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3A Vocabulary

Clothes

LESSON SUMMARY

Vocabulary: Clothes

Grammar: Adverbs of frequency

Speaking: Talking about clothes

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 3–4 minutes on exercises 4 and 9. Exercise 7 can be set for homework.

LEAD-IN 2–3 MINUTES

- On the board, write: *a wedding, a meal with friends, a special celebration (e.g. birthday), sports day.*
- Ask: *What clothes do you wear for these occasions?* Elicit answers. You may also like to tell students your ideas.

Exercise 1 page 30

- Focus attention on the photos. As a class, students say which clothes they like and dislike. They will learn the names of the clothes in exercise 2, so you do not need to teach those now. However, if students mention the names of clothes, praise the people who mention them and write the words on the board.

Exercise 2 page 30

- With a **weaker class**, do the exercise together, going through the numbers in order. Ask students to call out the answers. With a **stronger class**, students do the exercise individually.
- Check the meaning of the rest of the words.

KEY

1 shirt 2 T-shirt 3 leggings 4 trousers 5 jumper
6 trainers 7 scarf 8 hat 9 boots 10 jacket 11 cap
12 jeans 13 shoes

Exercise 3 2.02 page 30

- Play the audio for students to listen and repeat.

Extra activity

To consolidate clothes vocabulary, ask students to put the clothing in three groups: a) items worn on the upper part of the body, b) items worn on the lower part, and c) other items.

KEY

- a** cap, cardigan, hat, jacket, jumper, scarf, shirt, sweatshirt, T-shirt, tie
b boots, jeans, leggings, shoes, shorts, skirt, socks, trainers, trousers
c coat, dress, pyjamas, tracksuit

Exercise 4 2.03 page 31

- Focus attention on the *Look out!* box. On the board, write *top* and *bottoms*.
- Point out your own top and several students' tops – basically any shirt, T-shirt, jumper or tracksuit top is a *top*, but jackets and cardigans are not usually called tops.
- Point out that *bottoms* is usually used only for tracksuit or pyjama bottoms.
- Play the first description on the audio and elicit the correct match.
- Play the audio from the beginning, pausing after each description so that students can note down the correct answer. If necessary, play the audio again.
- To check answers, play the audio and ask volunteers to call out the name of the person.

KEY

2 Blake 3 Hailey 4 Lauren 5 Justin 6 Lily

Transcript

- 1 This person has got black boots and a black top.
- 2 This person has got white trainers and a red top.
- 3 This person has got a white jacket and a black cap.
- 4 This person has got a black hat and a black jacket.
- 5 This person has got red trousers and a blue top.
- 6 This person has got black boots and a white hat.

Exercise 5 2.04 page 31

- Play the first item on the audio and focus attention on the example answer.
- Play the audio from the beginning, pausing after each description so that students can note down the correct answer. If necessary, play the audio again.
- Check answers as a class.

KEY

Archie tracksuits, trainers

Violet skirt, jacket, pyjamas

Arthur jeans, sweatshirt, tracksuit

Lola trousers, sweatshirt, leggings, T-shirt

Transcript

Archie I've got a brother and we're about the same size, so I often wear his tracksuits. I just take them from his bedroom, I don't ask. I use his trainers too. He isn't always happy about it! But what can I do? Often, I can't find any clean clothes in my room because I play football every day. So I wear my brother's clothes. Simple!

Violet We have to wear a uniform for school every day: I wear a black skirt, a white top and a blue jacket. But at the weekend, I always wear really casual clothes. On Sundays, I always get up really late. I have breakfast, and lunch, in my pyjamas!

Arthur We don't have a uniform at my school, so I usually wear jeans and a sweatshirt. I usually wear the same clothes at the weekend – but I wear a tracksuit when I do sport.

Lola We have to wear school uniform at my school – black trousers, a white top and a red sweatshirt. But I don't always wear those clothes after school. Sometimes, when I get home, I change. I wear leggings and a T-shirt.

Exercise 6 2.04 page 31

- Ask: *Do adverbs of frequency come before or after the verb?* (before) *What about with the verb 'be'?* (after)
- Students read the *Recycle!* box.
- Play the audio. With a **weaker class**, pause the audio after each speaker to allow students to write their answers. With a **stronger class**, play the audio straight through.

KEY

1 are often 2 always wears 3 never gets dressed
4 usually wears 5 sometimes changes

Transcript

See exercise 5.

