

Unit objectives

Reading:	multiple-choice questions; reading for detailed information
Vocabulary:	hobbies and leisure; forming nouns and verbs
Grammar:	present simple; adverbs of frequency; <i>much/many</i>
Listening:	completing notes; listening for detail
Speaking:	completing a conversation; likes and dislikes
Writing:	an invitation to a friend; punctuation

READING (SB pages 8–9)

To start

Write the title of the unit on the board, and tell your students that they are going to be learning about hobbies and interests in the next few lessons. Ask students to think of something they like doing in their free time and get them to write it down without showing anyone. Students now mime their free time activity to their partner, who has to guess what it is. Conduct class feedback: ask students to report back on their partners' free time activity, and write new vocabulary on the board.

Power up

1 Focus attention on the photos and ask students to describe what they see. Check students' understanding of free time by asking them when they have free time: are they having free time now?

Elicit that free time is the time we have when we are not at school or working. Nominate a student to answer the questions. Then choose another student to ask you the questions so that you model the kind of answers which should follow, e.g. *I like reading in my free time. I love walking in the hills.*

Give students a couple of minutes to ask and answer the questions. Then find out if any pairs had interests in common. Ask students to report back on shared likes and dislikes. Which is the most popular hobby among your students?

Students' own answers.

Read on

Background

Jasmine Van den Boegarde and Fergus Gill are both real people, so your students may wish to find out more about them. Tell them that they can see Fergus' photos or listen to Birdy's music online. You can do this in class if time permits. Your students might ask why Jasmine's nickname is Birdy. This is because when she was a baby, she opened her mouth very wide when she was feeding. Her family thought she looked like a bird and she has still kept this nickname.

Fergus lives in a small village near the Sidlaw Hills, a very beautiful part of Scotland. He is surrounded by woods and farmland and doesn't have to travel far to find wildlife.

2 Tell students they are going to read about two teenagers with interesting hobbies. Focus on the photos and ask students to describe what they see. Ask them to predict what hobbies they are going to read about and write their predictions on the board. Look at the text's title: *Teen Talent*. Check that students know what the word *talent* means (an ability to do something very well).

Ask students to tell you about their classmates' talents and elicit the adjective: *talented*. If necessary, pre-teach the following vocabulary using concept questions to check students' understanding.

- *fans* (people who love watching or listening to someone or something very much). *Is a fan a person or a thing? Are you a fan of Britney Spears?*
- *nervous* (to be worried or anxious about something). *Is nervous a good feeling or a bad feeling? When do you feel nervous?*
- *to perform* (to sing or act in front of an audience). *Where do people perform? What can people perform?*
- *to hang out* (to spend time with people in a relaxed way). *Do you like hanging out with your friends? Where do you hang out?*
- *prize* (something you get for winning a competition or doing something very well). *Are people usually happy when they win prizes? What can people win prizes for?*
- Give students a few minutes to read the texts in silence. Ask them if any of their predictions were correct.

A Birdy B Fergus C Fergus DB irdy

3 After students have had the chance to read the questions and reread the articles, give them two minutes to fill in the table. Give students the opportunity to check answers with their partner before filling in the table on the board.

Hobbies and Leisure

To start

Divide the class into two groups. One group has to remember as many different facts about Birdy as they can; the other has to remember as much as they can about Fergus.

Give your students a minute to prepare and then draw a line down the middle of the board, with Birdy and Fergus's names as headings on each side. Students from each group take turns to run to the board and write down key words associated with each teenager, e.g. *singing* for Birdy and *photography* for Fergus. Read through the information on the board as a class, and see which group remembered the most.

Students then work in pairs, taking it in turns to make sentences about Birdy and Fergus with the vocabulary on the board as prompts.

- Focus students' attention on the picture and then read through the verbs in the box together. Ask students to work in pairs and see who can be first to match the people in the picture with the verbs.

Conduct whole class feedback, focusing students' attention on pronunciation. Ask students what other hobbies in the picture have not been mentioned and board their answers: *play chess*.

A fish B paint C dance D cook E sing F read G draw

Word XP

Read the information in the Word XP box with your class and ask students if they can think of more examples, e.g. *swim* → *swimming*, *paint* → *painting*.

Write *fishing* and *dancing* on the board and ask students to tell you which part of the word is stressed (the first part).

See if your students can think of any more verbs which remove the final letter *e* in this situation, e.g. *ride*, *make*, *phone*, *bake*, *take*.

Game on

Organise students into pairs to play this game. Nominate a student to demonstrate the activity with you in front of the class. Let students play the game for a couple of minutes. Monitor, noting down any particularly interesting hobbies that students think of. These can be shared in the class feedback.

- Ask your students to fill in the gaps, adding *-ing* to the verbs to make nouns. Check answers around the class, focusing on natural sounding pronunciation and making sure that the *-ing* is pronounced in its weak form: /əɪn/. Check that students have spelled *dancing* correctly.

1 reading 2 fishing 3 dancing 4 cooking 5 painting 6 singing

Isabella

First name: Ali

Country: USA

Hobby: writing songs, singing and playing the piano and guitar

Gill

First name: Fergus

Country: Scotland

Hobby: photography/taking photos

- Refer students to the Exam advice. Students choose the correct answers. Give them a minute to check their answers with a partner before conducting whole class feedback. Ask students to correct the wrong answers orally, by referring them back to the text, e.g. in number 3, ask students to find the word in the text which describes how Birdy feels before concerts (she always get nervous before she performs).

1 A 2 C 3 B 4 A 5 C 6 A 7 B

Sum up

- Refer students back to the table they completed in Exercise 3. Direct students to the sentences in Exercise 5 and ask them to work with a partner to make sentences about Birdy and Fergus. Monitor, noting any problems you hear with pronunciation and form, and discuss these in class feedback.

Students' own answers.

Speak up

- Give students a minute or so to prepare a reason for why they think Birdy and Fergus have interesting hobbies, e.g. *I think Birdy's hobby is interesting because she can travel a lot. I think Fergus's hobby is interesting because he can learn a lot about different animals.*

Ask students to share their ideas with their partner.

Reorganise the pairs into small groups and ask them to share their ideas with their new group. In this way, the class should generate plenty of ideas. Monitor the class, prompting, encouraging and supplying language where necessary.

Conduct class feedback. Board any new language which emerged in the group discussions.

Students' own answers.

To finish

Ask students to choose the hobby which they found most interesting, and organise students with the same choice into pairs. Students work in pairs to write five questions which they would like to ask Fergus or Birdy, e.g. *Why do you like your hobby? Where do you usually do your hobby? When do you usually sing? Do you usually take photos alone?*

Circulate, offering support and linguistic input. Once you have checked your students' questions, organise a roleplay where students take on the roles of the interviewer or either one of the teenagers.

Homework

MyEnglishLab

- 3 Look at the spidergram and read the verb–noun collocations together. Focus students' attention on the words/phrases in the box and give them a minute to attach the nouns to the correct verbs. Give students an extra minute to see if they can add any more collocations to the spidergram, e.g. *play football, collect key rings, go horse riding*. Conduct class feedback and collect new ideas. Draw a larger spidergram on the board with your students' contributions.

listen: to my iPod

watch: a film, TV

play: chess, computer games

go: on a sleepover, to the cinema

collect: comics, postcards

- 4 Students fill in the sentences with the verbs from Exercise 3. Ask students to check with their partners that they have remembered to use the correct form of the verb in each case. Conduct feedback around the class.

2 goes 3 play 4 listen 5 collects 6 watch

Speak up

- 5 Nominate a student to read the conversation with you. Students work in pairs to ask and answer questions about each other's hobbies. Conduct class feedback, sharing examples of good language you have heard. If students are finding it difficult to talk about why they like doing their hobby/free time activity, then pause the activity. Write down a few hobbies on the board and brainstorm ideas about why your students might like doing them, e.g. *It's fun; It's relaxing; It's exciting; I can do this hobby with my best friend.*

Students' own answers.

To finish

Write down the questions *What's your favourite hobby?* and *Why do you like it?* on the board.

Organise a class mingle, where students talk to as many other students as they can, asking these two questions. After three minutes, stop the activity and ask the students to return to their seats. Working with a partner, they have two minutes to jot down everything they remember about their classmates and their hobbies. Conduct class feedback: who has managed to remember the most about their classmates' hobbies?

Homework

Workbook pages 4–5

MyEnglishLab

To start

Give each of your students a hobby from Exercise 3 in the vocabulary lesson. If you have a big class, you may need some extra hobbies, but make sure they collocate with one of the verbs from this exercise. (Extra hobbies could be the *piano, tennis, swimming, soft toys*, etc.)

Call out different verbs: when the students hear the verbs their hobby collocates with, they have to stand up. For example, if you call out *play*, then students who have the following hobbies should stand up: *the guitar, computer games* and *chess*.

Quickly check they have collocated correctly by asking them to say the verb with their hobby. If they have not got the right collocation, they are out of the game!

Grammar XP

Read through the examples in the Grammar XP box. Check that students understand the meanings of the words *habit* and *routine*. You could focus on students' timetables and when they learn English, e.g. every Tuesday and Thursday, so they get a personalised concept of a routine.

Focus students' attention on how to form questions and negatives in the present simple tense. You could mark the rising intonation in questions and falling intonation in short answers on the board, which will be useful when students practise speaking later on.

Nominate a confident student and ask them to tell you about what they do in their free time, and write this on the board using the third person form of the present simple, e.g. *Cello goes fishing with her brother.*

Look at the adverbs of frequency together. Ask your chosen student to tell you how often they do their free time activity, using one of the adverbs on the timeline. Ask students where they think this adverb should go in the initial sentence and write it in the correct place.

Ask the class to think of questions they could ask the student about his or her hobby. Write these questions on the board for the student to answer.

