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Classroom Presentation Tool Unit I

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IA Vocabulary

Holidays

LESSON SUMMARY

Reading: A dialogue about the summer holidays

Vocabulary: Tourist and visitor attractions; holiday activities

Grammar: Past simple

Speaking: Describing holidays

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 6 and 8.

LEAD-IN: 2-3 MINUTES

- Ask students: *Did you go on holiday this summer? Did you return from your holiday feeling better? Do you think holidays are good for people? In what ways are they good for us?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 4

- Focus attention on the photo and the instructions.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 1.02 page 4

- Play the recording for students to read and listen and note down their answer.
- Check the answer as a class. Ask students which words and phrases helped them to choose their answer.

KEY

Anna had a more enjoyable holiday.

Transcript

See Student's Book, page 4.

Exercise 3 page 4

- Go through the tourist attractions together. Check the meaning and practise the pronunciation, particularly for *aquarium* /ə'kwɛəriəm/ and *harbour* /'hɑ:bə(r)/.
- Students find three more attractions in the dialogue in exercise 2.
- Students brainstorm more attractions in pairs.
- Check answers as a class.

KEY

boat trip, music festival, theme park

For further practice of describing visitor attractions: Vocabulary Builder IA page 121

- 1 1 atmospheric 2 beautiful 3 boring 4 busy
5 cheap 6 crowded 7 disappointing 8 expensive
9 historic 10 impressive 11 peaceful 12 remote
13 romantic 14 spectacular 15 touristy
- 2 1 cheap, expensive 2 busy, crowded, touristy
3 boring, crowded, disappointing, expensive, touristy

Exercise 4 page 4

- In pairs, students take turns to ask and answer questions about the tourist attractions in exercise 3. Encourage them to give detailed reasons for their preferences.
- Ask a few students to share their ideas with the class.

Exercise 5 page 4

- Go through the instructions and holiday activities together. Check the meaning and pronunciation.
- Point out that the activities must match the verbs.
- Students do the exercise.
- Check answers as a class.

KEY

- 1 a castle 2 a theme park 3 kayaking 4 mountain biking
5 a bike ride 6 an excursion 7 a bike
8 beach volleyball 9 cards 10 the beach

Extra activity: Fast finishers

Ask **fast finishers** to brainstorm more activities like the ones in exercise 5, e.g.

visit: a zoo, a farm

go: climbing, horse riding, sightseeing

hire: a surfboard, a deck chair

play: badminton, football

Exercise 6 page 4

- Students find the three holiday activities in the dialogue in exercise 2.
- Check answers as a class.

KEY

visit a museum, go on a boat trip, visit a theme park

Exercise 7 page 4

- Go through the *Learn this!* box together.

- In pairs, students find examples of past simple forms.
- Check answers as a class.

KEY

1 We visited the Tower of London ...; ... and we visited a theme park a couple of times. 2 Yes, it was great, thanks. I went on a city break ... No, we went to London. ... and went windsurfing. We went on a boat trip too. It was too expensive. I hung out with my friends. We went to a music festival ...; Yes, it was OK. 3 But I didn't do much. We didn't go away. Just a shame the holidays weren't longer. 4 Did you have a good holiday? What did you get up to? Did you have a good time? / Did you go on the London Eye?

For further practice of the past simple:

Grammar Builder I.1 page 126

- 1 1 visited 2 was 3 could 4 sent 5 studied
6 sunbathed 7 went
- 2 1 didn't visit 2 wasn't 3 couldn't 4 didn't send
5 didn't study 6 didn't sunbathe 7 didn't go
- 3 Did you do any sport during the week? Did you have a big breakfast? Did you phone anybody yesterday? Did you send any texts? Did you buy anything last weekend?

Exercise 8 page 4

- Go through the instructions and the example questions and answers together.
- In pairs, students take turns to ask and answer the questions, giving as much information as they can.
- Elicit answers from all the pairs and find the most popular holiday activity in the class.