Exercise 7 page 31

- On the board, write a sentence that is true for you, e.g. *I sometimes wear jeans at the weekend.* Ask a few confident students to make a true sentence about themselves.
- Students do the exercise individually. Circulate, monitor and help as necessary.
- Ask a few students to read out some of their sentences.

Extra activity

- On the board, write: *suit, tracksuit, tie, scarf, gloves* and *smart shoes* and teach the meaning of *gloves, suit* and *smart* if necessary.
- Say how often you wear the items, e.g. *I sometimes wear a suit. I always wear a tie and smart shoes with a suit. I sometimes wear a tracksuit at the weekend. I never wear dresses! I'm a man! I always wear gloves when it's cold.*
- In groups, students say how often they wear the items on the list.

Exercise 8 page 31

- Focus attention on the words and check meaning. Some students may be colour blind and others may have difficulty naming colours, so be sensitive and supportive if this is the case.

Extra activity

- Most people have got a favourite item of clothing or one they like a lot. Describe one of your favourite items of clothing to the class. If you need to explain new vocabulary, do so.
- After you have described your favourite item of clothing, students do the same in pairs or small groups. Circulate, monitor and help as necessary.
- Ask a few students to share their answers with the class.

Exercise 9 page 31

- Say: *I'm in the photo. Guess who I am. Ask 'Yes / No' questions about my clothes, for example, 'Have you got jeans?'*
- Ask two confident students to read the example questions and answers. Students then do the exercise in pairs.

Extra activity

- Tell students to think of an outfit that can be described using the language from this unit. They then write a description, e.g. *I've got a dark blue suit, a red shirt and black shoes.*
- Students work in pairs. They take turns to ask and answer questions to find out about their partner's outfit, e.g.
A *Have you got jeans?* **B** *No, I haven't.*
A *Have you got a suit?* **B** *Yes, I have.*
A *What colour is it?* **B** *It's dark blue.*
A *Have you got a shirt?* **B** *Yes, I have.*
A *What colour is it?* **B** *It's white.*
A *Have you got a scarf?* **B** *No, I haven't.*
A *Have you got shoes?* **B** *Yes, I have.*
A *What colour are they?* **B** *They're black.*
- After they have finished, they can compare descriptions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can describe people's clothes.*

3B Grammar

Present continuous

LESSON SUMMARY

Grammar: Present continuous

Speaking: Talking about music festivals; talking about usual activities

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 7. Exercises 4 and 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- To introduce the topic of music, ask: *What types of music can you name?* (e.g. classical, jazz, rock, rap, pop, soul, R&B)
- Tell the class what kind of music you like or the music your children listen to. Some students might feel pressure to say they like a certain kind of music, so suggest that it is all right to like any kind of music. You could also mention a concert you have attended.
- Ask a few confident students to tell the class about music they enjoy.

Exercise 1 page 32

- Focus attention on the photo. Discuss the questions as a class. If possible, elicit not only rock or pop music festivals, but also folk music, classical music or any other type of music.

Exercise 2 page 32

- If you are comfortable doing so, ask:
Do you use social media?
If you do, which ones do you use?
- If anyone uses Twitter, point out the tweets in exercise 1. Focus attention on the tweets. Elicit the name, date and location of the music festival.

KEY

Summer Sounds, Thursday 4 August, Cardiff

Culture note: Cardiff

Cardiff is the capital city of Wales and the tenth largest city in the UK. It has a population of about 1.1 million people. The city hosts many concerts and music festivals.

Exercise 3 page 32

- Check students' understanding of the present continuous. On the board, write *I teach* and elicit the present continuous: *I am teaching.*
- Students read the *Learn this!* box. They then find examples of the present continuous in exercise 2.

KEY

We're having a fantastic time ... Finally, it isn't raining!
The sun is shining! We're dancing ... What are you doing?

Exercise 4 page 32

- Complete the first item as a class. Then students complete the table individually.