- 1 Play Track 1.1 for students to listen. Then play Track 1.2 and ask students to repeat. Focus attention on the pronunciation of *do you*: /dʊ:/ and on the weak form of *I*. Practise saying /jesədu:/ and /nəʊədəunt/ with the class.

► Tracks 1.1–2

A: Do you like dancing?

B: Yes, I do.

C: No, I don't.

LISTENING (SB page 12)

To start

Find the longest wall in your classroom. Choose one end of the wall and tell students that this is *never*. Nominate seven students and give each of them an adverb of frequency: *always, usually, often, sometimes, not often, not usually*.

Ask them to stand along the wall in order of their frequency. Move along the wall, asking students to tell you their frequency adverb and asking the rest of the class to decide whether or not they are standing in the right place.

Go around the class, nominating students to choose hobbies. Students must stand beside the adverb of frequency which describes how often they do these hobbies. Ask students *Why are you standing there?* and encourage them to answer using the target language, e.g. *Because I never cook*.

Power up

- 1 Look at the photos of famous people. Ask your students if they already know these celebrities and get them to give you some information about them. Students match the celebrity with their hobby and discuss their choices with a partner. Encourage them to justify their answers.

Students' own answers.

Background

Robert Pattinson is an English actor from the film *Twilight*. Emma Watson is an English actress, famous for playing Hermione in the *Harry Potter* films. Rafael Nadal is a Spanish tennis player. Dianna Agron (**agrɒn**) is an American actress from the television series *Glee* and Zac Efron is an American actor, famous for his role in the film *High School Musical*.

- 2 Play Track 1.3 and ask students whether their predictions were correct.

► Track 1.3

- 1 Robert Pattinson likes reading.
- 2 Emma Watson loves painting.
- 3 Rafael Nadal enjoys fishing.
- 4 Dianna Agron likes cooking.
- 5 Zac Efron collects comics.

Students' own answers.

Listen up

- 3 Read the exercise with your students. Make sure that students know they have to focus on the people who are not spoken about. Conduct whole class feedback.

- 2 Students read the interview, working in pairs to complete the conversation using the correct form of the present simple. Read the completed text around the class. Focus students' attention on the pronunciation of *doesn't*: /dʌzənt/ and point out that /t/ is often not pronounced in phrases with *don't*, so *don't like* becomes /dʌnlaɪk/.

2 doesn't read 3 watches 4 love 5 go 6 enjoys 7 makes
8 don't like

- 3 Students fill in the blanks in the conversation and check their answers in pairs.

2 Do/play 3 Do/sing 4 Does/have

- 4 Focus students' attention on the photo. Ask them what they think Luis's hobby is. If students do not know the word *street dancing*, then write it on the board. Ask students if any of them have this hobby. Ask them: *Where do you do this? What do you wear? Who do you dance with?* Students fill in the gaps with the words in the box. Read the text around the class.

2 never stop 3 often watch 4 usually do 5 sometimes give

Write on

- 5 Write sentence heads on the board, e.g. *I always, I usually*. Check students remember the adverbs of frequency – draw a line across the board with *never* at one end and ask students to come up and write the other adverbs of frequency in the correct places. Draw students' attention to the sentence heads. They write five sentences about themselves using the sentence heads and adverbs of frequency.

Students' own answers.

To finish

Draw a large square on the board and inside the square write some answers to questions about you, focusing on free time activities, but also on personal information, e.g. your hobby, something you really don't like doing, an adverb of frequency, the name of someone you like to spend time with.

Students have to look at the box and ask questions to get the answer, e.g. *What do you do at the weekend? What do you not like doing? How often do you go swimming? Who do you hang out with at the weekend?*

Give students a few moments to create their own box. Their partner then has to think of questions to ask to match the answers. Circulate, offering help with question formulation where necessary and noting any issues for use in feedback.

Homework

Workbook pages 6–7
MyEnglishLab

► Tracks I .4-5

Abbey: Hey, Joe, look at this website about famous people and their hobbies. Look! I love Robert Pattinson!

Joe: You love everyone, Abbey! So what are Robert Pattinson's hobbies?

Abbey: Well, he likes reading – like me!

Joe: He plays the piano and the guitar. Wow! Look, he also writes songs.

Abbey: And two of his songs are in the film *Twilight*. That's my favourite film – well, after the *Harry Potter* films.

Joe: Look, there's Emma Watson from the *Harry Potter* films. How many hobbies does she have?

Abbey: Lots! Look. Painting and drawing, playing sport and singing!

Joe: And she likes learning different kinds of dancing.

Abbey: Yes, she does break dancing! I'd love to learn break dancing.

Joe: Me too. Oh, look, Rafael Nadal. I think he's amazing! What does it say about his hobbies?

Abbey: That he doesn't have much time for hobbies.

Joe: I'm sure!

Abbey: His favourite hobby is fishing, but he also likes going to the cinema. And look, read this! He likes playing computer games!

Joe: Cool! He often plays computer games at tennis competitions. He enjoys playing with other tennis players like Andy Murray. That's funny!

Abbey: Look at this person ...

Abbey and Joe do not talk about Dianna Agron and Zac Efron.

4 Refer students to the Exam advice. Give students a minute to look at the exercise and ask them to think of what kind of words might go in the spaces. Play Track I.5, twice if necessary. Conduct whole class feedback.

2 the guitar 3 songs 4 sport 5 dancing 6 computer games
7 cinema

Grammar XP

Read the information in the Grammar XP box as a class. Write *English lessons* and *pocket money* on the board and ask students if these words are countable or uncountable. Generate sentences using these words which are similar to the examples given, e.g. *How many English lessons do you have a week? How much pocket money do you get?* Practise asking and answering these questions around the class.

Ask students: *Can we add an -s on to the end of 'lesson'?* (yes) *Can we add an -s on to the end of 'money'?* (no). Explain that it is not possible to add an -s to the end of uncountable nouns.

Ask students to think of more examples of countable and uncountable nouns.

- 5 Listen to the questions and sentences in Track I.6. Then play Track I.7 for students to repeat. Drill the questions/sentences chorally and individually, focusing on the pronunciation of *do you have* (/dʒu: həv/) and *don't have much* (/dəʊntəv mʌtʃ/).

► Tracks I.6-7

How many hobbies do you have?
How much free time do you have?
I don't have many hobbies.
I don't have much free time.

- 6 Give students a few minutes to complete the sentences with *much* or *many*. Conduct class feedback orally.

2 many 3 much 4 many 5 many 6 much

To finish

Students work in pairs to write two sentences with *much* or *many* on small scraps of paper.

Collect the sentences and divide the class into two teams. Shuffle the scraps of paper and give each team a pile of sentences. The teams must work together to decide which sentences use *much* or *many* correctly and which do not.

Conduct feedback by asking teams to read out their pile of correct sentences. Look at the sentences they have decided were incorrect and ask them to explain why.

Homework

MyEnglishLab

SPEAKING (SB page 13)

To start

Write two sentences on the board about your free time activities: one true and one false, e.g. *In my free time I like fishing. I love cooking.* Ask students to tell you which sentence they think is true and to give reasons for their answer.

Organise students into four teams and ask them to write a sentence about each team member's free time activities. Some should be true and some should be false. Students then read out their sentences, while the rest of the class listen and say whether they think the sentences are true or false.

Teams get points for correct answers and bonus points for providing the correct information about their classmates, e.g. *Nico doesn't like playing tennis; he likes playing the piano!*

- 1 Tell your students how much free time you have on a school day and at the weekend, e.g. *I don't have very much free time on a school day. I start school at eight o'clock and I finish at four o'clock. In the evening I have two or three hours of free time. At the weekend I work at home a little bit and I do housework, but I have more free time. What about you?*

Ask students to discuss the question in pairs. Then open it up to a class discussion. Who has the most free time?

Students' own answers.

Speak up

- 2 Check understanding of *board game*, and ask students if they have a favourite. Tell them they are going to listen to two people playing a board game. Play Track 1.8, twice if necessary, and let students fill in the gaps. Play it a third time so that students can check their answers. Then write the conversation on the board.

Students practise the conversation on the board in pairs. Rub out a couple of lines and nominate a pair to read the conversation, remembering the missing lines. Complete this procedure, nominating different pairs each time until the conversation has been completely rubbed out.

► Track 1.8

Dan: You go first, Katy.

Katy: OK, Dan. I think this picture is about music. Do you like listening to music?

Dan: Yes, I love music.

Katy: When do you usually listen to it?

Dan: In the evenings. OK, Katy. My turn. Do you like art?

Katy: Yes, I enjoy drawing.

Dan: What do you usually draw?

Katy: People – I'm good at drawing people. Do you want me to draw you?

Dan: Er . . . no, thanks.

2 love 3 art 4 enjoy drawing 5 usually 6 good at

- 3 Focus students' attention on the board game. Go round the class, eliciting the vocabulary for the pictures from the students and listening out for any possible problems with form or pronunciation.

Nominate a confident student and ask questions, using the listening script as a model, e.g. *I think this picture is about cooking. Do you like cooking, Evan?* If the answer is yes, go on to ask a few more questions, e.g. *What do you usually like to cook? When do you usually cook?*

Students practise in pairs. Monitor, noting any particularly good questions you hear. Regroup for class feedback, and write down any interesting language you heard on the board.

Students' own answers.

Game on

Focus students' attention on the Game on box. Make sure everyone has a coin and that they know what *heads* and *tails* means. Read the rules of the game together. Then read the Skill advice together. Students play the game with their partner. Circulate, encouraging good language you hear.

Language XP

Direct students' attention to the Language XP box. Read through the items in the box together and check meaning by answering personalised questions, e.g. *Are you good at maths, Maria?* Ask students questions about their own likes and dislikes and encourage them to use the target language in their responses.

