
- 2 noisily
- 3 for you to
- 4 good
- 5 very

1

- Ask students to recall which word – *very* or *too* – can be used to express both something positive and negative.
- Give them a short time to select P or N to show whether each sentence is positive or negative.
- Review answers together orally.



- | | | | |
|-----|-----|-----|-----|
| 1 P | 3 P | 5 N | 7 P |
| 2 N | 4 N | 6 N | 8 N |

2

- Encourage students to use their imagination and have fun with this exercise.
- Give them a short time to answer each question using the word *too*.
- Review answers together orally.



Suggested answers:

- | | |
|-----------------|-----------------|
| 2 too tired | 6 too difficult |
| 3 too expensive | 7 too boring |
| 4 too old | 8 too hot |
| 5 too big | |

3

- Remind students that switching from *very* to *too* can make a positive statement negative.
- Give them a short time to complete the second sentence in each sentence pair.
- Review answers together orally.



- 2 too long (for me) to
- 3 too difficult (for them) to
- 4 too short (for me) to
- 5 too fast (for me) to
- 6 too badly (for me) to
- 7 too slow (for him) to play
- 8 too hot (for me) to

Cool down!

Aim: to give extra practice in the practical uses of *very* and *too*

- Write the following words on the board:

ON THE BOARD

Why do you like _____?
 Because they're very _____.
 Why don't you like _____?
 Because they're too _____.

- Divide the class into the *Likes* and the *Don't Likes*.
- Ask someone from the *Likes* side of the classroom to tell the class why they like a certain thing, eg cupcakes, skateboards, video games.
- As soon as you get an answer, ask someone from the *Don't Likes* side of the classroom to tell the class why they do not like the same thing.
- Alternate back and forth.



HOMEWORK!

Assign exercises 1–4 on pages 27 and 28 of the Workbook.



Writing

Aim: to develop skills necessary to write an interview

Warm up!

Aim: to familiarise students with questions used in more formal interviews

- Ask students to imagine they are in a lift with their favourite celebrity.
- They will go up four floors in the lift together. What two questions would they ask their favourite celebrity before the doors open and the celebrity gets out?

1

- Ask students to read the interview quietly to themselves.

- Give them a short time to write the correct question words or phrases.
- Review answers together orally.



- | | |
|------------|--------------------|
| 1 Who | 6 How |
| 2 How old | 7 What time / When |
| 3 How many | 8 Which |
| 4 Where | 9 When |
| 5 Why | 10 What |

2

- Ask students to read the interview again.
- Give them a short time to fill in the gaps.
- Review answers together orally.



Favourite writer: J.K. Rowling (maybe)
 Age: 36
 Number of children: none/0
 Home: Cornwall
 Reason for living there: (because it's) beautiful and peaceful
 Gets ideas for stories from: (the) news on TV
 Starts writing: 10am/10/ten o'clock
 Number of hours she writes every day: 4 or 5
 Next book in shops: in about 3/three months
 Name of next book: *The Mystery of the Dark Cave*



Language Lab

Aim: to focus on key language and styles found in an interview

- Check students' understanding of terminology such as 'short forms', 'exclamation marks' and 'extra information' before beginning the task.
- You may wish students to find and underline the examples individually, or to work together as a class.



- 1 That's a very difficult question! / Her books are fantastic! / Because it's beautiful and peaceful! / I don't know! / That question's too difficult for me to answer! / I like lots of words! / I don't have a favourite!
- 2 That's a very difficult question! / I'll be 37 next March. / I'm not married. / I don't know! That question's too difficult for me to answer! / It's called *The Mystery of the Dark Cave*. / I don't have a favourite!
- 3 Maybe J.K. Rowling. / 36. / None. / In Cornwall, in the south-west of England. / Because it's beautiful and peaceful! / At about ten o'clock in the morning.
- 4 Maybe J.K. Rowling. Her books are fantastic! / 36. I'll be 37 next March. / None. I'm not married. / In about three months. It's called *The Mystery of the Dark Cave*.

Cool down!

