

1

The Youth of Today!

Target language

Reading skills:	reading for gist / specific information (T/F, comprehension questions)
Vocabulary:	topic vocabulary (daily routines) / phrasal verbs
Grammar:	present simple / present simple and present continuous
Listening skills:	listening for gist / specific information (identify topics, choose correct words)
Speaking skills:	daily life (introductions)
Pronunciation skills:	syllables
Writing skills:	profile (social networking site)



Get ready!

Aim: to learn and use phrases to describe daily activities

- Ask students to look at the pictures and say which of these activities are or are not part of their daily routine. Write the numbers of the pictures on the board and put a tick (✓) or a cross (X) next to each one as students answer.
- Encourage students to say what other activities they do every day – eg *have breakfast, walk / take a bus to school, talk to / meet friends before class, etc.*
- Give students a short time to choose and circle the correct word to complete each phrase.
- You may wish to refer students to the *Vocabulary database* on page 140.
- Check answers orally and write the whole phrase on the board, eg *get out of bed, have a shower, etc.*



1 out	3 brush	5 check
2 have	4 ride	6 play



Reading

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

Warm up!

Aim: to introduce the concept of blogs

- Write the following words on the board and check students know what they mean:

ON THE BOARD

Blog Diary

- Say a sentence and ask students to shout out BLOG or DIARY: *This is on a piece of paper or in a book. (diary) This is online and it's like a website. (blog) Lots of people can read this. (blog) Only one person usually reads this. (diary) You can write your secrets here and no-one can read them. (diary)*

1

- Ask students to silently and individually read the blog. Encourage them to ignore all unknown vocabulary at this stage.
- Ask students some very general and simple questions about the text, eg *What kind of text is it? (a blog), Who is the writer? (Lizzie), What is the blog about? (her typical school day).*
- Give students a few minutes to do exercise 1. Go round the class helping students where necessary.
- Check answers orally and/or write them on board. Alternatively ask students to write answers on the board.



1 blog	4 school	6 read
2 photo	5 home	7 countries
3 week		

2

➤ KET Useful preparation for KET Paper 1 Part 4

- Encourage students to do this task as quickly as possible (to help develop their scanning skills).
- Tell students they should decide whether each question is *True* or *False* by circling 'T' or 'F' next to each one.
- Encourage students to underline in the text where they find the answer.

- When they have finished, discuss the answers together. Encourage students to justify their answers by giving reasons.



- 1 T (I live in a village near Oxford, in the UK.)
- 2 F (We have lunch when we get home,...)
- 3 F (...we don't have a school uniform.)
- 4 T (...so I get up at 5.30am ...)
- 5 F (I also have a dance class on Thursday evenings.)
- 6 T (What's your school uniform like, Lizzie? What kinds of dance do you learn at dance class?)

3

- Write these times on the board and ask students to find the activities that Lizzie does at these times.
- You may want to do this task orally, or get students to make notes, or underline the information in the text.

ON THE BOARD

Lizzie's School Days

7.30:

8.45:

40 minutes:

11-11.20:

12.40

3.30:

Mondays, Wednesdays and Fridays

4.30:

Thursdays 7.30 to 9.30:

9.45:



LIZZIE'S SCHOOL DAYS

Students underline, note down or say:

7.30: I get out of bed ... get dressed.

8.45: I get to school.

40 minutes: Lessons last for 40 minutes.

11-11.20: We have a 20-minute break.

12.40: We have lunch in the school canteen.

3.30: we either do sports or activities

Mondays, Wednesdays and Fridays: we play football

4.30: I go home.

Thursday from 7.30 to 9.30: dance class

9.45: I go to bed

- Refer students back to their books, and ask them to complete the sentences by writing in the correct word, phrase or number.
- Encourage them to use the information they found for the times you wrote on the board to assist them in finding their answers.
- When they have finished, discuss the answers together.



- 1 7.30(am) (paragraph 2)
- 2 8.45(am) (paragraph 3)
- 3 40 minutes (paragraph 4)
- 4 11.20(am) (paragraph 4)
- 5 12.40(pm) (paragraph 5)
- 6 half past three / 3.30 (paragraph 6)
- 7 three / 3 (times a week) (paragraph 6)
- 8 half past four / 4.30 (paragraph 7)
- 9 Thursday (paragraph 8)
- 10 9.45(pm) (paragraph 9)

Cool down!

Aim: to encourage students to talk about their own lives

- Ask students if they can remember what Lizzie does and when, eg *She gets out of bed at 7.30am.*
- Allow them to check Lizzie's blog if they need to remind themselves what she does and when.
- Ask students to talk about their own lives and to compare them with Lizzie's. Encourage them to say what they do that's similar (eg *I get up at 7.30 too.*) and different (eg *Lizzie gets up at 7.30 but I usually get up at 7.*).



Wordpower!

Aim: to develop students' topic vocabulary

- Tell students that all the answers appear in the blog they have read.
- Ask students to try to fill in the gaps without referring back to the text, but explain that they can if necessary.
- Remind students that they should only write one word in each gap and that the first letter has been given to help them.
- Encourage them to be careful with their spelling.
- Check the answers orally by asking students to read out the questions.
- As a final exercise, ask students to give their own answers (either written or orally) to questions 1, 3, 5, 6, 7, 8 and 10.



- | | | |
|-----------|---------|---------|
| 1 ring | 5 blog | 8 check |
| 2 choose | 6 spend | 9 send |
| 3 uniform | 7 chat | 10 do |
| 4 drive | | |

HOMEWORK!

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

Grammar 1



Present simple

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

Warm up!

Aim: to consider the frequency with which events occur in our lives (*always, usually, often, regularly, sometimes, never*)

- Write the following words on the board:

ON THE BOARD

always usually often regularly sometimes never

- Say a verb or verb phrase (eg *wake up, go to school, play football*, etc) and ask students to talk about their lives using one of the words on the board and the phrase, eg *I usually wake up at 7.30.*

Grammar presentation 1

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



Quick check

- 1 *She get up at 7 o'clock.*
- 2 *Watch you TV every evening?*
- 3 *She not do her homework in the morning.*
- 4 *Yes, I like.*
- 5 *Sandra carries her books in a big bag.*

1

- Explain to students that they have to fill in the gaps with the correct form of the present simple for each verb.
- Check answers orally and/or by writing them on the board.



- | | |
|---------------|------------------|
| 1 live, lives | 4 have, has |
| 2 wears | 5 watch, watches |
| 3 get, gets | 6 go, goes |

2

- Explain to students that all these sentences are in the negative form of the present simple.
- Ask students to choose the appropriate form *don't* or *doesn't*, taking into account the subject of the verb.
- Check answers orally and/or by writing them on the board.



- | | | |
|---------|-----------|-----------|
| 1 don't | 3 doesn't | 5 doesn't |
| 2 don't | 4 doesn't | 6 don't |

3

- Ask students to read each sentence carefully and then write a question and short answer that is true according to the information found in *Lizzie's blog*.
- When students have finished, check their answers together. Ask students to read the questions and answers aloud.



- 2 Does Lizzie usually have juice, cereal and toast for breakfast? Yes, she does.
- 3 Does Lizzie sometimes buy snacks from the vending machine? Yes, she does.
- 4 At Lizzie's school, do they eat lunch in the school canteen? Yes, they do.
- 5 Does Alex take his lunch to school? No, he doesn't.
- 6 Do Linda and Yuri live in Australia? No, they don't.
- 7 Do Alex, Linda, Yuri and Helen read Lizzie's blog? Yes, they do.

Cool down!

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

- Ask students to mention activities that they do or don't do on a regular basis.
- Encourage them to make their statements using the words *always, sometimes* or *never* (eg *I always clean my room on Saturday. / I never go to school on Sunday.*)

HOMEWORK!

Assign exercises 1–4 on page 6 of the Workbook.



Wordpower!

Aim: to develop students' ability to recognise and use topic phrasal verbs

1

- Ask students to match each definition on the left with a phrasal verb on the right that means the same thing.
- Encourage students to make a guess if they're not sure.
- You may also wish to refer students to the *Vocabulary database* on page 140.

- Check the answers orally and/or write them on board.



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

Additional task

- Write the following words on the board:

ON THE BOARD

back on off out up

- Ask students to orally come up with phrases, eg *turn on / off a computer, wake up at 8 o'clock*, etc.

2

- Ask students to read the text and fill in each gap with an appropriate phrasal verb from exercise 1. Go round the class helping students where necessary.
- Ask or assign a student or students to read the text aloud and ask students to check their answers as they listen.



1 wake up	3 get up	5 get back
2 turn on	4 go out	6 turn off

HOMEWORK!

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



Listening

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

Warm up!

Aim: to introduce the topic of radio programmes

- Ask students to look at the photo.
- Ask simple questions about the photo and elicit responses, eg *Who is she?* (A DJ.), *Where can people hear her?* (On the radio.), *Where does she work?* (In a studio. / In a radio station.)

1

- Explain to students that they are going to listen to someone calling a radio show.
- Go through the list and ask students to predict what the caller might say for each thing, eg *I live in London*, for *where he lives*.
- Explain to students that he will only talk about some of the things on the list.
- Ask students to tick the things they hear him talk about.
- Play CD track 1 once all the way through.



To be ticked: 1, 2, 4, 6, 7, 8, 10



CD Track 1

2

- Explain to students that they will listen to the recording again.
- Ask them to read through the sentences before they listen and to predict the answers.
- Play the CD again. Pause when you hear the first correct answer and ask students to circle it on the page. Check their answers.
- Play the rest of the recording in its entirety and ask students to listen and work independently to circle the rest of the answers.
- Check answers together with students. If necessary play the recording again for students to check incorrect answers.



1	13 (I'm only thirteen.)
2	dog (...and my dog, Cassie.)
3	early (Well, I get up late,...)
4	sometimes (Sometimes we go to the cinema,...)
5	six (I usually get back at about six o'clock,...)
6	watches TV (...then we watch TV in the evening.)
7	midnight (...on Saturdays I go to bed at around midnight.)
8	late (...I don't have to wake up early the next day.)



CD Track 1

Cool down!

Aim: to personalise what the students have listened to

- Ask students to say how their lives are similar to or different from Adam's, eg *He's got a dog but I've got a cat*.

HOMEWORK!

Assign exercise 1 on page 7 of the Workbook.



Speaking

Aim: to provide practice in asking personal questions and questions about daily routines, and introducing and describing other people

Warm up!

Aim: to introduce students to basic interview phrases and questions

- Go round the class. Ask each student one of the questions from exercise 1, but not in the order they appear in exercise 1, eg to the first student: *Where do you live?* To the next student: *Do you have any pets?* etc.

- Encourage students to reply with short answers, ie more than one word if possible.

1

➡ **KET** Useful preparation for KET Paper 3 Part 1

- Ask students to reorder the words to make questions.
- When they have finished, check the answers orally or write them on the board.
- Alternatively, ask students to take turns writing their questions on the board.



- 2 How old are you?
- 3 Where do you live?
- 4 Do you have any brothers and sisters?
- 5 Do you have any pets?
- 6 What do your parents do?
- 7 What's your favourite day of the week?
- 8 What do you do in the morning?
- 9 What do you do in the afternoon?
- 10 What do you do in the evening?
- 11 What time do you go to bed?

2

➡ **KET** Useful preparation for KET Paper 3 Part 1

- Put students into pairs, or if appropriate allow them to choose their own partner.
- Explain that they're going to interview each other.
- Ask one student in each pair to ask the questions in exercise 1 and note down the other student's replies.
- When the student has asked all the questions, they should swap roles.
- You may wish to encourage them to ask one additional question which is not on the list.

3

- Go through the Phrase Bank! with students before you ask students to do exercise 3.
- Point out that we use these words and phrases to introduce and describe other people.
- You may also wish to refer students to the *Speaking database* on page 144.
- Ask students to use their notes from exercise 2 and the phrases in the Phrase Bank! to tell the class about their interview partner.

Cool down!

Aim: to give students additional practice with interview questions

- Invite students to name some famous people they know.
- Ask one student to take on the role of a famous person. Ask the other students to ask the celebrity questions.



SoundSpot

Aim: to give practice in pronouncing words with 'silent' syllables

1

- Check that students know the word *syllable*.
- Ask students to look at the four words and guess how many syllables these words usually have when we say them.
- Encourage them to say the words aloud, but don't correct their pronunciation or answers at this stage.
- Play the recording and then check students' answers.
- Point out that sometimes we don't pronounce syllables in words in English.