Exercise 9 page 4

- Ask students to think about the activities they enjoyed most and least during their summer holidays.
- In pairs, students ask and answer the questions and give reasons to explain their preferences.
- Ask a few students to share their ideas with 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about what I did in the school holidays. I can name different tourist and visitor attractions and holiday activities. I can use the past simple to talk about my holiday.*

IB Grammar

Present tense contrast

LESSON SUMMARY

Reading: A dialogue about school life

Grammar: Present tense contrast; dynamic and state verbs

Vocabulary: Social activities

Speaking: Discussing weekend activities and plans for the weekend

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 7 for homework.

LEAD-IN: 2–3 MINUTES

- Write the following on the board:
Some people believe that children and teenagers shouldn't get homework. They think that they should do all their learning in school. Do you agree with them?
What are the positive and negative points of homework?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 5

- Go through the task with the class.
- In pairs, students take turns to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 1.03 page 5

- Play the recording for students to read and listen and note down the answer.
- Check the answer as a class.

KEY

He forgot they were supposed to revise together on Saturday.

Transcript

See Student's Book, page 5.

Exercise 3 page 5

- Ask students to read the dialogue again and to note down all the present simple and present continuous verbs.
- Check answers as a class. With a **weaker class**, revise the affirmative, negative and interrogative forms of the present simple and the present continuous.

KEY

PS starts; haven't got; don't like; is; makes; That's; gives; don't mind; need to do; have; know; That's why; don't remember; get back; can't; have to help **PC** aren't wearing; You're always forgetting; I'm not feeling; (What) are you doing; is giving; we're revising; I'm going away; you're always forgetting; are decorating
There are 7 negative forms and 1 interrogative form.

Exercise 4 page 5

- Go through the instructions and the *Learn this!* box together.
- Ask students to complete the rules.
- Check answers as a class.

KEY

a present simple **b** present continuous **c** present continuous **d** present simple **e** present simple **f** present continuous **g** present simple

Exercise 5 page 5

- Read the sentences to the class. Read out the first one in a neutral tone, and use an annoyed tone to read out the second one so that students understand the difference.
- Check the answer as a class.

KEY

(Possible answer)

Sentence a expresses a fact. Sentence b expresses annoyance or jealousy that the person is always going shopping with Cathy.

Extra activity

Ask students to make sentences about things that annoy them using the present continuous and *always*, e.g. *My sister is always borrowing my clothes.*

Exercise 6 page 5

- Ask students to read the *Learn this!* box and find five examples of state verbs in the text. They should try to explain why they think the verbs are state verbs.
- Check answers as a class.

KEY

like, mind, need, know, remember – They describe a state, not an action, and they are used in the present simple. We do not normally use them in the present continuous.

For further practice of dynamic and state verbs:

Grammar Builder 1.2 page 126

- 1 1 are (you) going; need 2 Do (you usually) wear
3 don't understand 4 are (you) smiling
5 Are (you) coming; don't like 6 leaves
- 2 1 a works b is working 2 a are having b have
3 a am taking b take 4 a arrive b is arriving
5 a are (you) listening (to) b listens
- 3 1 tastes 2 are you looking at 3 has
4 is appearing 5 I think 6 I don't see

Exercise 7 page 5

- Ask students to complete the sentences. With a **weaker class**, ask students to note any words that will help them to match the verbs with the rules in the first *Learn this!* box.
- Encourage students to use both *Learn this!* boxes for guidance while doing the exercise.
- Check answers as a class.

KEY

1 am meeting; Do you want 2 walk; are going 3 love; cost 4 don't want; is raining 5 Are you enjoying; do you prefer 6 don't believe; is always inventing 7 are you laughing; don't understand 8 am catching; arrives

Extra activity: Fast finishers

Ask **fast finishers** to write a sentence of their own for rules c–g in the first *Learn this!* box.