Aim: to give extra practice with short-phrase interview answers

- Say to students *We are going to do a 'backward interview'.*
- Invite students to suggest a random short-phrase answer, and encourage another person to make up a suitable question.
- Examples: (Student 1) *13 years old.* (Student 2) *How old are you?* (Student 1) *Pizza.* (Student 2) *What's your favourite food?*



HOMEWORK!

Assign exercises 1 and 2 on page 28 of the Workbook.



Plan your project!

Aim: to guide students through the process of writing an interview

1

- Explain to students that they're going to write an interview with a famous person for a magazine or website.
- Ask them to think of celebrities they know many facts about, and choose one they'd like to interview.
- Give them a short time to answer the questions, using real information if they know it, or using their imagination to make up the information if they don't.
- Explain they will use this information to begin writing their interview.

2

- Explain to students that they are going to complete the *Planner*.
- Point to the first column and explain that these are question words they can use to prepare their own list of interview questions.
- Point to the second column and explain that this is where they'll note down their short-phrase answers to the interview questions.
- Ask the students to write as much information as they can using complete sentences in the third column.
- Check their planners before moving on to exercise 3.

3

- You may wish to assign this for homework or, if there's time, have the students do it in class.
- Explain to students that they're going to use their notes from the *Planner* in exercise 2 to write their interview.
- Invite them to look back at the Jenny Dawlings interview to help guide them through the exercise.
- You may also wish them to consult the *Writing database* on page 135, which has a further model to study.
- Encourage stronger students to take risks with their writing, but it's probably best if weaker students follow the model completely.
- Encourage students to use magazines or the internet to find pictures of their celebrity to add to their written interview.
- You may wish to comment on the students' writing before they produce a final version.

Additional Tasks and Tests

- Page 156: Units 3–4 Webquest
- Student's CD-ROM: Unit 4
- Teacher's DVD-ROM: Unit 4 Test
- Teacher's DVD-ROM Test Generator: Unit 4

Units 3-4 Revision

You may wish to use this section in any of the following ways with your class:



As a test

- Advise students a few days in advance that they should review the language from Units 3 and 4.
- Before beginning, go through the instructions for each exercise, making sure students understand what is required of them.
- Give students approximately 30 minutes to complete the exercises in test conditions.
- Collect students' books and mark the tests yourself, handing them back the following lesson. Alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 49 and the following should be taken as a rough guide to students' performance:



44 and over: Brilliant!
40 to 43: Very good!
35 to 39: Good!
26 to 34: Could be better ...
25 or under: Should be better ...



As homework

- Assign all of the exercises after Units 3 and 4 have been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally, or by writing them on the board.



As classwork

- You may wish to use exercises from this section as supplementary material if you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

1



1 bookshop	5 expensive
2 busy	6 clothes shop
3 customer	7 butcher's
4 lift	8 florist's

2



1 narrow	4 huge
2 thin	5 triangular
3 round	6 rectangular

3



1 interviews	4 email
2 views	5 editor
3 article	6 newspaper

4



1 I'm listening
2 Are they doing
3 's/is Sarah talking
4 It's not raining/It isn't raining
5 Simon and Greg aren't waiting
6 are we watching

5



1 too	3 very	5 too
2 very	4 too	6 too

6



1 Where	4 How	6 How
2 When	5 Who	7 Why
3 What		

7



1 us	3 those	5 themselves
2 this	4 yourself	6 ours

8



1 Who's your favourite actress?
2 Which sport do you prefer watching – tennis or football?
3 What time do you go to bed?
4 Why are you learning English?

5

The Travel Bug!

Target language

Reading skills:	reading for gist / specific information (multiple matching, sentence completion)
Vocabulary:	topic vocabulary (travelling, countries)
Grammar:	past simple – basic irregular verbs, past simple – regular verbs and more irregular verbs
Listening skills:	listening for gist / specific information (multiple matching, sentence completion)
Speaking skills:	talking about travel activities, past events
Pronunciation skills:	stress in names of countries
Writing skills:	blog post (1)

Get ready!