- 4 Split the class into two halves: A and B. Ask the A half of the class to look at page 132 and the other half to look at page 132. Focus students' attention on the instructions and explain that they need to write questions about free time in the present simple using the prompts to help them. Write the following on the board as an example: *where / you / go / weekend?* Elicit the question from the students: *Where do you go at the weekend?* Ask students to write the rest of the questions in pairs.

Explain to the students that they now have to answer the questions and write their answers under the *Me* column of the table. When students have finished this, nominate a few students from different groups to answer questions about themselves.

Students now move to work with a partner from a different team. Indicate the second column in the table and tell students that they have to fill this in with their partners' answers. Nominate a few students to report back on their partners' answers.

Students' own answers.

To finish

Do more fluency work by playing *Just a Minute* with your students.

Organise students into small groups. Tell them that they are going to pick a hobby and speak about it for one minute without hesitating or repeating themselves. Each group could use a mobile phone to time the speaker. The winner from each group can take part in a class final.

There is additional speaking practice on page 116 of the SB.

Homework

MyEnglishLab

WRITING (SB page 14)

To start

Take five A3 pieces of paper and write one of the following verbs in the centre of each with a marker pen: *listen, go, play, watch* and *collect*.

Put these pieces of paper on desks. They should be spaced out around the room.

Divide your students into five groups; give each a different coloured marker pen and ask them to stand beside one of the pieces of paper. The students now have to work together to think of as many nouns as they can to go with the verb. They write these around the word in the middle. After thirty seconds, shout *Change!* The students will now move on to the next piece of paper. They should quickly look at the words the previous group added and think of some new ones.

Continue this way until each group has had the chance to work with a different verb. Stick the sheets up on your board. Which group managed to think of the most words in each case?

Power up

Focus students' attention on the photos, and ask them to describe what the people in the photos are doing and whether or not they like these activities. Encourage your students to use the target language from the Language XP box in the Speaking section on page 13, e.g. *I love; I'm good at; It's amazing*. Ask students to discuss the questions in pairs and report back on their partners' answers. Find out what clubs your students go to. Board any interesting contributions, generating as much vocabulary as possible. Ask: *where, when, how often, who with?*

Students' own answers.

- 2 Ask students to look at the noticeboard. Ask where the noticeboard in their school is, and ask them to tell you what kind of notices you might expect to find there. Ask students to tell you what four types of clubs are advertised on the noticeboard.

Tell students they are going to answer some questions about the clubs and read through the questions together. Give students three to four minutes to answer the questions. Allow them to check with a partner before class feedback.

Ask students which club they would like to go to and encourage them to give reasons for their answers, e.g. *I want to go to the football club because I'm good at football and I love it. I don't want to go to the chess club because I don't enjoy playing chess.*

- 1 in the school library 2 Thursday evening at 7.15 p.m. 3 6 p.m.
4 Room 12A 5 yes 6 yes 7 yes 8 n o

- 3 Tell students that Mario would like to invite his friend to a singing club and has written her an email to invite her. Read the email quickly, exaggerating the lack of punctuation. Ask students why this email is difficult to understand and teach the word *punctuation* if necessary.

Write the following sentence on the board: *Punctuation is important.* Point to the capital letter and full stop in this sentence and check that your students know the English terms for these punctuation marks.

It has no punctuation.

Language XP

Read through the advice in the Language XP box, generating examples on the board, e.g. *Saturday, January, Can I go to the camera club?*

- 4 Students rewrite the email in Exercise 3 with the correct punctuation. Get students to work in pairs and peer check their work. Read through the email again, telling students to call out when they have changed something.

Hi Lily,

Do you want to go to singing club with me? It's every Thursday evening in the gym at school. It starts at 7.15 p.m. They sing all kinds of music. What do you think?

Mario

Plan on

- 5 Brainstorm all the different clubs students might like to go to. The possibilities are endless here. If students seem unsure, try asking them what they like to do in their free time and invent a club for them. Even the student who is only interested in playing computers or watching TV could go to a computer games club or an appreciation society for a favourite television programme.

Check that everyone has decided on a club. Now students need to provide more details about their club. Read through the headings, making sure everyone understands what they mean. Ask what might be included in the important information section, e.g. people might need to bring something; the club is for a particular age group.

Students' own answers.

Write on

- 6 Tell students they are now ready to write an email of invitation to a friend. Remind them to use the information in their plan in Exercise 5, and to refer to the correctly punctuated version of Mario's email in Exercise 4. Refer students to the Skill advice.

Students peer correct each other's work and discuss. Collect the finished emails and prepare feedback for the next lesson.

Students' own answers.

Model answer:

HiD anny,

Do you want to come to the drama club with me? It's every Friday afternoon in the school gym. It starts at half past three and finishes at five o'clock. It's really good fun and we are going to start making a film next week! It costs five pounds a year – what do you think?

Hope you can come!

Jenny

To finish

Divide the class into two teams. Give students a time limit to choose five simple sentences from the lessons they have just completed. Each team then takes turns at reading out their sentences. The other team has to listen and write them down, inserting punctuation where appropriate.

Team members then take turns at coming up to the board to write their sentence and the other team checks whether or not they have got the punctuation correct.

There is additional writing practice on page 116 of the SB.

Homework

MyEnglishLab

Meet Ali Isabella

1 Focus students' attention on the photo of Ali. Ask students: *Who is she? What do you remember about her?* Read the question as a class. Give students a minute to guess the answer and discuss their ideas with a partner.

Conduct class feedback, asking students to give reasons for their choice. Play the video. Ask your students to tell you if their predictions were correct.

.....
A Country music.
.....

2 Read the sentences with your students. Check understanding of *perform* (to sing or act in front of an audience). Check students' understanding by asking questions, e.g. *Where do people usually perform? What do people usually perform?*

Play the video again while students watch and decide if the sentences are true or false. Ask students to work in pairs, correcting the false sentences. Conduct class feedback.

.....
I T 2 F 3 T 4 F 5 T
.....

3 Organise students into small groups. Ask them to think about whether they would like to have a life like Ali's and discuss it with their group, e.g. *It's not an easy life because it is very tiring travelling so much.* They should give reasons for their answer. Conduct class feedback, generating as much new vocabulary as possible and writing it on the board.

.....
Students' own answers.
.....

Project

4 Begin by preparing your own short talk about a hobby, and bring some photos or equipment in for your students to see. Ask students to write down one of their hobbies at the top of a piece of paper. They then pass the paper to their partner, who writes down five questions they would like to ask about this hobby, e.g. *How often do you do this? Who do you do this hobby with? Do you need any special equipment?* Circulate, adding a question of your own to each student's paper and offering help with question formation.

Collect the questions. Write examples of correctly and incorrectly formed questions on the board. Ask students to identify the incorrectly formed questions and to correct them. Students then use their partners' questions as a basis for preparing what they will say in the interview. Circulate, offering input and ideas when necessary.

Finally, students conduct the interview. Give them the opportunity to practise what they want to say before filming. Play back the interviews, focusing in particular on intonation in questions and correct use of the present simple tense.

.....
Students' own answers.
.....

SAMPLE UNITS

Unit objectives

Reading:	matching headings with paragraphs
Vocabulary:	school and education; verb–noun collocations
Grammar:	past simple: <i>to be</i> ; regular and irregular verbs; past simple questions
Listening:	completing sentences; listening for specific information
Speaking:	asking and answering questions about the past
Writing:	a paragraph/short article; ordering events

Background

In the UK, students usually attend school from Monday through to Friday. School systems vary in different parts of the UK (the Scottish education system is very different from the English system, for example), but children usually start school at about five years of age and can leave school from the age of seventeen. Many pupils choose to stay on to do higher qualifications: *A levels* in England and *Highers* in Scotland.

Popular British school subjects are art, craft and design, PE and home economics. Foreign languages are not such a popular choice: in fact, relatively few children choose to study French or German, which are the languages usually taught in UK schools.

Schools usually start at around nine o'clock and finish at around three o'clock. At lunch time, children can eat in the school canteen, but many bring a packed lunch from home. Older students sometimes go to the local shops and buy lunch there.

READING (SB pages 26–27)

To start

Write the title of this unit on the board: *We love school*. Ask students to express some other possible opinions about school, e.g. *We don't mind school*, *We like school*, *We don't like school*, etc.

Ask students to jot down a sentence describing how they feel about school. Students now need to find someone who has a different opinion from them. Students work in pairs or small groups to discuss their opinions with a partner.

Conduct class feedback. How do your students feel about school? Encourage them to give reasons for their answers, boarding any new vocabulary which comes up.

Power up

1 Focus students' attention on the photos. Provide a short time limit for students to match the photos with the school subjects. Conduct class feedback, eliciting useful vocabulary where appropriate, e.g. *test tubes*, *globe*. Ask students which of these subjects they study.

a science b music c maths d history e computer studies f PE
g art h geography

2 Ask students to tell you what subjects they do which aren't in Exercise 1. Write these on the board. Students work in pairs to ask each other about their favourite subjects. Encourage them to give reasons for their answers. Nominate a few students to report back on their partners' answers.

Students' own answers.

Read on

3 Focus students' attention on the photos on page 27 and ask them to tell you what they can see. Ask students if they can predict what the text is going to be about and to discuss their ideas with a partner. Nominate a few students to report back and write their predictions on the board. If necessary, pre-teach *excited* (very enthusiastic about something), *original* (the first or earliest version of something) and *amazing* (excellent).

Ask questions to check students' understanding, e.g. *If you are excited about something is it a good or bad feeling?* (good) *When do you feel excited?* (before a party, before a holiday, etc.) *If two singers sing the same song, whose song is the original version: the one which came first or the one which came after?* (the one which came first) *If something is amazing do we like it?* (yes)

Read the heading and the short introductory paragraph aloud to the class. Ask students if anybody knows what a lip dub video is.

