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IA Vocabulary

Likes and dislikes

LESSON SUMMARY

Reading: A conversation about hobbies

Vocabulary: Sports and hobbies; school subjects

Speaking: Talking about school subjects, sports and hobbies

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 5–6 minutes on exercises 4, 5 and 6.

LEAD-IN 2–3 MINUTES

- Say: *Imagine there is a new student at your school. What questions can you ask to find out more about them and make them feel welcome?* Elicit the word *hobbies*.
- Elicit a few hobbies and write them on the board.
- Students think of more hobbies in pairs. Elicit their answers.

Exercise 1 page 4

- Focus attention on the photo. Ask: *Who are the people? (school students) How many people are talking to each other?* (three)
- Students discuss the questions in the book as a class.

KEY

(Possible answers) **The people are in a canteen. They are having lunch.**

Exercise 2 1.02 page 4

- Read the instructions together and go through the names of the students in the dialogue.
- Play the recording while students read the dialogue.

KEY

The boy who is standing is Ryan. The two girls sitting at the table are Izzy and Becky.

Transcript

See Student's Book, page 4.

Exercise 3 page 4

- Check that students understand the statements. Then ask them to read the dialogue again and decide if the statements are true or false.
- Check answers as a class. Ask students which words in the dialogue helped them find the answers.

KEY

1 F 2 T 3 T 4 T 5 F 6 F

Exercise 4 page 4

- Go through the vocabulary together. Check the meaning and the pronunciation of *board game* /bɔ:d geɪm/ and *drawing* /'drɔ:(r)ɪŋ/.
- Students add three more words to each list.
- Check answers as a class.

KEY**Sport and hobbies** skateboarding, ice skating, bowling**School subjects** maths, history, PE**Exercise 5** page 4

- Students do the exercise using the pictures and/or their own ideas.
- Elicit ideas from the class.

KEY**Subjects** chemistry, geography, music**Hobbies** gymnastics, chess, dance / dancing

Students' own answers

For further practice of sports and hobbies:**Vocabulary Builder IA** page 117

- 1 1 basketball 2 chess 3 ice hockey
4 video games 5 ice skating 6 listening to music
7 cycling 8 drama

2 (Possible answers)

- a bowling, cycling, dancing, drawing, gymnastics, ice skating, listening to music, skateboarding, swimming, video games, watching films
b board games, chess, drawing, listening to music, video games, watching films
c basketball, bowling, football, ice hockey, volleyball

Exercise 6 page 4

- Ask students to draw three columns in their notebook, one for each group, A, B and C. They then write the phrases in the correct column.
- With a **stronger class**, students try to think of more phrases, e.g. *I'm into ...*, *I enjoy ...*, *... is boring*, etc.
- Check answers as a class.

KEY**A** I love ...; I'm really keen on ...; ... is great.**B** I don't mind ...; I (quite) like ...; ... isn't bad.**C** I can't stand ...; I hate ...; ... is terrible.**Phrases in the dialogue** I love ...; I hate ...;

I don't mind ...; I like ...; I'm not very keen on ...

Exercise 7 page 4

- Focus attention on the questions and answers. Students draw three columns in their notebooks and ask and answer in pairs.
- Ask a few students to share their findings with the class.

Exercise 8 page 4

- Students ask and answer questions to find three sports or hobbies they have in common.
- Ask a few students to share their findings with the class.

Extra activity: Fast finishers

Write anagrams of school subjects, sports and hobbies on the board for **fast finishers** to solve, e.g. SHECS (chess), ASKBELLTAB (basketball), GRAPEYOGH (geography).