- | | |
|-------|---------|
| 1 two | 3 two |
| 2 two | 4 three |



CD Track 2

2

- Ask students to listen again and to repeat the words as they hear them.
- Remind them to be careful how many syllables they say for each word.



CD Track 3

Additional task

- Ask a student to say one of the numbers from exercise 1 and the name of another student in the class, eg *number 2, Linda*.
- Linda must then say the word *different* correctly. If the student gets it right, they choose a number and another student. If they get it wrong, they have to try again.

Grammar 2



Present simple and present continuous

Aim: to facilitate students' understanding of the present continuous as compared to the present simple

Additional useful materials: a picture from a magazine or a poster that depicts a lot of activity

Warm up!

Aim: to consider events that are occurring right now or at the moment (present continuous)

- Write on the board:

ON THE BOARD

What am I doing? You're ...ing!

- Mime an action and say to students, *What am I doing?* Actions might include playing basketball, cleaning your teeth, reading a book, fishing, dancing, etc.
- Ask students to shout out what they think you're doing, eg *You're playing basketball!*
- You may wish to make this a game where if a student gets it right, they can mime an action for everyone else.

Grammar presentation 2

- Go through the grammar presentation with students. Check they understand when we use the present simple and when we use the present continuous.
- Explain to students that there is more information in *Grammar database 2* on page 146 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 146.
- Check answers orally and ask students to justify their answers, eg 1 *She gets up* because with 'every morning' we need present simple.



Quick check

- 1 ~~She is getting up at 7 o'clock every morning.~~
- 2 ~~What do you watch at the moment?~~
- 3 ~~No, she doesn't.~~
- 4 ~~They not riding their bikes now.~~
- 5 ~~No, I'm not having.~~

1

- Explain to students that they have two minutes to complete the exercise, writing 'G' for *generally* (present simple) or 'N' for *now* (present continuous).
- When students have finished, check the answers together.



- | | | |
|-----|-----|-----|
| 1 G | 3 N | 5 G |
| 2 N | 4 G | 6 N |

2

- Explain to students that some of the words or phrases in bold are correct and some are incorrect.
- Ask students to complete the exercise by ticking (✓) the words or phrases that are correct and rewriting those that are incorrect.
- When students have finished, check the answers together orally.



- 1 ✓
- 2 usually gets up
- 3 is brushing
- 4 ✓
- 5 are you reading
- 6 aren't/re not playing

3

- Ask students to complete the exercise by putting the verbs into the correct form – present simple or present continuous.
- Remind students that some of the answers will require the question form. You might want to ask them which ones before they complete the task (numbers 3, 7, 8).

- When students have finished, check the answers together.
- Assign students to read out the dialogue. Time permitting repeat with as many students as possible.



- 1 I'm watching
- 2 I'm playing
- 3 Are you winning
- 4 brother's winning.
- 5 parents are watching
- 6 we always watch
- 7 do you go
- 8 do you get up

Cool down!

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

- Show students a picture from a magazine or a poster that depicts a lot of activity. (Or, as an alternative, invite them to look around the classroom.)
- Ask students to describe what they see in the picture (or in the classroom).
- Encourage students to use the present continuous to describe what they see.

HOMEWORK!

Assign exercises 1–4 on page 8 of the Workbook.



Writing

Aim: to develop the skills necessary to produce a profile for a social networking site

Warm up!

Aim: to familiarise students with the concept of profiles

- Ask students if they have heard of, or use, Facebook or other social networking sites such as MySpace™.
- Ask students what personal information people put online on sites like these.
- Accept all suggestions at this point and allow students to disagree with each other if they want to.

1

KET Useful preparation for KET Paper 1 Part 8

- Ask students to read the profile silently and individually, and then to answer the questions.
- Check answers together when students have finished.



- | | | |
|-----|-----|-----|
| 1 B | 2 C | 3 B |
|-----|-----|-----|

2

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



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



Language Lab

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

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



- 1 My name's / I'm 11 / My mum's called / She's a doctor / My dad's called / he's a pilot / I've got two sisters / They're twins / they're nine / I've also / He's black and white / I'm learning / At the moment, I'm
- 2 I live / I play the violin / I also play the piano / I also love playing (Note: the other uses of the present simple in the profile, eg I'm 11, are not general situations)
- 3 I'm learning to play / Anek is watching TV. / Malina is having lunch. / I'm playing basketball
- 4 very funny! / the guitar!

Cool down!

Aim: to personalise what the students have just read

- Ask students if they would like to be Bandhu's friend online.
- Encourage them to give reasons.
- Ask them what questions they would like to ask Bandhu if they could, eg *How old is your kitten? Do you like living in Mumbai?* etc.

HOMEWORK!

Assign exercises 1–2 on page 9 of the Workbook.



Plan your project!

Aim: to guide students through the writing process

1

- Explain to students that they are going to write a profile similar to Bandhu's.
- Explain to them that they have a choice. They can write a profile about themselves, about one of their friends, about a member of their family, about a famous person – or maybe they have a different idea.
- When they have made their choice, ask them to write the name of the person on the relevant line.

2

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

3

- You may wish to assign this for homework or, if there's time, for the students to do this in class.
- Explain to students that they are going to use their notes from the planner in exercise 2 to write their profile.
- Explain to them that using their notes is not cheating and that it is important to make a detailed plan before you start writing.
- Allow them to look back at Bandhu's profile if they're not sure what to do. At this stage, the most important thing is that the students create a successful piece of writing.
- You may also wish them to consult the *Writing database* on page 133, which has a further model to study.
- You may wish to encourage stronger students to take risks with their writing, but it's probably best if weaker students follow the model completely.
- Encourage the students to add photos or drawings to their profile to make it look more authentic.
- You may wish to comment on the students' writing before they produce a final version.

Additional tasks and tests

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

Having Fun!

Target language

Reading skills:	reading for gist / specific information (multiple matching, sequencing)
Vocabulary:	topic vocabulary (fun activities, hobbies) / word formation
Grammar:	past simple: regular and basic irregular forms / further irregular forms
Listening skills:	listening for gist / specific information (T/F, sentence completion)
Speaking skills:	hobbies and leisure (expressing preferences)
Pronunciation skills:	stress within words
Writing skills:	informal email



Get ready!

Aim: to learn and identify words and phrases related to free-time activities

- Draw three columns on the board with these headings:

ON THE BOARD

Indoor Outdoor Both

- Ask the students to look at the pictures on page 14 of the Student's Book. Elicit what is going on in each of the pictures.
- When they say an activity, ask whether it is typically carried out as an indoor or outdoor activity, or whether it can be done as both.
- For each example write the key word (eg *cinema*, *guitar*, *skateboarding*) under the appropriate column heading on the board: Indoor / Outdoor / Both
- Ask students to call out other activities (not pictured) that they like to do in their free time. Write those words in the appropriate columns as well.
- Give students a short time to unscramble the words in the exercise and use the words to complete each phrase.
- You may wish to refer students to the *Vocabulary database* on page 140.
- Check answers orally and circle the answer words already written on the board.



1 cinema	3 concert	5 skateboarding
2 guitar	4 internet	6 photographs



Reading

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

Warm up!

Aim: to compare different ways of spending free time

- Write the following words on the board:

ON THE BOARD

Sport Hobby Entertainment

- Name a type of activity, and ask students to say whether it is a sport, a hobby or an entertainment activity.
- Examples: *playing football* (sport), *going to the cinema with friends* (entertainment), *blogging* (hobby), *collecting things* (hobby), *going to a concert* (entertainment), *skateboarding* (sport), *swimming* (sport), *gardening* (hobby), *playing piano* (hobby), *having a party* (entertainment)

1

- Ask students to silently and individually read the dialogue between friends Matt and Zak. Encourage them to ignore all unknown vocabulary at this stage.
- Ask students if they relate more to Zak (often bored by too much free time and nothing to do) or to Matt (fills his free time with plenty of activities).
- Give students time to do exercise 1 by identifying the main thing Matt and Zak are talking about.
- Ask the students to explain why this is the correct answer by quoting parts of the dialogue.
- If you wish, you could also elicit from the students why the other three options are *not* correct.



what they do in their free time ✓

2

- Ask students which character – Matt or Zak – went out last night (Matt). Ask them to underline the part of the text where they found the answer.
- Give students a few moments to complete exercise 2, identifying Matt or Zak for each statement and continuing to underline the part of the text where they find the answers.



- 1 Zak (I just stayed at home and watched TV. It was a bit boring.)
- 2 Matt (In the past, I had even more.)
- 3 Zak (Then on Wednesday some friends came to hang out at my house.)
- 4 Matt (My dad gave me some American coins a year ago, and now I've got hundreds, from all over the world!)
- 5 Matt (And I went skateboarding last week with my older brother. I'm a beginner, but it was a lot of fun!)

3

- Ask students to scan the text and circle the words or phrases that answer the question *When?* (answers include: *last night, in the past, last week, Monday and Tuesday evening, Wednesday, Thursday evening, Friday, a year ago, every week*).
- Give students a few moments to complete exercise 3, completing the gaps to show when things happened.



- | | |
|---------------|-----------------------|
| 1 last night | 4 on Wednesday |
| 2 last night | 5 on Thursday evening |
| 3 in the past | 6 a year ago |

Cool down!

Aim: to encourage students to talk about free-time activities

- Ask those students who prefer indoor activities to raise their hands. Do likewise with the students who prefer outdoor activities.
- Divide the class into two groups according to their preference for indoor or outdoor activities.
- Ask each group to decide on one activity or hobby that they all enjoy.
- Invite the groups to take turns explaining the benefits of either the indoor activity or the outdoor activity as if to convince the other side to give the activity a try.
- Remind students of some of the words or phrases Matt used to convince Zak to try a new hobby.



Wordpower!

➤ **KET** Useful preparation for KET Paper 1 Part 6

Aim: to develop students' topic vocabulary

- Tell students that all the answers appear in the dialogue they have read.

- Ask students to try to fill in the gaps without referring back to the text, but explain that they can if necessary.
- Explain that some answers have one word and some have two words. The first letter of a word has been given to help them. All other gaps are left for the student to fill with only one letter per gap to complete each word. Students are given the word type – noun (n), verb (v), phrasal verb (phr v) – in parenthesis to further assist them.
- Check the answers orally by reading each definition and asking students to say the correct word or phrase.



- | | |
|---------------|------------|
| 1 free time | 5 hang out |
| 2 member | 6 hobby |
| 3 join | 7 collect |
| 4 video games | 8 beginner |

HOMEWORK!

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

Grammar 1



- **Past simple: regular and basic irregular forms**
Aim: to facilitate students' understanding of the functions and usage of the past simple

Warm up!

Aim: to practise identifying when and where activities occur using the past simple

- Write the following past simple verb forms on the board:

ON THE BOARD

watched played used rode took

- Ask the students to look back at the pictures on page 14 of the Student's Book.
- Have the students call out sentences about what's going on in each picture using each of the verbs on the board, eg *They watched a film. She played the guitar. They played music. He used a computer / laptop. She rode a skateboard. He took a photograph.*
- Ask the students to repeat the exercise using the negative form of each verb, eg *They did not (didn't) watch a film. She did not (didn't) play the guitar. They did not (didn't) play music. He did not (didn't) use a computer. She did not (didn't) ride a skateboard. He did not (didn't) take a photograph.*

Grammar presentation 1

- Go through the grammar presentation with students. Check they understand when we use the past simple (to describe single actions that occurred in the past or repeated actions in the past that don't occur now).
- Check they understand that the past simple tense of most verbs is formed by adding *-ed* to the verb.

Explain that these are called regular verbs. Explain that the past simple tense of some verbs is not formed by adding *-ed*. These are called irregular verbs. Give examples of each.

- Explain that there is more information on the past simple in *Grammar database* 3 on page 147 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have questions.
- Assign students the Quick check task on page 147.
- Check answers orally with them.



Quick check

- 1 The film ~~were~~ fantastic!
- 2 ~~Were you play~~ tennis yesterday?
- 3 Yes, he ~~did be~~.
- 4 I ~~didn't knew~~ you had a dog.
- 5 We ~~were have~~ a lot of fun at the park.

1

- Explain to the students that they have to complete the gaps with the past simple form of each verb.
- Check answers orally and/or write them on the board.



