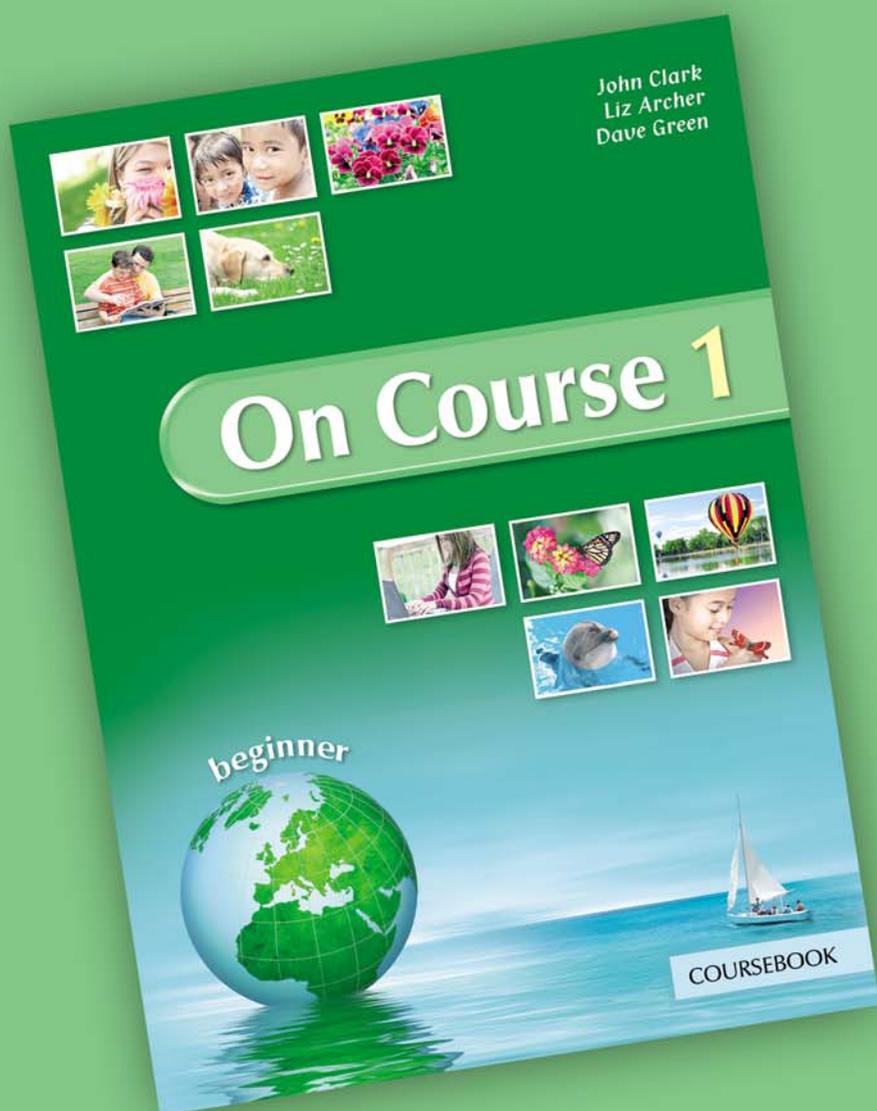
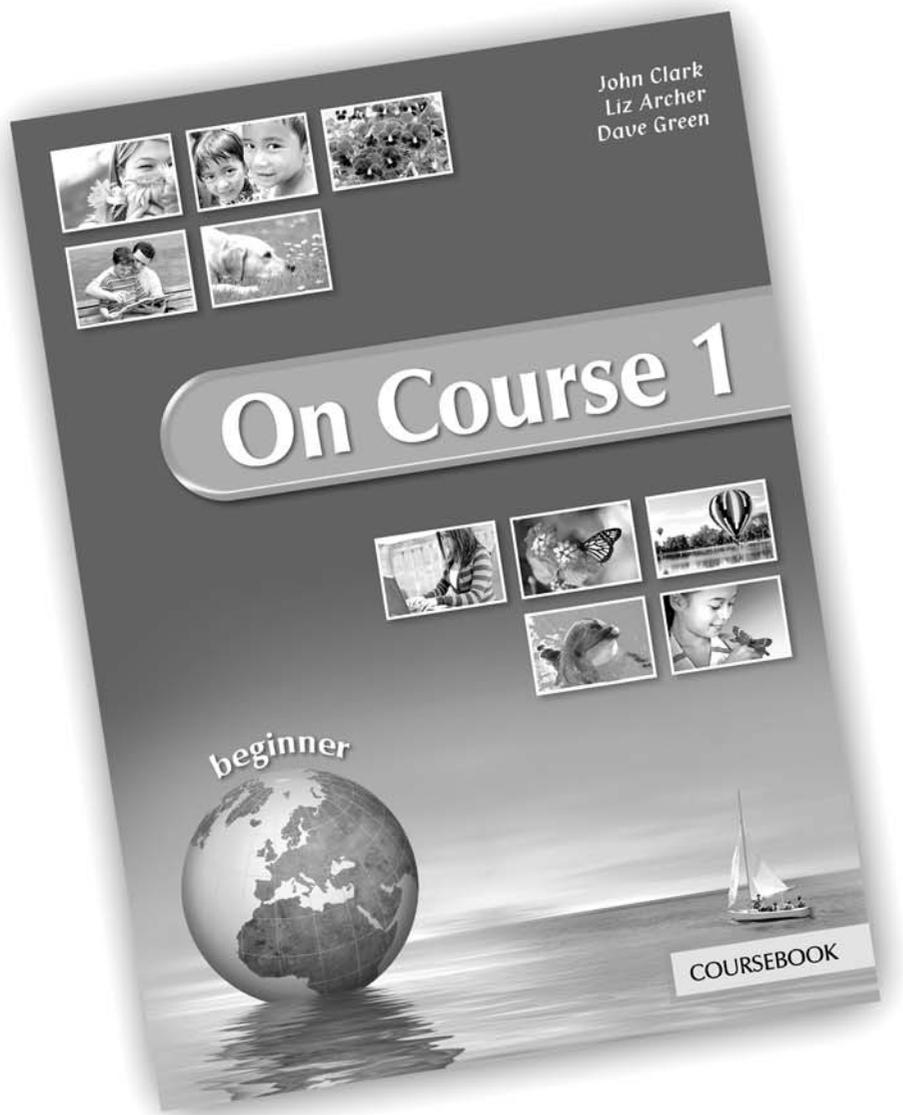


