



Lead-in SB p11

Ask students to look at the photo and elicit what they can see. Pointing to the people in the photos, ask: *What are they doing?* Elicit *having fun, hanging out, talking*. Write these words on the board.

Ask a student to read the unit title *My time*. Ask the students: *What does this mean?* Elicit a few answers, e.g. *It's time for myself, It's my free time*. Ask another student to read the quotation: *I love to hang out with my friends*. Tell students what you do in your free time, e.g. *In my free time I like sitting on the sofa with my dog. Sometimes I like to read a book or watch TV*. Ask a strong student: *What do you do in your free time?* (e.g. *I like going to the cinema with my best friend. I like hanging out at the park with my friends*). Write any new and interesting vocabulary on the board.

Read the first question with the class. If you think it will help, elicit things you can do *inside* and *outside* and check students' understanding of *alone* by asking: *If you are alone, are you doing something with your friends?* (No.) Put students into pairs or groups of three to discuss the questions. Go around the class, listening to students and noting down any difficulties they have. Do not interrupt students during the activity but provide help if necessary. Elicit answers from different pairs and write any interesting vocabulary on the board for students to note down.

Possible answers

- 1 I like spending my free time outside if the weather is nice because we spend a lot of time inside at school and at home.
- 2 I like spending my free time with my friends because you can do more with a friend. You can go to the cinema or to a café. You can't do these things on your own.

My time

1

READING

topic: teens with interesting hobbies

skill: reading a simple text and extracting factual detail

task: matching

GRAMMAR

present simple

adverbs of frequency

much/many

VOCABULARY

free time

verbs to nouns

free time collocations

LISTENING

topic: cooking day at a local café

skill: listening for specific information

task: gap-fill

SPEAKING

topic: free time

skill: talking about likes/dislikes and what you're good at

task: ask and answer questions about free time

WRITING

topic: clubs

skill: writing invitations

task: an email (invitation)

SWITCH ON ▶

video: magic camp

project: tricks research

READING SB pp12-13

To start

Mime an activity for the class and ask: *What am I doing?* e.g. throw a tennis ball up in the air and serve. Elicit: *You're playing tennis.* Put students into groups of three or four. Students take it in turns to mime an activity for the other students to guess. Students get one point for each activity they correctly guess in English. Now say: *Your turn.* Allow 2–3 minutes for this activity. At the end of the activity, elicit which student had the most points in each group. (Note, if this is a new class, this will be a simple way to determine the stronger students in the class, who may help in eliciting target language.)

Power up

- 1 Tell students that the topic of this lesson is interesting hobbies. Ask students to keep their books shut so they are not distracted by the photos. Students can stay in the same groups as the *To start* activity. Nominate one student in each group to write. Tell students they have one minute to think of and write down as many free time activities as possible. At the end of the minute, elicit activities and write any new words on the board for students to record.

Possible answers

gaming, eating out, swimming, cycling, skateboarding, hanging out, surfing, rollerblading, ice skating, playing football, playing basketball, doing karate, etc.

- 2 Ask students to open their books. Draw students' attention to the photo at the bottom of the page and elicit the activities it shows (basketball, judo/karate, handball/netball/volleyball, tennis, cycling, swimming, baseball, football). Record any new words on the board. Then put students into pairs for the activity. Elicit any language students might need for agreeing and disagreeing, e.g. ask a student: *Do you like ... ?* Elicit a reply, then say: *I like ... too. / I don't like it either. / Me neither.* Write these on the board if you think it will help students during their activity. After the activity, elicit some answers from different pairs.

Possible answers

- A:** I don't like swimming. I'm not very good at it. How about you?
B: Me neither! I really don't like being cold and wet.

extra

Using the list of activity words on the board from Ex 1, add more words if necessary to make at least ten activities. In their groups from Ex 1, ask students to put the words in order from their favourite activity (1) to the one they like the least (10). Tell students that the list should reflect the group as a whole. At the end of the activity, elicit the groups' lists and come up with one single list for the class.

Read on

- 3 For lower level students, you could elicit the names for the things in the photos before students start the activity (1 bats, 2 art, 3 video games/gaming). Read the title of the magazine with the students and ask what they think the text is about (three teenagers' free-time activities). Check students' understanding of *be into* (to like something). Give students one minute to quickly read the texts and match them to the photos.

1 B Madison 2 C Lucy 3 A Alessandro

- 4 Read the headings in the table with the class. To check understanding ask: *What's my family name?* Also draw students' attention to *main hobby*. Say: *My main hobby is swimming. Do I have one hobby?* (No.) Students can do this activity in pairs. After the activity, go through the answers with the class and ask students to read out the part of the text where they found the answer.

first name	family name	country	main hobby
Madison	Mies	US/America	watching and talking about bats
Alessandro	Palmarini	Scotland	gaming/playing video games
Lucy	Deegan	Ireland	painting and drawing/art

exam tip

Go through the exam tip with the class. Ask students why we underline the important words (this helps us find them quickly in the text). Look at question 1 in Ex 5. Elicit the important words in the question (*hobby, other countries, sometimes*). Tell students that sometimes they will be able to find the same words in the text, but sometimes they will be different. Ask students for another way to say 'other countries' (different countries). Do the same with question 2 (wins cash, competitions). Ask students for another word for cash (money). Ask students to underline the important words in the remaining questions in pairs, then check as a class.

exam task: matching

In the Cambridge A2 Key for Schools exam the reading task does not have a detailed lead-in. Here there is a lead-in to interest and engage the students.