- | | | |
|----------|------------|---------------|
| 1 went | 3 Were | 5 didn't come |
| 2 stayed | 4 Did, see | 6 took |

2

- Explain to students that they have to complete the dialogue, which describes events that occurred last weekend.
- Ask them to complete the dialogue using the verbs given in the box, taking care as to whether the answer is in the positive or negative (not).
- Check answers orally and/or write them on the board.



- | | | |
|--------|----------|----------|
| 1 did | 4 have | 7 didn't |
| 2 had | 5 surfed | 8 come |
| 3 went | 6 Did | |

3

- Ask students to review the verbs in the box before reading Jacob's blog.
- Explain that, as they read through the blog, they should complete the gaps using the past simple form of the verbs provided.
- Check answers orally by having individual students read each sentence of the blog aloud. Ask them to justify their answers for each.



- | | | |
|---------|----------|---------|
| 1 asked | 6 liked | 11 had |
| 2 had | 7 wanted | 12 was |
| 3 got | 8 chose | 13 gave |
| 4 went | 9 took | 14 was |
| 5 saw | 10 put | |

Cool down!

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

- Invite students to talk about their hobbies, eg playing basketball, writing poetry, sketching, playing chess, cooking, playing video games.
- Ask them to say how often they did this activity last week.
- If students need help getting started, offer an example: *Last week, I played basketball twice. I wrote three poems last week. I played chess every night.*

HOMEWORK!

Assign exercises 1–3 on page 12 of the Workbook.



Wordpower!

Aim: to develop students' ability to form nouns for people

1

- Ask students to look at the pictures on page 17. Explain that the suffix *-ist* or *-er* is added to a verb to identify the person who performs the activity: *pianist, cyclist, writer, singer*, etc.
- Point out that sometimes *-or* is used, as in *collector, actor, sailor*, etc.
- Give students a few moments to complete exercise 1, writing the correct nouns that describe the people doing an activity.
- Check the answers orally and/or write them on the board.



- | | | | |
|------------|---------------------|----------|-------------------|
| cycle | <u>cyclist</u> | piano | <u>pianist</u> |
| game | <u>gamer</u> | play | <u>player</u> |
| golf | <u>golfer</u> | skate | <u>skater</u> |
| guitar | <u>guitarist</u> | surf | <u>surfer</u> |
| paint | <u>painter</u> | violin | <u>violinist</u> |
| photograph | <u>photographer</u> | windsurf | <u>windsurfer</u> |

2

- Ask students to read the text and complete each gap with the appropriate noun from exercise 1.
- Encourage them to find key words that will help them decide the answer, eg 1 *ice*, 2 *points, game, wins*, 3 *bike*, etc.
- Go round the class helping students where necessary.
- Check answers orally and/or write them on the board.



- | | | |
|----------|-----------|-----------|
| 1 skater | 3 cyclist | 5 painter |
| 2 player | 4 gamer | 6 pianist |

Additional task

- Write the following words on the board:

ON THE BOARD

play go take do

- Ask students to orally come up with phrases about free-time activities in the past simple using the verbs given, eg *I played football. I took photographs. I went cycling. I did a painting.*

HOMEWORK!

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



Listening

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

Warm up!

Aim: to introduce the concept of podcasts

- Ask students to look at the photo.
- Ask simple questions about the photo and elicit responses, eg *Who's in the picture?* (a young woman), *Is she sitting down or standing?* (She's sitting down.) *What's she probably holding?* (an MP3 player / a digital music player / a mobile phone), *What is she wearing?* (a green top / a blue skirt / headphones).
- Ask students what she's probably listening to and write all suggestions on the board, eg music, the radio, a radio programme / show, etc.
- If no-one suggests the word 'podcast', write it on the board and ask students to guess what it might mean (a podcast is a programme that you download from the internet and can listen to on your computer, MP3 player, etc).
- Ask students if they ever download and listen to podcasts. If they do, ask them what people usually talk about in the podcasts they listen to.

1

- Explain to students that they are going to listen to a podcast conducted by a girl named Lily.
- Ask them to listen as Lily explains what today's podcast will be about.
- Tell students they should answer whether each question is True or False by circling 'T' or 'F' next to each statement.
- Play the CD track once all the way through. Repeat if necessary.
- When they have finished, discuss the answers together. Encourage students to justify their answers by recalling and citing examples from the podcast.



- F (Last week, I talked about...)
- F (I got some great comments in emails, including one from Mohammed in Germany.)
- T (I decided to do a survey of my friends to see what they all did in the last month.)
- F (I asked each person about entertainment ... about sport, and about other hobbies.)
- F (I chose the ones that I thought were most interesting.)



CD Track 4

2

- Tell students that they are going to listen to the second part of the podcast.
- Ask them to read through the sentences before they listen. Ask the students to guess what they think are possible answers for each sentence.
- Play the first part of the CD track. Pause when you hear the first correct answer and ask students to complete the first gap. Check their answers.
- Continue playing the track all the way through as students complete the remaining gaps.
- Check answers orally and/or write them on the board.



- | | |
|-----------------|-----------|
| 1 4/four times | 4 tennis |
| 2 8/eight hours | 5 comic |
| 3 skateboarding | 6 3/three |



CD Track 5

Cool down!

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

- Ask students to say how their lives are similar to or different from Paige's, eg *Paige goes to the cinema once a week but I go once a month.*

HOMEWORK!

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



Speaking

Aim: to give practice in describing favourite hobbies and free-time activities, and explain why they are enjoyable

Warm up!

Aim: to identify individual likes and dislikes in order to narrow down activities / hobbies to those that are most appealing

- Ask *Do you like...* ? questions and encourage students to respond with answers that begin with *Yes, I like...* *No, I don't like...*

- Here are some examples: *Do you like working with your hands? Do you like spending time outdoors? Do you like physical activity? Do you like spending your free time alone? Do you like doing things in groups?*

1

- Refer to the pictures on page 18.
- Check students understand what is going on in each picture.
- Give students a moment to tick (✓) the picture which shows their main hobby. (Give students time to draw their own picture if their hobby is not shown.)

2

- Ask students to write down their main hobby and any other hobbies they had in the past (to complete the first two questions).
- Remind students of the warm-up exercise in which they identified likes and dislikes. Ask them to write the things they like about their hobby (to complete the third question).
- Give students a few moments to complete the final two questions. Go round the class helping students where necessary.

3

➡ **KET** Useful preparation for KET Paper 3 Part 1

- Go through the Phrase Bank! with students before you ask them to do exercise 3.
- Point out that we use these words and phrases to talk about our likes and dislikes when describing our hobbies and free-time activities.
- You may also wish to refer students to the *Speaking database* on page 144.
- Invite students to speak in front of the class about their hobby, taking care to include all the main talking points identified in the exercise: *what your main hobby is, what other hobbies you had in the past, why you like the hobby, when you started it and what happened.*

Cool down!

Aim: to give students additional practice in describing hobbies and free-time activities

- Ask students to individually describe a hobby that they don't like doing and to give a reason using because, eg *I don't really like painting because I'm not very good at it.*



SoundSpot

Aim: to give practice in pronouncing individual words from the same word family with stresses on different syllables

1

- Review the meaning of the word *syllable*.
- Explain that the letters in capitals show that that part of the word is stressed.

- Read each pair of words aloud to the students, giving very strong emphasis to the stressed syllable. Explain that the students are now going to hear the words pronounced correctly on the CD. Ask them to circle the correctly pronounced word.
- Play CD track 6 once all the way through. Repeat if necessary.
- Check answers orally and/or write them on the board.



1 a	2 b	3 b	4 a
-----	-----	-----	-----



CD Track 6

2

- Play the CD and ask students to listen and repeat the sentences as they hear them.
- Remind them to be careful of which syllables they stress.
- Turn off the CD player and ask students to read the sentences aloud, one at a time.



CD Track 7

Additional task

- Write the following words on the board:

ON THE BOARD

hobby football cinema collecting guitar

- Invite students to read the words aloud, as you underscore the stressed syllable of each word: hobby, football, cinema, collecting, guitar.

Grammar 2



Past simple: further irregular forms

Aim: to expand students' understanding of irregular forms of the past simple

Warm up!

Aim: to consider the ways modern-day teenagers spend their free time as compared to the ways their grandparents' generation spent their free time when they were young

- Write the following phrases on the board:

ON THE BOARD

*make clothing build model aeroplanes
collect stamps draw pictures
read books write letters*

- Talk to students about the popularity of these activities in their grandparents' day.
- Ask students which of these activities they do in their free time.
- Ask students to think about which activities they do today that their grandparents couldn't do.

Grammar presentation 2

- Go through the grammar presentation with students. Check they understand the two different ways we form the past simple (by changing a vowel sound or by making other changes).
- Explain that there is more information on the past simple in *Grammar database 4* on page 147 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Assign students the Quick check task on page 147.
- Check answers orally with them.



Quick check

- My brother and I fought a lot when we were young.
- Did you caught a cold in the rain?
- Last week, I run to school every day.
- Tom was here but he leaved.
- Harry didn't told me about the test.

1

- Explain to the students that they have to choose one verb for each sentence and complete the gaps with the correct past simple form of each verb.
- Check answers orally and/or write them on the board.



- | | | |
|----------|-----------|--------|
| 1 taught | 3 fell | 5 hit |
| 2 told | 4 brought | 6 paid |

2

- Ask students to write sentences using the prompts given.
- Go round the class helping students where necessary.
- Check answers orally and/or write them on the board.



- I didn't/did not understand what you said last night.
- Oscar won a prize because he ran so fast.
- My parents didn't/did not let me go out yesterday because I broke a window.
- Last night, I met friends online and sent a few emails.
- I left the chess club last year because I felt bored.

3

- Ask students to recall the discussion from the Warm up! (how teenagers spend their free time today as compared to their grandparents' generation).
- Read the first two sentences of *Free time then and now* aloud and help the students fill in the first gap together (answer: *kept*).
- Give students some time to complete the remaining gaps in the text.
- Check answers orally by having individual students read each sentence of the blog aloud.



- | | | |
|---------|---------|-----------|
| 1 kept | 5 wrote | 9 ate |
| 2 built | 6 spent | 10 talked |
| 3 read | 7 were | 11 got |
| 4 drew | 8 met | 12 found |

Cool down!

Aim: to review the irregular forms of the past simple

- Write the following words on the board:

ON THE BOARD

talk share read listen write

- Ask students to use the past simple form of the verbs on the board to talk about what took place in class today.
- Examples: *We talked about hobbies. We shared our likes and dislikes. We read about free-time activities. We listened to a podcast. We wrote sentences.*
- Remind students that the word 'read' is treated in a unique way (spelled the same but pronounced differently in present simple and past simple).

HOMEWORK!

Assign exercises 1–4 on page 14 of the Workbook.



Writing

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

Warm up!

Aim: to familiarise students with the elements of an email

- Write the following words on the board:

ON THE BOARD

*address subject greeting message
signing off sender*

- Refer students to the email image on page 20. Read the email aloud or, as an alternative, invite student(s) to read it aloud to the class.
- Point out the six main elements of an email: *address, subject, greeting, message, signing off, sender*.
- Identify and describe the six elements and ask students to locate each one in the image.

1

➡ KET Useful preparation for KET Paper 1 Part 8

- Give students time to answer the three multiple choice questions. Ask students to justify their answers.



- | | | |
|-----|-----|-----|
| 1 A | 2 C | 3 A |
|-----|-----|-----|

2

- Ask students to re-read the email silently.
- Give them time to match each different part of the email with the corresponding statement.



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



Language Lab

Aim: to focus on grammar, punctuation and language used in informal writing

- Review / Check students' understanding of terminology such as 'short forms', 'exclamation marks', etc before beginning the task.
- Ask students to find and underline the examples individually, or to work together as a class.



1 Hi <u>Luca</u> !
2 <u>That's</u> great! / <u>It's</u> with this email.
3 That's great! / It was a model of the Space Shuttle! / Write soon, and send me photos of your friends!
4 <u>Well</u> , I do a lot of work for school,...

Cool down!

Aim: to develop an understanding of additional email features

- Discuss the difference between the *Write* and *Reply* buttons and talk about when you would use each one. (Answer: Use *Write* when composing a new email. Use *Reply* when sending a response to an email you received.)

HOMEWORK!

Assign exercises 1–3 on page 15 of the Workbook.



Plan your project!

