

Unit 1, A

New language

Grammar: Present simple: positive, negative, questions and short answers, *wh*- questions

Vocabulary: Countries and nationalities

Preparation: Warm-up: Bring a world map or globe. **2nd Grammar box:** Write a card for each word in the sentences.

Culture notes

Most schools in the UK have a uniform. Typically, it consists of a shirt, tie, jacket and trousers (or skirt for girls).

Warm-up

- Team game. Using your world map or globe, say one of the countries whose nationality adjective is listed in Exercise 4. The first student to find the country wins his/her team a point, but is then 'out'. Continue till all the countries have been found.

Lead-in

- Draw students' attention to the photo. Introduce Seb, Sophie and Luke. Ask questions, e.g. *Where are they?* (*Outside school.*) Ask students how the uniform in the picture differs from what they wear for school.

1 Listen and read. Choose the correct words.

- Teach the words *mates*, *professional*.
- Play the recording while students listen and read the dialogue.
- Play it again for students to circle the correct words.

Answers → student page

English today

- Give students time to find and underline the phrases in the dialogue.
- Check the meanings, using L1 if necessary.

2 Listen and repeat the dialogue.

- Play the recording, pausing for the class to repeat each line in chorus.
- Divide the class into three and allocate the parts (Sophie, Seb and Luke).
- Play the recording again. Students repeat their lines.
- Invite groups to read the dialogue to the class.

3 Read again and answer True (T) or False (F).

- Give students time to read the dialogue again and write their answers.
- Have students compare answers in pairs.
- Check answers.

Answers → student page

1 All about me

A We live in the UK.



Lesson aims:
• talk about you and your friends
• talk about countries and nationalities

Presentation

1 Listen and read. Choose the correct words.

Sophie: Hi, Luke! Seb, this is my ¹ friend / ² cousin. Luke, Luke, this is Seb. We're in the same class ...
 Luke: ... and we're mates. Hi, Luke.
 Luke: Hi!
 Sophie: Luke is South African. He comes from Cape Town.
 Luke: Well, my dad is South African and my mum is ³ British / ⁴ Italian. Where do you come from, Seb?
 Seb: I'm Brazilian. I come from Rio de Janeiro but my family and I live in ⁵ the UK / ⁶ Brazil now.
 Luke: Cool. There are some ⁷ awful / ⁸ great Brazilian footballers. Do you play football?
 Seb: Are you serious? I'm an awesome footballer! Ask Sophie!
 Sophie: Well ... Seb doesn't just play football ...
 Seb: Oh, come on!
 Luke: What do you mean?
 Sophie: He plays great football! He wants to be a professional footballer.
 Seb: That's ⁹ great / ¹⁰ nice of you, Sophie! Thanks!

2 Listen and repeat the dialogue.

English today
• Are you serious?
• I'm an awesome (footballer)!
• Oh, come on!
• What do you mean?
• That's nice of you.

Comprehension

3 Read again and answer True (T) or False (F).

- 1 Sophie and Seb are in the same class. **T**
- 2 Sophie and Luke are cousins. **T**
- 3 Luke's dad is British. **F**
- 4 Seb's parents live in Rio de Janeiro. **F**
- 5 Some Brazilian footballers are very good. **T**
- 6 Seb isn't a very good footballer. **F**

4 Listen and repeat.

- Play the recording, pausing for students to repeat each word quietly.
- Play it again. Have students repeat in chorus, then in groups or individually.

5 Match the nationalities in Exercise 4 with these countries. Which five nationalities do not have a match?

- Give students time to read the words and write the matching nationalities.
- Check answers.

Answers → student page

Grammar

- Draw students' attention to the first Grammar box. Remind students about the use of present simple.
- Have students repeat the example sentences after you.

Suggestion: Ask students to think of examples relating to their own lives.

Memory check: Countries and nationalities

4 Listen and repeat.

American Argentinian Australian Brazilian
 British Chinese German Greek Indian
 Irish Italian Portuguese South African
 Spanish Turkish

5 Match the nationalities in Exercise 4 with these countries. Which five nationalities do not have a match?

- | | | | |
|------------------------|------------|-------------|------------|
| 1 Australia | Australian | 6 Greece | Greek |
| 2 Spain | Spanish | 7 Ireland | Irish |
| 3 Turkey | Turkish | 8 the USA | American |
| 4 China | Chinese | 9 India | Indian |
| 5 Great Britain/the UK | British | 10 Portugal | Portuguese |

Grammar

Present simple

Positive and negative

He/Seb **plays** great football.
 She/Sophie **doesn't play** football.

I/We/They **live** in the UK.
 I/We/They **don't live** in Brazil.

Yes/No questions

Does he/she **live** in the UK?

Yes, he/she **does**/No, he/she **doesn't**.

Do you/they **play** football?

Yes, we/they **do**/No, we/they **don't**.

6 Complete the dialogue with the correct forms of the verbs. Then act it out.

Sophie: I've got an email from Giovanna and Pina.
 Seb: Are they Italian?
 Sophie: Yes, they are. ¹ They **come** (they/come) from Rome.
 Seb: ² ... (they/live) in Rome?
 Sophie: No, they don't. They ³ ... (live) in Milan.
 Seb: ⁴ ... (they/play) sports?
 Sophie: Giovanna ⁵ ... (play) basketball. Pina ⁶ ... (not like) sports.
 Seb: ⁷ ... (she/like) music?
 Sophie: Yes, she does. She ⁸ ... (want) to be a pop star!

Grammar

Present simple *wh*- questions

Where do you come from?
 What kind of music do you like?
 What does your friend want to be?
 Where do you and your family live?