- 5 **e** Explain to students that this is an A2 Key for Schools exam-style task so they need to do the task on their own. In the exam, students have eight and a half minutes in which to underline the important words, do the task and check their answers so don't give them any longer than seven minutes for the matching here. Fast finishers can underline the parts of the text where they found the answers. Go through the answers with the class and ask the fast finishers to read out the section that contains the answer.

- 1 B Alessandro (Sometimes he plays video games in different countries, like Germany and the USA; Lucy shows her paintings in other countries, but she doesn't paint there.)
- 2 C Lucy (she wins prizes for her art and sometimes the prize is money.)
- 3 A Madison (She travels with her dad giving talks about bats.)
- 4 A Madison (She writes a weekly blog about bats and wants other people to be interested in bats.)
- 5 B Alessandro (He plans to make a career of gaming.)
- 6 C Lucy (Her mum works as an artist.)
- 7 B Alessandro (his basketball team)

Sum up

- 6 Put students into groups of three and ask them to each choose one person from the text to write about. Point to a strong student in the class and ask them where he/she is from, e.g. *I'm from Barcelona*. Then ask the class: *Where is Marcel from? = He's from Barcelona*. Do the same with hobbies, then ask groups to continue in the same way with the people from the text.

Madison is from America/the USA. She likes bats/watching bats/talking about bats.

Alessandro is from Scotland. He likes gaming/playing video games.

Lucy is from Ireland. She likes painting and drawing/art.

alternative: mixed ability



For classes with different abilities, arrange students into groups of a similar level: lower level students can use the text to help them, otherwise ask students to cover the text and try to remember the information. Higher level students can incorporate questions to ask and answer, e.g. *Where is Madison from? She's from America/the USA*.

Speak up

- 7 If you still have some hobbies written on the board from Ex 1, elicit some positive opinion adjectives to describe each one (e.g. *amazing, better, brilliant, cool, different, great*). Then find some activities that students don't like and do the same for some negative adjectives (e.g. *boring, difficult, hard, terrible*). Write the adjectives on the board for students to use in their speaking.

Ask for a show of hands for who doesn't think Madison's hobby is interesting. Ask one or two students: *Why not?* and elicit ideas. Ask students to continue in pairs for a few minutes while you go around the class and note any good use of language to elicit during class feedback.

Model answer

I think Madison's hobby is interesting because bats are interesting animals.

Fun footer

Read the footer with the class and ask students: *Is this true?* Give an example for when time flies for you, e.g. visiting family in your country. Then ask students to give examples of when time flies for them (e.g. playing in a football match, at a party).

To finish

This activity can be done sat down in groups or as a circulation activity around the class.

Put students into groups of four and give each group a piece of A4 paper to fold and tear until they have eight pieces of paper – demonstrate with your own piece of paper.

Ask the groups to write a hobby or activity on four of the pieces of paper and (pointing to the adjectives on the board) four adjectives on the other four pieces. For more advanced classes, the groups can then swap bits of paper with another group.

Students can stay in their groups and place their two word sets face down on the table. They then take it in turns to pick up a card from each pile and make a sentence with the activity and the adjective. When students have all had a turn, the game could be continued by shuffling the cards to create different combinations.

For more advanced classes, students can take an activity card and an adjective card each and go around the classroom. When they meet someone they should try to make different combinations of the sentences using the words on their cards. When they have finished, they can move onto the next student. Continue the activity for as long as time permits.

To prepare for the Grammar lesson, ask students to complete Ex 1 on page 14 of the Student's Book for homework, and to read the Grammar reference on the present simple and adverbs of frequency on page 128. Also share with them a link to the PowerPoint Grammar Presentation on the present simple and adverbs of frequency. Tell them to write down any questions they have, and say that you will go over these in the next lesson.

Presentation tool:

Unit 1, Reading

Workbook / Online Practice:

WB p8

Extra Practice App

GRAMMAR

SB p14

To start

Tell students a false statement about your weekend, e.g. *On Saturdays, I get up at 8 o'clock and have curry for breakfast.* And write this on the board. Ask students if they think that is true or false, then erase the false part from the board. Then say a true statement, e.g. *On Sundays, I take my dog for walk.* Ask again if students think it's true or false. Ask a strong student to say a true or false sentence about their weekend for the class to guess if it's true or false.

Ask the class to write down two sentences each about their weekends and then work in pairs to guess if their partner's sentences are true or false. Then elicit some sentences and write any good examples on the board.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

SB p128

1 If you used the flipped classroom approach at the end of the last lesson, elicit answers to the exercise and go over any questions students have from the Grammar reference section or from the PowerPoint grammar presentation if you used it.

If you didn't use the flipped classroom approach, go through example sentences 1 and 2 with the class. Read sentence 1 to the class and ask them: *Do I always have two brothers or sometimes?* (Yes, always)

Next ask students to look at sentence 2 *Dan usually goes to bed at 9 p.m.* Ask *Does Dan go to bed at 9 p.m. only on Mondays and Tuesdays?* (No) Now read grammar rules A and B with the class and ask them to match them to the sentences or do it as a class. Ask a few students: *Tell me something that is always true for you* and elicit some ideas, making sure that they are giving examples of permanent situations, not routines, e.g. *I live in an apartment.* Write one of the examples on the board and ask the class how to change it into a question (add *do/does*). Write the question on the board, then follow the same process with the negative form.