Aim: to learn and use phrases to talk about travelling

- Ask students to look at the title of the unit and to try to guess what it means. (If you have the travel bug, you really enjoy travelling and want to travel all the time. Bug here means illness.)
- Ask students to look at the pictures and ask them which of these modes of transport they have used.
- Ask students some other questions about the photos, eg *Which one of these is fast? Which one is slow? Which one is safe? Which one is dangerous? Which one do you like the best? Which one do you not like at all?* etc.
- Give students a short time to choose the correct word to complete each gap.
- You may wish to refer students to the *Vocabulary database* on page 139.
- Check answers orally and write the numbers of the pictures on the board along with the correct word.

1 plane	3 bus	5 taxi
2 ferry	4 carriage	

Reading

Aim: to give practice in reading for gist and specific information

Warm up!

Aim: to introduce the concept of blogs

- Write these words on the board:

ON THE BOARD

NAME OF BLOG
BLOG INTRODUCTION
TITLE OF BLOG POST
DATE
BLOG POST

- Ask students if they understand what all of the terms on the board are and explain any unknown terms. (A blog is a place on the web where you write things about your life. A blog post is one article in a blog. A title is a name you give to your blog or an article. etc.)
- Then ask students to look at the blog in their Student's Book and find the items for each of these terms. (Name of blog: Rob's Blog, Blog introduction: Hi! I'm Rob! Welcome to my blog..., Title of blog post: Our trip to New York so far!, Date: July 22nd..., Blog post: Wow! New York is fantastic...)

1

- Ask students to silently and individually read the blog. Encourage them to ignore all unknown vocabulary at this stage.
- Ask students some general and simple questions about the blog, eg *Who is the writer?* (Rob), *What is the blog about?* (the writer's trip to New York), *Does the writer seem happy or sad?* (happy)
- Ask students to look at the pictures that show different activities and to match the activities with a place to complete exercise 1. Give them a few minutes to do this. Go round the class helping students where necessary.
- Check answers orally and/or write answers on the board.

1 c 2 b 3 a

2

- Encourage students to do this task quickly but carefully (to help develop their scanning skills).
- Ask students to read the blog post again and write a word or phrase in each gap to complete the sentences.
- When they have finished, discuss the answers together. Encourage students to justify their answers by giving reasons.

1 three days (I can't believe we got here only three days ago!)

2 (a bit) noisy (...so it was easy to find, but it can be a bit noisy.)

3 capital (city) (It's not the capital city of the USA – that's Washington...)

4 a hot dog (I had a hot dog for dinner... It made me feel like I was in America!)

5 expensive (...the ticket for the Observatory is an extra \$15. It's expensive,...)

6 photographs (I didn't take any photographs... ..but I got some good postcards instead.)

7 had a picnic (...I went in but my parents didn't. They had a picnic...)

8 two horses (After that, we got in a carriage with two horses.)

3

- Ask students to look at the cities in exercise 3 and talk about which city they would like to visit. Ask them to give reasons. Additionally, ask students where each of these cities are.
- Encourage students to talk about what they would like to do in the city they choose, who they would like to go with, when they would like to go, etc.

Cool down!

Aim: to encourage students to talk about their own lives

- Ask students if they've visited a place recently. Ask them some questions about their trip, eg *How did you get there? How long did you stay? Who did you go with? Did you like the food?* etc.
- Ask students to compare their trip to Rob's. Encourage them to say what they did that's similar, eg *I stayed in a hotel too.* and different, eg *Rob went by plane, but I went by train.*

Wordpower!

Aim: to develop students' topic vocabulary

- Tell students that all the answers appear in the blog they have read.
- Ask students to try to complete the gaps without referring back to the text, but explain that they can if necessary.

- Remind students that they should only write one letter in each gap and that the first letter has been given to help them.
- Encourage them to be careful with their spelling.
- You may also wish to refer students to the *Vocabulary database* on page 139.
- Check the answers orally by asking students to read out the statements and questions.

1 Tourists 4 capital 7 tour
2 sights 5 ticket 8 tour guide
3 traffic 6 view 9 trip

HOMEWORK!

Assign exercises 1–4 on pages 30 and 31 of the Workbook.

Grammar 1



Past simple: basic irregular verbs

Aim: to facilitate students' understanding of the form and usage of the past simple

Warm up!