Tell your students that they are going to read the text carefully and that, as they read, they are going to decide what the heading of each paragraph is. Read through the paragraph headings in Exercise 3 together, checking understanding as you go. Focus students' attention on the Skill advice. Students check their answers in pairs before whole class feedback.

Note

There are many lip dub videos available to watch online, many of which have been created by schools. If your students are unsure about what a lip dub video is, show them an example before you start the reading exercise to help them process what they are about to read.

2 A 3 extra heading 4 D 5 C

4 Students read the text again and decide whether the sentences are true or false. Ask students to correct the false statements. Then conduct feedback around the class.

2 T 3 F 4 F 5 T 6 T

Sum up

5 Students work in pairs to discuss their ideas. The ideas don't come in any definite sequence, so there are various possibilities here. Give students a few minutes to work in small groups and decide how to make a lip dub.

Students' own answers.

Suggested answer:

You use a digital camera. You choose a song. Then you dance and sing and film different places in the school. You tell a story. Then you add music to the video.

Speak up

6 Read the questions together as a class. Organise students into small groups, nominating one student in each group to chair the discussion, one person to take notes and one person to report back to the class. Bring the whole class together again and ask groups to report back on their ideas.

Students' own answers.

To finish

Write down the following sentence heads on the board:

My dream school is ...

In my dream school the teachers are ...

At my dream school I learn ...

In my dream school canteen the cooks serve ...

My dream school starts at ... and finishes at ...

Read the sentence heads aloud, supplying your own ideas, e.g. *My dream school is very modern. In my dream school the teachers are very friendly. At my dream school I learn Chinese and art. In my dream school canteen the cooks serve homemade pizza and fresh pineapple juice. My dream school starts at eleven o'clock and finishes at four o'clock.*

Ask students to complete the sentences with their own ideas and then compare their ideas with a partner. Nominate a few students to report back on their dream school and encourage discussion of what makes a good school. Do your students have similar ideas?

Homework

MyEnglishLab

VOCABULARY (SB page 28)

School and education

To start

See how much your students remember about making a lip dub. Organise students into pairs, making sure that pairs contain mixtures of students who are stronger and weaker at speaking. Students take it in turns to tell each other what they remember about how to make a lip dub.

Monitor, helping with language where necessary. Allow students to open their books and see if they have missed anything. Ask the class: *How much did you remember?*

1 Explain to the students that they are going to listen to Nathan giving a tour of his school. Read through the places listed with your class, modelling correct pronunciation: remind students in particular that *gym* begins with a /dʒ/: /dʒɪm/.

► Track 3.1

Hi, I'm Nathan. So, it's your first day. Don't worry, this is a great school. Look, here's the gym. At the moment there's a basketball game, but I think we're losing! And now we're going to the library. I sometimes do my homework in here. Oops, let's go. OK, here's a classroom. I think they're doing maths at the moment. Next door is the science lab. It's always fun in here because we do experiments. And finally, my favourite place – the canteen. I love coming here because the food is fantastic! Do you want a sandwich?

2 Students listen to Track 3.2 and check their answers. Ask students to compare the order of their answers and then conduct class feedback.

► Track 3.2

1 gym

2 library

3 classroom

4 science lab

5 canteen

1 gym 2 library 3 classroom 4 science lab 5 canteen

3 Set students a time limit to find the items that are in the picture and see who can be first to finish. Ask which thing hasn't been included in the picture (pencil case) and ask students to show you or describe what these things are, e.g. *school uniform – It's clothes you have to wear to school.*

Students' own answers.

4 As a class, read through the verbs in the box. Give students a minute to select a verb to go with the nouns.

2 wear 3 write 4 learn 5 get

- 5 Tell the class that they are going to read an email from Amy about her new school. Ask students to choose the correct answers. Read the email around the class.

Draw students' attention to the present continuous and present simple forms in the email. What other form is present in this email? (past simple: *We had a quiz yesterday and I won. I got a prize.*). Do any of your students demonstrate an awareness of the past tense?

1 wearing 2 learning 3 got 4 have 5 get

Word XP

Read through the notes in the Word XP box. Ask students if they can think of any more examples of compound nouns, e.g. *football* and *dustbin*.

- 6 Challenge students to see who can be the first to find all the compound nouns on the page.

notebook, pencil case, timetable, homework, school uniform

Game on

Put students in pairs. After they have played the game with their partner for a few minutes, play it around the class, keeping the pace as brisk as you can.

Speak up

- 7 Give students a minute to prepare their thoughts. Circulate, providing vocabulary where necessary. Ask students to share their ideas with a partner. List the possibilities for break-time activities on the board, e.g. *the library, the corridors, the playground, the school canteen, the social area*. Elicit as much descriptive language as possible.

Students' own answers.

To finish

Tell students that you are thinking of a place in the school. You are going to talk to them about it and they are going to have to guess where it is.

Say: *This is a place where people run, jump and climb. People learn PE here. People usually wear trainers and tracksuits in this place. It is a very big room.* Ask your students to tell you the place you have chosen (the gym).

Ask your students to think of a place in their school. They should jot down some notes about their chosen place and then read it to their partner, who has to guess where in the school they are talking about. Nominate a couple of students to report back on the places they chose and ask them what language they used to describe it.

Homework

Workbook pages 14–15

MyEnglishLab

To start

Organise students into pairs and write the following anagrams on the board:

brilrya

hocsol unfrimo

shriyto

Tell students they are going to race to see who can be the first pair to unscramble the letters and find three words to do with school. (*library, school uniform, history*). Students then choose a word they have learnt in the unit so far and jumble the letters up. They should then give it to their partners to solve. Ask a couple of students to report back on the words their partner gave them.

Grammar XP

Write *now* on the board to mark the present tense and an arrow pointing backwards to show the past. Then write sentences on the board to illustrate the difference between past and present, e.g.

We weren't at school yesterday (because it was Saturday). → We are at school today.

Yesterday it was rainy. → Today it is sunny.

Last night my mum cooked dinner. → Usually my dad cooks dinner.

Read through the information in the Grammar XP box, eliciting the past tense of *is* and *are* from students (*was/were*). Also elicit how to form the negative (*wasn't/weren't*). Read through the examples and stress that we only add *-ed* with regular verbs.

- 1 Draw students' attention to the questions and read the pronunciations of the different endings together: /t//ɪd//ɪd/. Write the three different pronunciations on the board. Play Track 3.3. Pause after each word so that students can repeat it. Ask students to indicate which of the three endings they heard.

► Track 3.3

changed, talked, started, cooked, filmed, decided, arrived, liked, studied

- 2 Check that students remember how we form *is* and *are* in the past simple (*was/were*). Tell them they are going to read a short conversation about Elena's school day. Ask them to complete the conversation using *is/are* and *was/were*. Students check their answers with a partner and practise reading the conversation aloud together. Nominate a couple of students to perform the conversation for the rest of the class. During feedback, focus in particular on the pronunciation of *was* /wɔːz/ and *wasn't* /wɔːzənt/ and how endings are often not pronounced in connected speech, e.g. *school* becomes /haʊwɔːsku:l/.

2 was 3 wasn't 4 Were 5 wasn't 6 was 7 was 8 Were
9 weren't

- 3 Direct students' attention to the prompts about what Emma did and didn't do last week. Ask students *Did Emma cook on Monday?* and elicit the sentence *Emma didn't cook on Monday*. Ask *Did Emma go to school on Monday?* and elicit the sentence *Emma didn't go to school on Monday*.

Ask students to write affirmative and negative sentences about what Emma did and didn't do last week. Allow students to discuss their answers with a partner before conducting class feedback.

- 1 She had an exam on Monday.
2 She didn't see her friends on Tuesday.
3 She finished her homework on Wednesday.
4 She didn't play tennis with Adrian on Thursday.
5 She went to a party with friends on Friday.

- 4 Ask a student: *Are you tired this afternoon?* Elicit the response: *Yes, I am* or *No, I'm not*. Ask students how the same question could be asked about this morning, e.g. *Were you tired this morning?* *Yes, I was/No, I wasn't*. Ask the class: *Do you learn English today?* and ask them to write it in the past.

Focus students' attention on Exercise 4. They work in pairs to make questions and short answers. Circulate, offering support and noting down any problems with comprehension, form or pronunciation. Ask students to practise the completed questions and answers in their pairs. Write the correct answers on the board.

- 2 Did she see her friends on Tuesday? No, she didn't.
3 Did she finish her homework on Wednesday? Yes, she did.
4 Did Emma and Adrian play tennis on Thursday? No, they didn't.
5 Did Emma and her friends go to a party on Friday? Yes, they did.

- 5 Tell students that they are going to read about someone who had to move to a new school. Look at the verbs in the box. Check that students understand the verbs – you may need to check students' understanding of *arrive* (to reach a place at the end of a journey) by asking: *What time do you usually arrive at school?*

Ask students to read the article, filling in the blanks with the correct forms of the verbs. Read the article around the class, focusing on the correct pronunciation of the past simple verbs, and writing them up on the board.

- 2 got 3 arrived 4 were 5 didn't speak 6 made 7 went

Write on

- 6 Students write three things they did or didn't do yesterday. You can provide model sentences for your students, e.g. *I didn't go shopping, I taught English, I ate pizza*. Students read their sentences to their partner. Nominate a few students to read their sentences to the class.

Students' own answers.

To finish

Write two true sentences about what you did or didn't do yesterday and one false sentence, e.g.

I visited a friend in hospital. I went for a long run in the park. I cooked spaghetti bolognese.

Don't make the false one too easy to spot! Ask your students to guess which sentence is false.

Students now do the same. They work in small groups and read their sentences out; the others in the group have to spot the lie.

Homework

Workbook pages 16–17
MyEnglishLab

LISTENING (SB page 30)

To start

Bring a soft ball into class. Say the infinitive of a verb your students will know, e.g. *have* and throw it to one of your students. Your student throws the ball back to you after he or she has said the past simple form of the verb. Use regular and irregular verbs here and focus on the pronunciation of regular verb endings.