7 Write questions about Seb.

- 1 where / Seb / come from?
Where does Seb come from?
- 2 where / he / live?
- 3 what sports / he / play?
- 4 what kind of music / he / like?
- 5 what / he / want to be?

Speaking

8 Ask and answer about Seb. Use the questions from Exercise 7 and the information in his profile.

A: Where does Seb come from?
 B: He's Brazilian. He comes from Rio de Janeiro.



1 Nationality: Brazilian
 2 Comes from: Rio de Janeiro
 3 Lives: in the UK with his family
 4 Sports: plays football
 5 Music: likes techno music
 6 Wants to be: a professional footballer

9 Student A: go to page 100.
 Student B: go to page 104.

Writing

10 Write about Luke in your notebook. Use the information in his profile.

Luke is South African. He comes from ... He lives ...
 He plays ... and he ... He wants ...



1 Nationality: South African
 2 Comes from: Cape Town
 3 Lives: in the UK with his parents and his sister, Emma
 4 Sports: plays rugby
 5 Music: likes rock music
 6 Wants to be: a vet

> Now turn to Unit 1A in the Activity Book. Start on page 1.

7 Write questions about Seb.

- Give students time to write.
- Check answers.

Answers

2 Where does he live? 3 What sports does he play? 4 What kind of music does he like? 5 What does he want to be?

Fast finishers: Have students compare their answers in pairs and/or help slower students.

8 Ask and answer about Seb.

- Give students time to read the profile and query any words they are unsure of.
- Demonstrate the activity with a confident student, using the example.
- Invite pairs across the class to ask and answer the questions or have students work in closed pairs.

9 Student A: go to page 100. Student B: go to page 104.

- Have students go to the correct page and look at the information there.
- Students work in pairs to ask and answer.

Answers → page 103

10 Write about Luke in your notebook.

- Students read the profile and ask about any words they are unsure of.
- Give students time to do the activity.

Sample answer

He comes from Cape Town. He lives in the UK with his parents and his sister, Emma. He plays rugby and he likes rock music. He wants to be a vet.

Ending the lesson

Have students ask and answer questions, and create a profile of another student.

Learning difficulties

As dyslexic students often have difficulty with sequencing information, the grammar in this lesson may prove challenging. Having students repeat meaningful or personalised example sentences several times may help.

Photocopiable Resource 1A. You can use this resource any time after Exercise 7.

Unit 1, B

New language

Grammar: Present continuous: positive, negative, questions and short answers;
Adverbs of frequency: *always, usually, often, sometimes, never*

Vocabulary: Daily activities

Culture notes

Internet access at home is fairly standard in British households. In 2012, more than 80% of UK homes had Internet access.

Warm-up

- Revise the present simple and remind students of the present continuous using some of the verbs and phrases in Exercise 4. Ask *Do you listen to music every day? Are you listening to music now? Do you do your homework in the evening? Are you doing your homework now?* etc.

Lead-in

- Draw students' attention to the photo. Ask questions, e.g. *Who is in the photo? (Sophie and Emma.) Where are they? (At home.) What are they doing? (Various answers, but establish the use of the present continuous to talk about people's activities in a picture.)*

1 Listen and read. What's Seb writing?

- Teach the word *poem*. Play the recording while students listen and read the dialogue.
- Students answer the question. (*He's writing a poem.*)

English today

- Have students find and underline the phrases in the dialogue.
- Check the meanings, using L1 if necessary.

2 Listen and repeat the dialogue.

- Play the recording again, pausing for the class to repeat the dialogue in chorus.
- Divide the class into two groups, and allocate parts (Seb, Emma). Play it once more, pausing for groups to repeat their lines.
- Invite pairs to read the dialogue to the class.

3 Read again and complete the sentences with Sophie, Emma or Seb.

- Give students time to read the dialogue and write the names. Students compare their answers in pairs.

Answers → student page

B Are you doing your homework?

Presentation

1 Listen and read. What's Seb writing?

SEB: Sophie! Are you doing your homework?
EMMA: No, she isn't! ... Hi Seb. It's me, Emma. I'm sitting with Sophie. She's listening to music and she's decorating my trainers. They look cool! ... What are you doing? I bet you're playing computer games!
SEB: Hey, I don't always play computer games. I sometimes do other things! Right now I'm writing a poem.
EMMA: Ha ha, very funny! I don't believe you!
SEB: I'm not joking! It's for my school project. ... And you know what? It's quite good.
EMMA: I don't write poems but I sometimes write my own songs. I'm writing a song about school at the moment.
SEB: Really? Well, my poem's about football.
EMMA: What a surprise!

2 Listen and repeat the dialogue.

English today

- I bet ...
- Ha ha, very funny!
- You know what?
- What a surprise!

Lesson aims:
• talk about what you're doing now
• talk about daily routines and activities



Comprehension

3 Read again and complete the sentences with the names Sophie, Emma or Seb.

- Emma is sitting with Sophie.
- Sophie is listening to music.
- Sophie is decorating Emma's trainers.
- Seb plays computer games.
- Seb is doing a school project.
- Emma writes songs.

Vocabulary: Daily activities

4 Listen and repeat.

- chat to friends online 1 cook breakfast 4 do your homework 8 listen to music 3 make model aeroplanes 5 play computer games 7 ride your bike skateboard 6 surf the Internet 10 walk the dog 9 watch TV 2 write emails

5 Match the activities in Exercise 4 with pictures 1–10.



6 Which activities from Exercise 4 do you do with a computer?

chat to friends online

Grammar

Present continuous

Positive
I'm/We're listening to music.