KEY

1 am / 'm 2 is / 's 3 are / 're 4 am not / 'm not
5 is not / isn't 6 are not / aren't 7 Are 8 are
9 aren't 10 Is 11 is 12 isn't

Exercise 5 page 32

- Students read the *Learn this!* box. To check understanding, write the following on the board: *drop, make, cook, hit, give, walk.*
- Elicit the *-ing* form by asking individual students to call out the spelling or come to the board and write the words: *dropping, making, cooking, hitting, giving, walking.*

KEY

1 're sitting 2 'm taking 3 'm watching 4 's sleeping
5 're having 6 'm looking 7 's dancing 8 'm chatting

For further practice of present continuous:

Grammar Builder 3B page 128

- 2 taking 3 raining 4 waiting 5 having
6 chatting 7 wearing 8 doing
- 2 's raining 3 are doing 4 are chatting 5 'm having
6 is taking 7 is singing 8 'm wearing
- 2 Those dogs aren't fighting. They're playing.
3 The bus isn't arriving. It's leaving.
4 My uncle isn't playing football. He's watching it / football.
5 My aunt isn't doing aerobics. She's dancing.
6 I'm not playing a game on my phone. I'm writing an email.
- 4 1 are you doing 2 Are you having 3 I'm not
4 Are they planning 5 they are 6 are they doing
7 are you playing 8 Are you having 9 are
- 5 1 Are you wearing trainers / boots / a T-shirt / socks / a dark top? Yes, I am. / No, I'm not.
2 Are you sitting near the door / near the window / near the board? Yes, I am. / No, I'm not.
3 Are you using a pen / a pencil / your phone / a tablet? Yes, I am. / No, I'm not.

Extra activity

- For more practice, ask: *What's happening right now?* Students say as many things as they can, e.g. *You're teaching. We're studying. My parents are working. The students next door are laughing.*
- Alternatively, put students in teams to write as many present continuous sentences as they can within a time limit of three minutes. The team with the most correct sentences at the end wins.

Exercise 6 2.05 page 32

- Ask students to read the dialogue. Then complete the first item as a class. With a **stronger class**, students do the exercise individually. With a **weaker class**, students first mark the questions with ? to remind them which form to use. Point out they will have to decide if the verb for the sentences is in the affirmative or negative form.
- Play the audio for students to check their answers.
- If you have time, students read the dialogue in pairs.

KEY

1 are you doing 2 'm looking 3 'm holding
4 'm sitting 5 're waiting 6 aren't playing
7 'm leaving 8 Are you coming

Exercise 7 page 32

- Mime one or two of the activities on the list for the class to guess, e.g.
Student: *Are you dancing?*
You: *Yes, I am.*
- In pairs, students take turns miming activities. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about things that are happening now.*

3C Listening

Catwalk fashion

LESSON SUMMARY

Speaking: Describing clothes

Listening: Syllable stress

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 9 only if you have time.

LEAD-IN 2-3 MINUTES

- Pretend that your students are modelling school uniforms, and that you are a reporter giving a 'catwalk commentary'. Choose a student who will appreciate the joke and say, for example: *Today, Rob is wearing the latest fashion in school uniforms. He's wearing a dark jacket, a white shirt and a blue tie. He looks great in his black trousers and shoes!*
- You could repeat with another student.

Exercise 1 page 33

- Check meaning and pronunciation and put the adjectives into pairs of opposites as a class.

KEY

baggy – tight; casual – smart; dark – light; long – short;
long-sleeved – short-sleeved; patterned – plain

Exercise 2 page 33

- Focus attention on the photos. Elicit descriptions of and opinions about the clothes.

KEY

(Possible answers)

Top left She's wearing a red long-sleeved dress and long black boots. (She's also wearing large sunglasses, black tights and a red leather belt.)

Top right He's wearing a (light) blue long-sleeved top, a grey scarf, dark blue jeans and white trainers.

Bottom left He's wearing a long dark blue coat, a light green shirt and baggy grey shorts. He's wearing black socks and dark trainers.

Bottom right She's wearing a patterned long-sleeved top, tight jeans and (high-heeled) boots.

Exercise 3 2.06 page 33

- Say *jacket* and ask students to repeat. Ask: *Which syllable is stressed?* Elicit that the first syllable is stressed and underline it. Repeat with *hotel* and *jumper*.
- Students read the Listening Strategy.
- Play the audio. Students repeat the words, stressing them correctly before circling the ones with a different stress pattern.

KEY

1 visit 2 Japan 3 moment 4 hotel 5 today 6 copy

Exercise 4 page 33

- Focus attention on the words. Students read out the words to see which syllable is stressed. Elicit that the stress mark (the little line that looks like an apostrophe) comes before the stressed syllable.

Exercise 5 2.07 page 33

- Do the first item as a class. With a **weaker class**, do the exercise together and encourage students to look up words in the dictionary if they do not agree on the pronunciation.
- Play the audio and check the pronunciations.