Exercise 8 page 5

- Go through the instructions, the activities and the example questions and answers together.
- Give students a minute to brainstorm more activities.
- With a **stronger class**, elicit more questions students could ask, e.g. *How often do you go for a bike ride? Who are you meeting in town?*
- In pairs, students take turns to ask and answer the questions.
- Ask a few students to tell the class what their partner does.

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 and present continuous to talk about the present and the future. I can use both tenses to discuss typical weekend activities and plans for this weekend.*

IC Vocabulary

Adjectives

LESSON SUMMARY

Reading: A dialogue about a school show

Vocabulary: Adjectives describing feelings; adjectives describing personality; -ed and -ing adjectives; negative prefixes

Speaking: Describing personality

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 9 for homework and omit exercise 10.

LEAD-IN: 2-3 MINUTES

- Ask: *Do you like going to the theatre? Explain what you like or don't like about it.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 6

- Focus attention on the photo and ask students to work in pairs and speculate about who they can see, where the people are, what they are doing and whether they are enjoying it.
- Ask a few students to share their ideas with the class.
- In pairs, students then discuss if they would like to appear in a theatre production and give reasons for their answers.
- Ask a few students to share their ideas with the class.

Exercise 2 1.04 page 6

- Go through the instructions together and check the meaning of *anxious* (worried and afraid) and *terrified* (very afraid).
- Play the recording for students to read and listen and note the answer.
- Check the answer as a class.

KEY

He's terrified because he now has to sing a song on his own.

Transcript

See Student's Book, page 6.

Exercise 3 page 6

- Students find five adjectives in the dialogue in exercise 2.
- Check answers as a class. Ask students to use their dictionaries to check the meaning of any adjectives they do not know.

KEY

anxious, excited, frightened, terrified, upset

Exercise 4 page 6

- Ask students to work in pairs and take turns to ask and answer the questions. Encourage them to give reasons for their answers, e.g. *I think performers feel excited and frightened before a performance because they love performing but they don't want to make a mistake in front of the audience.*
- Ask a few students to share their ideas with the class.

Exercise 5 1.05 page 6

- Go through the instructions together.
- Play the recording for students to note down their answers.
- Check answers as a class. Ask why each person is feeling the way they do, e.g. *The first speaker is envious because his friend has a really nice new phone.*

KEY

1 envious 2 confused 3 relieved 4 embarrassed
5 suspicious 6 excited

Transcript

Speaker 1 Ooh, that's a really nice phone. Is it new? Yes, it's the latest model, isn't it? I wish I had one like that. One day, maybe ... if I win the lottery.

Speaker 2 Hang on, this doesn't make sense. Tom said he was waiting for me at the café. Now I'm at the café and he's sending me messages saying 'where are you?'. And there's only one café in this part of town. It's all very strange.

Speaker 3 Here's my passport! It was in my jacket pocket all along! I thought I'd lost it. Now I remember, I put it in my pocket as I was leaving the plane. Phew! I was so worried for a while.

Speaker 4 Hey, Tom! Come over here a minute and help me with this. Oh, I'm so sorry. I thought you were somebody else. He looks a bit like you. I mean, from behind. Sorry, madam. My fault. Silly mistake.

Speaker 5 I think somebody's been using my phone. Look – it says 'incorrect password'. But I haven't entered the password yet. Somebody else entered one and it was incorrect. Hmm. But who? Who was in this room while I was in the kitchen?

Speaker 6 It's my birthday tomorrow. I can't wait! I'm having a big meal with all my friends. We're going to a Mexican restaurant in town. We went there last year too. It was such a laugh!

Exercise 6 page 6

- Ask students to choose four adjectives from exercise 3 and to think about when they last experienced those feelings.
- In pairs, students tell each other which adjectives they have chosen. They then take turns to ask and answer questions about the feelings, explaining what caused them to feel that way.

Extra activity: Fast finishers

Ask **fast finishers** to choose more adjectives from exercise 3 and write sentences describing when they last experienced the feelings and why.