Draw the adverbs of frequency line on the board as it is shown in the Student's Book. Make the line as long as you can. Ask a student to read out all the words below the line in the book and write them along the line on the board. Elicit from the class something we do every day, e.g. *clean our teeth.* Write *I brush my teeth.* above *always* on the line, then elicit from the class where we write *always* (before the verb). Draw students' attention to E in the grammar box and ask a student to read. Continue by eliciting something they *never* do and write this above 0% on the line, e.g. *I never drive a car.* Next tell students something you *sometimes* do, e.g. *I sometimes eat in a restaurant.* Elicit examples from students for the other adverbs of frequency on the line and write them on the board in the correct place.

1 A 2 B

watch out for

Some students will forget to add the final -s for the third person singular *he/she/it*, e.g. *He plays tennis every day.* Monitor and correct this.


extra

Put students into groups of three and ask them to take turns to challenge each other to say sentences using the adverbs of frequency on the board. Students get one point for saying the sentence correctly and another point if they can correct another student's incorrect sentence. Demonstrate with a strong group and invite a student to pick an adverb of frequency:


Student A: Make a sentence with *not usually*.

Teacher: *I not usually go swimming on a school day.*
Is that correct?

Student C: No, that's wrong. It's *I don't usually go swimming on a school day.*

2  **1.1** Ask students to read the questions and underline the important words: *Do you have a lot of free time? Who do you often spend your free time with? What do you do in your free time?* Ask students to look at A-C and elicit for each one what kind of things they might hear. (A the speaker has a lot of time/doesn't have a lot of free time; B people – some names; C activities, hobbies). Give students time to watch or listen, then elicit answers.

C

3  **1.2** Ask students to listen (or watch) a second time and complete the sentences with the words they hear. With weaker classes, pause the recording after each speaker to give students a chance to write the answer.

1 play, have 2 watch, take 3 dance 4 go, play
5 play, do 6 sing, play

4 Less able students can do this activity in pairs, otherwise ask students to complete the paragraph on their own.

1 play 2 love 3 doesn't like 4 goes 5 spend
6 doesn't come 7 stays 8 watch

extra: fast finishers

Ask fast finishers to look at questions 6 and 7 again and add a suitable adverb of frequency before the verb (e.g. 6 usually (never is more complicated); 7 always/usually).

5 Ask for a volunteer to draw a kite on the board to check students' understanding of 'kite' or point out the picture at the bottom of the page. If necessary, remind students where the frequency adverb comes in the sentence (before the main verb). Students do this activity alone or in pairs. Tell them to refer to the explore grammar box if they get stuck. Go around the class, monitoring and providing help where needed, then check the answers as a class.

1 Where do you usually fly your kite?
2 When do you usually do it?
3 Do you often fly kites with friends?
4 Do you sometimes enter competitions?
5 Do you always practise a lot before a competition?

Speak up

- 6** Allow students 2–3 minutes to talk, then elicit ideas from pairs. Ask students to tell you one thing their partner does at the weekend. Check students are using the third person auxiliary *does* correctly and correct where necessary.

Possible answers

I always watch TV with my big brother. I usually go to the shops with my friends, but I never buy anything. I sometimes go swimming on Sundays.

alternative: mixed ability

Put students of similar abilities together. Ask students at a higher level to also incorporate the question form and negative form into their conversations and use the full range of adverbs of frequency from the grammar box.

Fun footer

Ask students if they know how fast cars drive on the road (up to around 110km/h) to give them an idea of the speed of 193 km/h.

extra

If your students have access to the internet in class, ask them to find three interesting facts to share with the rest of the class. Two should be true and one should be false. Put students into two teams for this activity and split each team up into three to find a fact each. Elicit words students can put into the search engine to find interesting facts, (e.g. interesting science/nature/teen fact). Give teams four minutes for this part of the activity. Monitor groups closely and provide help where needed, then come together as a class. Teams take turns to read out their facts for the other team to guess which two are true and which one is false.

To finish

Ask students to look at the interview in Ex 5 again. Put students into pairs and ask them to tell each other their favourite hobby. They then take turns to interview each other using the questions from Ex 5. Point out that a student might answer 'no' to question 4 so in that case, their partner won't need to ask question 5.

To prepare for the Vocabulary lesson, you might like to tell students that they can bring objects or photos related to their hobby into class to show the other students during the Speak up activity.

Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	WB p9
Grammar Reference and Practice:	SB pp128–129
Audioscript:	SB p151
PowerPoint Grammar Presentation:	Unit 1, Grammar
Extra Practice App	

VOCABULARY SB p15


free time

To start

Elicit the seven adverbs of frequency from the Grammar lesson and write them in a list on the board. Ask students to work in pairs to find one thing they do for each of these words. Demonstrate with a strong pair, e.g. *always* – Student A: *I always have a shower in the morning.* Student B: *Me too.* Elicit: *We both always have a shower in the morning.* Ask students to continue in their pairs for each of the adverbs. At the end of the activity, elicit some ideas from the class.

- 1** Direct students' attention to the picture and elicit what they can see. Put students into pairs to match the verbs to the people. Tell them to match the ones they are sure about first, then guess any which are left. You could suggest that students write the verbs into the picture to help them in the listening activity in Ex 2. Elicit answers around the class.

A paint B fish C read D camp E dance F bake
G draw H sing

- 2**  1.3 Tell students to listen to six of the people in the picture talking. Remind them to listen out for the words from Ex 1 to help them choose the right person. Tell them to write the correct letter next to each name. Play the recording twice, then check answers around the class.

1 D 2 C 3 G 4 F 5 H 6 B

explore language

Read through the explore language box with the class. Ask students to find another verb from Ex 1 where they need to remove the silent -e at the end of the verb (*dance* – *dancing*).

- 3** Ask students to complete the activity on their own, then check their answers with a partner. If they have any answers which are different, they should look at the question again and try to decide together which answer is correct.