Negative
He/She isn't playing computer games.

Questions
Are you doing homework? Yes, I am./No, I'm not.
What are you doing? I'm writing a poem.

Speaking

7 Look at the people in the pictures in Exercise 5. Ask and answer.

- A: What are they doing?
B: They're riding their bike.

8 Game: A: Imagine you're doing one of the activities from Exercise 4. B: Ask questions. Guess the activity.

- B: Are you sitting at home?
A: Yes, I am.
B: Are you writing emails?
A: No, I'm not.
B: Are you ...?

Grammar

Present continuous and present simple
I'm playing a computer game at the moment.
I sometimes play computer games in the evenings.
I don't always play computer games.

Adverbs of frequency
always **** usually *** often **
sometimes * never

Speaking

9 Say what you do after school. Use adverbs of frequency and activities from Exercise 4.

I always do my homework after school. I sometimes write emails.

Writing

10 Complete the text with the correct forms of the verbs.

It's Sunday morning by Seb
Mum¹ is never (be/never) at home on Sunday mornings. Today, she² (ride) her bike in the park. Dad and my brother³ (watch) TV at the moment. They⁴ (always/watch) a football match and then they⁵ (cook) a big dinner. What⁶ (I/do) now? Well, I⁷ (not play) computer games. I⁸ (do) this homework!

About you

11 It's Sunday morning. Write about what you, your family and friends usually do and what you're doing now.

> Now turn to Unit 1B in the Activity Book. Start on page 5.

4 Listen and repeat.

- Give students time to read the phrases in the box. Explain any expressions they don't know.
- Play the recording, pausing for students to repeat the phrases.

5 Match the activities in Exercise 4 with pictures 1–10.

- Ask the class to look at the pictures. Play the recording again, pausing after each item. Tell the students to find the corresponding picture and shout the number.
- Have them write the correct number next to each phrase in the box.

Answers → student page

6 Which activities from Exercise 4 do you do with a computer?

- Give students time to think about the question and tick the correct activities. Check answers.

Answers

play computer games, surf the Internet, write emails (also possible: do your homework, listen to music, watch TV)

Grammar

- Draw students' attention to the first Grammar box.
- Have students repeat the examples in chorus.
- Ask students to find more examples in the dialogue.

7 Look at the people in the pictures in Exercise 5. Ask and answer.

- Demonstrate the activity with a confident student. Invite a pair to do another example.
- Students work in pairs. Observe and support them as they work.

8 Game.

- Demonstrate the activity with a confident student.
- Students work in pairs.

Grammar

- Draw students' attention to the second Grammar box.
- Ask them which example is present continuous and which present simple.
- Draw attention to the adverbs of frequency and explain the star system. Remind them of the word order (normally before a main verb but after the verb *be*).

- Have students find more examples of the adverbs in the dialogue.

9 Say what you do after school. Use adverbs of frequency and activities from Exercise 4.

- Give students time to think about their after-school activities. Then ask pairs to do the exercise, taking turns and using all the adverbs.

10 Complete the text with the correct forms of the verbs.

- Give students time to read the text and write their answers. Check answers.

Answers

2 's/riding 3 are watching 4 always watch 5 cook 6 am I doing 7 'm/am not playing 8 'm/am doing

11 It's Sunday morning. Write about what you, your family and friends usually do and what you're doing now.

- Give the students some examples, e.g. *It's Sunday morning. I'm sitting in the kitchen and my sister is reading a book.*
- Ask confident students for more examples.
- Give students time to write.

Ending the lesson

Play the game in Exercise 8 using mime.

Learning difficulties

Reading handwriting can be a real challenge for dyslexic students. Providing them with a larger text worksheet version of Exercise 10 will help. Also try to be aware of this when writing on the board.

☺ Photocopiable Resource 1B. You can use this resource any time after Exercise 7.

Unit 1, C

New language

Grammar: like/love/hate/don't like + -ing

Vocabulary: Time phrases

Culture notes

The photo shows the **Booth Museum of Natural History** in Brighton. Edward Booth was a keen collector of British wildlife in the 19th century. The museum was built in 1874 for his collection of birds, butterflies, fossils, bones and skeletons. Booth was one of the first to use the 'diorama' case, where birds and animals are shown in their natural habitat. Nowadays the museum also emphasises the need for conservation. **Sunday lunch** in the UK is traditionally a time for the whole family to eat together. It usually consists of roast meat or poultry with potatoes, vegetables and gravy.

Warm-up

- Revise everyday activities from the previous lesson, by asking, e.g. *Do you like listening to music? Do you like doing your homework?* and eliciting *Yes, I do./No, I don't.*

Lead-in

- Draw students' attention to the photo. Ask questions, e.g. *Where are Luke, Seb and Sophie? (They're at the Booth Museum of Natural History.)*
- Have students look quickly at the text. Ask students what kind of text it is (an email).

1 **08** Listen and read. Tick (✓) the correct words.

- Give students time to read, and teach the word *roast* (potatoes). Remind them of the phrases *skate park* and *swimming pool*.
- Play the recording while students listen and tick the words.
- Check answers.

Answers → student page

2 **09** Listen and repeat the English today phrases.

- Give students time to find and underline the phrases in the email.
- Check the meanings, using L1 if necessary.
- Play the recording while students listen. Then play it again, pausing for students to repeat the phrases in chorus.

3 Read again and answer the questions.

- Give students time to read the questions and query vocabulary.
- Students read the email again and write their answers.
- Check answers.

C I love living here.

Lesson aim:
• talk about likes and dislikes

Presentation

1 **08** Listen and read. Tick (✓) the correct words.

