

Topic	Language study	Vocabulary	Main skills
<ul style="list-style-type: none"> Nature or nurture (three gifted young women) Speed-dating 	<ul style="list-style-type: none"> Likes and dislikes, agreeing and disagreeing 	<ul style="list-style-type: none"> Phrasal verbs: growing up Sports, leisure activities, types of film and styles of music 	<ul style="list-style-type: none"> Reading: understanding main information Speaking: discussing child development; asking for and giving personal information Listening: identifying key information

Learning aims

- Can express likes and dislikes
- Can agree and disagree
- Can ask for and give personal information

Ideas for preparation

- photos of celebrities who became famous as children (see Warmer below)

Warmer

- Bring in photos of celebrities who became famous as children, eg Prince William, Michael Jackson, Daniel Radcliffe. If you don't have photos, write their names on the board.
- Ask: *Who are these people? What do they have in common?* (They all became famous as children.)
- Ask: *Is it good or bad to be famous when you are young?* Elicit short answers, if possible giving conflicting views, eg *You have a more interesting childhood than other children; you get rich. / You become arrogant and spoiled; it's hard to make friends because you're different.*

2

- Read out the task. Check comprehension of vocabulary such as *origin* /'ɒrɪdʒɪn/, *treat*.
- Students work individually. They read the text again and tick the boxes.
- Check the answers with the class.

Answers

- 1 Marla 2 Flavia 3 Keira 4 Flavia, Keira, Marla
5 Flavia, Keira 6 Flavia, Keira, Marla

3

- Students work in pairs and discuss the question.
- Students report back to the class. Do most students have similar ideas?

4

- Students work individually and match the phrasal verbs to the definitions. Encourage them to find the words in bold in the text on page 3 and use the context to help them.
- Check the answers with the class.

Answers

- 1 take after 2 hang out 3 go into 4 look after
5 grow up

Nature or nurture

Lead-in

1

- Ask students to open their books on page 2. Read out the questions. Check that students understand the words *talent* and *gifted*.
- Students work in small groups and discuss the questions.
- Discuss question 3 with the class.

5


- Students read the statements. Check comprehension of vocabulary such as *entertainment industry*.
- Students complete the sentences.
- Check the answers with the class.

Answers

- 1 grow up 2 hang out 3 go into 4 look after
5 take after

Reading and vocabulary

1

-  **01** This text is recorded on the CD. You can use it as an alternative or in addition to the teaching notes below.
- Students look at the photos on page 3. Ask: *What talent do these people have, do you think?*
- Students read the text and check their ideas.
- Check the answers with the class.

Answers

Flavia: writing Keira: acting Marla: painting

6

- Read the task and example with the class. Elicit more responses like the example, preferably agreeing and disagreeing with it.
- Students work in pairs and talk about the statements in Ex 5. Encourage them to give reasons for their answers.

Optional activity

Childhood

- Write these sentences on the board:
 - 1 Famous children grow up too fast.
 - 2 In big families with more than three children, parents can't look after all their children properly.
 - 3 Most children want to go into showbusiness when they grow up.
 - 4 Children shouldn't hang out in the streets with their friends after dark.
 - 5 Girls usually take after their mothers.
- Ask: *Do you agree or disagree with these statements?*
- Students discuss the sentences in small groups.
- Ask some students to report back to the class.

7

- Students read the list of conditions. Check comprehension of vocabulary such as *frequently, miss breakfast, supportive, strict*.
- Students work in pairs. In their notebooks, they copy the table and write each item from the list of conditions in either the *Helpful* or the *Unhelpful* column.
- Write *Helpful* and *Unhelpful* as column headings on the board. Go through the list and ask individual students to tell you which column to write the items in. Encourage them to give reasons for their choices, and other students to disagree with any controversial answers, especially *having a lot of money, going to bed early* and *having very strict parents*.

Suggested answers

Helpful: having a lot of money, travelling to other countries, having supportive parents, mixing with other children, going to bed early, taking regular exercise, having a lot of friends

Unhelpful: changing schools frequently, missing breakfast, eating a lot of fast food, watching a lot of TV, having very strict parents

8

- Read out the task. Rank your own top three conditions as an example and give reasons for your choices.
- Students work individually. They rank the items in their *Helpful* list, writing 1 beside the most important, 2 beside the second most important, and so on.
- Students compare their rankings with their partner. They discuss any differences and give reasons for their answers.
- Ask some students to report back to the class.

Optional activity

Pyramid discussion

- Put two pairs together to make groups of four. In their groups, students compare their rankings from Ex 8 and try to reach agreement.
- Put two groups together to make groups of eight. Again, they compare their rankings and devise a ranking that they can all agree on.
- Have a whole class discussion. See if students can decide on a final ranking that everyone is happy with.

Language study

Likes and dislikes, agreeing and disagreeing

1

- Check that students understand *agree* and *disagree*.
- Ask two students to read out dialogue 1 to the class. Ask: *Does A like painting?* (yes). *Does B like painting?* (no).
- Explain that there are two ways of pronouncing *neither*: /ni:ðə/ or /naɪðə/.
- Ask two other students to read out dialogue 2. Ask: *Does A like fantasy novels?* (no). *Does B like fantasy novels?* (no).
- Students answer the questions.
- Check the answers with the class.