1 drawing 2 dancing 3 painting 4 singing 5 baking

- 4** Students can complete this activity in pairs or individually. Check answers with the class. Elicit the third person singular form for *watch* (*watches*) and elicit an example from the students. Ask which other verb in Ex 4 has the same third person ending (-es) (*go* – *goes*).

listen: to the radio
watch: cartoons, YouTube videos
play: cards, the guitar, video games
go: on a sleepover, to the cinema
collect: comics

extra: fast finishers

Ask fast finishers to add more words and phrases to each verb, e.g.

listen: to the birds, to someone singing, to music

watch: TV, a film

play: tennis, cricket, football

go: hiking, to the park, shopping

collect: stamps, shells, football cards

exam task: multiple-choice cloze

5 e Ask a student to read the heading of the text to the class. Ask the class: *Do you have a pet? Do you think pets can have hobbies?* Tell students to quickly read the text and find some of the hobby words mentioned (football, cartoons, dancing, music, guitar).

Students read the text again and choose the correct word. Tell students to use the verb phrases from Ex 4 to help them if necessary. Allow students to check and correct their answers in pairs, then elicit answers around the class.

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

extra

Ask students to work in the same pairs to underline the words in the text that helped them find each answer (1 football, 2 cartoons, 3 coloured things, 4 to music, 5 the guitar, 6 then Pippin). When they have finished, elicit answers around the class and ask students to say why each answer is correct, e.g. in 2 we watch cartoons. Follow up by asking them why the other two options were incorrect (we can't *play* them or *collect* them). It's a good idea to get students used to analysing their answers for multiple choice questions in this way as this will help them check their answers are correct in the exam.

Speak up

6 This activity would also work well in large groups. Give an example by telling students about your favourite hobby, e.g. *I go surfing in the summer time. I usually go at the weekend. I enjoy it because it's fun and exciting. It's healthy, too.* Ask a couple of strong students about their hobby, then ask groups to continue in the same way. Move around the class and help with any difficulties. Make a note of any good or interesting use of language to elicit or discuss at the end of the activity. After a few minutes, elicit ideas. Ask the class: *Who has the most unusual hobby? Who has the most interesting hobby?*

extra

Draw students' attention back to the picture in Ex 1. Tell them to repeat the Speak up activity, but this time talking about the people in the picture. If students can't remember the information from the recording, they can make it up. For example, *Matt likes going camping. He goes camping at the weekend and he enjoys it because he loves sleeping under the stars.*

Alternatively, tell students to think of a hobby or free-time activity. Then tell them to work in pairs and ask each other questions to find out what their hobby is without saying what it is. Demonstrate with a student, e.g. *Do you do it outside? (Yes.) Do you play it? (Yes.) Do you play it on your own? (No.) Is it a game? (Yes.) Do you play it on grass? (Yes.) Is it football? Yes!*

Put students into pairs to continue the activity and tell them to have one turn each at guessing.

Possible answer

Student A: Do you do it outside?

Student B: No, you don't.

Student A: Do you do this hobby alone?

Student B: Yes – usually.

Student A: Do you do it in a kitchen?

Student B: Yes

Student A: Is it cooking?

Student B: Yes!

To finish

Play an elimination game with the class. Write the verbs from Ex 4 on the board: *listen, play, go, watch* and *collect*. Students take it in turns to nominate another student to say a phrase using one of the verbs. Explain that if a student hesitates for too long, makes a mistake or can't think of a phrase, they are out and should sit down. Demonstrate with a few students first until someone is out so that they understand the rules before they begin the game: ask a student to choose a verb from the board, for example *watch*. Say: *watch a TV programme*, then quickly choose another student and say *Maria: collect*. Wait for them to answer, then invite them to choose another student. Start the game when you are happy everyone understands what to do and continue for as long as time permits or until there is a winner.

To prepare for the grammar focus in the Listening lesson, ask students to complete Exs 5 and 6 on page 16 of the Student's Book for homework, and to read the Grammar reference on *much/many* on page 128.

Also share the PowerPoint Grammar Presentation on *much/many* with them. Tell them to write down any questions they have and say that you will go over these in the next lesson.

Presentation tool:	Unit 1, Vocabulary
Workbook / Online Practice:	WB p10
Photocopiable activity:	1A, 1B
Extend vocabulary:	SB p146
Audioscript:	SB p151
Extra Practice App	

LISTENING SB p16

To start

Write the following on the board:

Anna, aged 40, likes being at home

Stephan, aged 20, lives in the mountains

Daniel, aged 70, likes being outdoors

Put students into pairs and give them two to three minutes to decide the best hobby for each person. Encourage them to give reasons for their answers. Elicit ideas from the class. Which was the most popular choice for each person?

Explain to students that the aim of this lesson is to complete a notes completion exam-like task.


Power up

- 1 Draw students' attention to the photos and elicit what they can see in each one (fishing, cooking, riding a bike, singing). Read the text with the class, then ask students which activity they think is the best one for Lizzie. Encourage them to give reasons for their answers. When everyone has agreed on an answer, look at the other photos and ask students to say why each activity *isn't* good for Lizzie.

Suggested answer

Cooking is good for Lizzie because she loves food and she likes learning new things. Fishing isn't good because she loves all animals. Riding a bike isn't good because she isn't sporty and the last activity is no good because she can't sing.

Listen up

- 2  1.4 Read the instruction with the class, then play the recording. Elicit the answer from the class.

cooking

exam tip


Read through the exam tip with the class. Look at the second question and ask students what the important words are here (*price, day*). Ask students what kind of words students might hear for price (a number). Ask for volunteers to come up to the board and write the symbols for pounds (£), dollars (\$) and euros (€). Ask students why *day* is also an important word (because Lizzie might mention another price for a different length of time but that is not the correct answer).