Subject: Re: What are you up to?
Hi Grace!
Do I like living in the UK? Yes, I do. I love living here! On ¹ Saturdays Tuesdays I like going to Brighton town centre. My favourite place is the Natural History Museum.
And every Sunday we go to my ² grandma's aunt's house. She loves cooking a big Sunday lunch and Mum and Dad really like her roast potatoes! Then in the ³ afternoon evening , we walk the dog or go to the ⁴ skate park swimming pool . I like skateboarding. It's fun. School is OK but I hate wearing a uniform. Luckily, ⁵ every on Fridays, we wear our own clothes. Sophie and her best mate Seb are cool. (Check out the photo!) But they're really into street dance and I don't like dancing. Never mind!
What are you up to?
Luke

2 **09** Listen and repeat the English today phrases.

English today

- Luckily, ...
- Check out the photo!
- They're really into (street dance).
- Never mind!
- What are you up to?

Comprehension

3 Read again and answer the questions.

- When does Luke go to Brighton town centre?
On Saturdays
- Which place does Luke really like?
- Where does Luke's family sometimes go for lunch?
- What does Luke wear at school?
- When does Luke wear his own clothes to school?
- Who's good at dancing?



Memory check: Family members

4 Make five word partners. Which word hasn't got a partner?

mum – dad

aunt brother cousin ~~dad~~ daughter
grandad grandma mum sister son uncle

8

Answers

2 The Natural History Museum 3 his aunt's house
4 a uniform 5 on Fridays 6 Sophie and Seb

4 Make five word partners. Which word hasn't got a partner?

- Check the meanings of the family members, using L1 if necessary.
- Give students time to read and decide on the word partners. Check answers.
- Ask students some questions, e.g. *How many cousins have you got?* etc.

Answers

aunt – uncle, brother – sister, daughter – son,
grandad – grandma. No partner: cousin

5 **10** Listen and repeat.

- Give students time to read the time phrases in the box, then play the recording. Students listen and repeat.
- Remind students that *at* is used with time words such as *weekends, night*; *on* with specific days and dates; and *in* with months and parts of the day, e.g. *in the evening*.

Vocabulary: Time phrases

5 **10** Listen and repeat.

At weekends/night
Every day/morning/evening/night
Every Saturday/Sunday
In the morning/afternoon/evening
On Mondays/Tuesdays
On Thursday mornings/Friday afternoons

6 Complete Grace's email with *at, every, in* or *on*.

Subject: My week
... I'm playing with a great new team now so ¹ *on* Monday mornings and ² *on* Wednesday afternoons, I have football practice. I also go to a swimming club ³ *every* Thursday after school. I'm usually very tired ⁴ *in* the evening! ⁵ *At* weekends, I've usually got a lot of homework because ⁶ *every* Friday we have a lesson with Miss Price. I know you remember her! Aaagh!

Grammar

I like going to Brighton town centre. She loves cooking Sunday lunch. I hate wearing a uniform. I don't like dancing.

7 Look at Luke's email in Exercise 1. Write four sentences about Luke and his family. Use *like, love* and *hate*.

Luke loves living in the UK.
Luke doesn't like dancing.

Listening

8 **11** Listen and choose the correct words. Then tell the class.

Luke hates shopping.

- I hate shopping / swimming.
- I love visiting museums / my friends.
- I like listening to music / watching TV.
- I don't like playing football / dancing.
- Favourite day: Sunday / Saturday – go to Brighton town centre

Speaking

9 A: Imagine you're interviewing Seb/Sophie. B: Imagine you're Seb/Sophie. Look at the fact files. Ask and answer.

A: What do you like doing, Seb?

B: I love playing football and I like ... But I don't like ...

A: What do you hate doing?

B: I hate ...

A: What's your favourite day of the week?

B: Monday. On Mondays we play football at school.

Football
Chat to friends online
Rugby
Cricket
Favourite day: Monday – football at school

Walk the dog
Skateboard
Get up early
Surf the Internet
Favourite day: Sunday – go to skate park

About you

10 Interview your friends and write fact files about them. Use the dialogue in Exercise 9 to help.

→ Now turn to Unit 1C in the Activity Book. Start on page 9.

1

- Check answers.

Answers

Luke likes going to Brighton town centre. He likes skateboarding. He hates wearing a uniform. Grandma loves cooking a big Sunday lunch. Mum and Dad like her roast potatoes.

8 **11** Listen and choose the correct words. Then tell the class.

- Give students time to read the sentences. Play the recording while students listen and circle their answers.
- Play it again, pausing to check answers.

Answers → student page

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9 Ask and answer.

- Give students time to read the information in the fact files. Check/teach *cricket, rugby*.
- Demonstrate the activity by reading the example with a confident volunteer. Explain that the questions start with *Wh-* words.
- Give pairs time to do the activity, then invite some confident students to act out their conversations.

10 Interview your friends and write fact files about them. Use the dialogue in Exercise 9 to help.

- Give students time to work in pairs and interview each other. They could make notes of their partner's answers.
- Give students time to prepare their fact files. Support the students as they write.

Ending the lesson

Students could display or exchange their fact files – with names omitted or covered – for other students to read and guess who the fact file is about.

Learning difficulties

Instead of writing a fact file, dyslexic students could be asked to say a few sentences about their interview partner. Alternatively, you could provide a framework for them to complete. If appropriate for your dyslexic students, you could suggest that they take their time to complete the written work at home.

Photocopiable Resource 1C. You can use this resource any time after Exercise 6.