Aim: to give further practice with present simple and past simple verb tenses

- Write the following words on the board:

ON THE BOARD

did went had saw took gave came got

- Explain to students that these words are all verbs in the past simple.
- Ask students if they know what the present simple of each of these verbs is. You can play a game with this by saying that whoever gets the first one right, can choose another student to do the next one.
- If time permits, ask students to make sentences with some of the verbs.

Grammar presentation 1

- Go through the grammar presentation with students. Check they understand when we use the past simple (to talk about single complete events in the past).
- Explain to students that there is more information on the past simple in *Grammar database 9* on pages 148–149 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 149.
- Check answers orally and ask students to justify their answers, eg *I Harry was here yesterday.* because we use *was* with singular third person nouns.



Quick check

Circle these correct answers:

- 1 was
- 2 take
- 3 No, I wasn't.
- 4 see
- 5 have

1

- Ask students to look at the pictures and then write a sentence using the past simple and the words below each picture.
- Check answers orally and/or by writing them on the board.



- 2 On Tuesday, Paige had an ice cream.
- 3 On Wednesday, Paige took some photos.
- 4 On Thursday, Paige made a sandcastle.
- 5 On Friday, Paige went up in a helicopter.
- 6 On Saturday, Paige saw the view from a hill.
- 7 On Sunday, Paige got a plane ticket home.

2

- Explain to students that they have to complete the gaps by writing the verb in bold in the correct form of the past simple.
- Check answers orally and/or by writing them on the board.



- | | | |
|---------------|-------------|-----------|
| 1 was | 5 saw | 8 did, do |
| 2 didn't have | 6 didn't go | 9 Were |
| 3 took | 7 gave | 10 came |
| 4 made | | |

3

- Ask students to form pairs and ask and answer the questions in exercise 3.
- Encourage them to ask any other questions they can think of, eg *Did you go swimming? Did you take photos? Did you like the food?* etc.
- Go round the class helping students where necessary.

Cool down!

Aim: to review the functions and usage of the past simple

- Ask students to describe their day yesterday, eg *I woke up at seven. I went to school. I saw my friends. I did my homework. I ate dinner. I went to bed.*
- Encourage them to use the negative form of the past simple where possible, eg *I didn't see my friends because I had a test.*



HOMEWORK!

Assign exercises 1–4 on pages 31 and 32 of the Workbook.

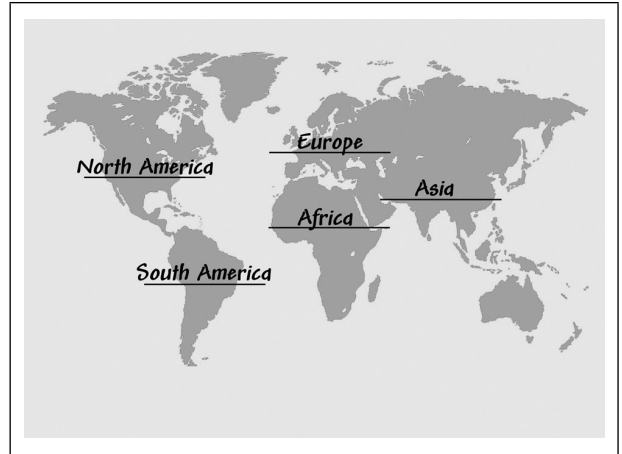


Wordpower!

Aim: to develop students' ability to recognise and use the names of continents and countries

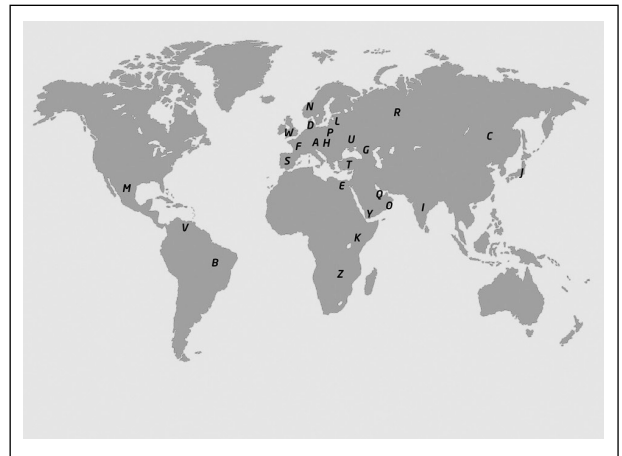
1

- Ask students to look at the map and complete the gaps with the names of the continents.
- Encourage students to make a guess if they're not sure.
- You may also wish to refer students to the *Vocabulary database* on page 139.
- Check the answers orally and/or write answers on the board.