- 3 Put students into pairs and ask them to look at questions 1 and 3 to 6 in the same way as they did with question 2. When they have finished, elicit answers around the class.

- 1 a day of the week
- 2 an amount of money (e.g. £20)
- 3 the name of a place/street
- 4 a name
- 5 a phone number
- 6 a time

exam task: gap-fill

In the Cambridge A2 Key for School exam the first question in the listening gap-fill task is always an example. The equivalent task in this unit does not give an example as the teacher is present to guide the learners. The context sentence and question are read out on the recording in the exam.

- 4  1.5 Ask students to listen again and complete the gaps in the table. Get students used to working alone and in silence for exam-like tasks, as they would in the exam.

- 1 Sunday
- 2 £32 (It's £32 for the whole day.)
- 3 bank (It's on Station Street, near the bank.)
- 4 Bailey (It's B-A-I-L-E-Y.)
- 5 01455 673 889 (The phone number's 01455 673 889.)
- 6 5 o'clock (The café closes at 5 o'clock and it's half past four now.)

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

SB p128 

- 5 If you used the flipped classroom approach at the end of the last lesson, elicit any questions students might have from the Grammar reference section or from the PowerPoint presentation, if you used it, then elicit the answers to Exs 5 and 6.

If you didn't use the flipped classroom approach at the end of the Vocabulary lesson, go over the grammar now with the class:

Ask students to read through the explore grammar box and the Grammar reference on page 128 of the Student's Book, then read through the instruction in Ex 5 as a class. Ask students to complete the explore grammar box alone then check answers with a partner (weaker students can do the exercise in pairs). Check answers as a class and answer any questions students might have.

To check students' understanding, ask students around the class to add a word to the list in A or B and say if their word is countable or uncountable.

many: books, hobbies, people

much: fun, music, time

watch out for

We use (*how*) *much/many* in questions and negative sentences, but not in positive sentences. In positive sentences we use *a lot of*: *I have a lot of homework* not *I have much homework*.

1 My time

LISTENING (Continued)

- 6** For weaker classes, go through the sentences first and elicit whether each one is countable or uncountable (2, 3, 6 = countable; 1, 4, 5 = uncountable). Ask students which word we use with uncountable nouns (*much*) and which with countable (*many*). Students complete the task on their own then check their answers with a partner.

1 much 2 many 3 many 4 much 5 much 6 many

Speak up

- 7** Read through the questions with the class, then ask pairs to discuss.

Possible answers

- 1 I usually help my dad cook dinner at the weekend.
2 Every morning before school I take the rubbish out and I help with the dishwasher. I guess I don't spend that much time helping my parents but they know I have a lot of homework in the evenings.

To finish

Have a sentence auction with the class. Tell the class that you have some sentences to sell. Some are grammatically correct and some are incorrect. Put students into teams and give each team €100. You could write each team's balance on the board. Read each sentence to the class and the teams must decide if they are correct or incorrect, because they should only bid (offer you money) for sentences that are correct. For those that they decide they want, they should make a bid (e.g. *We would like to pay you €30 for that sentence.*). The team which offers the most gets to keep the sentence. Tell students to be careful because if they bid too much for one sentence, then they won't have enough money for the other sentences. And most importantly, if they bid on a sentence that is grammatically incorrect, it is worth nothing. The team with the most money in sentences at the end of the auction will win.

Read the sentences and start the bidding – you can either write the sentences on the board with the team's name when they win one, or write them on a piece of paper and give the sentence to the winning team.

Use these sentences and add more of your own:

How many homework have you got this week? (should be how much)

We don't have many spare time in the evenings after school. (many should be much)

Does the leisure centre have much activities to do? (much should be many)

How much chips do you want for dinner? (much should be many)

If you want, you could also assign your own value to each correct sentence (the incorrect sentences are still worth nothing), and the students find out the sentence's value only once they have successfully bid for it. This way, the students will sometimes under-offer and make money, and sometimes over-offer and effectively lose money. This will add an element of risk to their bidding every time they play, heightening the competition between teams.

Presentation tool:	Unit 1, Listening
Workbook / Online Practice:	WB p11
Grammar Reference and Practice:	SB pp128–129
Audioscript:	SB p151
PowerPoint Grammar Presentation:	Unit 1, Grammar
Extra Practice App	

SPEAKING SB p17


To start

Put students into pairs and write these free time activity anagrams from the Vocabulary and Listening lessons on the board. Students race to be the first pair to solve the anagrams: *wimsimng* (swimming), *cnokoig* (cooking), *nishfig* (fishing), *tpgainin* (painting), *ciandng* (dancing).

Power up

- 1** Ask students to discuss the question in pairs. Tell students to say what they do in their free time during the week and at weekends. Elicit ideas from the class.

Speak up

- 2**  **1.6** Draw students' attention to the pictures on the board game and ask students what they can see. Elicit what activities the pictures show (playing video games, listening to music, painting, going to the cinema, playing sports, cooking, taking photos, reading, shopping). Tell students they are going to listen to two people talking about the first two pictures (playing video games and listening to music).

For stronger classes, ask students to try to complete the conversation in pairs before listening, then listen to check individually. Check answers around the class.