John Clark
Liz Archer
Dave Green



On Course 1

TEACHER'S GUIDE



On Course 1

TEACHER'S GUIDE

© GRIVAS PUBLICATIONS 2008

All rights reserved

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of GRIVAS PUBLICATIONS.

Editor: Marianna Preveziotis

Published and distributed by: GRIVAS PUBLICATIONS

HEAD OFFICE

3 Irodotou St. 193 00 - P.O.Box 72 Attiki, Greece

Tel.: +30-210.55.73.470

Fax: +30-210.55.73.076, +30-210.55.74.086

www.grivas.gr

e-mail: info@grivas.gr

CONTENTS

INTRODUCTION	4-6
MODULE 1 (LESSONS 1-4)	7-13
MODULE 2 (LESSONS 1-4)	14-20
MODULE 3 (LESSONS 1-4)	21-27
MODULE 4 (LESSONS 1-4)	28-34
MODULE 5 (LESSONS 1-4)	35-42
MODULE 6 (LESSONS 1-4)	43-50
MODULE 7 (LESSONS 1-4)	51-57
MODULE 8 (LESSONS 1-4)	58-64
MODULE 9 (LESSONS 1-4)	65-71
MODULE 10 (LESSONS 1-6)	72-78
SUPPLEMENTARY TEACHING MATERIAL	79-85

INTRODUCTION

ON COURSE (books 1-5) is a coursebook series, written after extensive research into the latest language learning theory, including the **Common European Framework of Reference for Languages**.

The course aims to provide students with the language tools necessary to cope effectively with real English; the English, in other words, that will be of practical use to them in a pan-European context. In terms of **receptive skills**, this means bringing students into contact with a comprehensive range of source material taken from real-life contexts, both written and oral; from comic strips and songs, through poetry and answerphone messages, to magazine articles and news bulletins. **Productive skills** are developed in a similarly practical way, bringing students into everyday situations and giving them the means by which they can achieve goals within them. A variety of techniques are presented which will help students organise their thoughts into accurate spoken and written English.