KEY

1 collection 2 pyjamas 3 understand 4 disaster
5 dangerous 6 magazine 7 audience 8 amazing
9 wonderful 10 twenty-one 11 computer
12 seventeen

Exercise 6 2.08 page 33

- Students read the sentences and underline the key words in each so that they know what to listen for, e.g. 1 winter, spring; 2 Stella and Tonya, summer clothes; 3 Tonya, short jacket, baggy top, white shorts.
- Play the audio for students to do the exercise.
- With a **stronger class**, play the audio again for students to correct the false sentences.

KEY

- 1 F (The clothes in the show are for spring and summer.)
- 2 F (Stella and Tonya are wearing spring clothes.)
- 3 T
- 4 F (Stella has got a tight dress, a white scarf and boots.)
- 5 T
- 6 T
- 7 T
- 8 F (Martin falls over the photographer and the girls fall on top of Martin.)

Transcript

Host Hello and welcome to *Fashion Matters*. This week, the programme is coming live from the London Fashion Show. So, let us go straight to Joanna Mills, our reporter at the show. Hello, Joanna.

Joanna Thank you, Matthew. Good afternoon, everyone, and welcome to the show!

The audience is waiting for the first models to appear on the catwalk. The photographers are all here, their cameras ready. We are proud to present an exciting new designer: Zizi Malek! To open the show, here is Zizi's collection for spring and summer.

Our first models, Tonya and Stella, are coming down the catwalk now. The girls are wearing smart street outfits for spring. Tonya is wearing a short blue jacket over a baggy, short-sleeved, orange top and white shorts. She is also wearing a white cap and white, high-heeled shoes. Stella is wearing a tight, long-sleeved, orange dress with a white scarf and boots.

And here is Martin, our third model. He's wearing a long, blue cardigan over a yellow, patterned shirt. His trousers are difficult to describe. They look a bit like pyjama bottoms! He's also wearing amazing, yellow and black trainers. Now he's street dancing! That's a new idea for the catwalk. Very cool. He looks really fantastic!

The reporters are taking lots of photographs of him ... One photographer is going very close to the catwalk. That's a bit dangerous ... Oh, no, Martin's falling over the photographer! Ouch. Now the girls are falling on top of Martin! People in the audience are trying to help ... Oh, dear. That's a bit of a disaster ...

Exercise 7  2.09 **page 33**

- Do the first item as a class.
- To check answers, play the audio, pausing after each sentence.

KEY

- 1 **afternoon, everyone**
- 2 **present, exciting, designer**
- 3 **models, coming, catwalk**
- 4 **difficult, describe, pyjama bottoms**
- 5 **reporters, photographs**

Exercise 8 **page 33**

- Students work in pairs. With a **weaker class**, tell students they can choose two of the four outfits on the page if they like. Circulate, monitor and help as necessary.

Exercise 9 **page 33**

- Ask a few confident students to present their commentaries to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can identify stress patterns in two- and three-syllable words.*

3D Grammar**Contrast: present simple and present continuous****LESSON SUMMARY**

Grammar: Present simple and present continuous contrast

Speaking: Talking about what usually happens and what is happening now

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. If you run out of time, omit exercise 6. Exercise 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- Write these questions on the board:
What are you wearing now? What do you usually wear at the weekend? Elicit answers from a few confident students. Then pairs can ask and answer about themselves.
- To extend the lead-in, ask:
What do you wear when you go out with your friends? When you play sport? At a formal family occasion?

Exercise 1 **page 34**

- Focus attention on the photo. Ask: *What's she doing?*
- Elicit answers to the questions.

Exercise 2  2.10 **page 34**

- Students read the questions. Then play the audio for students to listen and read.
- Elicit answers to the questions.
- You can ask a few additional questions:
What's Claire looking for? (a new top)
What's wrong with the tops? (They're expensive.)
What are Claire's parents doing at the moment? (They're decorating the house.)
What time are they meeting on Saturday? (at 7.30 in the evening)
- In pairs, students read out the dialogue.

KEY

- 1 **She wants to buy a new top.**
- 2 **Joel is at home. He hates shopping.**
- 3 **He invites her to go to the cinema.**

Exercise 3 **page 34**

- Students find examples of the present simple and present continuous in the dialogue.
- Focus attention on the *Learn this!* box. Elicit the missing words.