Power up

- 1 Tell students that they are going to be listening and learning about schools around the world. Focus students on the photos and national flags. Read out the names of the countries and drill pronunciation.

Students work in small groups and read through the sentences, deciding if they are true or not true for them. Encourage them to give their opinions here, writing *I think this is a good idea because ...* and *I don't think this is a good idea because ...* on the board.

Students' own answers.

Listen up

- 2 Direct students to Exercise 2 and read the question together. Quickly revisit the names of the students in Exercise 1, so that students know what they are listening for. Play Track 3.4.

Ask students to tell you the name and nationality of the student mentioned. Recap on what students already know about schools in Mexico from Exercise 1, e.g. *José goes to school in the afternoon.*

► Tracks 3.4–6

Jacob: Did you have a good holiday, Grace?

Grace: It was brilliant, thanks.

Jacob: Where did you stay?

Grace: I stayed with my aunt and uncle and their son José.

Jacob: Cool! Did you go to the beach every day?

Grace: No, only at the weekend. Actually, I went to school with José.

Jacob: School? Was it good?

Grace: Yes, it was. The classrooms were big and the canteen sold great food!

Jacob: Did you see the gym?

Grace: Yes, but I couldn't go in because some students had an exam there.

Jacob: But ... it was a holiday, you were in Mexico. Did you get up early every day?

Grace: No. It was great! You see, the classes started at one o'clock.

Jacob: In the afternoon?

Grace: Yes. I slept late in the morning, but José usually did his homework.

Jacob: And what did you do after school?

Grace: Well, school finished at eight in the evening. When we got home, we could play computer games.

Jacob: Mmm. I like that idea!

José

- 3 Read the questions around the class, recapping on recently introduced lexis, e.g. *canteen*. Play Track 3.5. Give students a few minutes to check their answers with their partners and then discuss as a class.

1 brilliant 2 to the beach 3 great 4 she slept

5 play computer games

- 4 Read the Skill advice together, checking that students understand the meaning of each of the categories: *adjective, place, person, time*. You could ask them to give you examples. Students work in pairs to read the sentences in Exercise 4. Beside each sentence they should jot down their ideas of what kind of word each sentence should contain.

Discuss the answers as a class. Ask students to work individually to fill in what they think the actual missing words are.

- 5 Play Track 3.6, so that students can check their answers.

2 classrooms 3 Mexico 4 one o'clock, eight o'clock 5 morning

Grammar XP

Read through the information in the Grammar XP box together. Personalise questions for your students. Write:

Were you at school yesterday? Yes, I was/No I wasn't.

Did you have an exam? Yes, I did/No I didn't.

Did you have English yesterday? Yes, I did/No I didn't.

Was it interesting? Yes, it was/No, it wasn't.

Did you have lunch in the school canteen yesterday? Yes, I did/No, I didn't.

What did you have? I had pasta and fruit.

Ask students these questions, eliciting the correct short answers from them. Focus on the pronunciation of the contracted forms of *wasn't* /wɔːzənt/ and *didn't* /dɪdənt/.

- 6 Ask students to match the questions with the correct answers. Do the first example together, and ask students to complete the rest of the exercise in pairs. Organise students into small groups and ask them to check their answers together. Ask students to take it in turns to ask and answer questions. Monitor as they do this, noting any issues with pronunciation.

1 e 2 a 3 b 4 d 5 c

- 7 Read a–e together and ask students to work in pairs to match them with a question from Exercise 6. Conduct class feedback, focusing on any issues with pronunciation you observed in Exercise 6.

1 e 2 a 3 b 4 d 5 c

To finish

Organise a debate on the subject of when it is best to go to school. Divide the class into two large groups: one group thinks that school in the morning is a good idea, and one group thinks that school in the afternoon is a better idea.

Students then work in pairs within these groups to think of as many points as they can to argue their case. The class comes together, with students from each side taking it in turns to argue their case. Give a point for each good reason that students come up with.

Homework

MyEnglishLab

SPEAKING (SB page 31)

To start

Draw a smiley face and an unhappy face on the board. Tell students that the smiley face belongs to Harry, who had a very happy day at school yesterday. The sad face belongs to Bobby, who had a very bad day. Tell students that Harry had an exam and got a very good mark, while Bobby also had an exam and got a very bad mark.

Organise students into two teams. Tell one half of the class that they have two minutes to think of things that went wrong for Bobby yesterday. The other half of the class has to think of good things that happened to Harry.

Monitor as students complete this exercise, providing help with language and past simple forms where necessary. Nominate students to come up to the board and write their ideas. Conduct class feedback, focusing on form and pronunciation.

Power up

- 1 Ask a student to read out the time expressions. Ask students whether these times belong to the present or to the past. Elicit what time it was two hours ago. Nominate three students to read the conversation in the speech bubbles. Then nominate another student and ask them an example question e.g. *Were you in the canteen two hours ago?* Students work in pairs asking and answering the questions using the places and times. Monitor, noting examples of good pronunciation and form, and also any issues you can feed into the instructions for the next part of the exercise.

Students' own answers.

- 2 Focus students' attention on the words/phrases in the shapes. As a class, follow the words in bold and read out the question: *Did you have an exam yesterday?* Set a time limit of a minute and see how many questions your students can write down, e.g. *Did you speak English last night/yesterday/last week? Did your friend go to the library last night/yesterday/last week?* Conduct feedback orally around the class.

Students' own answers.

- 3 Students work in pairs to ask and answer the questions from Exercise 2. Refer students back to the Grammar XP box on page 30 for extra help if needed.

Students' own answers.

Speak up

- 4 Focus students' attention on the questions. Give them a minute to read them quietly before playing the recording.

► Track 3.7

Jacob: Hi Marissa. Where were you at lunchtime? I couldn't find you.

Marissa: Oh, I didn't go to the canteen today. I had a basketball game.

Jacob: Who won the game?

Marissa: The other school, of course, but it was fun. What did you do today?

Jacob: Well, after lunch, we had a school trip.

Marissa: Brilliant! Where did you go?

Jacob: We went to a sports centre and did rock-climbing. I loved it!

2 Who 3 What 4W here

- 5 Draw a five-pointed star on the board and ask your students if they can give you the five *wh-* question words in English: *who, what, where, when* and *why*. Ask students to give you a question for each word. Organise students into pairs and read through the prompts together. Elicit a question from your students and write it on the board. Give students a few minutes to think about the questions they are going to ask. Then ask them to work together, asking and answering questions. Monitor, noting good examples of questions and answers and any other issues.

2 Where were you last night? 3 What time did you finish?

4 What did you do? 5 Who did you see?

6 What did you have for lunch?

- 6 Organise students into pairs. Focus students' attentions on the prompts and tell them that they are going to ask their partner questions in the past simple using the prompts to help them. Ask for a volunteer to demonstrate a question with you and answer it, e.g. *What did you do after school yesterday? I went for a long walk in the sunshine.*

Refer students to the Skill advice. Ask students to read and repeat the phrases which ask for repetition. Drill chorally and individually. Students ask and answer the questions. Monitor, checking that students are forming and pronouncing the past simple correctly.

Student A

What did you do after school yesterday?

Who did you see at the weekend?

When did you finish your homework last night?

Student B

What TV programme did you watch yesterday?

What did you eat last night?

Where did you go after school yesterday?

- 7 Think of three things you did last week and tell your students, e.g. *I went to a friend's birthday party, I worked in my garden, I saw a great film on TV.* Write your sentences on the board.

Organise your students into pairs and give each student the letter A or B. Ask the A students to turn to page 132 of their coursebook, and the B students to turn to page 142. Focus their attention on the examples and ask them to write a list of five things they did last week.

Direct students' attention back to your original sentences on the board. Read the sentence *I saw a great film on TV* and ask a student: *Did you watch a great film on TV?* Point to another sentence and elicit another question, e.g.: *Did you work in your garden?* Students ask each other questions and find two things they did last week which are the same.

Monitor, noting the questions you hear for use in the class feedback session. Ask students to report back. Who found two things in common? Board examples of sentences you have heard: two should be correctly formed and two should be incorrect. Ask students to tell you which sentences are incorrect and why.

Students' own answers.

To finish

Write the title *Yesterday at school* on the board.

Give students a three-minute time limit and ask them to work in pairs to think of five questions they could ask another student on this subject. Monitor as students do this, helping them to form questions in the past simple, e.g. *Did you have an exam? Did you have a good day? What did you do? What subjects did you have? What did you do after school?* Ask students to work with another pair and interview each other, using the questions they have written. Nominate a few students to report back.

There is additional speaking practice on page 118 of the SB.

Homework

MyEnglishLab

WRITING (SB pages 32–33)

To start

Write *My last birthday* on the board. Tell your students they are going to think of questions in the past simple about this topic. Write the word *when* on the board and elicit the question: *When was your last birthday?* Organise students into pairs. Give them a time limit of two minutes to write as many questions as they can on this subject. After the time is up, ask students to ask you their questions. Make sure to answer only correctly formed questions! If a question is incorrectly formed, tell students that they need to try again.

Possible questions:

What did you do? Did you have a party? Where was your party? How many people came to your party? Did you have a cake? What was it like?

Did you get a lot of presents? What did you get?

Ask students to ask and answer questions about their last birthday with their partner. Nominate a few students to report back on their partners' birthday.

Power up

- 1 Ask students to tell you what after-school clubs their school has. Find out which clubs are popular with your students and why. Generate as much new vocabulary as possible and write any new words on the board.

Students' own answers.

- 2 Ask students if they can remember how they felt on their first day at school. Excited? Nervous? Worried? Tell them they are going to read about an Australian student's first day at a new school in Canada. Ask students what they know about these two countries. What do they think the biggest differences between them would be?