Answers

1 disagreeing 2 agreeing

2

- Students read the table and complete the gaps with *agree* or *disagree*.
- Check the answers with the class.

Answers

1 agree 2 disagree

3

- Students answer the questions individually, then compare their answers with a partner.
- Check the answers with the class.

Answers

1 -ing form 2 Me too. 3 Me neither. 4 -ing form

4

- Write the three headings, *Positive, Negative, Neutral* on the board.
- Students work in pairs and choose the correct heading for each verb.
- Check the answers with the class.

Answers

Positive: enjoy, like, love, really like

Negative: can't stand, don't like, hate, really don't like

Neutral: don't mind

5

- Check comprehension of problematic vocabulary by eliciting examples of a place on the *coast*, an *action movie*, a *horror film* or a *ball game*. Refer students to the sentences in Ex 2 to check that they are using the correct verb form.
- Students work individually and complete the sentences.
- Check the answers with the class.

Answers

1 going 2 reading 3 listening 4 watching
5 studying, learning 6 playing

6

- Read out the task.
- Students tick or cross the statements in Ex 5.

7

- Ask two students to read out the example. Then elicit a disagreement for the same statement, or give one yourself, eg *Really? I don't. I prefer going to the mountains.*
- With a weaker class, write on the board: *I really hate going to the coast.* Elicit agreement and disagreement for the statement and write them on the board.
- Refer students to the table in Ex 2. They work in pairs and complete the task.
- Ask some students to report back to the class.

Vocabulary

1

- Draw four columns on the board, with headings at the top: *Sports, Leisure activities, Types of film, Styles of music.*
- Students copy the table into their notebooks and add the words in the box.
- Write the words in the correct columns on the board as you check the answers with the class. *Alternatively*, ask the students to write the words on the board.
- Practise pronunciation of *reggae* /ˈreɪɡeɪ/, *karate* /kəˈrɑːti/, *science fiction* /ˈsaɪəns ˈfɪkʃn/.

Answers

Sports: basketball, karate, tennis

Leisure activities: hanging out with friends, reading, watching TV

Types of film: comedy, horror, science fiction

Styles of music: hip-hop, rap, reggae

2

- Read out the task. Say: *I really love playing tennis* and ask one student to agree with you and one to disagree as an example.
- Students work in pairs and talk about their likes and dislikes. Go around the class and note errors.
- Ask some students to report back to the class.
- Write on the board and discuss any recurring errors.

Optional activity

Class likes

- Students work individually or in groups. They prepare a short presentation about their interests.
- Give help by breaking the presentation into stages, and asking questions to elicit information, eg *When did you start? What equipment do you need? How often do you play?* etc.
- Ask students to present their interests to the class.

Speed-dating

Listening

1

- Students work in pairs and discuss the question.
- Ask some students to report their ideas to the class.

Answer

Speed-dating is where an equal number of men and women attend a venue; each person spends a short time chatting to each member of the opposite sex. At the end, each person decides which people he / she would like to see again. The organisers facilitate an exchange of details if there is a match.

Background information

Speed-dating agencies try to have equal numbers of men and women at their events. But it is hard to find enough men to match female demand, even when women have to pay for a ticket to the event and men are paid to attend.

Interestingly, online dating agencies don't have this problem – there are more male online daters than female.

2

- Explain that students are going to listen to two conversations at a speed-dating event. Make sure they understand that the first time they listen they only have to write the names in the table and answer the question.
- Students listen and write in the names at the top of the table.
- Check the answers with the class.

Answers

1 Ben 2 Layla 3 Ian

Ben and Layla could have a second date.

Listening script 02

(B = Ben, L = Layla, I = Ian)

B: Hi. What's your name?

L: Hi. I'm Layla.

B: Nice to meet you, Layla. I'm Ben. So, what do you do?

L: I'm at university at the moment.

B: Me too. What's your subject?

L: Business. It's a bit boring, but the job opportunities are good. What about you?

B: Art and design. It's OK, but I'm more into music, actually.

L: What sort of music do you like?

B: All sorts, but I'm in a band and we play a mix of reggae and hip-hop stuff. Those are our favourites, anyway.

L: Oh, really? I'm, like, the world's biggest reggae fan.

B: You should come and see us.

L: I'd love to.
 B: Good, I'll give you the details later. So, what else do you like doing?
 L: Well, um, when I'm not studying, I like hanging out with my friends and ... [bell rings] oh ...
 B: I like hanging out with my friends, too. Let's talk a bit more later.
 L: OK. See you later.
 B: Ciao.
 I: Hello, hello. My name's Ian. And you are?
 L: Hi, Ian. I'm Layla.
 I: Nice to meet you. I work in scientific research. It's very interesting. At the moment we're working on the DNA of a ...
 L: That is interesting. I'm studying business at university.
 I: Ah, student days. The happiest days of your life. I remember when I was at university, I ...
 L: Do you have any hobbies, Ian?
 I: I love going to the cinema.
 L: Oh, me too. What kind of films do you like?
 I: My favourite type of film is science fiction. Do you know, I even have a Stormtrooper's uniform from *Star Wars* ...
 L: I prefer comedies. Science fiction is not really my thing. And horror – I really like that.
 I: Yes, I like old comedies. But horror, dear me, no. I can't stand horror films. They are not clever, they are not funny and they are not scary.
 L: Oh, I also really like reading. I'm reading a story at the moment about a family living in ...
 I: Mm, I don't like reading that much. I prefer watching TV to relax. I ... [bell rings] ... oh, what a shame. I was enjoying that. Um, I'll see you again later, though, I hope.
 L: Bye then.