A modular approach is taken, meaning that topics such as 'fashion' or 'crime' can be dealt with from more than one angle and in greater depth. Through the course of the five books, students will become familiar with all the themes and contexts which people encounter in their daily lives.

Recognising that students will use their English to communicate with people other than native speakers, the course makes extensive use of pair and groupwork. This activity-based approach enables students to learn from and help one another, while feeling less constrained than they might when trying to communicate with a native speaker. Interaction is also encouraged in most of the **project work** that accompanies each module, and in the **mediation tasks** in the third, fourth and fifth books.

Students and teachers who are interested in adopting the learner-centred approach promoted by the Council of Europe will find that opportunities for **self-assessment** are included in the first four books. These sections are entitled 'Are You Moving On? Check Yourself', and allow students to take responsibility for their own development by helping them recognise their own strengths and weaknesses. Classroom tests and module tests are also provided and can be used in conjunction with the coursebook, with students reconsidering their self-assessment in the light of their test results.

Similarly, many of the writing tasks and projects are designed with the **European Language Portfolio** in mind. In this course, students can be encouraged to build up a similar portfolio of work that they have produced. Tasks and projects suitable for this are marked with the symbol  .

In addition, the course tries to connect the English language to the world in a broader sense. In the first three books, the emphasis is on **cross-cultural issues**, and students are introduced to different countries and societies both in **Europe** and **worldwide**, promoting the acceptance of differences between individuals, social groups and nationalities. In the fourth and fifth books, the students' level will be high enough for **cross-curricular topics** to be introduced, extending their knowledge of English through subjects like geography, science and history.

The first three books employ a realistic storyline to engage the students and draw them into the situations presented, enabling them to see situational English in use. In the fourth and fifth books, students are required to deal with a wider variety of material, but the approach remains pragmatic. Grammar, vocabulary and other aspects of **language awareness** are still dealt with thoroughly, however, since real confidence in a foreign language still derives very much from how comfortable students are with the patterns of that language.

On completion of the **ON COURSE** series, students will be able to:

- use spoken English to carry out a variety of functions, from straightforward ones such as asking and answering personal questions to more complex ones such as speculating and discussing current affairs.

- understand written and oral texts of varied lengths and styles, and be able to successfully carry out a variety of comprehension tasks based on them.
- produce both short and longer written work of various types, fulfilling a variety of communicative goals.
- select appropriate grammatical forms and employ them with the degree of accuracy necessary to achieve communicative aims.
- use lexical items (prepositions, phrasal verbs, idioms, etc.) at a level consistent with their age and experience of English.

ORGANISATION AND CONTENT

ON COURSE 1 consists of ten modules, each divided into four lessons.

Reading

A reading text introduces each lesson, whether in the form of a dialogue (as with the ongoing storyline) or any other style of writing (a short passage, an article, an e-mail, a short story, etc.). The last lesson of each module contains the 'Cross-cultural corner', a reading text designed to widen students' perspective by introducing them to places, lifestyles and beliefs they may not have come across before, while still following the theme of the module.

Grammar

The book systematically builds up students' knowledge of and ability to use grammatical structures appropriate to this level. Grammar boxes present exemplification of rules rather than theory; the theory is contained in the grammar reference at the back of the book. Ample practice is provided in the coursebook itself, with further reinforcement offered in the activity book and in the regular classroom tests.

Listening

The wide variety of listening texts found in this book feature native speakers of the language, exposing students to the real sounds of English. The exercises aim to improve students' ability to use different strategies for listening: listening for specific information; listening for key words, etc.

Writing

A guided approach to writing has been adopted, with model texts and the provision of appropriate vocabulary and structures. Within this framework, however, there is scope for creativity and individual input. Writing tasks considered suitable for this level include short paragraphs, letters and descriptions.

Speaking

Oral activities offer both controlled and free practice of grammatical structures, familiarise students with pair and groupwork, and create a learning environment in which ideas can be exchanged. The speaking sections of each module are thematically linked to the module, encouraging students to use new language while it is still fresh in their minds. Tasks include both functional activities (for example, purchasing items in a shop), and more creative and challenging ones (for example, discussing a poem). The 'Let's Talk' section (Lesson 4), in particular, allows students to apply knowledge and skills to new situations, such as how to report a crime.