2

- Ask students to look at the countries and place the first letter of each country on the map in the correct location.
- Encourage them to guess if they're not sure.
- Alternatively, you can have students form pairs and help each other locate the countries. You can also do the exercise as a group activity. After the exercise, if time permits, you can ask students where the cities from exercise 3 in the reading section are located.



HOMEWORK!

Assign exercises 1 on page 33 of the Workbook.

Listening

Aim: to give practice in listening for gist and specific information

Warm up!

Aim: to introduce the topic of tours

- Ask students to look at the photo.
- Ask simple questions about the photo and elicit responses, eg *What are the people in the photo doing?* (looking at animals), *Where are they?* (Africa), *How are they travelling around?* (in a small bus)

1

- Explain to students that they are going to listen to four people talking about a tour.
- Go through the answer choices and ask students to predict what the people might talk about, eg *I didn't enjoy the hotels. I didn't enjoy the travelling.* etc.
- Ask students to match each person with the thing they didn't enjoy.
- Play the CD track once all the way through. Repeat if necessary.

Key

Speaker 1 a (The hotels weren't very good...)
 Speaker 2 c (...but it was just so hot!)
 Speaker 3 b (We were on the bus for hours every day, and that was a bit boring.)
 Speaker 4 d (He was boring,...)

 CD Track 15

2

- Explain to students that they will listen to the recording again.
- Ask them to read through the sentences before they listen, and to predict the answers.
- Play the CD again. Pause when you hear the first correct answer (*two weeks*), and ask students to write it in the gap. Check their answers.
- Play the rest of the recording in its entirety and ask students to listen and work independently to complete the gaps in each of the sentences.
- Check answers together with students. If necessary, play the recording again for students to check incorrect answers.

Key

1 two/2 weeks	5 ten/10
2 animals	6 delicious
3 interesting	7 of the bus
4 (really) friendly	8 phones

 CD Track 15

3

- You can either ask students to form pairs and ask and answer the questions in the exercise, or you can do this as a group activity.

Cool down!

Aim: to personalise what the students have listened to

- Ask students what they think makes a good tour. Encourage them to use the answer choices in exercise 1 to talk about the different parts of a tour, eg *A good tour has good, clean hotels. The travelling is easy to do and the weather is nice and warm. The tour guide knows a lot about the places.* etc.

HOMEWORK!

Assign exercises 1 and 2 on page 33 of the Workbook.

Speaking

Aim: to provide practice in talking about travel activities and past events

Warm up!

Aim: to introduce students to basic words and phrases

- Write the following words and phrases on the board:

ON THE BOARD

Last spring First Next Then

- Explain to students that we use these words to relate stories.
- Ask students to give you a sentence to follow *Last spring*, eg *Last spring, I went to Paris.* Continue with the other words on the board.
- You can ask another student to give you another sentence, and continue until you finish, eg *First, I went to the Eiffel Tower. Next, I went shopping. Then, I had a nice meal.* If time permits, you can repeat the task with another set of sentences.

1

- Ask students to look at the pictures and complete the gaps with the names of the sights.
- Encourage them to guess if they're not sure.
- When they have finished, check the answers orally, and/or by writing them on the board.

Key

- 1 The Empire State Building, New York
- 2 The Grand Canyon, Arizona
- 3 Waikiki Beach, Hawaii
- 4 Disneyland, California
- 5 SeaWorld, Florida
- 6 The Rocky Mountains, Colorado

2

- Ask students to look at the activities in exercise 2 and match them with a picture from exercise 1.
- When students have finished, check the answers together orally.



1 Picture 2	4 Picture 6
2 Picture 3	5 Picture 5
3 Picture 4	6 Picture 1

3

- Go through the *Phrase Bank!* with students.
- Ask students to form pairs. Ask them to make a story using the sights and activities from exercises 1 and 2 and tell the story to their partner. When one has finished telling their story, they should swap roles.
- Go round the class helping students where necessary.
- You may also wish to refer students to the *Speaking database* on page 143.