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 students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about likes and dislikes. I know the names of school subjects, sports and hobbies in English. I can ask questions to find out my partner's favourite school subjects, sports and hobbies.*

IB Grammar**Contrast: present simple and present continuous****LESSON SUMMARY****Reading:** Text messages saying what people are doing**Grammar:** Present tense contrast**Speaking:** Talking about everyday activities**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 5. Exercises 4 and 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- On the board, write:
 - 1 *What school do you go to?*
 - 2 *What lesson are you having now?*
 - 3 *How many English lessons do you have every week?*
 - 4 *What are you doing after school today?*
- Ask individual students to answer the questions.
- Ask: *Which questions are about things that are always true? (1, 3) Which questions are about things that are happening now or about arrangements for the future? (2, 4) What tenses are the questions in? (1 and 3 are in the present simple; 2 is in the present continuous; 4 is in the present continuous for future arrangements.)*

Exercise 1 page 5

- In pairs, students look at the photo and describe what the people are doing.
- Elicit descriptions.

KEY

(Possible answers) *The girl on the left is playing the guitar and laughing. The other people are listening to her. Everyone is sitting on the grass and smiling. They are enjoying themselves. The boys are wearing jeans and T-shirts.*

Exercise 2 page 5

- Make sure that students understand 'change his mind'. Focus attention on the text messages. Students read them and answer the question.
- Check the answer as a class.

KEY*Because he loves volleyball.***Exercise 3** page 5

- Go through the *Learn this!* box together. Students find the examples in the text messages and complete the rules in their notebooks.
- Check answers as a class.

KEY

2 present continuous 3 present continuous
4 present simple 5 present simple 6 present continuous

Exercise 4 page 5

- Students match the examples in the text with the rules in the *Learn this!* box.
- Check answers as a class.

KEY

- a She has guitar lessons every week.
b What are you doing? At the moment, we're listening to Sue. She's playing the guitar. So are you coming? We're packing boxes today.
c She's getting better. We're moving house next weekend.
d I'm in the park with some friends. She's OK. That's a shame. A game of volleyball doesn't take long.
e Do you want to join us? I don't know. I need to help my parents. I love volleyball!
f We're moving house next weekend. We're playing volleyball later.

Exercise 5 page 5

- Students discuss the differences between the sentences.
- Check answers as a class.

KEY

(Possible answers)

- 1 a I have arranged to do my homework after school today.
b I always do my homework after school.
2 a Joe is learning to drive at the moment.
b This is a fact.
3 a This is a fact.
b He is playing the guitar at this moment.
4 a We haven't made a plan to go on holiday this August. We are doing something else then.
b We never go on holiday in August.

Extension: Fast finishers

Ask **fast finishers** to think of three more pairs of sentences using the present simple and the present continuous and explain the differences in meaning between them, e.g.

Dad cooks the dinner on Friday. (This is a fact. He cooks it every Friday.)

Dad is cooking the dinner on Friday. (He has arranged to cook the dinner this Friday.)

For further practice of present simple and continuous contrast: Grammar Builder IB page 122

- 1 1 lives 2 visits 3 watches 4 studies 5 plays
6 goes 7 misses 8 has
- 2 2 My cat doesn't like cheese.
3 Jack and Ellie don't live near the city centre.
4 Maya doesn't go bowling every weekend.
5 My next door neighbours don't work in London.
6 Amelia doesn't wear sports clothes at home.
- 3 2 He isn't reading. He's sleeping. 3 They aren't skateboarding. They're reading. 4 It isn't drinking water. It's playing. 5 He isn't washing. He's cooking.
6 They aren't playing volleyball. They're chatting.

- 4 1 sleep 2 walks 3 don't belong
4 it's snowing 5 I'm meeting 6 are you wearing
7 doesn't understand 8 I'm having
- 5 1 are you doing 2 am looking 3 am going
4 don't ... buy 5 want 6 Does she like
7 prefers 8 is reading

Exercise 6 1.03 page 5

- Ask students to read the conversation before they complete it and note any words that will help them choose the correct answers, e.g. *every* (present simple), *today* (present continuous).
- Check answers as a class.