Vocabulary

The course exposes students to a wide variety of vocabulary items, and constantly recycles and reinforces them. In every module, there is emphasis on functional and situational language, equipping students with the tools they need to cope with everyday situations. Students will also develop an awareness of more expressive language in the form of synonyms / antonyms, confusable words and much more.

OTHER FEATURES

Grammar Reference Section

This can be found at the back of the book and contains all the grammar theory students will need, presented in a clear, accessible way so that students can use it on their own as well as in class.

Songs

These can be found at the back of the book and should be regarded as an important source of language practice, as well as motivation and enjoyment.

Maps

Book 1 has a map of Europe and another of the whole world so that students can see the exact locations of the places that appear in the book.

TEACHER'S BOOK

The teacher's book contains detailed guidance on how best to exploit the material found in the coursebook, as well as additional activities, tapescripts, an answer key to both the coursebook and the activity book, and photocopiable classroom tests, which should be administered upon completion of each module.

TEACHING TIPS

While the needs of every classroom are different, there are a number of ideas that we recommend teachers adopt for this course.

- When students carry out pair or groupwork, ensure they do not always work with the same people. It can also be beneficial to put students of different levels together sometimes, so the one at a higher level can play the role of teacher in dialogues / discussions.
- While students are engaged in conversation, walk around the room. In this way, you show interest in what is going on, while at the same time being able to evaluate their progress and give help where necessary.
- Address oral errors made by students when they have finished speaking so as to avoid interrupting them during the production of speech.
- Offer students the chance to correct their own written work by pointing out where errors lie but not what they are.
- Encourage students to work out the meaning of new items of vocabulary from the context they appear in.
- Allow students on occasion to rephrase an English sentence or phrase in Greek in order for them to practise the parallel use of the two languages. English should, however, be used as much as possible in the classroom. The benefit to students of such a learning environment cannot be emphasised enough.

The **ON COURSE** series focuses on the real needs of a student of English in Europe today, while at the same time giving teachers the guidance and support they need to make effective use of its resources. We feel that the course will give students a strong practical base in English, allowing them to deal confidently and comfortably with any demands placed on them. Paired with a systematic and thorough development of vocabulary and grammar, this will ensure students move seamlessly from beginners to intermediate level in English.

Introduction

Hold your book open on page six and tell students that these are the characters in the storyline of the book.

Ask some questions about the characters to generate a discussion about them and possible developments in the storyline. For example:

How old are Kate and Dan?

Who is new at the school?

What club are the children in?

Ask students which of the characters they would most like to meet and why.

MODULE 1 Different People

Lessons 1-4

- Students look at page seven of the coursebook. Explain to them that this page gives information about what they are going to learn in this module. The pictures illustrate some of the things that students will learn. Read the first three points with them. Ask students in students' mother tongue (L1):

What do you know about England?

- Read the Learn to ... section. Ask students which of the things mentioned they feel they can already do in English.
- Use students' mother tongue (L1) to explain the meaning of *Cross-cultural corner*. Ask students what they expect to find in this section of the book.

1

Lesson 1

Welcome to our school!

Lesson Summary

Functions:

- greeting / introducing people
- describing people

Topics:

- friends; parts of the body

Structures:

- be
I am twelve. She isn't happy.
Are you Kate?
- have got
I have got brown hair.
He hasn't got a sister.

Objectives:

- to introduce the main characters in the storyline
- to teach the verbs be and have got
- to enable students to introduce somebody and to respond appropriately when meeting somebody
- to enable students to describe themselves / their friends
- to teach students the names for different parts of the body
- to familiarise students with pairwork activities

WARM-UP

- Lead in by asking students questions about the two pictures on page eight. Ask:

Who are the two girls in the first picture?

Who is the woman in the first picture?

Who are the two boys in the second picture?

Are the children at school?

Listen and Read

- Direct students' attention to the title of the lesson and explain what it means. Ask students where else you might welcome someone to.
- Play the cassette while students follow in their books. Pause the cassette at the end of the first paragraph. Ask:
 - Is Amanda short?*
 - How old is Amanda?*
 - Has she got dark brown hair?*
- Continue playing the cassette; pause after the first dialogue. Ask:
 - Who is in Amanda's class?*
- Play the next paragraph. Ask:
 - How old is Kate?*
 - Has Kate got big blue eyes?*
 - Why is she happy?*
 - How old are Dan and Pete?*
- Play the second dialogue. Ask:
 - Who isn't in Dan and Pete's class?*
- Tell students to read the text again (including the dialogue) and to underline any unknown words / expressions. Go through these and elicit explanations from class members where possible.
- Choose students to read out the passage.
- Students work in pairs to read the dialogue. Ask two or three pairs to read it to the rest of the class.