Aim: to guide students through the writing process

1

- Explain to students that they're going to write an email response to a friend.
- Explain that the email will be informal, like the one they read from Peter to Luca.
- Tell them to read the extract from the sample email on page 21 and to think of it as an email from a friend.
- Ask them to underline the sentence in the email that says what the friend did last night. Ask the students what your friend did last night.



He / She went to a concert.

2

- Ask students to read the email again, looking for questions to answer and news to respond to.
- Ask students to tick (✓) two questions they should answer when they write their reply.
- Ask students to underline a piece of news from the friend that they might like to respond to.



What did you do last night? ✓
What else do you do in your free time? ✓
<u>I got the result yesterday, and I passed!</u>

3

- Explain to students that they are going to complete the planner.
- Point to the first column and explain that these are the different parts of an email.
- Point to the second column and explain that this is useful information about each part.
- Ask students to write as much information as they can (in note form) in the third column.
- Encourage them to identify a real friend they share interests with and to think of the friend as they write the email.
- Check their planners before moving on to exercise 4.

4

- You may wish to assign this for homework or, if there's time, for the students to do this in class.
- Explain to students that they're going to use their notes from the planner in exercise 3 to write their email.
- Remind them that using their notes is not cheating and that it's important to make a detailed plan before they start writing.
- Allow them to look back at Peter's email if they're not sure what to do. At this stage, the most important thing is that the students create a successful piece of writing.
- You may also invite them to consult the *Writing database* on page 134, which has a further model to study.
- You may wish to encourage stronger students to take risks with their writing, but it's probably best if weaker students follow the model email completely.
- Invite students to add photos (to represent email attachments) to support the message of the email.

Additional tasks and tests

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

Units 1-2 Revision

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



As a test

- Advise students a few days in advance that they should review the language from Units 1 and 2.
- Before beginning, go through the instructions for each exercise making sure students understand what is required of them.
- Give students approximately 30 minutes to complete the exercises in test conditions.
- Collect students' books and mark the tests yourself, handing them back the following lesson. Alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 55 and the following should be taken as a rough guide to students' performance:



50 and over: Brilliant!
45 to 49: Very good!
40 to 44: Good!
31 to 39: Could be better
30 or under: Should be better



As homework

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



As classwork

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

1



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

2



1 out	3 on	5 off	7 back
2 out	4 up	6 up	8 out

3



1 ring	4 chat	7 do
2 wear	5 Check	8 join
3 spend	6 send	

4



1 painter	5 footballer
2 cyclist	6 pianist
3 collector	7 skater
4 guitarist	8 violinist

5



1 I'm reading	4 Are they having
2 He plays	5 We don't go
3 do you get up	6 Dad is not watching

6



1 asked	4 Did they play
2 liked	5 didn't watch
3 wanted	

7



1 was	7 did
2 didn't send	8 went
3 wrote	9 spent
4 took	10 Did people have
5 bought	11 didn't
6 paid	12 weren't

3

Tell me a Story!

Target language

Reading skills:	reading for gist / specific information (scanning, comprehension, word analysis)
Vocabulary:	topic vocabulary (types of stories) / prepositions
Grammar:	past simple and past continuous / imperative, infinitives, -ing form
Listening skills:	listening for gist / specific information (identify topic, multiple-choice – sentence completion)
Speaking skills:	favourite story (expressing purpose)
Pronunciation skills:	stress in two- or three-word phrases
Writing skills:	story



Get ready!

Aim: to introduce a variety of story genres

- Explain to students that the pictures show five different kinds of story.
- Ask students to briefly describe what is happening in each picture, eg *In the first picture, a man and a woman are holding hands.*
- Give students a few moments to complete the exercise by matching each picture with a story type.
- You may wish to refer students to the *Vocabulary database* on page 140.
- Check answers orally and/or write them on board.



- | | |
|-------------------|-------------------------|
| 1 love story | 4 science fiction story |
| 2 ghost story | 5 adventure story |
| 3 detective story | |



Reading

Aim: to give practice in reading for gist and reading for specific story details

Warm up!

Aim: to talk about characters from favourite books or films

- Ask students to note down the name of a memorable character from their favourite book, film, comic or cartoon. (Note: You can have students write their answers individually on a piece of paper, or you may wish to call volunteers to write their answers on the board.)
- Ask students to note down (or name) three characteristics about their favourite character.

- Invite students to discuss their answers and identify which type of story their character is from: adventure story, love story, detective story, science fiction story or ghost story.

1

- Ask students to quickly read the parts of five different stories on pages 24 and 25. Encourage them to ignore all unknown vocabulary at this stage.
- Give them enough time to read through each story passage and write the story type from Get ready! next to each one.
- Check the answers orally before moving on.



- 1 ghost story (He didn't see the white figure of a woman that floated across the room,...)
- 2 science fiction story (...staring thoughtfully out of the window as Lunar Explorer 2 landed on the dusty planet.)
- 3 love story (...but he knew in his heart that she was waiting for him.)
- 4 detective story ('And where were you when you heard the scream?' asked Inspector Carter.)
- 5 adventure story (A large man stepped out of the shadows. He was wearing a white suit and a white hat, and he was holding a gun.)

2

- Give students a few minutes to re-read the parts of the stories and circle all the different people the first time they are mentioned in each passage.
- Check the answers orally.



To be circled:

- Story 1: Mr Granger / (the white figure of) a woman
 Story 2: First Officer Taylor / Captain Warlock
 Story 3: Colin / Linda
 Story 4: you (= Mrs Cuthbertson) / Inspector Carter / the children / Angela
 Story 5: Maria / Sophie / A large man

3

- Ask students to fill in the gaps with the words shown in the boxes.
- Check answers orally and/or write them on the board.



- Story 1: sleeping / ghost
 Story 2: looking / spaceship
 Story 3: snowing / door
 Story 4: having / scream
 Story 5: hiding / map

4

- Tell students that sometimes unfamiliar words can be understood when we see how they are used in a story. Read the first sentence in exercise 4 and ask students to consider the word that is in bold. The word is *creak*.
- Say to the students: *Look at the word. Notice how it is used in the sentence. What kind of word is this – a noun or a verb?*
- Confirm that the correct answer is *verb*.
- Give students two minutes to complete the remaining questions in exercise 4.
- Check the answers orally before moving on.



- | | |
|-------------|-------------|
| 1 verb | 5 adjective |
| 2 adjective | 6 adjective |
| 3 adverb | 7 verb |
| 4 adjective | 8 noun |

Cool down!

Aim: to elicit students' own responses to the reading texts

- Ask students which of the five story extracts they like best and which they like least. Encourage them to give reasons.
- You may also wish to ask students what they think happens next in each story. Accept all logical and sensible responses.



Wordpower!

KET Useful preparation for KET Paper 1 Part 6

Aim: to identify and spell topic vocabulary

1

- Remind students that all the answers here can be found in the reading texts.
- Give students a few minutes to complete the gaps to create a word that matches each definition.
- Check answers orally and/or write them on the board.



- | | |
|---------------|-----------------|
| 1 childhood | 5 notice |
| 2 strange | 6 distance |
| 3 disappeared | 7 terrible |
| 4 worried | 8 unfortunately |

Additional task

- Write the following story types on the board:

ON THE BOARD

adventure story love story detective story
science fiction story ghost story

- Ask students to choose a story type and use their imagination to come up with one line for that story, eg *There was a strange sound coming from the attic.* (ghost story)

HOMEWORK!



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

Grammar 1



Past simple and past continuous

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

Warm up!

Aim: to consider the point in time at which events occur in our lives (*when, while, as, at*)

- Write the following words on the board:

ON THE BOARD

when at
while as

- Talk about events that happen throughout the school day (*open our Student's Books, eat lunch, go home*) and ask students to say when these events happen using the words *when* or *at*.
- Give examples to get them started: *The teacher starts the lesson when the students are in their seats. / We eat lunch at 12.*
- Talk about different things the teacher and students do that happen at the same time.
- Give examples to get them started: *The teacher stands at the front of the room while the students write their sentences. / The students listen as the teacher talks.*

Grammar presentation 1

- Go through the grammar presentation with students. Check they understand the two uses of the past continuous: (1) to show that a situation was in progress when another situation, in the past simple, happened and (2) to show that a situation was in progress at a particular time in the past

- Explain that there is more information on the past simple and past continuous in *Grammar database 5* on page 148 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have questions.
- Assign students the Quick check task on page 148.
- Check answers orally with them.



Quick check

- 1 I ~~was seeing~~ Angie in the supermarket yesterday.
- 2 What Angie ~~doing~~ when you saw her?
- 3 No she ~~wasn't buying~~.
- 4 Conor ~~was breaking~~ the window when we were playing football.
- 5 I ~~had~~ lunch

1

- Refer back to the words on the board from the Warm up!
- Remind students that *while* and *as* are often used to describe a situation that was in progress when another situation, in the past simple, happened.
- Remind students that *when* and *at* are often used to describe a situation that was in progress at a particular time in the past.
- Give students a few minutes to complete exercise 1 by circling the correct word or phrase.
- Check the answers orally.



- | | |
|---------------|---------------------|
| 1 saw | 5 was running |
| 2 was talking | 6 came |
| 3 were | 7 was still talking |
| 4 took | |

2

- Ask students to use the information in exercise 1 to write questions and answers for each of the prompts in exercise 2.
- Review the example question / answer with the students.
- Check answers orally and/or write them on the board.



- 2 Was he talking to Jane when a dog came up? No, he wasn't. He was talking to Jill.
- 3 Was he playing with the cat when his mobile phone rang? No, he wasn't. He was playing with the dog.
- 4 Was he talking to his dad when the dog jumped up? No, he wasn't. He was talking to his mum.
- 5 Was he walking when he fell over? No, he wasn't. He was running.
- 6 Was Jill laughing at him when the dog came back? No, she wasn't. She was helping him.
- 7 Was his mum still shouting when the dog came back? No, she wasn't. She was still talking on the phone.

3

- Give students a few minutes to complete exercise 3 by completing the gaps with the correct form – past simple or past continuous.
- Ask or assign a student or students to read the sentences aloud and ask students to check their answers as they listen.



- | | |
|----------------|---------------|
| 1 was shining | 5 was looking |
| 2 were singing | 6 had |
| 3 started | 7 discovered |
| 4 was watching | |

Cool down!

Aim: to review the difference between past simple and past continuous

- Read a phrase or sentence from one of the five story parts on pages 24–25, and ask students to say whether it is an example of past simple or past continuous.
- Examples of past simple: Story 1 He didn't hear the floorboards creak... Story 2 He ran the last mile to the old, wooden hut.
- Examples of past continuous: Story 2 The wind was blowing and snow was starting to fall.

HOMEWORK!

Assign exercises 1–3 on page 19 of the Workbook.



Wordpower!

1

Aim: to develop students' ability to use verbs + prepositions

- Explain to students that some verbs are followed by prepositions and that sometimes the choice of preposition depends on the meaning, eg *talk to someone* but *talk about someone*.
- Give students a few minutes to complete exercise 1.



- | | | |
|-------|---------|---------|
| 1 for | 3 at | 5 to |
| 2 at | 4 about | 6 about |

2

Aim: to develop students' ability to identify and use verbs + prepositions correctly

- Explain to the students that the missing prepositions are all from exercise 1. Ask students to glance through exercise 1 again to review the correct prepositions. Now ask them to cover up exercise 1 and to try and remember the correct prepositions without looking back.
- Ask students to complete the missing prepositions only.
- Now ask them to look at the example question and answer: *What did you ask your parents for yesterday? I asked them for some money.*
- Explain that they should now write answers for each of the questions (answers based on their own ideas).

- Check answers orally and/or write them on the board. You may wish to invite different students to write their own answer sentences on the board.



questions:
2 at 4 about 6 about
3 for 5 to

HOMEWORK!



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



Listening

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

Warm up!

Aim: to introduce the idea of story-telling

- Ask students to look at the picture of Sir Isaac Newton on page 27. Invite a volunteer or volunteers to finish the sentence: *As Isaac Newton was sitting under a tree,...* Accept all sensible responses (*an apple fell on the ground. / he had a great idea.* etc).
- Ask students to use their imaginations and take turns completing this sentence: *The strangest thing happened to me yesterday. As I was sitting under a tree,...*
- Allow students to take turns saying their answers aloud. Accept all responses.