3

- Check students understand the words in the table.
- Students listen again and complete the table. They don't need to put a tick or cross in every section.
- Students compare their answers with a partner.
- Check the answers with the class.

Answers

	Ben	Layla	Ian
Reggae music	✓	✓	
Hip-hop music	✓		
Hanging out with friends	✓	✓	
Science-fiction films		x	✓
Comedies		✓	✓
Horror films		✓	x
Reading		✓	x
Watching TV			✓

Optional activity

Vocabulary extension

- Write on the board some useful expressions from Listening script 02:
 - 1 I'm more into ...
 - 2 ... is not really my thing.
 - 3 I don't like ... that much.
 - 4 I'm the world's biggest ... fan.
- Students categorise the expressions: *like* (1, 4) or *dislike* (2, 3).
- Check the answers with the class.
- Students work in pairs and talk about their likes and dislikes using these expressions.

4

- Check that students understand the questions, especially *be attracted to someone*.
- Students work in pairs and discuss the questions. Go around the class giving help as necessary.
- Ask some pairs to report back to the class.
- Ask: *Why do you think speed-dating is becoming popular in some countries?*

Speaking

1

- Read out the task. Check students understand that they can complete the questions however they want, and that they will be answering the questions themselves. They should make their questions as interesting as possible.
- Students work individually and complete the questions.

2

- Students give their questions to a partner, who asks the questions.
- Set a time limit of three minutes for the conversation.
- Students ask and answer their questions. Encourage them to give as much detail in their answers as possible.

3

- Students repeat Ex 2 with a new partner.
- Elicit suggestions for the most interesting question and answer. Write suggestions on the board and have a class vote for the best.
- Ask: *Do you still agree with the answers you gave in Listening Ex 4? Does anyone feel differently about speed-dating now?*
- Write on the board and discuss any recurring errors.

Optional activity

Dialogue writing: speed-dating disaster

- Explain that students are going to write a dialogue between themselves and the most incompatible person they can imagine meeting at a speed-dating event. If necessary, explain: *If two people are incompatible, they have such different characters that it is difficult for them to have a good relationship.*
- Students work individually. They note down some of the habits and interests that they find particularly unattractive in a potential girlfriend / boyfriend.
- Ask a few students to tell the class their ideas.
- Students write a dialogue between themselves and their most incompatible speed-date, using the questions in Ex 1 to help them. This activity could be set for homework.
- Select a few students to act out their dialogues for the class.

Extra practice

Students complete the Extra practice material on page 22, either in class or for homework.

Extra practice answers

- 1 up 2 after 3 out 4 after 5 into
- 1 Really 2 studying 3 neither 4 too 5 stand
6 hate 7 prefer 8 you
- 1 watching / individual answer 2 listening / individual answer
3 reading / individual answer
4 eating / individual answer
- 1 rap 2 basketball 3 science fiction 4 hip-hop
5 reading 6 tennis 7 reggae 8 comedy 9 karate
- 1 What kind of music do you like?
2 Who is your favourite film star?
3 How many brothers have you got?
4 How often do you eat in restaurants?
5 Where do you like hanging out?

Revision activity

The alphabet game

- Copy this table onto the board. You could add one or two more columns with other vocabulary areas you want to revise, eg countries, clothes, jobs.

	sports	leisure activities	types of film	styles of music
H				

- Divide the class into teams of four or five students. Explain that they are going to play a game. They have one minute (or more if you have more than four columns) to write one word in each column, beginning with the letter on the left. If they write a correct word, they get a point. If they write a correct word that no other group writes, they get two points. They can use their dictionaries but should not refer to the words in Vocabulary Ex 1 on page 4.
- Do letter H with the class as an example. Elicit suggestions for each category, eg *hockey, hanging out with friends, horror, hip-hop*.
- Start playing the game. Good letters to use are C (*cycling, chess, comedy, classical*) and S (*swimming, shopping, science fiction, salsa*). Write a letter in the left column, then immediately start timing. When the time is up, write the teams' words on the board and allocate points.
- After three or four rounds of the game, work out which team is the winner.

References

Grammar reference Unit 1: Coursebook page 26
 Wordlist Unit 1: Coursebook page 28
 Photocopiable resources: Teacher's Book pages 88–89
 Unit 1 test: Teacher's Book pages 121–122

CD-ROM

Unit 1 I know what I like
 Language exercise: I'd like to meet you
 Vocabulary activity: Growing up
 CEF-linked activity: I can express likes and dislikes
 Game: Neighbourhood (personal information)