Exercise 7 page 6

- Ask students to read the adjectives and use their dictionaries to check their meanings if necessary.
- Students then find four more personality adjectives in the dialogue in exercise 2.
- Check answers as a class. Ask students to explain the meanings of the adjectives using the context.
- In pairs, students brainstorm more personality adjectives.
- Elicit answers as a class.

KEY

friendly, punctual, confident, brave

Exercise 8 page 6

- Go through the *Look out!* box together. Then say: *The girl is bored* and *The girl is boring*. Ask students to explain the difference in meaning by giving a reason, e.g. *The girl is bored because she has nothing to do. The girl is boring because she always talks about the same thing.*
- Students complete the sentences.
- Check answers as a class. Check the meanings of *amusing* (causing you to laugh or smile) and *moving* (causing strong feelings).

KEY

1 amusing 2 amazing 3 embarrassed 4 moving
5 surprised 6 bored 7 annoying

Extra activity

Ask students to write sentences with the unused adjective forms of the verbs in brackets in exercise 8, e.g. *amused*: *I was amused when my brother fell over while he was ice skating.*

Exercise 9 page 6

- Ask students to read the *Learn this!* box. Students then use their dictionaries to find out which adjectives have a negative prefix.
- Check answers as a class.

KEY

flexible – inflexible; honest – dishonest; kind – unkind;
loyal – disloyal; organised – disorganised; patient – impatient; reliable – unreliable; sensitive – insensitive

For further practice of adjective endings:

Vocabulary Builder IC page 121

- 4 1 meaningful 2 hopeless 3 meaningless
4 snowy 5 drinkable 6 affordable 7 adventurous
8 mountainous 9 impressive 10 supportive
- 5 1 courageous; supportive 2 mountainous;
dangerous 3 friendly; likeable 4 wonderful;
watchable 5 snowy; hazardous 6 helpful; careless

Exercise 10 page 6

- Ask students which adjectives in exercise 7 (with or without negative prefixes) they would apply to themselves.
- In pairs, students take turns to describe themselves using the adjectives and modifying adverbs. Encourage them to give reasons for their choice of adjectives, e.g. *I'm a bit unreliable at times because I often forget things.*
- Ask a few students to share their ideas with 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can use feelings adjectives to describe how people might feel in certain situations. I can use 'ed' adjectives to describe how people are affected and 'ing' adjectives to describe the effect certain things have on people. I can use personality adjectives to describe myself.*

ID Grammar

Articles, *will* and *going to*

LESSON SUMMARY

Reading: A dialogue about weekend plans

Grammar: Articles; *will* and *going to*

Speaking: Talking about plans for the future

SHORTCUT

- To do the lesson in 30 minutes keep the lead-in brief and set exercises 5 and 7 for homework.

LEAD-IN: 2-3 MINUTES

- Tell students how you usually spend the weekend, e.g. *I usually spend the weekend with friends. When the weather is good, we often go walking and take a picnic with us.*
- Ask: *Who do you usually spend your weekends with? What kind of plans do you make?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 7

- Focus attention on the photo and elicit the activity. (cycling)
- In pairs, students discuss whether or not cycling is an activity they enjoy, giving reasons for their answer.
- Ask a few students to share their ideas with the class.

Exercise 2 page 7

- Students read the dialogue and complete the dialogue. Do not check answers at this point.

Exercise 3 1.06 page 7

- Play the recording for students to check their answers.
- Ask students when Toby and Leah are going to go cycling.
- Check answers as a class.

KEY

1 the 2 a 3 the 4 – 5 the 6 the 7 a 8 the
9 an 10 the 11 – 12 the
Toby and Leah are going cycling on Sunday afternoon.

Transcript

Leah What are you up to at the weekend, Toby?

Toby I'm going to go for a bike ride on Saturday. Do you fancy coming too?

L I can't, I'm afraid. I'm going to help my dad with some gardening. We're going to do some work for a neighbour.