Comprehension Check

- Tell students to close their books then ask them the questions from the Comprehension Check exercise. They should try to answer them based on what they remember.
- Students should open their books. Encourage them to skim the text to see if their answers were correct.

Vocabulary Check

- This exercise practices descriptive adjectives. Students should refer to the text to help them complete it.

FOLLOW-UP ACTIVITY

Students work in pairs to write sentences of their own using each of the adjectives.

Grammar

- Read through the examples in the grammar box for the verbs be and have got.
- Refer students to the Grammar Reference (page 110) and read through the information with them.
- Ask students questions about yourself. For example:
 - Am I a teacher?*
 - Have I got long hair?*
 - Are my eyes green?*
- Choose a student to come to the front of the class (S1). Ask them to choose one of their classmates but not to say who it is. The other students should ask questions to try to find out who the classmate is. For example:
 - Student 2:** *Is it a girl?*
 - Student 1:** *No, it isn't.*
 - Student 3:** *Has he got brown hair?*
 - Student 1:** *Yes, he has.*
 - Student 4:** *Is he tall?*
 - Student 1:** *Yes, he is.*
 - Student 4:** *Is it George?*
 - Student 1:** *Yes, it is.*

The first student who guesses correctly replaces the student at the front of the class and describes a different classmate. Continue until all students have had a turn.

Grammar Practice

- Ex 1** This provides controlled practice in the use of the verb to be.
- Ex 2** This provides controlled practice in the use of the verb have got.

Language Awareness

- Read the three sentences with students and ask them which they think is incorrect. Give further explanation of the items presented here.

Speaking

- This gives students further practice in the use of descriptive adjectives. Encourage them to use the words in the box and any others they can think of.

Vocabulary Expansion

- Students label the parts of the body.

FOLLOW-UP ACTIVITY

Have all the students stand up. Pick a student and say the name of a part of the body. The student should point to the correct part of their body. If a student points to the wrong part they sit down. Continue until you have been through all the parts of the body two or three times.

Everyday English

- Students can refer to the text to help them put the two dialogues in the correct order.

FOLLOW-UP ACTIVITY

Students work in pairs to act out the two dialogues.

Lesson Summary

Functions:

- asking for and giving personal information

Vocabulary:

- numbers; days of the week; months and seasons

Objectives:

- to give students further practice in pairwork
- to offer students practice in asking for and giving personal information
- to revise and practise numbers
- to revise days of the week, months and seasons

WARM-UP

- Revise what was learnt in the previous lesson by asking several students the following questions:

What's your name?

How old are you?

Then, turn to a student and say, 'Hello ... How are you?' to elicit the proper response. Next, point to a student and ask, 'Has he / she got green eyes?' Continue around the room with: blue / brown eyes, long / short / brown, etc hair.

Listen and Read 

- Ask students who they can see in the picture on page 10.
- Play the first part of the cassette (the text) while students follow in their books. Ask:
Who is the Fun Club for? (It is for students at the school.)
Who is in the Fun Club? (Kate, Dan and Pete / a lot of children)
- Play the dialogue. Ask:
When are the Fun Club meetings? (every Thursday)
How many trips are there? (two every month)
How much are the trips? (£ 3.50)
- Tell students to read the text again (including the dialogue) and to underline any unknown words / expressions. Go through these and elicit explanations from class members where possible.
- Ask students to read out the passage.

Comprehension Check

- Students should try to do the exercise without referring to the text.
- Tell students to check their answers by looking at the text.

Vocabulary Check

- This exercise practices four of the nouns used in the text. Before starting the exercise, ask students to tell you in L1 what each noun means.

Speaking

- This activity offers students practice in asking for and giving personal information. They should refer to the text to help them formulate the questions they should ask to illicit the correct information from their partner.

Vocabulary Expansion

- Refer students to pages 110 / 111 of their books. Ask them to read out both the cardinal and ordinal numbers.

Ex 1 Ask students to read out the numbers. They should then fill in the missing letters.

Ex 2 Students write the days of the week in the diary in the correct order.