KEY

- 2 'm waiting 3 Are you going 4 are playing
5 play 6 is he doing 7 don't know 8 isn't answering
9 'm not buying 10 'm ... looking 11 Do you like
12 Do you want 13 'm not wearing
14 Are you wearing 15 don't need

Transcript

Toby Hi!

Leia Hi, Toby. What are you doing?

T I'm at the sports centre. I'm waiting for Tom.

L Are you going swimming?

T No, we're playing table tennis. We play every Saturday morning. But he's really late!

L What's he doing?

T I don't know. He isn't answering his phone. Anyway, where are you?

L I'm at the shopping centre, but I'm not buying anything today. I'm just looking.

T Do you like table tennis? Do you want to play?

L Sure! But I'm not wearing sports clothes.

T Are you wearing trainers?

L Yes, I am – with jeans and a T-shirt.

T That's fine. You don't need sports clothes. See you soon!

Exercise 7 page 5

- Check the pronunciation of *usually* /'ju:ʒuəli/.
- Students take turns to ask and answer the questions.
- Ask a few students to report to the class.

Extra activity

- Write sports and hobbies from lesson 1A on pieces of paper.
- Invite individual students to pick a piece of paper and mime the activity. The rest of the class must guess the activity and make a sentence using the present continuous.

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 students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple to talk about things that are generally or always true and the present continuous to describe things that are happening now or future arrangements.*

IC Vocabulary

Describing people

LESSON SUMMARY

Vocabulary: Adjectives to describe hair

Speaking: Describing what you usually wear to school; describing someone by the clothes they wear and their hair

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- Describe a film star, e.g. Angelina Jolie: *She's tall and slim with long straight dark hair. She's famous for her role as Lara Croft and she also stars in 'Maleficent'.*
- Students guess her identity. Ask a student to describe an actor's appearance. The rest of the class guess who it is.

Exercise 1 page 6

- Students match the actors in the photos with their film characters and say which films they appear in.
- Check answers as a class.

KEY

- A** Katniss Everdeen, played by Jennifer Lawrence, is in the Hunger Games films.
- B** Javert, played by Russell Crowe, is in *Les Misérables*.
- C** Edward Cullen, played by Robert Pattinson, is in the Twilight Saga films.
- D** James Bond, played by Daniel Craig, is in the James Bond films.
- E** Black Widow, played by Scarlett Johansson, is in the Avengers films.
- F** Galadriel, played by Cate Blanchett, is in the Hobbit and the Lord of the Rings films.

Exercise 2 page 6

- Students match the sentence halves.
- Check answers as a class. Also check any unknown vocabulary and the pronunciation of *moustache* /mə'stɑ:ʃ/.

KEY

- 1 Katniss Everdeen, b 2 Black Widow, a
- 3 Edward Cullen, d 4 Javert, c

Exercise 3 page 6

- Students complete the table.
- Check answers as a class and point out that they must use this order of adjectives for describing things.

KEY

Length long, medium-length **Style** straight, wavy
Colour black, brown, fair, red

Exercise 4 page 6

- Students work in pairs to think of clothes.
- Check answers as a class.

KEY

Top half coat, T-shirt, hat
Bottom half jeans
Students' own answers

For further practice of clothes:

Vocabulary Builder IC page 117

- 3 **A** a dress, a coat, a hat and gloves.
- B** a shirt, a tie, a jacket and trousers.
- C** a sweater / T-shirt, a cardigan, a skirt, a scarf and boots.
- D** a T-shirt, a hoodie, shorts and trainers.

Exercise 5 page 6

- In pairs, students describe what the characters are wearing. Go around the class and monitor, helping with vocabulary where necessary.
- Elicit answers from students.

KEY

(Possible answers)

Galadriel has got very long wavy fair hair. She's wearing a white dress / blouse / shirt.

James Bond has got short straight fair / brown hair. He's wearing a light blue shirt, a dark blue jacket and trousers and a dark blue tie.