1 playing 2 love playing 3 listening to music 4 do
5 like 6 singing

skill tip

Free time is one of the Cambridge A2 Key for Schools Speaking exam topics, so although there isn't a speaking exam-like task in this section, the topic focus will help them in preparing for the exam.

useful language

For less able classes, go through the useful language in the box and elicit a sentence for each prompt. Do this before completing Ex 3. Write these on the board to help students with Ex 3.

- 3** Before students start, elicit the word we use to say that two people like the same activities (both): *We both like ...* and write this on the board.

Speaking extra

- 4** Demonstrate with the class. Tell the students, for example: *The three things I like doing are reading books (true), going shopping for clothes (false) and cooking for my family (true)*. Tell students to ask you questions to find out which one isn't true. To help them you could hesitate more when answering about your false activity or say things which are clearly wrong, e.g. *I buy clothes every day*.

Ask students to work in their pairs in the same way. To shorten the activity, or for stronger classes, tell students they can only ask their partner six questions before making their guess.

Model answer

- A:** The three things I like doing are singing, playing video games and fishing.
B: Where do you sing?
A: I sing after school with the school choir.
B: What video games do you like?
A: Er, I like games where you can build a house and put your own furniture in.
B: What do you catch when you go fishing?
A: We usually catch small fish and we eat them for our tea.
B: What songs do you sing?
A: We sing lots of different songs.
B: How much time do you spend playing video games?
A: Not very much time. Maybe one or two hours a week.
B: How often do you go fishing?
A: Every Sunday with my dad.
B: I think playing video games is false.
A: Yes, that's right!

game on

Put students into pairs and check that each pair has access to a coin. If not, provide coins for the students to play with. Before they start, go through each of the nine topics on the board confirming what they are, e.g. *the first topic is computer/video games*. For weaker classes, elicit some question types that students can ask: *When/How often do you ... ? Do you like ... ? How much money do you spend on ... ?* Refer students to the language in the useful language box and ask them to try to use the language in their answers. Go through the instructions on how to use the coin and demonstrate one turn if you think it is required.

Fun footer

Read through the fun footer with the class. Tell students something you would like to take time out from, e.g. *I would like to take time out from teaching next year to go travelling*, then brainstorm with the class some other things you can take time out from and write these on the board. Ask students to tell their partner something they would like to take time out from.

To finish

Write some activity prompts from the unit on the board, e.g. *cooking, taking photos, painting, playing video games, singing, dancing, reading*. Put students into pairs and ask them to refer to the useful language box. Students take it in turns to choose an activity from the board for their partner and their partner has to make a sentence using one of the prompts from the box. Students get one point for each correct sentence but if the sentence is wrong, their partner can correct it and take their point. Give students five minutes to complete the activity, then find out who got the most points in the class.

Presentation tool:	Unit 1, Speaking
Workbook / Online Practice:	WB p12
Audioscript:	SB p151

WRITING

SB pp18–19

To start

Tell students to think about their hobbies and interests. Put students into small groups and ask them to talk about whether they know other people with the same hobbies. Ask or write on the board: *Do you do your hobby/hobbies with other people? Do you talk to other people online about your hobby? How can you meet people with the same hobby?* Elicit some ideas from the class.

Power up

- 1** Elicit from the class if they can do hobbies and activities at school in the afternoon or evenings. Elicit or teach *club* then discuss the questions as a class.


Model answer

There are lots of clubs at my school, like painting, gardening and even cooking. I go to football club on Tuesdays and Thursdays.

Plan on

- 2** For less able students, elicit the activity in each photo first. Then put students into pairs and give them one minute to match the photos to the notices at the bottom of the page. Tell them they don't have to read all the words but to quickly find and underline the words that give them the answer.

A 3 B 4 C 2 D 1

- 3**  1.7 Tell students they are going to listen and match each person to a club. Go through each notice with the class and elicit words they might hear that will help them find the answer, e.g. 1 *dancing, dance centre, music*; 2 *music, write songs, song writing club, musical instruments*; 3 *take photos, camera*; 4 *table tennis*. Ask students why they have to be careful with *music* (because *music* is in 1 and 2). Doing this kind of preparation pre-listening is good practice for Parts 2, 3 and 4 of the Listening exam.

Play the recording, then check the answers around the class.

- 1 camera club 2 song-writing club 3 dance club
4 table tennis club

- 4** Ask students to do this activity individually, then check answers with their partner. If they have different answers, they should look at the question again together and try to find out which answer is correct. Elicit answers from pairs around the class.

- 1 at Top Moves Dance Centre
2 Wednesdays
3 6 p.m.
4 No, it's for 12–16-year-olds.
5 Yes – beginners welcome
6 £2 per week
7 Yes – 'You are welcome to bring your own musical instruments!'

1 My time

WRITING (Continued)

- 5 Go through the options with the class and underline the important words (A likes writing songs; B Noah's song-writing club; C invite Noah). Get students into the habit of doing this with multiple-choice questions as this is a valuable tool in the exam. Students do the task individually, then check answers as a class.

C

- 6 For weaker classes, you might prefer to do this task together. Alternatively, go through each item first and ask what kind of words they need for each one, e.g. 1 a number and a symbol (£, \$ or €).

A Y B N C Y D Y E N F N G Y

- 7 When students have found the answers, elicit other ways of starting and ending an email to a friend (*Hello; See you soon; Bye*).

with 'Hi Noah' and 'I hope you can come'.

- 8 Look at the email with the class. Students might notice the problem straight away. If not, ask them to compare it with the email in Ex 5. Elicit or teach *capital letter*, *full stop*, *question mark* and *comma* using the email in Ex 5. Write them on the board and get students to label the email in Ex 5 with the names. Explain that these are called 'punctuation'.