Focus students' attention on the words in the box and tell them they are going to look for them in the text. Give them a minute or so to read the text and find the words. Read the text aloud. Students put their hands up when you come to one of the words. Ask students if you think this girl enjoyed her first day at school. Encourage them to give reasons for their answers.

Students' own answers.

- 3 Students work together to order the things that Chelsea did. During feedback, ask students to tell you where they found the answers in the text.

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

Plan on

- 4 Read the list together as a class. Ask students to add two more things to the list, e.g. *I like the food at the canteen.* Alternatively, add a competitive element and ask students to work in groups of four and see who can have the longest list of things they like about school.

Students' own answers.

- 5 Students write sentences to say what they did and didn't do at school last week. Students read their sentences to their partner. Ask students to report back on one thing their partner did or didn't do.

Students' own answers.

- 6 Students read the advert in the school magazine and choose the correct answer before class feedback.

1 B 2 C

Write on

Language XP

Direct students' attention to the Language XP box. Go over the example words/phrases with the class. Tell students they will need to use these words/phrases in Exercise 7.

- 7 Refer students to the Skill advice and the list they made in Exercise 4. Ask them to imagine a great day at school and elicit what would happen, e.g. *you get a good mark in an exam; you go on a school trip*. Give students a strict time limit to discuss their ideas with their peers. Monitor, offering suggestions where necessary.

At this point, check their work and discuss any issues with them. Students should now be ready to write their article. They should use the words/ phrases in the Language XP box to order their events. Display the entries on the wall or read out a couple of the best entries.

Students' own answers.

Model answer:

Last month I had a really great day at school. We had a special day to make money for charity and there were fun things to do all day.

First, we arrived in school and we had a special assembly with music and singing. Everyone was in fancy dress – even the teachers! After that we went to our classrooms, but we didn't have any lessons! We bought cakes from each other and ate them in the class and all the money went to charity.

After lunch there was a big football game in the park – teachers versus pupils. I didn't play, but I really enjoyed watching it. Then we had a knowledge quiz in teams and my team won. It was a great day, because it was fun and it was different from usual!

To finish

Tell students they are going to have the chance to design a new school. Write a few headings on the board: *Teachers, Building, Subjects, After-school clubs, Classrooms, Cafeteria*.

Ask students what the classrooms in their dream school would be like. (*Would they be comfortable? What colours would the walls be?*) Encourage students to be as creative as possible.

Divide students into small groups. Tell them that they are going to design their dream school. They must discuss all the headings on the board and then create a leaflet to welcome students to their new school.

After reading all the leaflets, you can discuss the advantages and disadvantages of the schools your students have designed.

There is additional writing practice on page 117 of the SB.

Homework

MyEnglishLab

SAMPLE UNITS

SWITCH ON (SB page 33)

Welcome to our school

1 Ask students to tell you what they remember about how to make a lip dub. Ask students: *What is a lip dub? How do you make one?* (It's when students use a digital camera and choose some music, then sing and dance around their school.) Focus students' attention on the words in the box. Ask students to look at the words in the box with a partner and predict which words they will hear.

Check students' understanding of *choir* (a group of people who sing together, often in a church) and *balloons* (rubber bags that you fill with air and use at parties). Drill the pronunciation of *choir*: /kwaɪər/ and ask questions to check understanding of new words: *Do you usually find balloons at school or at parties?* (parties) *Do choirs usually sing at rock concerts or churches?* (churches)

Pre-teach the following: *post online* (put on the Internet for people to see) *PR video* (a video that explains what something is about so that people like it) *proud* (happy because you have done something well). Check students' understanding by asking questions: *Do you post emails online?* (no) *What can you post online?* (films, songs, photos) *Does a PR video for a school show the good things about the school or the bad things?* (good things) *What would a PR video for this school show?* *Are you proud when you get a bad mark in an exam?* (no) *When are you proud?* (when you get a good mark or do something well)

Play the video so students can check whether their predictions were correct. Conduct class feedback. Were there any surprises for your students?

a DJ, a science teacher, balloons, the gym

2 Read the sentences with your students and tell them they will have the chance to watch the video again and choose the correct answer. Play the video. Allow students to work in pairs and check their answers before whole class feedback.

1 going into 2 thousand 3 ex-pupil 4 Canada 5 place
6 unforgettable

3 Read the question together and ask students to discuss in pairs. Conduct class feedback and ask students if they would like to make a lip dub at school and why/why not.

Students' own answers.

Project

4 Organise students into small groups. Tell students that they are going to make a lip dub about their school. Read through the question and example. Write headings on the board and work as a class to generate some more examples.

Give students time to discuss the questions and present their ideas on a poster. Make sure that everyone in the group plays an active part: you can nominate a group leader, an artist, a presenter and a note taker.

At the end of each poster presentation encourage the rest of the students to offer constructive criticism and ask questions. If you video the presentations, focus on the groups' presentation style as well as their ideas. Highlight examples of enthusiastic-sounding intonation. Organise a class vote where students get to choose the best ideas for the school lip dub.

Students' own answers.

SAMPLE UNITS

Unit objectives

Reading:	multiple-choice questions; predicting
Vocabulary:	dates and times; choosing the correct adjectives
Grammar:	past continuous; past continuous/past simple; defining relative clauses
Listening:	multiple-choice questions; listening to similar words/phrases
Speaking:	asking for and giving directions
Writing:	a short story

Read on

- 3 Direct students to the history website on page 45 and ask them to look at the pictures they see there. Ask students to describe what they see in each of the pictures and encourage them to predict what the stories are about. Write down students' predictions on the board.

Students' own answers.

- 4 Refer students to the Skill advice. If necessary, pre-teach: *village* (a group of houses, usually in the countryside; smaller than a town), *legend* (a semi-true story which is passed on from person to person), *forest* (a large area of land covered with trees and plants), *meteorite* (a piece of rock from space which lands on Earth), *pirates* (people who sail the sea and steal from other ships) and *liquid* (something which is not a solid or a gas and which you can pour).

Check students' understanding by asking questions, e.g. *Is a village the same as a city? Is a legend true or not? What can you find in a forest? Where does a meteorite come from? Where can you find pirates? Would you like to meet one at sea? Is bread a liquid?*

Set a time limit of one and a half minutes for students to read the stories for gist and to choose the best title.

Conduct class feedback. Were any of your students' predictions correct?

- 1 The green children 2 A morning mystery 3 Where is everybody?

READING (SB pages 44–45)

To start

Explain to your students that you have built a time machine and they can travel back in time to any year and any place that they wish. Write a time and place on the board. Explain why you would like to travel there and what you would do and see, e.g. *I would like to travel to ancient Egypt to see the Pyramids being built.*

Ask students to work in small groups and choose a destination for their time machines. Monitor, prompting and providing input where necessary. Ask groups to report back writing their suggestions on the board and generating as much vocabulary as possible.

Power up

- 1 Focus students' attention on the photos and the captions. Ask students if they can tell you anything about the people, places and events in the pictures. Have they learnt about them in their history lessons? Ask students to tell their partner what they most enjoy learning about in history and encourage them to give a reason for their answer. Conduct whole class feedback, writing students' suggestions on the board.

Students' own answers.

- 2 Ask students to work with a partner to name a famous person and place from history and to write down the reasons they are famous. If students are having difficulty thinking of a person or a place, encourage them to think of examples from their own country. Nominate one student from each pair to report back to the class.

Students' own answers.

Background

There are a few different theories about where the green children came from. One is that they had an illness called 'green sickness', which was caused by a poor diet. Once the children were given healthy food, their skin returned to a normal colour.

Another explanation is that the children's guardian had tried to poison them (poison could have turned the children's skin green).

It is possible that the children had lost their parents during a time of local fighting. There were a lot of Flemish immigrants during this time in history, and these people were often badly treated by locals.

- 5 Direct students' attention to the questions and answers. Give students five minutes to reread the stories more slowly and choose the correct answer in each case. Check answers around the class.

1 A 2 B 3 B 4 A 5 A 6 B

Dates and times

To start

Write the titles of the stories from the last lesson on the board: *The green children*, *A morning mystery*, *Where is everybody?* Ask students to close their books.

Organise students into small groups (four maximum) and ask them to remember as many key words as they can from each story, e.g. *The green children* – *green, children, village, clothes*. Stop your students after two minutes.

Give each group a different colour marker pen. Students from each team run to the board, one at a time, and write down a word under one of the titles. They are not allowed to repeat any words already written there. After two minutes, stop the activity and see which group remembered the most words.

- 1 Read the first example together and ask students if they can remember which of the three mystery stories on page 45 this date comes from (*The green children*). Give students a time limit to complete the rest of the dates and times and conduct class feedback, asking students to remember the corresponding stories in each. Students will need to refer back to the stories on page 45 to find the answers they are looking for. Drill the dates and times, focusing on the pronunciation of *years ago* /ji:rzægəʊ/ and drawing students' attention to the weak form of *at* /æt/.

2 c 3 a 4 f 5 b 6 d

- 2 Read the example with your students. Ask students to tell you what dates and times go with *in* (months, seasons, years, time periods), what goes with *on* (a particular day) and contrast this with when we use *at* (to say exactly when something happens).

Ask students to complete the spaces with the correct preposition. They should refer to their answers in Exercise 1 to help them. Check answers around the class.

2 on 3 in 4 at 5 on 6 a t

Game on

Explain the rules of the game and organise students into pairs to play. Circulate, listening to see how well students are using the new lexis. Note down any errors to use in a class feedback session at the end of the activity.

Word XP

Draw students' attention to the dates and read them together. Then focus on how the dates are written. Compare the written dates to the spoken examples.