- To check understanding of point e, write on the board:
I'm liking / I like ice cream.
He needs / is needing a pencil now.
Elicit the correct verb for each (the present simple) and circle it. Then say: *These verbs don't describe an action; they describe a state.*

KEY

- a present simple
- b present continuous
- c present continuous
- d present simple
- e present simple

Exercise 4 page 34

- Students read the sentences and underline any time expressions that show which tense is needed. (2 This term; 5 every Saturday morning; 7 How often)
- They then read and circle any of the verbs in brackets that do not usually take the continuous. (3 know; 6 not understand)
- Students complete the sentences and then match them with the rules a–e in the *Learn this!* box.

KEY

- 1 's raining – b 2 're learning – c 3 Do (you) know – e
4 live – d 5 play – a 6 don't understand – e
7 does (Fred) help – a

For further practice of the present simple and present continuous contrast:

Grammar Builder 3D page 128

- 6 1 a Are (you) having b Do (you) have 2 a 'm not wearing b doesn't wear 3 a stops b is stopping
7 1 are (you) doing 2 'm looking for 3 wear
4 do (you) want 5 'm not joking 6 Do you like
7 think

Exercise 5 page 34

- Students read the text messages, ignoring the gaps. Ask: *What day is it today?* (It's Emma's birthday.)
Why isn't a CD a good suggestion? (She downloads music.)
What do they decide to give her? (a book)
- With a **weaker class**, focus attention on the list of verbs. Ask: *Which verbs don't usually take the continuous?* (know, love, prefer)
- Do the first item as a class. Students then do the exercise individually.

KEY

- 1 are (you) doing 2 'm looking 3 loves 4 know
5 prefers 6 buys 7 reads 8 Are (you) planning
9 'm looking

Exercise 6 page 34

- Describe a student in the class using the present simple and present continuous, e.g. *She's sitting near the window. She plays the piano.* Students guess who the student is.
- Students do the exercise in pairs. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about what usually happens and what is happening now.*

3E Word Skills

Adjectives: opposites

LESSON SUMMARY

Vocabulary: Adjectives; the negative prefix *un-*

Speaking: Talking about the cost of clothing and the people who make clothing

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 4–5 minutes on exercise 4. Exercise 7 can be set for homework.

LEAD-IN 2–3 MINUTES

- Revise the adjectives from Lesson 3C. On the board, write the following adjectives and elicit the opposites: *casual* (smart); *long* (short); *light* (dark); *baggy* (tight); *short-sleeved* (long-sleeved); *patterned* (plain).
- Then ask: *Do you know any other pairs of opposite adjectives?* (e.g. old – new, tall – short, happy – sad)

Exercise 1 page 35

- Focus attention on the list of words. On the board, write *sew* and elicit the pronunciation: /səʊ/. Then write *sewing machine* and elicit the pronunciation: /'səʊɪŋ mə'ʃiːn/.
- Focus attention on the photo. Students describe it and discuss the questions in pairs. Circulate, monitor and help as necessary.
- Ask a few students to describe the photo for the class.

KEY

(Possible answer)

The women are working in a factory. They're making clothes. They sit at a desk and sew things all day. They use sewing machines. One woman in the photo is making trousers.

Exercise 2 2.11 page 35

- Students read the questions and underline key words, e.g. a: *hasn't got money, buy designer labels*; b: *wearing, didn't cost very much*.
- With a **weaker class**, put students in four groups. Each group reads one of the texts. Students report the correct answer to the class. With a **stronger class**, students read all four texts.

KEY

a Megan b Ryan c Molly d Jed

Exercise 3 page 35

- On the board, write *good* and elicit the opposite (*bad*). Continue saying the highlighted adjectives in the text and eliciting the opposites.

KEY

good – bad cheap – expensive large – small
 low – high dangerous – safe terrible – fantastic
 similar – different true – false wrong – right
 difficult – easy great – awful old – new

Extra activity

Students think of five things they can describe with any of the adjectives in exercises 2 and 3. Give a few examples to get them started, e.g. *English tests are easy. Cycling in our city is dangerous. Our school uniform is similar to (X school's) uniform.*

Exercise 4 page 35

- Tell students to close their books. Call out an adjective and elicit its opposite.
- Students do the exercise in pairs. Circulate, monitor and help as necessary.

Exercise 5 page 35

- On the board, write *friendly*. Ask: *What's the opposite?* Accept answers such as *mean* or *angry*, but elicit *unfriendly* and write it on the board.
- Focus attention on the *Learn this!* box. Do the exercise as a class.

KEY

a unfair b comfortable

Exercise 6 page 35

- Do the first item as a class.
- With a **weaker class**, do the exercise together. With a **stronger class**, students work individually.
- Check answers as a class. Some students may know other opposites that are not taught in this unit, e.g. *expensive – inexpensive* and *tidy – messy*. Accept such answers, but also note the words taught in the unit: *cheap* and *untidy*.