T That doesn't sound like the best way to spend your weekend. Gardening is hard work! And according to the forecast, the weather isn't going to be good.

L I know. But the neighbour is going to pay us for it. And my dad's a gardener so he's got all the right tools.

T Really? I'll come and help you. I mean, if that's OK with you and your dad ...

L Sure. We'll share the money with you: £10 an hour. But what about the bike ride?

T I'll go on Sunday instead. The weather will probably be better then. Do you want to come?

L Yes, please. I love bike rides. But let's go in the afternoon. I'll be exhausted when I wake up!

Exercise 4 page 7

- Go through the *Learn this!* box together. Then ask students to complete the rules.
- Check answers as a class.

KEY

1 a/an 2 the 3 the 4 a/an 5 no article 6 a/an
7 the 8 the

Language note

We do not use an article when there is a preposition before certain nouns, e.g. *school, college, hospital, work, home, bed, breakfast, lunch, Christmas, Easter, bike, car.*
I always walk to school.
What do you want for breakfast?
We'll see you at Christmas.
They're going by car.

Exercise 5 page 7

- Students complete the sentences.
- Check answers as a class.

KEY

1 a; the 2 –; a; the; an 3 –; a 4 A; a; –; the; the
5 an; the; an 6 a; the

For further practice of articles:

Grammar Builder I.3 page 127

1 ... so we had dinner in ... The restaurant was quite expensive – the water was about £5 a bottle ... the food was fantastic! For me, the best part ... and he's a chef so he knows ... My brother ordered steak because he hates fish ... leave the restaurant until 11:30 at night.

Extra activity: Fast finishers

Ask **fast finishers** to use the rules in the *Learn this!* box to write sentences with *a, an, the* or *no article*. If possible, they can write gapped sentences and give them to a partner to complete with the correct articles.

Exercise 6 page 7

- Go through the *Learn this!* box together.
- With a **weaker class**, revise how to form sentences with *will* and *going to*.
- Write the following sentences on the board.
I'm going to buy a car when I'm eighteen. (The speaker has decided to do something.)
You'll be OK. Don't worry. (The speaker believes that something will happen.)
Leave the bags. I'll take them upstairs for you. (The speaker is offering to do something.)
The students are being noisy. The teacher is going to get angry. (This is a prediction based on what the speaker can hear.)
Is the shop closed? I'll come back tomorrow. (The speaker is deciding to do something as he / she speaks.)
- Ask students why *will* or *going to* is used in each sentence.
- Students then find examples of *will* and *going to* in the dialogue in exercise 2.
- Check answers as a class.

KEY

a 1: ... the weather isn't going to be good. 2: The weather will probably be better ... I'll be exhausted ... b 1: I'm going to go for a bike ride ... I'm going to help my dad ... We're going to do some work ... the neighbour is going to pay us ... 2: We'll share the money ... I'll go on Sunday ... c I'll come and help you.

Exercise 7 page 7

- Students complete the sentences and note which rule they are following.
- Check answers as a class.

KEY

1 isn't going to stop (a1) 2 are going to spend (b1), 'll have (a2) 3 'm going to drop (a1), 'll take (c) 4 'm going to go (b1), won't be (c) 5 Are you going to invite (b1), won't come (a2)

For further practice of *will* and *going to*:**Grammar Builder 1.4** page 127

1 I'll buy 2 I'll have 3 'm going to have
4 'm going to do 5 Are (you) going to revise
6 'm going to go 7 'm going to meet 8 I'll get
9 I'll give 10 isn't going to be / won't be

Exercise 8 page 7

- Go through the instructions and activities together. With a **weaker class**, ask which are plans and which are predictions.
- Working individually, students write sentences.

Exercise 9 page 7

- In pairs, students take turns to read out their plans and predictions and make a note of any which are the same or similar.
- Elicit answers.

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 articles correctly. I can use 'will' and 'going to' to talk about plans and predictions.*