It has no punctuation.

explore language

Write a couple of sentences/questions without punctuation on the board for the class to correct, e.g. *what time does alison have basketball practice* Elicit the names of each punctuation point and write these on the board with the sentences. Read through the explore language box with the class, then ask students to write a sentence or question without punctuation and swap with another pair for them to correct.

- 9 Ask students to do this activity in pairs using the email in Ex 5 to help them. Check the answers by correcting the punctuation on the IWB if you have one.

Hi Zack,
Do you want to go to camera club with me? It's every Tuesday in the park. It starts at 4.30 p.m. and it finishes at 6 p.m. You bring your own camera.
What do you think?
Milly

Write on

- 10 Elicit some clubs around the class and ask students to complete the table on their own before comparing their table with a partner. Go around the class and offer help with capital letters and writing the time and cost correctly.

Students' own answers.

skill tip

Read through the advice with the students. Write the two bullet points on the board and ask students for an example for each, e.g. painting club, 4.00 p.m., Monday, in the school café.

exam task: email (invitation)

↪ SB p149

The rubric for this task in the Cambridge A2 Key for Schools exam is slightly different. The three points given in the skill tip would also appear as three bullet points rather than two.

- 11 e Students can write their email in class or for homework. If you give them time in class, go around the class and offer help with any difficulties students might be having.

Model answer

Hi Jake,
Do you want to go to cooking club with me? It's every Monday in the school café. It starts at 3.30 p.m. and it finishes at 4.30 p.m. You bring your own food.
What do you think?
Lilly

Improve it

- 12 Students can swap emails and check their partner's work for the points in the Student's Book.

Fun footer

Read the fun footer with the class. Tell students that this doesn't have to be about a hobby – it can be, for example, helping someone else, relaxing or even doing nothing! Students can stay in their pairs from Ex 12 and discuss what they do in their spare time.

Model answer

I don't have much spare time as I have a lot of studying to do so when I get spare time, I like to just sit on the sofa and watch TV with my family. What do you do in your spare time?

To finish

Put students into groups of three or four and give each group a piece of A4 paper. Tell groups they are going to make their own notice for an exciting new club at school. Students can first decide which club they want to write about, then write their notice. Go around the class and help out with any difficulties. When students have finished, you can display the notices around the room. Ask students to go around and read the notices, then have a class vote on which club students would most like to try.

Presentation tool:

Unit 1, Writing

Workbook / Online Practice:

WB p13

Photocopiable:

1C

Audioscript:

SB p151

Writing file:

SB p149


Magic camp

- 1 Read through the activities with the class and check students' understanding. If students don't know any of the activities, ask them to do an internet search for that activity or you could show students a picture from the internet on the IWB. Students have not covered *can* for ability in this level yet, so you could ask students around the class before they start the pair activity: *Which activities can you do?* beginning with a strong student. If students are struggling, quickly review the structure *I can/I can't/Can you ...?* on the board before students attempt the activity.

Model answer

A: I can play the piano and ride a horse. What can you do?

B: I can ride a bike.

- 2  Before students watch the clip, introduce the topic of magic. Draw their attention back to the phrase *do card tricks* in Ex 1. Ask students if they like magic. Ask: *What magic tricks can you think of? Where do magicians learn to do magic?* (at magic school/camp). Tell students they are going to watch a video about some students at magic camp.

Read the instruction with the class, then play the video.


Possible answers

Classes, visits from celebrity magicians, one-to-one classes with celebrity magicians, practice with friends, performance day – doing magic on stage with other students as the audience.

extra: mixed ability



Ask stronger students to extend their answers by adding more information, e.g. 'they have classes every day *but they are fun classes*'. Ask students to share their information with the class.

- 3  Read through the questions with the class, then play the recording. Allow students to compare their answers with a partner before you check them as a class. Alternatively, allocate different questions to different students and ask them to feed back to their classmates with the answers. You could play the clip again and pause after each answer to elicit it from the class.


1 every day

2 Zach (Ivins)

3 performance day – doing magic on stage with other students as the audience

- 4 Put students into pairs or small groups to discuss the questions. Before they start, ask them to look back at the useful language box on page 17 and try to include some of the language in their answer.

Project

- 5  Look at options A and B before class, and if you have a preference for which you want your students to do, plan around this. Otherwise allow each group to decide (assuming you have access to enough packs of cards for A). Put students into small groups, perhaps organised by whether they want to do option A or B. Then write the italicized parts of the steps below on the board. For stronger classes allow them to carry out the project in full; for weaker classes, you could break down the project into chunks and add the instructions one at a time.

OPTION A

- 1 *Choose a magic trick that you would like to learn.*
Allow students to do a bit of research online if they can't think of one. Point out that for Ex 6 they are going to perform their trick for the class, so they should choose a trick which they can do with the things they have in class.
- 2 *Find an online lesson on how to perform your trick.*
Students can use videos that are not in English to learn the trick, but remind them that they will have to present their trick in English.
- 3 *Practise doing your trick.*
Explain to the students that they should watch one another and help to get the trick perfect. If possible, allow them until next lesson to practise at home (ensuring they will have access to the required props); if not, give them plenty of time in class to perfect their trick.
- 4 *Present your trick to the class.*
Allow groups one minute each to present their magic trick. Encourage more than one group member to perform the trick, but don't make all perform if some know that they will give the game away!