Ex 3 Students work in pairs to fill in the missing months. If they cannot remember all the months write them on the blackboard.

FOLLOW-UP ACTIVITY

- Students close their books. Write some numbers on the blackboard (between 1 and 100) and ask students, in turn, to say one of the numbers.
- Choose different months and ask students to tell you what season they are in.
- Write the months in order on the blackboard. Choose a month and ask a student to say which month of the year it is to practice ordinal numbers. For example:

Teacher: *June*

Student 1: *June is the sixth month of the year.*

Teacher: *March*

Student 2: *March is the third month.*

Language Awareness

- This exercise gives students practice in the use of prepositions of time.

Lesson Summary

Functions:

- asking for and giving personal information

Topics:

- relationships; family members

Writing Skills:

- completing a short paragraph about family

Objectives:

- to expose students to the structure and register of an informal letter
- to familiarise students with the relationship between family members
- to offer students further practice in asking for and giving personal information
- to enable students to talk about their families
- to develop students' ability to understand spoken English

WARM-UP

- Ask students if they have brothers and sisters. Then ask individual students the following questions:
What's your brother's / sister's name?
How old is he / she?
- Ask students if any of them have a penfriend, then ask the following questions:
What's your penfriend's name?
How many people are in his / her family?

Listen and Read

- Ask students how old the children in the two pictures are.
- Play the first part of the cassette (the first letter) while students follow in their books. Ask:
How many people are in Jenny's family? (Five)
How old is her sister? (Nine)
- Play the second letter. Ask:
Has Steve's mum got short brown hair? (No, she hasn't. She's got long brown hair.)
Who is the young girl behind Steve? (Steve's cousin)
- Choose two students to read out the letters.

Comprehension Check

- Students refer to the letters to complete the exercise. Encourage them to skim the letters to find the answers rather than read them from beginning to end.

Vocabulary Expansion

- Students fill in the correct words to complete the family tree.

FOLLOW-UP ACTIVITY

Get students to draw their own family tree based on the model on page 13. Students can also bring in pictures of family members to complete their tree. Completed work can be displayed on the classroom wall.

Writing

- Ex 1a** Students should replace the pictures and numbers with words to complete the paragraph.
- Ex 1b** Students complete a similar paragraph to that in a filling in details about themselves and their own families.

Speaking

- This activity offers students further practice in asking for and giving personal information. Students work in pairs and then tell the rest of the class about their partner's relatives.

Listening

- Before students do this exercise ask them about the families they can see in each of the three pictures. Students listen to the cassette and match each speaker with a picture.

Lesson Summary

Functions:

- talking about where you are from

Project:

- a poster about people and places in your country

Topics:

- nationalities; famous people and places

Objectives:

- to develop students' awareness of other countries / nationalities
- to offer students further practice in asking for and giving information
- to offer students an opportunity to talk about places and famous people in their country
- to develop students' awareness of their abilities in English

WARM-UP

- Ask students which places they know about in England and any famous British people they like.

Listen and Read 

- Tell students to look at the pictures on page 14 of their Coursebook and ask if they know / recognise any of the places / people, and if so what they know about them.
- Play the first section (until The London Eye); students listen and follow in their books. Ask:

Where is Buckingham Palace? (in London)

- Play the rest of the text. Tell students to close their books. Ask the following questions:

What has Madame Tussaud's got? (wax models of famous people)

*Where is Windsor Castle? What is it? (near London)
(It is the Queen's home too)*

Which place has got great beaches? (Cornwall)

- Ask students to read the text again and to underline any unknown vocabulary; explain any unknown words or elicit explanations from class members where possible.

Comprehension Check

- Students try to do the exercise from memory first, then look at the text again to check their answers.

Vocabulary Check

- Students label the pictures to complete the exercise.

Vocabulary Expansion

- Tell students to close their books. Read out the names of the countries and see if students can give you the nationalities.
- Students should work in pairs or small groups to match the flags with the countries.

Speaking

- Address these questions to the class in general. Students should be encouraged to discuss them together before giving an answer to you.

FOLLOW-UP ACTIVITY

Look at the maps on pages 122 / 123 and ask students if they can find all of the countries listed in the vocabulary expansion.