Unit 1, D

New language

Functions: Ask for opinions and decide what to do; Speaking: Talk about likes and dislikes; Writing: Invitations

English today: *What do you think? I don't mind ...; I can't stand ... (They're/He's) boring/fantastic/amazing!*

Preparation: Warm-up: Find pictures to represent activities from lessons 1B and 1C, e.g. listening to music, doing homework, wearing school uniform, etc.

Culture notes

Video hire shops are still popular in the UK although downloading and viewing films on computers is becoming more common. Popcorn is a popular snack for people in the UK to eat, particularly while watching films.

Warm-up

- Revise likes and dislikes of activities from 1B and 1C using your pictures. Ask students to say, e.g. *I love listening to music; I don't like doing my homework, etc.*

Lead-in

- Have students cover the dialogue. Ask questions about the photos, e.g. *Who's in the photos? (Sophie, Seb and Luke.) Where are they? (In a video/DVD hire shop.) What are they doing? (They're choosing a DVD.)*
- Teach *popcorn, flavours* and *romantic comedy*.

1 Listen and read.

- Play the recording while students listen and read.
- Ask some questions to check understanding, e.g. *Does Luke like watching films? What kind of films does Sophie like? Does Seb like them too? What does Seb like eating?*

See Introduction page iv.

- If you have an interactive whiteboard or a DVD player, students can watch and listen to the video of the communication dialogue.
- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.
- Tell students (L1) there is another version of the video with a different ending. Ask for suggestions for another ending. Then play the alternative version. Ask how many students guessed right. (Answer: Seb doesn't like Zac Efron or cheese popcorn.)

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D Communication

Speaking: Talk about likes and dislikes

1 Listen and read. It's Friday afternoon and Seb, Luke and Sophie are at the DVD rental shop.

1 Sophie: Do you want to hire a DVD and hang out at my place?
Seb: Cool! Let's get popcorn, too. Do you like watching DVDs, Luke?
Luke: Yes, I love watching DVDs and I love eating popcorn.

2 Sophie: How about this film? What do you think, Seb?
Seb: Oh, no! I can't stand romantic comedies! They're boring!
Sophie: Well, I think they're fantastic!
Luke: Let's find a film we all like.

3 Sophie: This film stars Zac Efron. I think he's amazing!
Luke: I like him, too. How about you, Seb?
Seb: Well, I don't mind watching it.
Luke: Brilliant! Now, there are three popcorn flavours ...
Sophie: You know what? Let's get all three!

2 Complete the dialogue with sentences a–f. Then listen and check.

Ann: Do you want to rent a video game and hang out at my place?
Ben: Cool! Let's get crisps, too. *What do you think, Chris?*
Chris: Good idea. *What do you think, Ann?*
Ann: How about this game? It's about tennis.
Ben: Oh, no! It's boring!
Ann: Well, I think it's fantastic!
Chris: Let's find a game we all like.
Ann: This game is about flying planes.
Chris: I really like it, too.
Ben: Well, it's OK I suppose.

a I don't mind playing it.
 b I love playing video games and eating crisps.
 c I think it's amazing!
 d What do you think, Chris?
 e How about you, Ben?
 f I can't stand that game!

English today

• What do you think? • I don't mind ...
 • I can't stand ...
 • (They're/He's) boring/fantastic/amazing!

Your turn

3 Invite two friends to spend Friday afternoon with you. Use activities from the list below or your own ideas and Exercise 2 to help you write a dialogue. Then act it out.

- rent a DVD/get a pizza
- buy (favourite pop star's) new CD/get ice cream
- choose a board game/get biscuits

A: Do you want to rent a DVD and hang out at my place?
 B: Cool. Let's get a pizza, too. What do you think ...?
 C: Good idea. I like ...

10

2 Complete the dialogue with sentences a–f. Then listen and check.

- Give students time to complete the dialogue.
- Have students compare answers in pairs.
- Play the recording, pausing to check answers.
- Play the recording again. Students listen and repeat.
- Let students practise the dialogues in pairs.

Answers → student page

English today

- Have students find and underline the phrases in the dialogue.
- Explain that they can use these expressions in their own dialogue in Exercise 3.

Suggestion: Ask students to think of two sentences: one about something/someone they like and one about something/someone they dislike, e.g. *Justin Bieber's fantastic!* Then they work in pairs and take turns to say a sentence, followed by *What do you think?* Their partner answers with an appropriate phrase, e.g. *I can't stand him!*

Writing: Invitations

4 Read the email and complete the notes.

Invitation to: a school concert...
 From: Kylie...
 When: Sunday, 5th October
 Where: Vox theatre
 Time: 3 p.m.
 Tickets: £5

CLAY MILLS SCHOOL CONCERT
 Sunday 5th October 3 p.m.

Subject: School concert!

Hi guys,
 Do you want to come to my school concert?
 It's on Sunday, 5th October, at the Vox Theatre, 22 Camelia Road. It starts at 3 p.m. and the tickets cost £5.
 I'm very excited about this concert. I'm playing the guitar in it! I practise two hours every day. It's hard work.
 Bye now! It's time for dinner. Mum is calling me.
 See you at the concert – I hope!
 Kylie 😊

P.S. How about hanging out at my place after the concert?
 Me practising!

Writing tip

Full stops
 We always use a full stop at the end of a sentence.

Capital letters
 We use capital letters for ...
 – the first letter in a sentence.
 – the pronoun I
 – first names and surnames.
 – countries and nationalities.
 – names of places (for example, towns or streets).
 – days of the week and months.

Look at the email in Exercise 4 and circle the capital letters.