OPTION B

- 1 *Choose a magic trick or a magician that you would like to research.*
Allow students to do a bit of research online if they don't know any.
- 2 *Find a website to teach you about your chosen trick/ magician.*
Students can use sources that are not in English to do their research, but remind them that they will have to present their research to the class in English.
- 3 *Create a presentation with your group.*
Tell students that they must present for one minute. Encourage groups to have all students take part in the presentation. If you like, you could set the presentation preparation as homework.
- 4 *Present your research to the class.*
If you like, you could allow students to show video of their chosen magic trick being performed, or of their chosen magician doing a routine. This will help the rest of the class to engage with the group's chosen subject.

Project extension

If you choose to have all students do option B in class, have students do option A for homework and present their trick next lesson.

Alternatively, if many groups did option A in class, have students vote on the best trick, then ask the winning group to teach the rest of the class their trick. Challenge them by telling them that they must use English throughout.

Presentation tool:

Switch on videoscript:

Unit 1, Switch on

TB p170

INDEPENDENT LEARNING

SB p20

- 1** Divide the class into groups of three or four. Encourage the students to look back through their Student's Book to remember what they have studied in this unit. Encourage them to think by themselves for a minute or two before coming together to discuss their opinions.

When they have had a chance to discuss all three topics, ask each group if they all agreed or if everyone had different opinions.

- 2** Give students a couple of minutes to look at the questions on their own and encourage them to write notes if it will help. If they aren't sure what to write, encourage them to look back over the unit and find an example of the type of exercise, e.g. for question 1 they could look for an exercise where they worked on their own and an exercise where they worked in a group and compare the two. Give students enough time to go through the questions, then put students into groups as they finish, i.e. so fast finishers are grouped together. Students work in groups to discuss the questions. When everyone has had a chance to discuss the questions, elicit ideas from volunteers.

- 3** Students remain in their groups for this discussion. During feedback, ask students if it is difficult or easy to decide what kind of student you are. *If it's difficult, what makes it difficult? How can you decide?* Elicit some ideas from the class.

- 4** Refer students back to their answers in Ex 2 again and ask them to think about the answers that they didn't feel positive about, e.g. 3 *I don't ask when I don't understand something in class*. Put students into small groups and ask them to talk about their ideas in their groups and share with each other one way they can improve. Students then work individually to choose one idea from each skill and write it in their book using *I will ...*. For example, *I will ask the teacher when I don't understand something in class*.

Review students' resolutions in a future lesson to see how they are progressing.

UNIT CHECK

SB pp21–22

This Unit check covers vocabulary and language related to free time and collocations.

extra

- Put students into pairs or small groups. One student chooses a collocation from the collocations list. They then say one word from the collocation and their partner has to say the whole collocation, e.g. Student A: *guitar*; Student B: *play the guitar*. Students get one point for every collocation they get correct and one point deducted for every one they get wrong. The winner is the student with the most points. Find out at the end of the activity which student had the most points in the class.
- Put students into pairs and tell a student to choose one of the free-time activities in the wordlist. Tell them to imagine they have been doing that activity today and they want to tell their partner about it but they can't use the word for the activity or name any of the equipment they used. Their partner has to guess which free-time activity they are talking about. Allow students 4–5 minutes in pairs, then ask students if there were any activities that weren't guessed and invite students to repeat them for the class to see if someone can guess.

Practice

- 1** 1 listen and watch
2 fish, fishing, shopping, animation (/ænimɪʃən/), invitation (/ɪnvɪteɪʃən/)
3 read (/ri:d/)
- 2** 1 reading 2 play 3 bake 4 go 5 fishing 6 drawing
- 3** 1 plays 2 listen 3 makes 4 competition 5 baking 6 camping
- 4** 1.8 1 painting 2 radio 3 camping 4 invitation 5 collects 6 ugly
- 5** 1.9 as above

Review

- 1** 1 doesn't like 2 has 3 don't read 4 goes 5 don't enjoy
6 makes
- 2** 1 Do you have a hobby?
2 Does your mum play video games?
3 Do you and your friends like dancing?
4 Do you often go to the cinema with your family?
5 Does your dad read books in his free time?
6 Do you usually see your friends on Sundays?
- 3** 1 C 2 F 3 E 4 B 5 A 6 D
- 4**  1.10 1's 2 many 3 loves 4 goes 5 write 6 are
7 don't like 8 much 9 Sometimes 10 usually
- 5** 1 much 2 many 3 much 4 much 5 many
6 much 7 many 8 much
- 6** 1 I usually meet my friends at the weekend.
2 Summer holidays are always lots of fun.
3 Saturday mornings are usually relaxing.
4 My sister never reads comics.
5 We don't often go to the cinema.
6 Daniel often listens to music in the evening.

7 Model answer

I love painting and drawing. My friends don't like art. They like dancing and singing. I also enjoy dancing. I don't like singing. My best friend loves cooking. Sometimes we cook together.

GRAMMAR FILE SB p129

- 1** 1 do (you) do 2 like 3 Does (your sister) play
4 doesn't like 5 does (your sister) do 6 bakes
- 2** 1 spends 2 go 3 goes 4 doesn't (usually) buy 5 listen
6 like 7 don't sound 8 isn't 9 likes
- 3** 1 doesn't often go 2 never 3 often plays 4 sometimes
5 usually 6 always
- 4** 1 Grace always goes to camera club on Wednesdays.
2 We never watch films in the morning.
3 They aren't usually late.
4 My mum often sings in the car.
5 Table tennis club is always on a Friday.
6 William doesn't often go shopping.
- 5** 1 many 2 much 3 many 4 much 5 many 6 much
- 6** 1 want 2 go/play 3 many 4 much 5 finishes/ends
6 do

Presentation tool:

Unit 1, Unit check

Workbook / Online Practice:

WB p14

Audioscript:

SB pp151-152

Extra Practice App