KEY

- 1 These jeans were very cheap.
- 2 That yellow shirt looks fantastic!
- 3 My bedroom is always very untidy / messy.
- 4 It is safe to swim in that river.
- 5 Jason is feeling unhappy / sad today.
- 6 My mum works in a large / big clothes shop.

Exercise 7 page 35

- Students do the exercise individually. Check answers as a class.

KEY

- 1 unusual 2 low 3 difficult 4 new 5 wrong
- 6 similar

Exercise 8 page 35

- Ask two confident students to read the example. Then ask: *Who agrees?* and ask for a show of hands.
- Students do the exercise in pairs.

Exercise 9 page 35

- Students read the sentences one at a time. After each, ask: *Who agrees?* and count hands. Ask: *Who disagrees?* and count hands. Keep count on the board.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use a variety of adjectives.*

3F Reading**Teenage pressures****LESSON SUMMARY**

Vocabulary: Adjectives

Speaking: Talking about teenage pressures

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 5–6 minutes on exercises 6 and 7.

LEAD-IN 2–3 MINUTES

- Ask: *What do people do when they want to look their best, for example, when they are preparing to go to a wedding?* Elicit answers, e.g. have a shower, put on nice clothes, put on make-up, have a haircut, comb their hair.

Exercise 1 page 36

- Focus attention on the photos and discuss the questions as a class. Pre-teach or elicit *straighten / style your hair*, *take a selfie*, *work out*, *put on make-up*.

KEY

- 1 A girl is straightening her hair in front of a mirror.
- 2 The girl is taking a selfie.
- 3 The boy is exercising / (going) weight training.
- 4 The girl is putting on make-up.

Exercise 2 page 36

- With a **weaker class**, put students in five groups. Each group reads one paragraph. With a **stronger class**, students read the whole text. Tell them not to worry about unknown words; they should concentrate on the main idea.

KEY

Four of the writers believe that there is a problem with teenagers and image: Maria Baker, Sophie Ellis, Bob French and Luke Woods.

Exercise 3 page 36

- Go through the Reading Strategy together. Then focus attention on the headings A–G and check understanding by asking: *What do you think each heading means?* (e.g. A: Trying to look like something that is not real; B: Young men who work out with weights; C: Wearing the clothes you like; D: Girls who worry because they don't look like celebrities; E: Designer clothes for sale; F: Photos are everywhere; G: Old-fashioned hairstyles). Note: Students can use L1 for this.
- Students read paragraph 1 and choose an answer. They may choose A because the word *artificial* in the text is related to *lie*. However, the correct answer is D because it specifically mentions girls being worried.
- Students do the exercise.

Exercise 4 page 36

- Discuss the question as a class.

KEY

Heading E mentions fashion shows (catwalk) and clothes shops. The article doesn't mention models or fashion shows. Heading G mentions the past. The article mentions hairstyles, but it doesn't say anything about hairstyles from the past.

Exercise 5 2.12 page 36

- Play the audio for students to check their answers.

KEY

1 D 2 F 3 B 4 A 5 C

Exercise 6 page 36

- Students can do this exercise individually or in pairs.
- Check answers as a class. Make sure students understand the difference between *artificial* and *fake*. For example, artificial fur is a material that looks like real fur, but it is not intended to fool the buyer into thinking it is real fur. However, a fake designer handbag is usually intended to fool people into believing it is an actual designer handbag. Also make clear the difference between *real* and *natural*: something real actually exists; something natural occurs in nature and has not been changed by people.

KEY

female – male artificial – natural ordinary – special
fake – real

Exercise 7 page 36

- Students look for the words.

KEY

unhappy, unkind, untidy, unnecessary

Exercise 8 page 36

- Do the first item as a class. Students then do the exercise individually.

KEY

1 really 2 view 3 honest 4 think 5 my

Exercise 9 page 36

- Students read the statements and opinions and check the meaning. With a **weaker class**, put students in five groups and assign one person 1–5 to each group. Students work together as a group to match the people with the opinions. With a **stronger class**, students can do the exercise individually.