5 Correct the text. Add full stops and capital letters where necessary.

Hi Nick,
 I'm inviting you to my English school party. It's on Saturday, 14th November at 26, Ellis Road. It starts at 5 o'clock.
 See you there!
 Chris

Your turn

6 Invite your friend to a school concert. Use the email in Exercise 4 and the questions below to help.

- When is it?
- Where is it?
- What time does it start?
- How much are the tickets?
- Are you excited/happy? How often do you practise?
- Suggest what to do after the concert.

Now turn to page 13 in the Activity Book.

1

- Read the Writing tip to the class. Pause at each note, for students to find and circle examples in the text in Exercise 4. Check answers.
- Compare the tips with writing rules in students' L1.

5 Correct the text. Add full stops and capital letters where necessary.

- Do the first line with the students (*Hi, Nick*) and elicit why capital letters are used.
- Give students time to do the corrections.
- Check answers.

Answers → student page

6 Invite your friend to a school concert.

- Read the questions aloud. Elicit different answers and put them on the board.
- Give students time to write their emails. Support them as they write.

Ending the lesson

Students tell the class about their school concert.

Learning difficulties

Dyslexic students often have difficulty with a mix of upper and lower case letters. You may prefer to not set them Exercise 5 but to allow them more time for Exercise 6.

Photocopiable Resource 1D. You can use this resource any time after Exercise 2.

11

Unit 1, E

New language

New words: camping, drama, outdoor, photography, popular, team

Preparation: Culture video: Prepare the questions suggested in the teaching notes as a worksheet or to show on the IWB. **Project:** Find statistics about free time activities in your country (or you could ask the students to do this in advance, using the Internet or a library.)

Culture notes

Netball is the biggest team sport for females in the UK. It forms part of the Physical Education national curriculum in England.

Scouting was started in 1907 by Robert Baden-Powell, a Lieutenant-General in the British Army. The movement's aim is to support young people in their mental, physical and spiritual development. It offers practical outdoor activities such as camping, hiking and sports.

Warm-up

- Write various free time activities on the board but include gaps for missing letters, e.g. f__tba_l, pai_t_ng. Invite students to the board to fill in the missing letters.

Suggestion: Team game: a student mimes free time activities and the other team guesses, asking questions in the present continuous, e.g. *Are you painting?*

Lead-in

- Use the heading and photos to introduce the topic and pre-teach some key vocabulary (see the New words box). Ask questions, e.g. *What is he/she doing/playing? What kind of sport is netball? (a team sport) What sports are popular in (your country)? What kind of uniform is the boy wearing? How old is he/she, do you think?* Explain the boy is a Boy Scout and give some background information.
- Draw students' attention to the pie chart at the top right. Explain or elicit what it shows: how popular the different free time activities are in the UK. According to the chart, watching TV is the most popular.

1 **14** Listen and read. Match the people with the sections of the chart.

- Play the recording while students listen and read.
- Draw students' attention to the New words box. Give students time to find and underline the words in the text. Check they understand the meanings using L1 if necessary.

Culture today

How do you spend your free time?

Teresa

In my free time, I surf the Internet, play computer games or listen to music online. In the evening, I also watch TV with my family. TV is very popular in the UK. People watch about twenty-eight hours of TV every week. That's a lot of TV!



Thomas

I've got a lot of different hobbies. I like painting, photography and drama. But I also like doing outdoor activities, for example camping, and I'm a scout. There are 400,000 boy and girl scouts in the UK. Scouts love learning new things. At the moment, I'm doing my Outdoor Challenge Award and I'm learning how to cook on a fire.



Fiona

I love sports. I play hockey, netball* and tennis and I'm in a girls' football team. I also like to meet my friends in my free time. We meet every Saturday after football! People play football for fun in parks and playgrounds all over the UK. It's a very popular team sport.

* Netball is a popular girls' sport. It's like basketball but you can't run with the ball.



12

- Now ask students to match the characters with the information in the chart. Check answers.

Answers → student page

2 Complete the table with the free time activities from the texts.

- Give the students time to read the text again on their own and complete the table. Have students compare answers in pairs.
- Check answers.

Answers → student page

Tip: When checking written answers, it's a good idea to write the answers on the board so that students can check their spelling.

3 Read the texts again and answer *True (T)* or *False (F)*.

- Have students read the texts again and write their answers. They compare their answers in pairs.
- Check answers.

Answers → student page

Free time

Reading

1 Listen and read. Match the people with the sections of the chart.

- Teresa 1 (watch TV), 2 (use a computer).
- Fiona 3 (meet friends), 4 (sports and hobbies)
- Thomas 4 (sports and hobbies), 5 (other)

2 Complete the table with the free time activities from the texts.

Teresa	Fiona	Thomas
surf the Internet	play hockey	painting
play computer games	play netball	photography
listen to music	play tennis	drama
watch TV	play football	camping
	meet friends	

Comprehension

3 Read the texts again and answer *True (T)* or *False (F)*.

- Teresa likes listening to music.
- TV is very popular in the UK.
- There are football teams for girls in the UK.
- In netball you can run with the ball.
- There are 4,000 scouts in the UK.
- Scouts often learn new things.

Listening

4 Listen and match the people (1-3) with the pictures (A-D). There's one extra picture.

- 1 Grace 2 Freddie 3 Isobel



Speaking

5 Find out about your friends' free time activities. Ask and answer.

A: What do you usually do after school?
B: I do my homework and then I watch TV or I chat to friends online.

A: What do you do at weekends?

- What do you usually do after school?
- What do you do at weekends?
- What sports do you do?
- Do you go to any clubs?
- What are your favourite hobbies?