Exercise 6 page 6

- In pairs, students take turns to describe what they wear.
- Ask a few students to report their back to the class.

Exercise 7 page 6

- Students work in pairs to do the exercise. Remind them to use the order of adjectives correctly.
- Ask individual students to describe people in the class so the rest of the class can guess who it is.

Extra activity

Play a memory game. Start by saying: *She's got red ...* and ask a student to repeat what you said and add another adjective, following the correct order of adjectives. Another student repeats the words and adds another adjective, etc. when three adjectives have been used, the next student can say *hair* and then begin to describe what the person is wearing. If a student forgets to repeat something, he or she is out of the game.

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 students: *What have you learned today? What can you do now?* and elicit answers: *I can describe people's hair and clothes.*

ID Grammar

Articles

LESSON SUMMARY

Reading: A text about a school where children are taught by a robot

Grammar: Articles; *There is / are*

Speaking: Describing your school to a visitor

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 5 and 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Elicit classroom objects, e.g. *desk, chair, whiteboard* and write them on the board.
- Ask two questions about one of the objects using *a / an* in the first question and *the* in the second, e.g. *Is there a computer? (yes) Where is the computer? (on the table)*
- Encourage a few students to ask questions about the other objects, making sure they use *a / an* to ask if the object is in the classroom and *the* to ask where it is exactly.

Exercise 1 page 7

- Students describe what they can see in the photo.
- Check the answer as a class.

KEY

(Possible answer) *There is a robot dog in the classroom. The robot on the right is a teacher.*

Exercise 2 page 7

- Students read the text and discuss the questions in pairs.
- Elicit answers and encourage students to give reasons.

Exercise 3 page 7

- Go through the *Learn this!* box together. Students then complete the rules in their notebooks.
- Check answers as a class.

KEY

1 a / an 2 the 3 the 4 a / an 5 the 6 -

Exercise 4 page 7

- Focus attention on the text in exercise 2. Students match the highlighted articles with the rules.
- Check answers as a class.

KEY

a a classroom; a primary school
b The classroom; the teacher; The robot; the students
c the robots, the girl on the right
d a teacher; a real teacher; an English teacher
e at university

Exercise 5 page 7

- Students read the dialogue and then complete it.
- Check answers as a class, asking students to explain their answers.

KEY

2 the 3 the 4 a 5 a 6 an 7 the 8 a 9 a

Exercise 6 page 7

- Students read the *Look out!* box and then choose the answers.
- Check answers as a class.

KEY

1 Dogs; cats 2 The weather 3 Football; volleyball

Extra activity: Fast finishers

- Ask **fast finishers** to think of more generalisations, e.g. *Tigers run faster than people.*
- Elicit a few sentences and write them on the board.

For further practice of articles:

Grammar Builder ID page 122

6 1 a, a, the 2 the 3 the 4 a, a, the 5 -, the
6 a, a 7 a, -, - 8 the, -, -

7 1 - 2 the 3 - 4 - 5 the 6 - 7 - 8 the

Exercise 7 page 7

- Go through the *Learn this!* box together. Students then complete the rules in their notebooks and find the examples in the text.
- Check answers as a class.

KEY

a is b are c is; are

There are some students on the floor.

Is there a teacher? Yes, there is.

Exercise 8 page 7

- Check the meaning and pronunciation of the words.
- Students say which of the things are in their classroom.

Exercise 9 page 7

- In pairs, students take turns to describe their school using *there is / are* and articles correctly.

Extra activity: Fast finishers

Fast finishers work in pairs to ask and answer about objects and animals at home using *a / an* and *the*, e.g. *'Have you got a dog?' 'Yes, I have. The dog's name is Rex.'*

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 students: *What have you learned today? What can you do now?* and elicit answers: *I can use 'a / an' and 'the' correctly. I can describe my school using 'there is / are' and the correct article.*