- 3 Play Track 5.1, pausing after each sentence. Ask students to write the date they hear. Let students check their answers together, and play the recording again if necessary. Drill the dates together, focusing in particular on the weak forms of *of* /əʊn/, *of* /əv/ and *the* /ðə/.

- 6 Draw students' attention to the example question and answer, and ask them to answer the rest of the questions in complete sentences. Students can check their answers with a partner before reporting back to the class. Write down sentences on the board, encouraging discussion and peer correction where appropriate.

2 It was dark. 3 It is in Russia. 4 They heard a very loud noise.
5 They found it in the Atlantic. 6 They found money and food.

Sum up

- 7 Tell your students that they are going to choose one of the stories to tell to their partner. Focus students' attention on the example given.

Give students a time limit of a minute or so to reread their story and think about what they are going to say. Students then take turns to retell their stories. Monitor, noting any issues or examples of particularly good language.

Ask your students if they can think of any possible explanations for the mysteries. Give them a time limit to brainstorm suggestions with a partner before whole class discussion.

Students' own answers.

Speak up

- 8 Think of a story from your students' town, village or region and elicit information about this story from your class. You can use photos or even place names to act as prompts.

Students choose a story from their town or village which they would like to talk about. Place students who have chosen the same story in 'buzz groups' to generate ideas. Students can retell their stories in small groups, using photos to illustrate their talk.

Students' own answers.

To finish

Organise students into groups of four. Tell students that they are going to write a short history quiz for the other students in the class. Ask them to write three questions with three possible answers each time, e.g. *How many wives did King Henry the eighth have? A five B six C seven* (B six)

Monitor as students do this exercise, helping them to formulate questions and generate ideas. Teams then take it in turns to read out their questions, while the other students listen and write down their answers. Conduct class feedback at the end. Which team got the most correct answers?

Homework

MyEnglishLab

► Track 5.1

- 1 They travelled to South America in June 1882.
- 2 She came to England on the sixth of March 2011.
- 3 They discovered the treasure in April 1992.
- 4 Nobody lived there in the 19th century.
- 5 The children started school on the fifth of September 1973.

- 2 (the) 6th (of) March 2011 3 April 1992
- 4 (the) nineteenth century 5 (the) 5th (of) September 1973

4 Read the words in the box together. Focus students' attention on the pictures, and ask them to match them with the correct words. Students check their answers in pairs. Conduct whole class feedback, encouraging students to comment on the photos.

B clean **C** safe **D** dangerous **E** dark **F** light **G** loud **H** quiet

5 Ask students to choose the correct word in each sentence. Allow students to check their answers with their partner and then conduct class feedback. Encourage students to give reasons for their answers, e.g. *The windows were small, so there wasn't much light. The clothes were dirty because they couldn't wash them.*

1 dark 2 dirty 3 quiet 4 dangerous

Speak up

6 Write the questions on the board and ask students to discuss the questions with a partner. Conduct class feedback, generating as much vocabulary as possible. Write new vocabulary on the board and encourage students to record new adjectives and phrases in their notebooks.

Students' own answers.

To finish

Ask students to work in pairs. Tell them they are going to go in a time machine and travel 100 years into the past. They are going to meet a student from this time, and they are going to prepare questions to ask them.

Generate a couple of questions together, e.g. *What subjects do you learn at school? What are your teachers like?* Talk with your students about what the answers to these questions might be. Ask your students to write three or four more questions and give them a time limit to do this. Monitor, helping with question formation where necessary.

When students have written their questions, they have to interview their partner, who takes on the part of the student from 100 years ago. Let both students have a chance to ask their questions and then conduct class feedback. Nominate a couple of students to perform their roleplay to the rest of the class.

Homework

Workbook pages 24–25
MyEnglishLab

GRAMMAR (SB page 47)

To start

Write three dates and times on the board. Explain that these dates and times are very important to you and ask your students to guess why, e.g. *5 December (I was born on the 5 December.); 8 p.m. this evening (I'm meeting an old friend at 8 p.m. and we're going to the cinema.); July this year (I'm going on holiday to Italy this July.).*

Ask your students to choose three dates and times which are important to them and tell them to be ready to explain why. Students tell their dates to their partner and talk about why they are important. Nominate a couple of students to report back.

Grammar XP

Read through the examples in the Grammar XP box together. Ask students to tell you how to form the past continuous tense (*was/were + -ing*).

Both of the examples given come from the stories on page 45. Ask your students to find more examples of the past continuous from the historical mysteries and write these on the board, e.g. *hundreds of birds were flying above them, ten people were travelling on the Mary Celeste.*

Focus on the contrast between the past continuous and the past simple and read the example given. Draw a timeline on the board to show the breakfast was *in progress* when the families heard the noise.

Create a personalised example of the past simple and continuous contrast by writing two sentences, e.g. *When Mario came to my house, I was studying for my exam. When Mario came to my house, I studied for my exam.*

Ask students to say which action came first in both of these scenarios. In the first example, the person was studying for his/her exam before his/her visitor arrived. In the second example, the person started studying after Mario arrived.

Ask your students to think of what they did last night. Can they think of any more examples of the past simple/past continuous from their own lives?

- 1 Play Track 5.2 for students to listen. Then play Track 5.3 and ask students to repeat each sentence. Focus on the pronunciation of *was/ wɔːz/* and *wasn't/ wɔːzən/*.

► Tracks 5.2–3

They were visiting a castle.
Olivia wasn't looking for gold.
Was she reading a history book?

- 2 Remind students of the information in the Grammar XP box and the examples they helped to generate. Ask students to match the phrases to make sentences: do the first one together as an example. Allow students to check their answers with a partner before conducting whole class feedback.

1 d 2 a 3 e 4 b 5 c

Background

The Lascaux cave paintings are thought to be 17,300 years old. The paintings are mostly of animals: bulls, stags, birds and bears. Research suggests that the paintings might represent prehistoric maps of the night sky.

- 3 Direct students' attention to the photograph of the Lascaux cave paintings and ask them to describe what they see.

Pre-teach the word *cave* (a big hole in the side of a cliff or mountain) and check students' understanding by asking questions, e.g. *Do you think it would be light or dark inside a cave?* Ask students to predict: *Where do you think these paintings are? How old do you think they are? Who do you think painted them?*

Students read the website article and fill in the gaps with the correct option. Ask students to check their answers with a partner, and then conduct class feedback. Focus on the pronunciation of *was* and *wasn't*.

2 B 3 A 4 A 5 C 6 B

Write on

- 4 Ask students what the date was yesterday. Ask a student to write yesterday's date on the board, and a volunteer to read the date. Write the times in the box on the board (*1 p.m./6 p.m./9 a.m./10 p.m.*) and tell students what you were doing at these times yesterday, e.g. *At 1 p.m. I was eating lunch. At 6 p.m. I was doing some shopping.*

Students tell their partner what they were doing at these times. Ask students to report back on one thing that their partner did yesterday.

Students' own answers.

To finish

Students can practise the past continuous by playing *Alibi*. Inform your students that a terrible crime has been committed by someone in the class.

Nominate three confident students to be the suspects and ask them to leave the room. These students have five minutes to prepare their alibis for the previous evening. They must have been together, and they must be completely clear on every detail about what they were doing.

Organise the rest of the class into three groups: these students are the detectives. These small groups work together to write questions for the suspects, e.g. *What were you doing at nine o'clock?*

Bring the suspects back into the classroom. Each suspect is questioned by one of the detective groups, and then moves to another group to be questioned. Detectives are looking for differences in the suspects' stories as proof of guilt.

At the end of the activity, the detective groups report back and students vote to decide whether the suspects are guilty or not.

Homework

Workbook pages 26–27

MyEnglishLab

LISTENING (SB page 48)

To start

Write down the following on the board: *What were you doing at . . . yesterday?* Ask students to ask you this question, e.g.

Student: *What were you doing at five o'clock yesterday?*

Teacher: *I was travelling home.*

Organise students into pairs and give them a time limit of three minutes. They have to find three times when they were doing the same thing. They must find three different actions though: finding three times when they were both sleeping is not allowed!

Nominate a couple of students to report back on things they had in common with their partner.

Power up

- 1 Direct students' attention to the photos. Ask students if they can identify the discoveries and discuss as a class where these treasures might have come from. Students check their answers at the bottom of the page.

A Egypt B China C the Titanic shipwreck

Background

Tutankhamun / *tu:tʌŋkɑ:mən* / was an Egyptian pharaoh. His ancient tomb was discovered in 1922 and contained over 3,000 treasures. The walls of his burial chamber were painted with very interesting scenes.

The Terracotta army is a collection of terracotta sculptures. These sculptures were buried with the first Chinese emperor and were discovered in 1974 by some local farmers.

In the last twenty-six years, many treasures have been discovered on the wreck of the Titanic and are now exhibited in museums all over the world. These include jewellery, clothes, china, coins and even a deckchair!

- 2 Ask students to work with a partner to see how many ideas they can generate in answer to the question, e.g. *at a beach, in an old house, in markets, in the garden.* Ask students to share their ideas in a whole class discussion. Draw a spidergram on the board to display students' ideas.

tu:tʌŋkɑ:mən

Students' own answers.

Listen up

- 3 Prepare your students for the conversation they are going to listen to by focusing on some of the words it contains. Read the words in the box together, drilling chorally and checking meaning.

Draw students' attention to the photo. Ask them to tell you what kind of instrument the girl is holding and what it is used for. (It is a metal detector). Play Track 5.4, asking students to underline the words they hear. Conduct class feedback.

► Tracks 5.4–5

Emma: Did you hear the news on the radio this morning, Lucas?

Lucas: No, I never have the radio on. I was watching music videos on TV. Why?

Emma: Well, there was a story about a boy who found some treasure in his garden. He goes to our school!

Lucas: Our school? It was probably some old coins or bones. I bet his dog left them in the garden!

Emma: No, it was gold!

Lucas: Gold? Are you sure?