Project: Hobbies and free time activities

6 Make a chart about favourite free time activities in your country. Then write about your free time activities and find pictures.

In my free time, I like doing sports. I love playing basketball and I also like playing rugby.



13

4 **15** Listen and match.

- Ask students to say what they can see in the pictures.
- Play the recording while students listen and write their answers.
- Play it again, pausing to check answers.

Answers → student page

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5 Find out about your friends' free time activities. Ask and answer.

- Demonstrate the activity with a confident volunteer.
- Students ask and answer in open pairs and/or in closed pairs.

Suggestion: This could be organised as a class survey. Divide the class into 4 groups and allocate a question (1, 2, 3 or 5) to each group. Appoint a 'secretary' to ask the other students their question and note their answers. Show the students how to put the results into a pie chart.

Go to the Culture video for this lesson (see Introduction page v).

- While students are working on their own, write on the board the names of the children in the video and the questions they are asked, or prepare a worksheet in advance:

Rosie Anisah Anuli

1 What do you usually do after school?

2 Do you do any sports?

3 What are your favourite hobbies?

4 What do you do at weekends?

- Introduce the video. Tell students they are going to watch three English students, Rosie, Anisah and Anuli, answering these four questions about their free time activities. Tell them to watch and listen for their answers to the questions.

- Play the video once all the way through. Ask students what they can remember.
- Play the video again. Pause after each section and ask questions to check comprehension. Example questions: Section 1: *Do they all go home after school? Who sometimes goes swimming before she goes home? (Anuli).* Section 2: *What sports do they do? Can you name them all? (netball, football, tennis, gymnastics, running, swimming).* Section 3: *Which two girls like reading? (Rosie and Anuli).* Section 4: *What do they all do at weekends? (see friends) Which two girls go to drama school? (Rosie and Anuli)*

6 Make a chart about favourite free time activities in your country.

- Ask students about the photos, e.g. *What are they doing? Do you like playing basketball/football? Is this popular in our/your country?* Elicit what students think are popular free time activities in your country. Make a list on the board and ask them to number then according to popularity. Demonstrate on the board how to make a pie chart using the information.
- Tell students to make a list of their own free time activities in order of preference, and to make their own pie chart using the information.
- Give students time to write about their pie chart, using the example text as a model.

Ending the lesson

Have students suggest how to display their charts and information. They could either design a large wall frieze, incorporating all the students' individual charts, or design a poster in pairs.

Learning difficulties

Dyslexic students often prefer to work with visuals, so encourage any dyslexic students in your class to work on the design elements. Pair them up with students who are more confident in working with numbers and text.

Unit 1, F Revision

Language revised

Grammar: Present simple: positive, negative, questions and short answers, *wh-* questions; Present continuous: positive, negative, questions and short answers; adverbs of frequency: *always, usually, often, sometimes, never; like/love/hate/don't like + -ing*

Vocabulary: Countries and nationalities, Daily activities, Time phrases

Functions: Ask for opinions and decide what to do; talk about likes and dislikes; invitations

Pronunciation: /ʌ/

Warm-up

- Revise present simple by using the charts from Lesson 1E Exercise 6. Students ask and answer about the information in the charts, e.g. *What does Lucas do at the weekend? Does he play football? etc.*

Lead-in

- Use the pictures on pages 14 and 15 to revise present continuous: ask what the people are doing in the pictures.

1 Unscramble the words below to make everyday activities.

- Draw attention to the example and tell students to use the pictures to help them work out the answers.

Answers → student page

2 Complete the dialogues with the correct forms of the verbs. Use the present simple or present continuous.

- Remind students of the forms and use(s) of the present simple and continuous. Refer them to the Grammar boxes in Lessons 1A, 1B.
- Give students time to read the dialogue and write the answers.
- Check answers.

Answers
 Dialogue 1
 2 'm watching 3 always watch 4 usually watch
 Dialogue 2
 1 's doing 2 always skateboards
 Dialogue 3
 1 often play 2 don't play
 Dialogue 4
 1 is playing 2 play 3 play

3 Choose the correct words.

- Write *in, on, at, every* on the board. Ask when we use them (see teaching notes from Lesson 1C Exercise 5). Do the example with the class.

F Revision

1 Unscramble the words below to make everyday activities.



- 1 itslne ot sucim → *listen to music.* 2 koco rbaasfet → *cook breakfast.* 3 akwl teh gdo → *walk the dog.* 4 iertw amilse → *write emails.* 5 od koomwhre → *do homework.* 6 dire a kieb → *ride a bike.*

2 Complete the dialogues with the correct forms of the verbs. Use the present simple or present continuous.



- 1 Sophie: Hi, Luke. What are you ¹ *doing* (do)?
 Luke: I ² *watch* (watch) TV.
 Sophie: Do you ³ *always watch* (always/watch) TV in the evening?
 Luke: No, I don't. I ⁴ *usually watch* (usually/watch) TV at weekends.
 2 Mum: Where's Seb?
 Dad: He's in his room. He ¹ *do* (do) his homework.
 Mum: But he ² *always skateboards* (always/skateboard) on Fridays.
 Dad: Not today.
 3 Emma: Do you ¹ *often play* (often/play) computer games?
 Seb: Well, I ² *don't play* (not play) computer games every day.
 4 Emma: Listen! Kevin ¹ *play* (play) the drums.
 Sophie: He's good. What about you? Do you ² *play* (play) the drums, too?
 Emma: No, I don't. I ³ *play* (play) the guitar.