KEY

a 2 b 4 c 1 d 3 e 5 f 2 g 3 h 2 i 5

Exercise 10 page 36

- Ask two confident students to read the example.
- Students work in pairs and say whether they agree or disagree with the opinions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about pressures on teenagers to look good.*

3G Speaking

Making arrangements

LESSON SUMMARY

Vocabulary: Free-time activities

Speaking: Making arrangements

Grammar: Present continuous for future arrangements

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Choose one strong pair to act out their dialogue for the class in exercise 9.

LEAD-IN 2–3 MINUTES

- Tell the class about some of your free-time activities or the free-time activities of someone you know.
- Ask: *What do you do in your free time?* Elicit answers. If students use the words *play, go, have* or *meet*, write them on the board in preparation for exercise 1.

Exercise 1 page 38

- Do the exercise as a class. Students call out the answers. Check meaning.

KEY

1 play 2 go 3 go 4 go 5 have 6 meet

For further practice of free-time activities:

Vocabulary Builder 3G page 118

- 1 **play** board games, cards, chess, computer games, football, a musical instrument, tennis
go bowling, dancing, fishing, for a walk, ice-skating, rollerblading, skateboarding, swimming, to the beach, to the cinema **have** dinner in a café, lunch in a restaurant **meet** friends **listen to** music
watch DVDs, TV **read** books, magazines

Extra activity

Students write down their favourite free-time activity. Then ask each student to say what it is. When someone says an activity that someone else has already mentioned, write it on the board and put two ticks next to it to show that two people like it. At the end, you will be able to see what the most popular activities are.

Exercise 2 2.13 page 38

- Play the audio for students to read and listen. They then find three free-time activities.

KEY

going swimming; going shopping; playing football

Exercise 3 page 38

- On the board, write:
I'm going to the cinema next week.
I fancy going to the cinema next week.
- Ask: *Which uses the present continuous?* (the first one) Students read the *Learn this!* box and do the exercise.

KEY

There are two examples: *I'm going shopping with my sister. I'm playing football.*

For further practice of the present continuous for future arrangements:

Grammar Builder 3G page 128

- 8 1 are (you) doing 2 'm going 3 'm visiting
4 'm not doing 5 'm meeting 6 're having
7 're meeting

Exercise 4 page 38

- In the dialogue in exercise 2, focus attention on the first highlighted phrase: *doing my homework*. Brainstorm possible substitutions, e.g. *studying, having lunch, watching TV, playing a video game*.
- With a **weaker class**, brainstorm substitutions for all the highlighted items and write them on the board. Students can then use them for the exercise. With a **stronger class**, students use their own ideas.
- Students do the exercise in pairs. Circulate, monitor and help as necessary.

Exercise 5 2.14 page 38

- Students read the sentences before listening. Check the meaning of *ice rink* (a place where people ice skate) and *musical* (a play with lots of songs in it).
- Play the audio. With a **weaker class**, pause after each conversation and check answers. With a **stronger class**, students listen straight through and then check answers as a class.

KEY

- 1 Saturday afternoon 2 the ice rink 3 have lunch
4 12.30 5 the cinema 6 7.45

Transcript

- 1 **Sophie** Hi, Max. What are you doing at the weekend?
Max Nothing much. Do you want to do something?
S Yes. Do you fancy going ice-skating on Saturday afternoon?
M I'd love to, but I'm going fishing with my dad.
S Oh, what about on Sunday?
M Yeah, I'm free all day Sunday. Shall we go in the morning?
S Yes, great idea.
M Shall I come to your house?
S No, let's meet at the ice rink.
M OK. What time?
S 10.30.
M Great. See you there.
- 2 **Adam** Hi, Amy.
Amy Hi, Adam. Emma and I are going shopping on Saturday morning. Do you want to come along?
A No, thanks. I don't really like shopping.
A Well, are you doing anything at lunch-time? We're going to that little café near the cinema. Why don't you have lunch with us?
A OK. That sounds fun. What time?
A Let's say half past twelve.
A Cool. Half past twelve at the café. See you there.
- 3 **Tommy** Hi Caitlin. What are your plans for the weekend?
Caitlin On Saturday I'm going to London with my parents.
T What are you doing there?
C We're going shopping and then we're going to a musical in the evening.

T Sounds great. What about Sunday? How about seeing a film in the afternoon?

C Sorry, but I'm busy in the afternoon. I'm free in the evening, though.

T OK, the film is on again at quarter past eight. Let's meet at the cinema at quarter to eight.

C OK, great.

Exercise 6 2.15 page 38

- Students do the exercise.
- Play the audio for students to check their answers.