1

- Write the following words on the board:

ON THE BOARD

funny sad strange

- Pretend to cry and/or look sad, and ask students which word on the board describes this (sad). Then laugh, and ask students which word describes this (funny). Then look puzzled and scratch your head (strange).
- Tell students they will be listening to teenagers talking about things that happened to them, or people they know.
- They should listen for clues to help identify whether the story is about something strange, funny or sad.
- To complete exercise 1, students will complete the gaps with the words STRANGE, FUNNY or SAD to properly identify each speaker's story.
- Play the CD track, stopping after each speaker's story to give students a moment to complete each answer.
- Check answers orally.



1 strange 3 strange 5 funny
2 funny 4 sad 6 sad



CD Track 8

2

➔KET Useful preparation for KET Paper 2 Part 3

- Tell students they will listen to the speakers again but in a different order.
- Play the CD track all the way through without stopping.
- Students should listen and circle the correct information for each speaker as they listen.
- Check answers orally.



- 1 A (...I put my mobile phone in my bag as usual. ... Then, at lunchtime, I couldn't find it anywhere.)
- 2 C (Mr Parker's here to wish you happy birthday, they said. He gave me a pen for my birthday.)
- 3 B (Sally – who's in my class at school – was telling a story about Mr Thompson, our history teacher.)
- 4 C (But he forgot to put his feet down on the ground, and the bike fell over!)
- 5 C (Jessica was my best friend – we did everything together.)
- 6 C (Suddenly, as he was talking, the sky went black ... it started to rain.)



CD Track 9

Cool down!

Aim: to further develop first-person storytelling skills

- Ask students to recall the 'strange thing' that happened to them as they were sitting under a tree, which they talked about in the Warm up! section.
- Invite them to expand the idea into a brief story they can share with the class. Encourage them to use their imaginations to be as creative as they'd like.

HOMEWORK!



Assign exercise 1 on page 20 of the Workbook.



Speaking

Aim: to develop the skill of basic oral story-telling

Warm up!

Aim: to give practice in talking about personal events that happened in the past

- Say an event or activity and ask students to say when they last did it. Example: *play football / I played football last week.*
- For more ambitious students, encourage them to say what else was happening at the time. Example: *play football / While I was playing football, I scored a goal.*
- Encourage students to form complete sentences.
- Other examples of events / activities: eat breakfast, listen to music, walk the dog, find a note, ride my bike, write a poem, etc.

1

- Encourage the students to recall the teenagers' stories from the Listening section.
- Remind them that some stories were funny, some were sad and some were strange.
- Ask them to find a partner and discuss with each other what happened in each of the teenagers' stories, using the notes in the Student's Book as a guide.
- Go round and listen to the students' conversations to make sure they are comfortable with key topic phrases.

2

- Ask students to think about a funny, sad or strange story from their own life.
- Tell students to use the table on page 28 to note down the main points of their story under each heading.
- They should use column 2 of the table to answer the questions in column 1.

3

- Go through the Phrase Bank! with students.
- Explain that the word *because* is used to express purpose and give reasons (or to explain why something happens).
- You may also wish to refer students to the *Speaking database* on page 144.
- Ask students to volunteer their own sentences using the word *because*.
- Ask students to pair off and take turns telling their stories, using the notes they wrote in the table as a guide.
- Give each student a few minutes to tell their story before switching roles.

4

- Tell students that they are going to tell their story to the whole class, without using their notes.
- Encourage them to briefly look through their notes before closing their Student's Books.
- Invite them to take turns sharing their stories with the class, without looking at their notes.

Cool down!

Aim: to further develop students' story-telling, listening and story comprehension skills

- Invite students to re-tell a story told by one of their classmates.
- For advanced students, encourage them to re-tell the full story.
- For less advanced students, ask them to tell one detail of a classmate's story.



SoundSpot

Aim: to give practice in saying phrases with stresses on different syllables

1

- Review the meaning of the word *stress*.
- Ask students to read each phrase aloud, placing stresses on the different syllables as indicated.

- Ask them to guess which pronunciation is correct but do not confirm the answers just yet.
- Play the recording and then check students' answers.



1 GHOST	3 VEN	5 FIC
2 LOVE	4 TEC	



CD Track 10

2

- Play the CD and ask students to listen and repeat the words as they hear them.
- Remind them to be careful of which part of the word they stress.
- Turn off the CD player and ask students to say the sentences aloud, one at a time.



CD Track 11

Additional task

- Ask a student to say one of the numbers from exercise 1 and the name of another student in the class, eg *Number 3, John*.
- John must then say the phrase correctly. If he gets it right, he chooses a number and another student. If he gets it wrong, he has to try again.

Grammar 2



Imperative, infinitives, -ing form

Aim: to facilitate students' understanding of the functions and usage of the imperative, infinitive and the -ing form

Warm up!

Aim: to give practice in the use of the imperative

- Write the following words on the board:

ON THE BOARD

Give Stop Listen Start Don't

- Ask students to create sentences that begin with one of the words on the board.
- You may wish to have students either say the sentences aloud or note them down on paper.
- Explain that the imperative verb is used to command, advise or suggest.

Grammar presentation 2

- Go through the grammar presentation with students. Check they understand the uses for: (1) imperatives (2) infinitives (3) -ing forms
- Explain that there is more information in *Grammar database 6* on page 148 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.

- Assign students the Quick check task on page 148.
- Check answers orally with them.



Quick check

- 1 Sally, you to wake up!
- 2 Adam, not make a mess!
- 3 Sten promised helping me.
- 4 Do you enjoy to collect stamps?
- 5 In this photo, you can see Fiona run.

1

- Give students a few minutes to write the negative form of each sentence.
- Check answers orally, and/or write them on the board.



- 2 Don't give Alex the book!
- 3 Don't stand up!
- 4 Don't write a sad story!
- 5 Don't learn these verbs!
- 6 Don't listen to Claire!
- 7 Don't do the next exercise now!

2

- Give students a few minutes to correct the words or phrases in bold.
- Check answers orally, and/or write them on the board.



- | | | |
|-----------|-----------|-------------|
| 1 to buy | 3 having | 5 to close |
| 2 telling | 4 to tell | 6 to listen |

3

- Remind students that *I saw him walk down the street.* has a different meaning to *I saw him walking down the street.*
- Ask students what the difference is (complete action from start to finish versus only part of the action, not from start to finish).
- Give students a few minutes complete exercise 3 by writing YES or NO in answer to each question.
- When students have finished, check the answers together orally. Encourage students to give reasons for their answers, eg 1 *Because it says 'run', we saw the complete action, including the door opening.* 2 *Because it says 'running', we probably didn't see the start of the action. This means we probably didn't see the door open.*



- | | | |
|-------|-------|-------|
| 1 YES | 3 NO | 5 YES |
| 2 NO | 4 YES | 6 NO |

Cool down!

Aim: to give further practice with imperatives, infinitives and the *-ing* form of verbs

- Write the following phrases on the board

ON THE BOARD

*Close your eyes Open your eyes Stand up
Stand on one leg Hold out your arm
Scratch your head*

- This activity involves three students.
- Student A tells Student B when to open / close their eyes.
- Student A tells Student C what to do, eg *Scratch your head.*
- Depending on when Student B opens / closes their eyes, he / she must say what he / she saw Student C doing, eg *I saw Darren scratch his head.* (if Student B witnessed the complete action) or *I saw Darren scratching his head.* (if Student B only witnessed part of the action).
- Repeat with three different students.

HOMEWORK!

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



Writing

Aim: to develop the skills necessary to write a story

Warm up!

Aim: to help students brainstorm ideas for a story

- Write the following question words and short answers on the board:

ON THE BOARD

Who? Alien

When? 2056

Where? Saturn

What? It's the alien's high school dance and she doesn't have a date.

- Tell students they are going to create a 'quick story' by writing down in their notebooks a one-word answer to the questions *Who? When? Where?* and one phrase or sentence to describe *What* is going on in their story.
- Invite students to share their ideas aloud.
- Take note of which stories are funny, sad, strange or a combination of each.
- Tell students that they will be revisiting their stories later in the unit.

1

- Ask students to read each of the five parts to the story quietly to themselves, then put them in the correct order.
- Check the answers together as a class. Ask students to justify their answers.



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

2

- Ask five different students to read the five paragraphs of the story aloud, but in the correct order.
- Go through the questions orally with the class and elicit answers from different students.



- 1 (page) 28
- 2 longer
- 3 their mother
- 4 In the middle of the game / I heard a great joke yesterday / it was very funny / I couldn't stop laughing / First, I fell off my chair / with my arm / 'Stop!' shouted my brother / our chess game, two glasses of orange juice, and our mobile phones / When my mother came in, I was still laughing! Then my brother started to laugh too. We both stood there laughing as our mother looked at us, and everything on the floor. / Greg / It was Saturday / because it was raining outside



Language Lab

Aim: to identify and learn the key language components of a story

- Give students a few minutes to read the statements and find / underline examples of each in the story.
- Check the answers together.



- 1 A GAME, A JOKE AND A TERRIBLE MESS!
- 2 It was Saturday, but because it was raining outside, we were playing chess in the living room. / I was laughing so much, I hit the table with my arm. / When my mother came in, I was still laughing.
- 3 'Stop!' shouted my brother
- 4 because it was raining outside, we were playing chess in the living room. / because I was laughing so much, I hit the table with my arm.
- 5 ... my brother said, 'I heard a great joke yesterday.' / 'Stop!' shouted my brother

Cool down!

Aim: to help students think about how to end a story

- Write the following words on the board:

ON THE BOARD

while as when at because

- Remind students of the 'quick stories' they created in the Warm up! section.
- Give them two minutes to write a quick ending to their stories. They should write no more than two sentences.
- Encourage them to use one or more of the words from the board in their sentences.
- Ask the students to read their endings aloud.

HOMEWORK!

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



Plan your project!

Aim: to guide students through the process of writing a story

1

- Explain to students that they're going to write an original story.
- Ask them to decide whether they will use the story from the Speaking section or a new story.

2

- Explain to students that they are going to complete the planner.
- Point to the first column and explain that these are the different parts of a story.
- Point to the second column and explain that this is where they will decide the characters, setting, timing and events of the story.
- Ask students to write as much detail as they can (in note form) in the third column to help expand on their story.
- Check their planners before moving on to exercise 3.

3

- Explain to students that a 'first draft' is an initial version of the story that can be revised later.
- Ask students to use their imaginations and write the first draft of their story.
- Explain to students that they're going to use their notes from the planner to write their description.
- Explain to them that it's important to make a detailed plan before you start writing.
- Students should use the checklist to make sure the draft has all the components of a good story.
- You may also wish them to consult the *Writing database* on page 134, which has a further model to study.
- After they have ticked off all the items on the checklist, they are ready to show you their stories.

4

- Work with your students making notes on the draft to help identify places where the story needs correction or improvement.
- Now ask students to rewrite a neat, final copy of their story on a new piece of paper. They can do this in class, or for homework.

5

- Ask students to include a photo or draw a picture to illustrate their story.

6

- Students should finalise their projects by turning their stories into 'books' (ie sticking them onto card and writing their names at the bottom to identify themselves as 'authors').

Additional tasks and tests

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

4

Let's Celebrate!

Target language

Reading skills:	reading for gist / specific information (multiple-choice questions, matching)
Vocabulary:	topic vocabulary (organising a party) / adjectives
Grammar:	present perfect simple (1) (<i>already / yet / just</i>) / present perfect simple (2) (<i>ever / never</i>)
Listening skills:	listening for gist / specific information (T/F, note completion)
Speaking skills:	planning a party (making offers and suggestions)
Pronunciation skills:	stress in addresses
Writing skills:	note to a friend



Get ready!

Aim: to learn and use phrases to describe organising parties

- Ask students to look at the pictures and see if they know words for any of the items in the pictures.
- Encourage them to say what other things they can find at a party, eg *snacks, cake, friends, CD player or an iPod™, video games, films*, etc.
- Give students a short time to choose the correct word for each picture.
- Check answers orally and write the words on the board.



1 c 2 e 3 b 4 d 5 a



Reading

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

Warm up!

Aim: to introduce the concept of online chats

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

ON THE BOARD

online chat phone call

- Say a sentence and ask students to say or shout out ONLINE CHAT or PHONE CALL: *You do this on the computer only.* (online chat), *You use your voice when you do this.* (phone call), *You send words to someone when you're doing this.* (online chat),

You can do this from a mobile. (phone call). *You can understand something by the way the person says it.* (phone call).