3 Choose the correct words.

- 1 We play football *on* / *in* Saturday mornings.
 2 *On* / *At* weekends, I go to the cinema with my friends.
 3 They don't play sports every *days* / *day*.
 4 Diana skateboards at */on* Tuesdays.
 5 Pete watches his favourite show on TV *on the* / *every* Thursdays.
 6 We sometimes walk the dog *at* / *in* night.
 7 I chat with my friends online *on* / *in* the evening.

4 Write sentences with like, love, not like and hate.



- 1 Sophie *love* / *like* listen to music.
Sophie loves listening to music.
 2 they *don't like* / *hate* do homework.
They don't like doing homework.
 3 I *love* / *like* go shopping.
I love going shopping.
 4 we *love* / *like* make model aeroplanes.
We love making model aeroplanes.
 5 you *don't like* / *hate* walk to school.
You don't like walking to school.
 6 Luke *likes* / *loves* play with his dog.
Luke likes playing with his dog.

14

- Give students time to read and do the exercise individually. Check answers.

Answers → student page

4 Write sentences with like, love, not like and hate.

- Remind students of these verbs using the emoticons in the picture. Demonstrate the activity with the example.
- Students work in pairs and write the answers.
- Check answers.

Answers → student page

5 Match 1–8 with a–h. Then ask and answer.

- Give students time to read through the exercise and query any vocabulary they are unsure of. Work through the example.
- Students work in pairs to find the matches. Then check answers.

Answers
 2 f, 3 e, 4 a, 5 h, 6 b, 7 c, 8 g

6 Complete the dialogue with sentences a–f.

- Check students remember the meanings of the phrases following the dialogue.

5 Match 1–8 with a–h. Then ask and answer.

- A: Are you doing your homework?
 B: Yes, I am.
 1 Are you doing *a* to music?
 2 Do you often chat *b* surf the Internet?
 3 Is your friend watching *c* do after dinner?
 4 Do you like listening *d* your homework?
 5 What kind of food *e* TV at the moment?
 6 Does your grandma *f* to your friends online?
 7 What do you usually *g* pop star?
 8 Who is your favourite *h* do you like?

6 Complete the dialogue with sentences a–f.



- Liz: ¹ *Do you want to rent a DVD*, and hang out at my place?
 Pam: Cool! Let's get ice cream, too. ² *I*
 Tom: Good idea. I love watching DVDs and eating ice cream.
 Liz: How about this film?
 Pam: Oh, no! ³ *a* They're boring!
 Liz: Well, I think they're fantastic!
 Tom: Let's find a film we all like.
 Liz: This film stars Cameron Diaz. ⁴ *d*
 Tom: I like her, too. ⁵ *e*
 Pam: She's OK I suppose. ⁶ *c*
 Tom: Brilliant! Now, there are three ice cream flavours ...
 Pam: You know what? Let's get all three!

- a I can't stand films about football!
 b *Do you want to rent a DVD*
 c I don't mind watching it.
 d I think she's amazing!
 e How about you, Pam?
 f What do you think, Tom?

Song: The early morning song

7 Listen and complete. Then sing.

When I get out of bed,
 There's ¹ *music* in my head
 And my feet are dancing
 On the ² *kitchen* floor.
 And when I walk to ³ *school*
 I know the day is cool
 'cause I ⁴ *listen* to pop music
 On my MP3 player.
 I ⁵ *like* techno, rock and hip hop.
 Do you like them, too?
⁶ *Let's* go dancing, have a party,
 Bring some friends with you!

Pronunciation: /ʌ/

8 Listen and repeat.

There's something behind you.
 It doesn't talk like you do
 But it moves like you do.
 Does it follow you, too?

9 Listen and choose the correct words.

- 1 *does* / *doesn't* 2 *do* / *do* 3 *doesn't* / *do*
 4 *does* / *do* 5 *doesn't* / *don't*

My progress

10 Read and tick (✓).

I can:	
talk about me and my friends. <i>I live in the UK. He likes techno music.</i>	<input type="checkbox"/>
talk about countries and nationalities. <i>Australia, Australian ...</i>	<input type="checkbox"/>
talk about what I'm doing now. <i>I'm listening to music.</i>	<input type="checkbox"/>
talk about daily routines and activities. <i>I always do my homework after school.</i>	<input type="checkbox"/>
talk about likes and dislikes. <i>I like skateboarding. I hate wearing a uniform.</i>	<input type="checkbox"/>
ask for opinions and decide what to do. <i>What do you think? Let's ...</i>	<input type="checkbox"/>

→ Turn to Unit 1 Check in the Activity Book on page 14.

1

Tip: A small mirror can be useful for students to see if they are producing the sounds in the correct way.

Play the Pronunciation video for this lesson (see Introduction page v). Play it again and have students say the rhyme along with the video.

9 Listen and choose the correct words.

- Say the words *does, doesn't, do* and *don't* and have students notice the difference in the vowel sounds.
- Play the recording while students circle the correct word.
- Play it again, pausing to check answers.

Answers → student page

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10 Read and tick (✓).

- Introduce the progress chart. Explain that it helps students to remember what they have learnt in the unit. Ask what they feel confident about, and what they need to revise further.
- Students look at the chart and tick the items they feel comfortable using. Encourage them to look back in the unit as a reminder.
- Focus on each section in turn and elicit more examples.

Learning difficulties

Dyslexic students may have difficulty remembering all the language points from the unit. Try to revise language regularly, e.g. by using the warm-up suggestions, and be prepared to explain rather than elicit information in Revision sections.

Tests on Teachers' eText for IWB (see Introduction page vi).

You can now use Unit Test 1. After grading the test, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.