Cool down!

Aim: to give students additional practice with talking about past events

- Ask students to talk about something they did last summer. It can be a visit to a place outside of town, or a place in their town, eg *Last summer, I went to the zoo.*
- Encourage students to use the words from the *Phrase Bank!* to tell their story.



SoundSpot

Aim: to give practice with pronouncing the stress used in names of countries

1

- Check that students know the words *syllable* and *stressed*.
- Ask students to look at the names of the countries and guess how we say each of them.
- Encourage them to say the words aloud, but don't correct their pronunciation or answers at this stage.
- Play the recording and then check students' answers.



<u>A</u> ustria	<u>J</u> apan	<u>R</u> ussia
<u>B</u> razil	<u>K</u> enya	<u>S</u> pain
<u>C</u> hina	<u>L</u> atvia	<u>T</u> rueky
<u>D</u> enmark	<u>M</u> exico	<u>U</u> kraïne
<u>E</u> gypt	<u>N</u> orway	<u>V</u> enezuela
<u>F</u> rance	<u>O</u> man	<u>W</u> ales
<u>G</u> eorgia	<u>P</u> oland	<u>Y</u> emen
<u>H</u> ungary	<u>Q</u> atar	<u>Z</u> imbabwe
<u>I</u> ndia		

CD Track 16

2

- Ask students to listen again, and to repeat the words as they hear them.
- Remind them to be careful to say the correct stress in each of the names of the countries.

CD Track 17

Additional Task

- You can also practise pronouncing the names of the US states in exercise 1 in the speaking section, the continents from the *Wordpower!* on page 45 and/or the cities in exercise 3 in the reading section. You can play a game by asking a student to try to pronounce a word. If they pronounce it correctly, they can choose another student to pronounce the next one.
- Additionally, you can ask students to underline the stressed syllable for each of these additional words.

Grammar 2



Past simple: regular verbs and more irregular verbs

Aim: to facilitate students' understanding of the form and use of regular verbs in the past tense and learn additional irregular verbs

Warm up!

Aim: to practise talking about single complete events that happened in the past

- Write on the board:

ON THE BOARD

What did you do yesterday?

I _____ breakfast and _____ TV.

I _____ a museum and _____ at paintings.

- Ask students to look at the sentences and try to guess what present simple verb goes in each of the gaps (eat, watch, visit, look). Then ask students what the verbs are in the past simple. Also, ask students which ones are regular (*watched, visited, looked*) and why (because they take *-ed*) and which one is irregular (*eat*) and why (because it doesn't take *-ed*).
- You can also ask students to change the sentences into the negative form.

Grammar presentation 2

- Go through the grammar presentation with students. Check they understand when we use the past simple.
- Explain to students that there is more information in *Grammar database 10* on page 149 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 149.
- Check answers orally and ask students to justify their answers, eg *I Did you fly to Paris?* because with questions in the past simple we use *did* + subject + main verb in the infinitive.

**Quick check**

Circle these correct answers:

- 1 fly
- 2 ate
- 3 Yes, we did.
- 4 left
- 5 played

1

- Ask students to look at the table and write the past simple of each of the verbs.
- When students have finished, check the answers together.



arrived	lived	told
drove	looked	travelled
ate	said	watched
found	stopped	wrote

2

- Ask students to read the text and use the verbs from the table in exercise 1 to complete the gaps. Explain that more than one word is possible for one of the gaps.
- When students have finished, check the answers together orally.
- You can also assign one or two students to read out the postcard.



1 drove	5 drove/travelled
2 stopped	6 arrived
3 watched	7 looked
4 ate	8 found

3

- Ask students to complete the gaps by putting the verbs in the box into the past simple.
- Remind students that some of the answers will require the question form.
- When students have finished, check the answers together.
- Assign students to read out the dialogue. Time permitting, repeat with as many students as possible.



1 did, arrive	4 stayed	7 left
2 flew	5 met	8 enjoyed
3 Did, travel	6 made	9 rained

Cool down!