1

- Ask students to silently and individually read the online chat. Encourage them to ignore all unknown vocabulary at this stage.
- Ask students some very general and simple questions about the text, eg *What kind of text is it?* (an online chat), *Who are speaking?* (Ruby and Holly), *What is the online chat about?* (organising a party).
- Give students a few minutes to do exercise 1. Go round the class helping students where necessary.
- Check answers orally and/or write answers on board. Alternatively ask students to write answers on the board.



send invitations ✓
tell people online ✓
buy snacks ✓
organise music ✓

2

➔ **KET** Useful preparation for KET Paper 1 Part 3

- Encourage students to do this task quickly but carefully.
- Explain to students that they should answer each question by circling A, B or C.
- Encourage students to underline in the text where they find the answer.
- When they have finished, discuss the answers together. Encourage students to justify their answers by giving reasons.



1 B (I can't wait for your party this weekend!)
2 B (I've already had replies from most people and it looks like there'll be about 30 guests.)
3 C (I haven't had time to organise anything else.)

3

- You may want to do this task orally, or get students to make notes, or underline the information in the text.
- Refer students back to their books and ask them to complete the sentences by writing in the correct name.
- When they have finished, discuss the answers together.



- 1 Holly (Yes. And I've told people online about it, too.)
- 2 Ruby (What if it rains?)
- 3 Holly (I can ask Mum what she thinks and then decide.)
- 4 Dylan (...he's happy to do that.)
- 5 Ruby (I've been to some parties where they had video games to play.)

Cool down!

Aim: to encourage students to talk about their own lives

- Ask students if they can remember what Ruby, Holly and Dylan did or will do for the party, eg *Holly sent invitations for the party.*
- Allow them to check Ruby and Holly's online chat if they need to remind themselves what they do or will do.
- Ask students to talk about a party of their own and to compare it with Ruby and Holly's. Encourage them to say what's similar (eg *I sent invitations for a party.*) and different (eg *Ruby brought video games, but I brought films to watch.*)



Wordpower!

➔ **KET** Useful preparation for KET Paper 1 Part 6

Aim: to develop students' topic vocabulary

- Explain to students that all the answers appear in the online chat they have read.
- Ask students to try to complete the gaps without referring back to the text, but explain that they can if necessary.
- Remind students that they should only write one word in each gap and that the first letter has been given to help them.
- Explain that n = noun, adv = adverb, v = verb, adj = adjective and phr v = phrasal verb.
- Encourage them to be careful with their spelling.
- Check the answers orally by asking students to read out the questions.



- | | | |
|------------|-----------|-----------|
| 1 replies | 4 arrive | 7 cheap |
| 2 indoors | 5 order | 8 tidy up |
| 3 outdoors | 6 popular | |

HOMEWORK!

Assign exercises 1–3 on pages 23 and 24 of the Workbook.

Grammar 1



Present perfect simple 1

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

Warm up!

Aim: to consider the present results of past actions that occur in our lives (*have already sent, haven't decided yet, have just done*)

- Write the following words on the board:

ON THE BOARD

<i>send invitations</i>	<i>just</i>
<i>put up decorations</i>	<i>already</i>
<i>order the pizzas</i>	<i>yet</i>

- Point to one of the phrases and say *affirmative, question, or negative* to one student.
- Ask the student to use the phrase on the board to practise using the present perfect simple and the relevant word *already, yet* or *just* eg **AFFIRMATIVE** *I have just sent the invitations.* / **QUESTION** *Have you already sent the invitations?* / **NEGATIVE** *I haven't sent the invitations yet.*
- Repeat with other students and phrases.

Grammar presentation 1

- Go through the grammar presentation with the students. Check they understand when we use the present perfect simple (to talk about the present results of past actions).
- Explain to students that there is more information on the present perfect simple in *Grammar database 7* on page 148 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 148.
- Check answers orally and ask students to justify their answers.



Quick check

- 1 My dad ~~given~~ me some money.
- 2 What you ~~have done~~ to your arm?
- 3 Are you ~~sent~~ the invitations?
- 4 Yes, I've ~~had~~.
- 5 I ~~not have seen~~ Peter today.

1

➔ **KET** Useful preparation for KET Paper 1 Part 5

- Explain to students that they have to choose the correct word or phrase for each sentence.
- Check answers orally and/or write them on the board.



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

2

- Ask students to look at the picture. Explain that the dog is called Patch and the cat is called Smokey.
- Ask students to orally describe some of the things that Patch and Smokey have done, eg *They've jumped on some things. / They've broken some things / They've knocked over a bottle.*
- Ask students to write the appropriate short answer to each of the questions and write an affirmative sentence using the present perfect simple.
- Check answers orally and/or write them on the board.



- | |
|---|
| 2 Yes, they have. They've stood on the jelly. |
| 3 No, they haven't. They haven't knocked the cake on the floor. |
| 4 Yes, they have. They've spilled the drinks. |
| 5 No, they haven't. They haven't broken the CDs. |

3

- Ask students to read the text carefully and to use the words in brackets to fill in the gaps with the correct form of the present perfect simple. Tell them they should use short forms where possible.
- When students have finished, check their answers together. Ask students to read the questions and answers aloud.



- | | |
|-------------------|------------------|
| 1 've sent | 5 've asked |
| 2 've already had | 6 've forgotten |
| 3 hasn't sent | 7 haven't put up |
| 4 've bought | 8 haven't bought |

Cool down!

Aim: to review the functions and usage of the present perfect simple

- Ask students to imagine they're organising a party and to mention activities that they have or haven't done yet.
- Encourage them to make their statements using the words *already*, *yet* and *just* (eg *I haven't sent any invitations yet.*)

HOMEWORK!

Assign exercises 1 and 2 on page 25 of the Workbook.



Wordpower!

Aim: to develop students' ability to recognise and use *-ed* and *-ing* adjectives

1

- Ask students to read through the Be careful! box.

- Check their understanding of the difference between *-ing* adjectives (they describe what something or someone is like) and *-ed* adjectives (they describe how someone feels).
- At this point, you may wish to do the additional task below.
- Ask students to choose the correct adjectives in each of the sentences.
- Encourage students to make a guess if they're not sure.
- Check the answers orally and/or write them on board.



- | |
|---------------------------|
| 1 amazing, amazed |
| 2 interesting, interested |
| 3 excited, exciting |
| 4 frightening, frightened |
| 5 surprised, surprising |
| 6 confusing, confused |

Additional task

- Write the following words and phrases on the board:

ON THE BOARD

<i>amazed</i>	
<i>interesting</i>	<i>What something is like</i>
<i>excited</i>	
<i>frightening</i>	
<i>surprised</i>	<i>How someone feels</i>
<i>confusing</i>	

- Ask students to match the adjectives with what they can describe. Draw a line to the correct answers when students answer correctly.



amazed	What something is like
interesting	
excited	How someone feels
frightening	
surprised	
confusing	

2

- Ask students to read the text and fill in each gap with the appropriate form of the adjective given. Go round the class helping students where necessary.
- Ask or assign a student or students to read the text aloud and ask students to check their answers as they listen.



- | | |
|--------------|---------------|
| 1 excited | 5 amazed |
| 2 frightened | 6 surprising |
| 3 confusing | 7 interesting |
| 4 confused | 8 interested |

HOMEWORK!

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



Listening

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

Warm up!

Aim: to introduce the topic of party invitations

- Ask students to look at the photo.
- Ask simple questions about the photo and elicit responses, eg *Who are in the photo?* (two teenage boys), *Where are they?* (in a room / at a table / by a window) *What are they doing?* (They're writing something.).
- Explain that the boys are planning a party. Elicit ideas about what they might be writing (invitations, a list of things to do, a birthday card, etc).

1

- Explain to students that they are going to listen to two people planning an event.
- Go through the items and ask students to predict what the people might say for each thing, eg 1 *We've already printed the invitations.* for T or *We'll print the invitations later.* for F.
- Explain that the speakers will talk about all the items.
- Ask students to choose the correct answers as they hear the people talking.
- Play the CD track once all the way through. Repeat if necessary.



- 1 F (...we can print the invitations on my computer later.)
- 2 F (...I've already asked my parents and they're not so happy about me having a party.)
- 3 F (We've got a big garden, though.)
- 4 T (I've got him a football shirt.)
- 5 F (I haven't got him anything yet.)

CD Track 12

2

KET Useful preparation for KET Paper 2 Part 4

- Explain to students that they will listen to the recording again.
- Ask them to read through the invitation before they listen and to say what they think the answers could be.
- Play the CD. Pause when you hear the first correct answer (*Marcus*) and ask students to fill it in on the page. Check their answers.
- Play the rest of the recording in its entirety and ask students to listen and work independently to fill in the rest of the answers.
- Check answers together with students. If necessary play the recording again for students to check incorrect answers.



- | | |
|---------------|---------------|
| 1 Marcus | 4 Friday |
| 2 London Road | 5 presents |
| 3 G5 | 6 video games |



CD Track 12

Cool down!

Aim: to personalise what the students have listened to

- Ask students to imagine they're going to Marcus' party.
- Ask them to briefly tell you about what it is, where and when it is, how they're going to get there and what they're going to take with them.
- Encourage them to be specific about the present they've bought for Marcus.

HOMEWORK!

Assign exercise 1 on page 26 of the Workbook.



Speaking

Aim: to practise the language needed for planning an event

Warm up!

Aim: to introduce students to different types of parties and events

- Go round the class. Mention to each student one of the events from exercise 1, but not in the order they appear in exercise 1, eg to the first student: *What do you think a wedding reception is?* To the next student: *Have you been to a surprise party?*, etc. Use the photos as a reference.

1

- Ask students to tick the events they have attended and to tell the class about which event they liked the most and why. Ask if there was an event they did *not* like and why.
- When they have finished, go over each of the events with the class and ask if they think they are usually exciting, interesting, boring, etc.

2

- Put students into pairs, or if appropriate allow them to choose their own partner.
- Explain that they're going to organise an event.
- Ask the students to decide what type of event they want to organise (encourage them to look at the list of events in exercise 1) and to write the name of the event in the correct place.
- Ask a pair of students to volunteer to read out the dialogue. Ask the class questions, eg *What event did they choose?* (*a surprise party for their teacher*).
- Now ask the students, in their pairs, to note down ideas for their event.
- Give them a few minutes to complete their notes.
- Encourage the students to role-play a dialogue using their notes. When they have finished, they should swap roles.
- You may wish to encourage them to ask one additional question which is not in the dialogue.

3

- Go through the Phrase Bank! with students before asking them to do exercise 3.
- Point out that we use these words and phrases to make and respond to suggestions.
- You may also wish to refer students to the *Speaking database* on page 144.
- Ask students to use the dialogue and their notes from exercise 2, and the phrases in the Phrase Bank!, to tell the class about their party.

Cool down!

Aim: to give students additional practice with planning an event

- Invite students to choose one exciting event, eg *New Year's Eve*, that takes place during the year.
- Ask one student to take on the role of a party planner for an exciting event.
- Ask the other students to make offers and suggestions regarding the party.



SoundSpot

Aim: to give practice in pronouncing addresses with the correct stress

1

- Ask students to look at the four addresses and guess which word (or syllable) in each pair will have the stress when we say it.
- Encourage them to say the words aloud, but don't correct their pronunciation or answers at this stage.
- Play the recording and then check students' answers.



1 a	2 b	3 a	4 b
-----	-----	-----	-----



CD Track 13

2

- Ask students to listen to the sentences and to repeat them as they hear them.
- Remind them to be careful where they place the stress for each address.



CD Track 14

Additional task

- Ask a student to say someone's name as an address, followed by either *Street* or *Road*. The name should have two syllables, with the stress on the first syllable, eg *Donna* or *Thomas*.
- The student must say the address correctly. If the student gets it right, they choose another name and another student to say it. If they get it wrong, they have to try again.

Grammar 2



Present perfect simple 2

Aim: to facilitate students' understanding of the present perfect simple to talk about past actions when the time they happened isn't important or known.

Warm up!

Aim: to consider events that have happened at some point in time in the past (present perfect simple)

- Write on the board:

ON THE BOARD

Ever?	<i>Plan a surprise party</i>	Never!
	<i>Make a birthday cake</i>	
	<i>See an elephant</i>	
	<i>Build a snowman</i>	

- Ask students if any of these words are not familiar to them and explain those words.
- Tell students they are going to ask questions using these phrases and the word *ever*, eg *Have you ever planned a surprise party?* and respond with *No* and a sentence using *never*, eg *No. I've never planned a surprise party.*
- Encourage students to create their own questions, eg *Have you ever written a book?*

Grammar presentation 2

- Go through the grammar presentation with students. Check they understand when we use the present perfect simple.
- Explain to students that there is more information in *Grammar databases 7 and 8* on pages 148 and 149 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 149.
- Check answers orally and ask students to justify their answers, eg *I've already seen because with 'already' we need the present perfect simple.*



Quick check

- 1 I already saw that film.
- 2 I've been to China and India last year.
- 3 Were you ever visit America?
- 4 I've ever not met your brother.
- 5 No, I haven't read.