Emma: Yes, he's so lucky. He was using a metal detector which was a birthday present. There was a loud noise and he thought there was a problem with it.

Lucas: So what happened?

Emma: Well, his dad came out and said the metal detector was fine. So they started digging, but it was difficult. Then, they saw something that was yellow, but it was very dirty.

Lucas: What was it?

Emma: Well, at first they thought it was money or an old key. But it was a necklace from the fifteenth century. It's more than six hundred years old and it's worth nearly two million pounds. Can you believe it?

Lucas: That's so cool! And he lives near here?

Emma: Yes, he does. Why?

Lucas: Come on, Emma. Let's go and dig for treasure in the garden!

coins dad key music treasure

- 4 Refer students to the Exam advice. Give students two minutes to read the questions and then play Track 5.5. Allow students to check their answers with a partner and then conduct whole class feedback.

1 B 2 A 3 B 4 C 5 B 6 C

Language XP

Read through the information about relative clauses with your students. Emphasise that we use *which* with things and *who* with people and elicit an example with *which* from your students, e.g. *The Taj Mahal is a palace which is in India.*

- 5 Read the sentences in the Grammar XP box together. Ask students to choose the correct relative clause for each sentence. Check answers round the class.

1 who 2 that 3 which 4 that 5 who

To finish

Tell your students about a treasure you have, e.g. *I have a shell that I found on the beach on a very special holiday when I was a small child.*

Ask students to think of a 'treasure' they have that they would like to speak about: this could be something which has been passed down through their family or something they have kept from their childhood. Alternatively, students could invent a treasure to talk about. Students work with a partner to describe their treasure and talk about why it is important to them.

Homework

MyEnglishLab

SAMPLE UNITS

SPEAKING (SB page 49)

Power up

- 1 Organise students into pairs. See who can be first to put the words in the question in the correct order. Nominate a student to read the question with the words in the correct order. Model the correct intonation and ask students to identify what happens with the intonation of this polite question. (It rises at the end.)

Can you tell me where the history museum is, please?

- 2 Students work with a partner to practise substituting *history museum* with the other places in the box. Write the words in the box on the board, and practise around the class as a substitution drill. Move around the class, with students repeating the question in Exercise 1. When you point to a different word in the box, students ask the question with the new word, e.g. *Can you tell me where the castle is, please?*

Students' own answers.

- 3 Ask students to work in pairs to match the directions with the pictures. Check answers around the class.

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

Speak up

- 4 Focus students' attention on the map. Ask students to identify a few places in Exercise 2. Play Track 5.6, asking students to trace the route with their fingers as they listen. Play the recording a second time if necessary.

► Track 5.6

Go straight on. Go past the palace. Turn right. Go over the bridge and it's the second building on the left.

at the history museum

- 5 Organise students into pairs and draw their attention to the places in the box. Ask students to choose a starting point on the map (A, B, C or D) and take it in turns to ask for and give directions.
Monitor, offering help and feedback where necessary.

Students' own answers.

Language XP

Refer students to the examples for asking for/giving directions in the Language XP box.

- 6 Refer students to the Skill advice. Elicit ways in which it is polite to stop a stranger and ask for directions, e.g. *Excuse me, please. Can you tell me where the theatre is, please? Can you tell me the way to the palace?*

Focus students' attention on the map and ask them to choose a place for their pot of gold. Then ask them to identify some of the places on the map, e.g. *the theatre, the market*. Students then take it in turns to direct each other to their pot of treasure.

Monitor, encouraging students to use polite language, and check the accuracy of the directions they are giving. Note any issues with language or pronunciation which can be discussed during class feedback.

Students' own answers.

To finish

Print off maps of your town (or collect some from your local tourist office). Distribute these maps to your students and ask them to identify their school and other places of interest on the map. Ask students to work in pairs, giving each other directions to places of local interest in their own town.

There is additional speaking practice on page 120 of the SB.

Homework

My EnglishLab

WRITING (SB pages 50–51)

To start

Ask students to work in two teams. Give them two minutes to make a list of words they have learnt in this unit so far. Ask them to tell you two words that have at least one letter in common, e.g. *treasure* and *dangerous*. Write them on the board, with the letter they share in common interlocking. Point out the different pronunciations: *treasure* – /ˈzə/, *dangerous* – /ˈdʒərəs/.

Students now work in teams to add new words to the 'crossword'. The last team to run out of ideas for new words is the winner.

Power up

1 Ask students to tell you what kind of stories they enjoy reading. Write their ideas up on the board, e.g. *history stories*, *crime stories*, *action stories*, *ghost stories*. Elicit some titles and ask students to tell you why they like these kinds of stories.

Students' own answers.

2 Students share their ideas about this with their partner. Ask students to report back on the stories they have heard, generating as much discussion and interest as possible.

Students' own answers.

3 Tell students they are going to put some sentences in order to tell a story. Focus students' attention on the pictures and tell them the pictures tell a story. The pictures are in the correct story order (1–4).

Ask students to describe what they see. Elicit predictions about what the story is about. Students then work in pairs to put the sentences (A–D) in the correct order. During feedback, read the sentences around the class.

A 2 B 4 C 3 D 1

4 Ask students to underline the time expressions in sentences A–D in Exercise 3 which say *when* things happened. Conduct class feedback and write the expressions on the board.

Last Saturday At the end of the evening A few minutes later
The next day

5 Focus students' attention on the questions and read the example together. Give students a time limit to answer the questions and check answers around the class.

2 at the end of the evening 3 a few minutes later 4 the next day

6 Ask students to choose the best title for the story. Encourage them to justify their answers.

2 A mystery from the sky

Language XP

Read through the phrases to talk about when things happened in the Language XP box.

Plan on

7 Focus students' attention on the pictures (A–E). Tell the class that the pictures tell a story, but that they are jumbled up. Ask students to predict what they think the story is about, and elicit useful vocabulary, e.g. *cave*, *crystal egg*, *history museum*. Students organise the pictures into what they think the correct order is. Check answers around the class.

A 5 B 3 C 1 D 4 E 2

8 Students match the words with the pictures. Give them a minute to check their answers with a partner. Read the story around the class. Ask students to close their books and work with their partner to see how much of the story they can remember.

1 C 2 E 3 B 4 D 5 A

Write on

- 9 Ask students to choose a title for the story. Encourage them to give reasons for their answer.

.....
A crystal in the cave
.....

- 10 Refer students to the Skill advice. Read through the questions and generate as many different answers as possible. Write these on the board, generating as many possibilities as you can. Students write the story, using the questions and vocabulary to help them.

Ask students to swap stories with a partner. They must check that their partner's story answers all of the questions in the Skill advice, and that it has used some of the language in the Language XP box. Monitor and check that students are using the past simple/continuous correctly, as well as relative clauses and time phrases. Address any issues during language feedback at the end of the lesson. Nominate a few students to read their stories to their classmates.

.....
Students' own answers.

Model answer:

Last Sunday, Adam and Sophie were walking in the forest when they found a cave. They went in, but it was very dark. A few minutes later, they were eating lunch when they saw something. It was a crystal egg. That afternoon, Adam took a photo and sent the photo to the newspaper. The next day, Adam and Sophie were in the newspaper. Then they went to the history museum. They got a prize. The prize was two new digital cameras.

.....

To finish

Ask students to think back to the time machine at the very beginning of the unit. Tell them to imagine they have travelled back in time to a famous place or scene in history.

Organise students into pairs and tell them they have to choose a place and time in history they would like to travel to and write it down on a piece of paper. Ask students to give their piece of paper to the pair of students sitting nearest them. This pair of students must write five interview questions about the students' journey in time, e.g. *What was it like? What did you see?* After five minutes, students swap papers back again so they receive questions about their time travel experience. Give students five minutes to prepare answers to the questions and then conduct a roleplay.

There is additional writing practice on page 120 of the SB.

Homework

MyEnglishLab

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SAMPLE UNITS

SWITCH ON (SB page 51)

Dancing fever

1 Read the rubric in Exercise 1 with your students. Check understanding of *suddenly* by asking: *Did this happen very quickly?* (yes)

Read the words in the box and check that your students understand the meaning of *crazy* (mad) and *musician* (a person who plays a musical instrument). Check understanding of these words by asking: *Are there any musicians in the class? Is dancing a crazy thing to do? Why/Why not?*

Ask students to work in pairs and predict the words they will hear.

.....
concerts, fun, hungry, musicians, shopping
.....

2 Read the sentences with your students. Check understanding of *gradually* (slowly) and *professional dancers* (people whose job is dancing). Check their understanding by asking questions, e.g. *Does 'gradually' mean the same as 'suddenly'?* *Do you like dancing, Roberto? Are you a professional dancer?*

Students watch the video. Ask students to work with a partner and put the sentences from the story in the correct order. Students should then tell the story around the class.

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

3 Write the three possible reasons on the board. Ask students to decide which they agree with and to find someone else in the class who agrees. Give them a time limit of two minutes to discuss reasons for their ideas. Bring the class together again and nominate a few different students to report back on their ideas.

.....
Students' own answers.
.....

Project

4 Tell your students that they are going to think of a short story from history and act it out. Brainstorm ideas with the class and write them on the board. If necessary, help students by talking about some well-known stories from history to get them started, e.g. the story of Joan of Arc; the story of Robin Hood.

Students choose the story they are interested in. Organise students into groups who have chosen the same story. Set a time limit of twenty minutes to write the story. Monitor, offering linguistic input and advice where necessary.

Conduct class feedback. Students talk about the stories they have chosen and how they are going to film them. The rest of the class can offer constructive feedback and suggestions. Groups work together to film the stories and afterwards show them to the rest of the class.

Stage a question and answer discussion afterwards, where groups answer questions about their story from history. The class can then vote for their favourite story.

.....
Students' own answers.
.....

SAMPLE UNITS