Aim: to review the form of the past simple

- Ask students to think of some other verbs and change them into the past simple. Explain that they can look in Rob's blog from the reading section to find verbs from there that haven't been covered yet (*feel, hope, believe, drop, explore, etc.*). Write both the present simple and past simple forms of the verbs on the board and ask students to say if they are regular or irregular.

**HOMEWORK!**

Assign exercises 1–5 on pages 34 and 35 of the Workbook.

**Writing**

Aim: to develop the skills necessary to write a blog post

Warm up!

Aim: to familiarise students with the concept of blog posts

- Ask students if they have read a blog on the internet.
- Ask students what personal information people write in their blogs.
- Accept all suggestions at this point, though allow students to disagree with each other if they want to.

1

- Ask students to read the blog silently and individually, and then to choose the correct answers, A, B or C.
- Check answers together when students have finished.



1 A	2 B	3 C
-----	-----	-----

2

- Ask students to read the blog again and match each part of the blog with a statement.
- Check answers together when students have finished.



1 C	3 G	5 A	7 B
2 D	4 E	6 F	

**Language Lab**

Aim: to focus on key language skills required to achieve this kind of writing task

- Ask students to read the statements aloud.
- Check their understanding of words such as 'exclamation marks', 'emotion', etc before they attempt the task.
- You may wish students to find and underline the examples individually, or to work together as a class.



- 1 A Wonderful Tour
- 2 I went to bed and dreamed about India! ... We saw the Taj Mahal! ... And the food in India was delicious! ... visit me at home and she said yes!
- 3 We got back... It took us a long time... we were all very tired when we arrived. I went to bed... we travelled all around the country. We visited lots of places, and we stayed in some fantastic hotels. We saw the Taj Mahal! ... I met some very nice people, and I made friends with one girl... We talked about our lives... I asked her... I took lots of photographs. I thought it was a wonderful tour...
- 4 we were all very tired... we stayed in some fantastic hotels... And the food in India was delicious! ...some very nice people... a wonderful tour... a very beautiful country...

Cool down!

Aim: to personalise what the students have just read

- Ask students what they found interesting about Olivia's tour and her experiences.
- Encourage them to give reasons.
- Ask them what they would like to do or not like to do that Olivia did, eg *I would like to see the Taj Mahal, too. I wouldn't like to eat chicken curry.* etc.



HOMEWORK!

Assign exercises 1 and 2 on page 35 of the Workbook.



Plan your project!

Aim: to guide students through the writing process

1

- Explain to students that they are going to write a blog similar to Olivia's.
- First, ask students to look at the pictures and decide which country belongs with which picture.
- Check answers together when students have finished.



- | | |
|-----------|-----------|
| 1 China | 3 the USA |
| 2 England | 4 Brazil |

2

- Ask students to imagine they just got back from a trip.
- Explain that for each of the questions in exercise 2, they will write a short piece of information to answer the question.
- Encourage students to use their imagination when answering the questions.

3

- Explain to students that they are going to complete the *Planner*.
- Point to the first column and explain that these are the different parts of the blog.
- Point to the second column and explain that this is useful information about each part.
- Ask the students to make notes for each of the parts in the third column. Encourage them to write two or three things for each of the paragraphs.
- Encourage them to use their imagination.
- Check their planners before moving on to exercise 4.

4

- You may wish to assign this for homework or, if there's time, for the students to do this in class.
- Explain to students that they are going to use their notes from the *Planner* in exercise 3 to write their blog.
- Explain to them that using their notes is not cheating and that it is important to make a detailed plan before you start writing.
- Allow them to look back at Olivia's blog if they're not sure what to do. At this stage, the most important thing is that the students create a successful piece of writing.
- You may also wish them to consult the *Writing database* on page 135, which has a further model to study.
- You may wish to encourage stronger students to take risks with their writing, but it's probably best if weaker students follow the model completely.
- Encourage the students to add photos or drawings to their blog if they like.
- You may wish to comment on the students' writing before they produce a final version.

Additional Tasks and Tests

- Student's CD-ROM: Unit 5
- Teacher's DVD-ROM: Unit 5 Test
- Teacher's DVD-ROM: Term Test 1 (Units 1–5)
- Teacher's DVD-ROM Test Generator: Unit 5