KEY

- 1 going 2 come 3 have 4 seeing 5 meet

Exercise 7 page 38

- Focus attention on the key phrases. Say: *Let's play football after school* and ask a student to respond with *Cool*. Ask: *Does that mean yes or no?* Repeat six times, each time having a student give the next response in the list and eliciting whether it means *yes* or *no*.

KEY

Agreeing to suggestions Cool. Great idea.

That sounds fun. Yes, I'd love to.

Declining suggestions I'm afraid I can't. No, thanks.

Sorry, but I'm busy.

Exercise 8 page 38

- As a class, agree an opening line for the dialogue and write it on the board, e.g. *Hi, (name). How about ... ?* Elicit that the verb after *How about ... ?* is followed by the *-ing* form.
- Students work in pairs. Circulate, monitor and help as necessary.

Exercise 9 page 38

- Students read the Speaking Strategy. Ask: *Can you read your dialogue?* (No, because you need to look at the other person.) Say: *If you need to read, stop speaking, look down and read to yourself, and then look up again and speak.*
- Volunteers act out their dialogue.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can make arrangements to meet somebody.*

3H Writing

An email

LESSON SUMMARY

Vocabulary: Accessories

Grammar: Linking words: *and, but, or, so* and *because*

Writing: An email; 'social phrases' in emails

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell students about an accessory, e.g. a wallet, a belt, a piece of jewellery, a watch, you have received as a gift.
- Ask:
What gift have you received that you especially liked?
Who gave it to you? When?
Why did you like it?
- Elicit answers and help with vocabulary as necessary.

Exercise 1 page 39

- Focus attention on the photos. Students do the exercise in pairs. With a **weaker class**, check answers before students decide which accessory would be the best gift for their partner.

KEY

1 wallet 2 sunglasses 3 bracelet 4 headphones

For further practice of free-time activities: Vocabulary Builder 3H page 118

- 2 A ring B earrings C purse D wallet
E necklace F gloves
- 3 1 headphones 2 bracelet 3 watch
4 sunglasses 5 belt

Exercise 2 page 39

- Students read the email. Ask:
Why is Poppy writing to Megan? (to say thank you for a bracelet)
Where is Poppy when she writes the email? (in her bedroom)
What does she invite Megan to do? (go to the cinema)
- Students read the four points and answer the questions.

KEY

- 1 1 thank him or her for the present; 2 describe what you are doing at the moment; 3 suggest an activity to do together; 4 mention a future arrangement
2 The third paragraph covers two points.

Exercise 3 page 39

- On the board, write:
My favourite colours are red ___ blue.
My coat is wet ___ it's raining.
Do you want coffee ___ tea?
- Elicit the missing words (*and, because, or*).
- Students read the *Learn this!* box and do the exercise.

KEY

My sister loves it too, but she can't borrow it.
I'm listening to music and trying to finish my geography project.

My brothers are playing football in the garden, so I want to go outside too!

Do you fancy going to the cinema on Saturday or meeting for a coffee?

I can't go on Saturday because my grandparents are coming to dinner.

Exercise 4 page 39

- Students read the Writing Strategy. With a **weaker class**, do the exercise together. With a **stronger class**, students do the exercise individually. Check answers as a class.

KEY

- 1 Hi 2 I hope you're well. 3 That's all from me.
4 Love for now,

Exercise 5 page 39

- Tell students that they are going to write an email. Ask: *What tenses will you probably use?* (present simple, present continuous) With a **weaker class**, elicit notes for each of the four questions together. With a **stronger class**, students write notes individually while you circulate, monitor and help as necessary.

KEY

(Possible answers)

- 1 at home, studying very hard for school 2 a wallet
3 going to England to watch Manchester United play a football match 4 go walking or rock climbing in the mountains

Exercise 6 page 39

- Before students begin writing, focus their attention on the email in exercise 2 and on the expressions in exercise 4.
- Students write their email. Circulate, monitor and help as necessary.
- When students have finished, focus attention on the *Check your work* box and remind them to read their invitation again and make sure it is as good as it possibly can be.

KEY

(Model answer)

Hello Dave,

Thanks for your email. How are things? I'm at home studying tonight because we have got a science test tomorrow and a maths test on Friday. There's a lot to learn, but I think I'm ready for the tests.

Thanks so much for the wallet. It's great! I need a new wallet, so this is the perfect gift!

Do you fancy going walking or rock climbing in the mountains next weekend? I can't go on Sunday because I'm going to England to watch Manchester United play a football match.

That's all from me.

Take care,

Jack

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can write an informal email.*