1

- Ask the students to complete the exercise by matching the two halves of the sentences.
- When students have finished, check the answers together.



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

2

- Ask students to complete the exercise by ticking (✓) the things they have done and crossing (X) the things they haven't done, then writing questions and answers.
- Explain to students before completing this task the difference between *have been* and *have gone*. We use *have been* to say that we have visited a place in the past but are no longer there. We use *have gone* to say that someone is at another place at the moment.
- When students have finished, check the answers together orally.



2 Have you ever flown on a plane? Yes, I have. / No, I haven't.
3 Have you ever seen an elephant in real life? Yes, I have. / No, I haven't.
4 Have you ever been to a concert? Yes, I have. / No, I haven't.
5 Have you ever travelled on a train? Yes, I have. / No, I haven't.
6 Have you ever built a snowman? Yes, I have. / No, I haven't.
7 Have you ever been on TV? Yes, I have. / No, I haven't.

3

- Ask students to complete the exercise by putting the words in the box into the text and remind them that there are two words that will not be used.
- When students have finished, check the answers together orally.
- Assign a student to read out the first paragraph of the text. Assign another student to read the second paragraph and a third student to read the last.



1 ever	4 worn	7 made
2 has	5 have	8 never
3 been	6 seen	

Cool down!

Aim: to review the functions and usage of the present perfect simple

- If there is a map in the classroom, ask students to ask one another if they've ever been to a certain place on the map. If there is no map, then make up places near the school, or places in town.
- Ask students to ask one another what they've done in those places, or if they've done a certain activity in that place.

- Encourage students to use the present perfect simple in these conversations and to use *ever* in questions and *never* in negative responses.

HOMEWORK!

Assign exercises 1–3 on page 27 of the Workbook.



Writing

Aim: to develop the skills necessary to write a note to a friend

Warm up!

Aim: to familiarise students with the concept of notes

- Ask students if they have ever written a note to a friend. Ask them what kinds of things they wrote about in the note.
- Ask students what kinds of information people usually put into notes, who they usually write notes to and who they don't write notes to.
- Accept all suggestions at this point, though allow students to disagree with each other if they want to.

1

KET Useful preparation for KET Paper 1 Part 9

- Ask students to read the note silently and individually, and then to answer the questions.
- Check answers together when students have finished.



1 C (I hope he likes surprises.)
2 A (...but we need you to print them...)
3 B (Why don't we ask everyone to bring their favourite CDs or their MP3 players to the party?)

2

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



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



Language Lab

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

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



- 1 I'm so excited! / Sam will love it. / I hope he likes surprises! / Can you do that? / The second thing is the entertainment.
- 2 I'm so excited! / And I hope no-one's told him about it! / We've decided to ask everyone to arrive at 7pm at my house, 42 Brown Street. / I've invited Sam to come over at 7.30 to 'do our homework together'! / I know Sam likes rock music, but I don't really have any. / Why don't we ask everyone to bring their favourite CDs or their MP3 players to the party? / That way, we'll have lots of music to choose from.
- 3 We've decided to ask everyone to arrive at 7pm at my house, 42 Brown Street. / I've invited Sam to come over at 7.30 to 'do our homework together'!
- 4 Can you do that? / Can you put that on the bottom of the invitations?

Cool down!

Aim: to personalise what the students have just read

- Ask students if they can think of some other things that would make Sam's surprise party exciting.
- Encourage them to give reasons if appropriate.
- Ask them what other good reasons they could give to get someone to come to their own surprise party, eg *coming over at 8 to watch a film.*

HOMEWORK!

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



Plan your project!

Aim: to guide students through the writing process

1

- Explain to students that they're going to listen to a voicemail message.
- Play the CD. If you like, pause when you hear the first correct answer (Mr) and ask students to fill it in on the page. Check their answers.
- Play the rest of the recording in its entirety and ask students to listen and work independently to fill in the rest of the answers.

- Check answers together with students. If necessary, play the recording again for students to check incorrect answers.



- | | |
|-------------------|--------|
| 1 Mr | 3 your |
| 2 write a note to | 4 7.30 |

2

- Explain to students that they are going to write a note to a friend about a party their friend has invited them to.
- Point to the first column of the planner and explain that these are the different parts of the note.
- Point to the second column and explain that this is useful information about each part.
- Ask the students to write as much information as they can (in note form) in the third column.
- Encourage them to use their imagination.
- Check their planners before moving on to exercise 3.

3

➡ KET Useful preparation for KET Paper 1 Part 9

- You may wish to assign this for homework or, if there's time, for the students to do this in class.
- Explain to students that they're going to use their notes from the planner in exercise 2 to write their reply.
- Explain to them that using their notes is not cheating and that it's important to make a detailed plan before you start writing.
- Allow them to look back at Katie's note if they're not sure what to do. At this stage, the most important thing is that the students create a successful piece of writing.
- You may also wish them to consult the *Writing database* on page 135, which has a further model to study.
- You may wish to encourage stronger students to take risks with their writing, but it's probably best if weaker students follow the model completely.
- You may wish to comment on the students' writing before they produce a final version.

Additional tasks and tests

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

Units 3-4 Revision

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



As a test

- Advise students a few days in advance that they should review the language from Units 3 and 4.
- Before beginning, go through the instructions for each exercise, making sure students understand what is required of them.
- Give students approximately 30 minutes to complete the exercises in test conditions.
- Collect students' books and mark the tests yourself, handing them back the following lesson. Alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 39 and the following should be taken as a rough guide to students' performance:



35 and over: Brilliant!
30 to 34: Very good!
25 to 29: Good!
20 to 24: Could be better
19 or under: Should be better



As homework

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



As classwork

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

1



1 adventure	4 ghost
2 science fiction	5 detective
3 love	

2



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

3



1 guests	5 decorations
2 invitations	6 arrived
3 replies	7 presents
4 refreshments	8 tidy

4



1 was having / was
2 started / was walking / got
3 were / were you doing
4 didn't hear / told
5 was working / called
6 broke / was eating
7 was listening / went
8 was thinking / saw

5



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

6



1 've / have never heard
2 have you lived
3 Have you invited
4 we've / have met
5 Have you ever said
6 hasn't / has not eaten

5

Off we Go!

Target language

Reading skills:	reading for gist / specific information (label photos, multiple matching)
Vocabulary:	topic vocabulary (holidays, future plans) / compound nouns
Grammar:	<i>will</i> and <i>be going to</i> / present simple and present continuous to talk about the future
Listening skills:	listening for gist / specific information (multiple-choice questions, sentence completion)
Speaking skills:	future holidays (talking about future plans and intentions)
Pronunciation skills:	stress in sentences
Writing skills:	postcard



Get ready!

Aim: to introduce key London attractions and landmarks

- Ask students to look at the picture on page 42 and to say which city they think this is (London) and how they know (red double-decker bus, black taxis).
- Ask students if they have ever been to London and/or if they would like to go there.
- Explain to students that this is a list of famous London attractions / landmarks (ie places that people often visit when they go to London).
- Ask students to tick the ones they have heard of before. Explain to them that it doesn't matter if they haven't heard of some (or all) of them. At this stage, don't confirm or explain what happens at these places.



Reading

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

Warm up!

Aim: to further focus on key London attractions and landmarks

- Ask students to look again at the list of London attractions in Get ready!
- Encourage them to guess what each one is or what you can do at each place. Encourage them to use *Maybe*, *Perhaps* or *probably* in their responses, eg *Perhaps it's where the Queen lives.* or *Maybe it's a big building.* or *It's probably a big river.*

1

- Refer students to the text on pages 42 and 43. At this stage, don't say what kind of text it is. Ask them to quickly and silently read the text. Encourage them to ignore all unknown vocabulary.
- Ask them to circle the correct word or phrase to complete the statements.
- Check the answers orally.



1 webpage	3 teachers and students
2 teachers	

2

- Ask students to read the text again.
- Tell them they should label the photos based on the descriptions of each place on the website.



2 Madame Tussauds
3 The London Dungeon
4 The London Eye
5 (The Changing of the Guard at) Buckingham Palace
6 (10) Downing Street

3

- Encourage students to do this task quickly but carefully (to help develop their scanning skills).
- Ask students to read the questions and underline the words in the text that give clues to the answers.
- Give them a short time to match the letters to the questions.



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

Cool down!

Aim: to give further practice using topic vocabulary

- Write the following words on the board:

ON THE BOARD

historical tours live events outdoor activities
shopping museums

- Tell students to think about all the things one should consider when deciding on a location for a holiday, eg weather, cost, events and attractions.
- Ask them to suggest travel destinations that are known for each of these things: historical tours, live events, outdoor activities, shopping, museums.
- Ask students which of these things are most important to them when they decide where to spend a holiday.

Additional task

- Ask students to imagine they are a tour guide and to pick a destination in their own country. Ask them to inform you what visitors will experience there, eg *At the Acropolis you will see beautiful ancient statues and temples.*



Wordpower!

Aim: to develop students' topic vocabulary

- Tell students that all the answers appear in the travel website they have read.
- Ask students to try to complete the gaps without referring back to the text, but explain that they can if necessary.
- Remind students that they should only write one word in each gap and that the first letter has been given to help them.
- Encourage them to be careful with their spelling.
- Check the answers orally by asking students to call out each completed sentence. Write the words on the board as they say them.



1 organise	4 find	7 experience
2 enjoy	5 view	8 past
3 visit	6 clear	

HOMEWORK!

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

Grammar 1



will and be going to

Aim: to facilitate students' understanding of the functions and usage of *will* and *be going to* to talk about the future

Warm up!

Aim: to introduce practical uses of *will* and *be going to* in talking about the future

- Write the following words on the board:

ON THE BOARD

will going to am going to is going to
are going to

- Ask students to use *be going to* to talk about things they plan to do this weekend. Start them off with an example or two: *I'm going to see a movie. My family is going to go camping.*
- Ask students to use *will* to invite a fellow student to join them in their weekend plans. Start them off with an example or two: *Will you see a movie with me? (Yes, I will.) Will you join us on our camping trip? (No, I won't.)*
- You may wish to do this as a group activity with students calling out answers or you may wish to invite students to pair off and have individual conversations.

Grammar presentation 1

- Go through the grammar presentation with students. Check they understand the uses of *will* and *be going to* to talk about actions that happen in the future
- Explain each of the following points:
 - We most often use *will* to make offers and requests.
 - We use *be going to* when we predict something or when talking about plans that we already have.
 - Will* and *be going to* can often be used interchangeably. There are some cases when there is no important difference between the two.
 - With offers that are questions, we use *shall* in place of *will* with *I* and *we*.
- Encourage students to find more information in *Grammar database 9* on page 149 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have questions.
- Assign students the Quick check task on page 149.
- Check answers orally and ask students to justify their answers, eg 1 *You'll to love the London Eye!* is incorrect because *will* should be followed by the bare infinitive *love*.



Quick check

- You'll to love the London Eye!
- Are you going tell Paul?
- It will fall out of the tree.
- I'm going to.
- Will I invite Danny to the concert to?

1

- Quickly review the uses of *will* and *be going to*. Use *will* for offers and requests. Use *be going to* for predictions or for future plans that have already been made.
- Give students a short time to match the two halves of the sentences.

- Check answers orally and/or write them on the board.



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

2

- Give students a short time to write answers for each question. Tell them to answer in the positive where indicated by a tick (✓) and answer in the negative where indicated by a cross (X).
- Check answers orally and/or write them on the board.



2 Yes, they are.	6 No, I won't.
3 No, it won't.	7 Yes, I will.
4 Yes, she will.	8 No, I'm not.
5 No, we're not. / No, we aren't.	

3

🔑 KET Useful preparation for KET Paper 1 Part 7

- Explain to students that they have to write one word in each gap.
- Point out that for this task, *won't* counts as one word, not two.
- When students have finished, check their answers together. Ask a student, or students, to read the text and answers aloud.



1 to	4 Will	7 not
2 going	5 won't	8 are
3 won't	6 Am	

Cool down!

Aim: to give practice with examples of cases when *will* and *be going to* can be used interchangeably when talking about the future

- Write the following words on the board:

ON THE BOARD

We'll We're going to

- Remind students that sometimes there is no important difference between the uses of *will* and *be going to*.
- Ask students to mention activities they plan to do on their next family holiday, beginning their sentences with *We'll* or *We're going to*.
- Examples: *We'll spend some time in London. We're going to visit the London Dungeon.*
- Encourage students to be creative when talking about travel destinations.

🏠 HOMEWORK!

Assign exercises 1–3 on page 32 of the Workbook.



Wordpower!

Aim: to develop students' topic vocabulary

1

- Ask students to suggest items people often need to take with them on holiday.
- Give students a few moments to complete exercise 1 by rearranging the letters to form phrases.
- Encourage students to make a guess if they're not sure.
- You may also wish to refer students to the *Vocabulary database* on page 140.
- Check the answers together orally and tell students they will be using these answers to complete the next exercise.



1 card	4 tour	7 guide
2 licence	5 trip	8 ticket
3 book	6 cream	

2

- Tell students to use their answers from exercise 1 to complete exercise 2.
- Give them a short time to complete the gaps with the correct phrases.
- Check answers orally and/or write them on the board.



1 school trip	5 credit card
2 tour guide	6 guide book
3 sun cream	7 driving licence
4 train ticket	8 guided tour

🏠 HOMEWORK!

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



Listening

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

Warm up!

Aim: to consider the elements involved in planning a group holiday

- Write the following words as two column headings on the board:

ON THE BOARD

Where When

- Tell students they will be planning a group holiday.
- Ask them to suggest ideas of where to go and what time of year to travel.
- Write their suggestions under the *Where* and *When* columns on the board.

- Once you have written all of their suggestions on the board, conduct a quick vote on where and when most students would like to take a holiday. Circle the winning answers in each column.

1

🔑 **KET** Useful preparation for KET Paper 2 Part 3

- Explain to students that they are going to listen to a family which is going on a journey.
- Go through the first two questions and ask students to predict what the speakers might say for each item, eg for *They are on a plane.*, one of the speakers might say *Look at those houses down there. They look so small!*
- Play the CD track once all the way through.
- Ask students to choose the correct answers as they listen.
- Check answers orally together.



- 1 B (sound of car)
- 2 C (Look, we're all going to have a lovely day,...)
- 3 A (Mum, Dad, Lucy and Andrew are all mentioned)

CD Track 16

2

- Tell students to look at the sentences in exercise 3 and to guess which words might fit the gaps.
- You may wish to have students call out the answers to share or you may ask them to consider the answers silently on their own.

3

- Explain to students that they will listen to the recording again.
- Ask students to read the sentences in exercise 3 as they listen and note down one or two words in each gap to complete the sentences based on what they hear.
- Play the CD again. Pause when you hear the first correct answer and ask students to write it in the gap. Check their answers.
- Play the rest of the recording.
- Check answers together with students. Play the recording again for students to check incorrect answers.



- 1 lunch (...and pay for lunch,...)
- 2 castle (We're going to Bakewell Castle.)
- 3 guided tour (We're going to go on a guided tour...)
- 4 school trip (When Lucy went on her school trip, she got lost,...)
- 5 sun cream (Mum: Has anyone got any sun cream with them? Andrew: I have, Mum.)
- 6 driving licence (Mum: You have got your driving licence with you, Tim, haven't you? Dad: Yes, it's right here.)
- 7 train tickets (Stop it, both of you! If you're not careful, I'm going to drive to the train station, buy you both train tickets,...)

CD Track 16

Cool down!

Aim: to personalise what the students have listened to

- Ask students how similar their family is to the family they have just listened to. How is it different.

HOMEWORK!

Assign exercise 1 on page 33 of the Workbook.



Speaking

Aim: to give practice in describing details of holiday travel

Warm up!

Aim: to introduce the topic of cruise travel

- Ask students to look at the photo on page 46 and say what type of ship this is (a cruise ship) and what it's for (going on holiday / having a holiday at sea / visiting different places etc).
- Ask if anyone in the class has ever been on a cruise.
- Ask the students to think about items they might take with them on a cruise.
- Ask the students to complete the statement, *I'm going on a cruise and I'm taking...*
- Examples of items to take along: sun cream, a camera, luggage, etc.

1

🔑 **KET** Useful preparation for KET Paper 3 Part 2

- Refer students again to the picture of the cruise ship on page 46. Invite them to discuss the different features that are on ships like this (eg swimming pools, shops, discos, etc).
- Give students a few moments to identify which features about cruise ship travel they like or don't like by noting down each phrase under the corresponding column: *I like...* or *I don't like...*

2

- Put students into pairs to share their answers. Ask them to compare how many likes or dislikes they have in common.
- Ask them to take a few moments to talk about their own ideas and add them to the table in exercise 1.

3

- Go through the Phrase Bank! with students before you ask them to do exercise 3.
- Explain that these are phrases that we use to make predictions about future plans.
- You may also wish to refer students to the *Speaking database* on page 144.
- Still in pairs, students should now be asked to select a role (Student A or Student B) for a small role-play exercise.

- Ask students to use their notes from exercise 2 and the phrases in the Phrase Bank! to answer the questions asked by their interview partner, then ask them to switch roles.

Cool down!

Aim: to give students additional practice in describing likes and dislikes of holiday travel

- Write the following phrases on the board:

ON THE BOARD

Camping

Being with few people

Staying in one place

Swimming in the sea

Sleeping in a tent

- Give students a few moments to identify which features about camping they like or don't like.
- Go round the class and ask students to tell you which features they like and which they do not like about camping.



SoundSpot

Aim: to give practice in saying words and phrases with the correct stress

1

- Encourage the students to say the sentences aloud, but don't correct their pronunciation or answers at this stage.
- Explain to the students that as they listen, they should circle the correct choices to show which word (or word part) is stressed the most.
- Play the recording and then check students' answers.



1 WAIT

2 THINK

3 FOR



CD Track 17

2

- Ask students to listen again and to repeat the sentences as they hear them.
- Remind them to be careful which word (or part of a word) they stress.



CD Track 18

Additional task

- Write these words on the board:

ON THE BOARD

I can't wait...

I don't think...

I'm really looking forward to...

- Ask students to use their imagination and complete the sentences on the board. Give them a few moments to write their sentences.
- Now ask each student to read out their sentences. Make sure they stress the correct words as they read. Correct their pronunciation if necessary and ask them to repeat their sentences.

Grammar 2



Talking about the future: present simple and present continuous

Aim: to facilitate students' understanding of the present simple and present continuous to talk about the future

Warm up!

Aim: to consider events that will occur at a specific future time

- Ask students: *When will you do your homework?* and write the following phrases on the board:

ON THE BOARD

when before while as soon as after

- Ask students to think about their after-school plans.
- Ask them to use one of the words on the board in a sentence that answers the question *When will you do your homework?*
- Examples: *I will do my homework when I get home. I will do my homework before I go out to play basketball.*

Grammar presentation 2

- Go through the grammar presentation with students. Check they understand the uses of the present simple and present continuous to talk about the future.
- Explain that we use the present simple:
 - for timetables.
 - for fixed events that the speaker cannot change.
 - after time words such as *when, while, before, after, as soon as, until*.
- Explain that we use the present continuous for arrangements that we have already made.
- Assign students the Quick check task on page 149.
- Check answers orally with them.



Quick check

- 1 I won't phone you until I'm getting to the station.
- 2 I'll phone you as soon I arrive.
- 3 We going to the theatre on Saturday.
- 4 The film will starts at 7 o'clock on Thursday.
- 5 What time does the plane landing?

1

- Give the students time to complete exercise 1 by creating questions using the present simple and the words provided.
- When students have finished, check the answers together.



- 2 What time does the ferry leave?
- 3 What time does the ferry arrive?
- 4 How long does the journey take?
- 5 What time do we come back?
- 6 How long do we have on the island?

2

- Tell students to read the advert to find answers to the questions in exercise 1.
- Review question one and the answer together.
- Give students a short time to write the remainder of the answers to complete exercise 2.
- Check the answers together orally.



- 2 It leaves at 9 o'clock.
- 3 It arrives at 11 o'clock.
- 4 It takes 2/two hours.
- 5 We come back at 5 o'clock.
- 6 We have 6/six hours on the island.

3

- Write the following words on the board:

ON THE BOARD

I am you are we are they are

- Elicit the short forms of the words on the board, ie *I'm, you're, we're, they're*.
- Give students a short time to put the verbs into the present continuous. Remind them to use short forms wherever possible.
- Check answers orally by having a student or students read the text aloud.



- 1 We're going
- 2 We're getting up
- 3 we're driving
- 4 we're spending
- 5 I'm definitely going

Cool down!

Aim: to review the functions and usage of present continuous to talk about the future

- Write the following words on the board:

ON THE BOARD

getting going buying having playing

- Ask students to describe what their plans are for the weekend.
- Encourage them to use the words on the board, or their own ideas, eg *I'm getting a new mobile phone on Saturday. / I'm playing basketball on Sunday.*
- Remind students that these are examples of present continuous statements.

HOMEWORK!

Assign exercises 1–4 on pages 34 and 35 of the Workbook.



Writing

Aim: to develop the skills necessary to write a postcard

Warm up!

Aim: to explore the different uses of postcards

- Ask students to consider the different ways postcards are used, eg as invitations, seasonal greetings, greetings from holiday travel, etc.
- Ask what features are similar in all postcards: They are small in size. They include words and pictures. The text is usually very brief. They are usually sent by post.

1

KET Useful preparation for KET Paper 1 Part 8

- Tell students all the information they need to answer the questions in exercise 1 can be found in the postcard text.
- Ask students to read the postcard silently and individually, and then to answer the questions.
- Check the answers together orally.



- | | |
|-------------------------|-----------------------|
| 1 Natalie | 6 a present for Helen |
| 2 Helen | 7 tomorrow morning |
| 3 New York | 8 Washington |
| 4 the Statue of Liberty | 9 two days |
| 5 going shopping | 10 on Friday |

2

- Give the students a short time to read the postcard again and match each part of the postcard with the corresponding statement.
- Check the answers orally.



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



Language Lab

Aim: to focus on language used in informal writing

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



- 1 I hope you're enjoying / What's the weather like / We're here / It's fantastic / we're going to / It's very, very big! / That'll be fun! / we're going shopping / I'll buy you / We're leaving / We're going to Washington / Maybe I'll see the President! / I'll call you
- 2 Hi Helen! / the summer holiday! / New York! / It's fantastic! / to the top! / It was great! / It's very, very big! / That'll be fun! / a present! / Maybe I'll see the President! / I get home! / Bye for now!
- 3 How are you? / in Newtown?
- 4 Bye for now! / Lots of love,

Cool down!

Aim: to personalise what the students have just read

- Ask students if they have received a postcard from a friend or family member on holiday.
- Encourage discussion about the types of postcards they've received and the kinds of messages they contain.

HOMEWORK!

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



Plan your project!

Aim: to guide students through the process of writing a postcard

1

- Explain to students that they're going to write a postcard similar to Natalie's.
- Ask them to use the table to make notes on who they are writing to and what they will write about.
- Encourage students to be imaginative.

2

- Explain to students that they are going to complete the planner.
- Point to the first column and explain that these are the different parts of a postcard.
- Point to the second column and explain that this contains useful information such as phrases and what they should write in each part.
- Ask students to write as much information as they can (in note form) in the third column to help add specific detail to their postcard. Remind them to use the information from the table in exercise 1.
- Check their planners before moving onto exercise 3.

3

- Ask students to find or draw a picture of the place or thing that will appear on the front of the postcard.

4

- You may wish to assign this for homework or, if there's time, for the students to do this in class.
- Explain to students that they're going to use their notes from the planner in exercise 2 to write their postcard.
- Explain to them that using their notes is not cheating and that it's important to make a detailed plan before you start writing.
- Allow them to look back at Natalie's postcard if they're not sure what to do. At this stage, the most important thing is that the students create a successful piece of writing.
- You may also wish them to consult the *Writing database* on page 135, which has a further model to study.
- You may wish to encourage stronger students to take risks with their writing, but it's probably best if weaker students follow the model completely.
- You may wish to comment on the students' writing before they produce a final version.

Additional tasks and tests

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