Project

- Before looking at the requirements of this particular project, explain to students that as they work through this book, they will do a number of projects. These often involve working in groups or with a partner and are a chance for them to use English to discuss the topic orally, to make decisions and to do the written work.
- Divide the class into small groups (three to six students). Have a student read aloud what each group is required to do in the project. Each group should spend some time thinking about and discussing the people and places they will include, and where they will get their information and pictures from (the Internet, magazines, encyclopaedias, etc.). As this could be their first experience of project work, it might be a good idea to tell them to decide which person / pair will be responsible for each section. Each person / pair will find information and pictures and write about that particular section of the poster.

- Explain to students that they should check each other's written work for mistakes before putting the whole thing together. The completed projects should be displayed on the classroom wall.

Supplementary Teaching Material

- Separate students into groups of four. Distribute the Photocopiable Material on page 80. Students cut out the pictures on the dotted lines so that they have got twelve cards in all. Tell students that they are going to play a game. Students take it in turns to be the leader of the group each time. The leader hands each of the three team members a card facing down. Each team member then turns the card over and tries to guess which country the landmark on their card is from. Tell students that all the countries are in the Vocabulary Expansion exercise in Lesson 4. Tell students that the name of the landmark itself is not important if they don't know it. Each correct answer is worth one point. The leader then hands the remaining cards to the person on their right and the game continues. The student with the most points wins.

[CARDS: EIFFEL TOWER – FRANCE
 PYRAMIDS – EGYPT
 COLLOSEUM – ITALY
 BIG BEN – UNITED KINGDOM
 STATUE OF LIBERTY – AMERICA
 STATUE OF CHRIST – BRAZIL
 PARTHENON – GREECE
 PAGODA – JAPAN
 SYDNEY OPERA HOUSE – AUSTRALIA
 THE GREAT WALL – CHINA
 LEANING TOWER OF PISA – SPAIN
 ST BASIL'S CATHEDRAL – RUSSIA]

Language corner

- Read this section with students. Ask if they often make any of the mistakes focused on here.

Joke

- Direct students' attention to the joke and ask them to explain it in L1. Ask them if they know any similar jokes in their own language.

Let's Sing

Different People

- Tell students to turn to page 108 of their books and ask them to read the song. Then ask them to say what it is about (*different countries and nationalities*). Students then read the song again and try to fill in the names of the countries (they should choose from the countries at the top).
- Play the cassette; students check their answers.

Let's Talk

- Students should work in pairs or small groups to ask and answer questions about these four famous people, using the information given.

FOLLOW-UP ACTIVITY

Each student thinks of a famous person that they know a little information about. In pairs, or groups of three they should then take it in turns to ask and answer questions about the person. Tell students that they should use the prompts given in the *Let's Talk* exercise.

Are you moving on? Check Yourself

- Read the four statements one by one and demonstrate what is meant by each one in the following way:
 - 1 Choose three students. Ask two of them to greet each other and then for one of them to introduce the third one.
 - 2 Ask one student to describe another student. (*Maria has got long hair. She is tall.* etc.)
 - 3 Ask a student to give you some personal details. (*My name is ...; My address is ..., etc.*)
 - 4 Ask a student to tell you about their family. (*There are ... people in my family – my parents, my ..., etc.*)

Students decide by themselves which boxes they want to tick. Make sure they understand there are no right or wrong answers. As students are working, walk around the class to see what choices they are making. If there are any statements which a lot of students feel they aren't very good at doing, then find time to repeat the corresponding activities (if oral) or to revise the relevant structures / vocabulary.

MODULE 2 At Home

Lessons 1-4

- Direct students' attention to the pictures on page seventeen of the coursebook. Ask them for their ideas about what they might learn based on the pictures. Then read the information with them, making sure they understand everything.
- Read the Learn to ... section. Ask students which of the things mentioned they feel they can already do in English.

2

Lesson 1

Come on, Dan!

Lesson Summary

Functions:

- asking for and telling the time
- giving orders / instructions

Topics:

- furniture; time

Structures:

- imperative
Sit down!
Open the window, please!
- personal pronouns
This cake is for us.
Look at me.

Objectives:

- to consolidate students' knowledge of and give practice in the use of personal pronouns
- to introduce students to the formation and use of the imperative
- to give students practice in asking for and telling the time
- to enable students to talk about what they have in their bedroom

WARM-UP

- Ask students to tell you what has happened in the story so far. Ask:
Who is Amanda? Who is Kate's brother?
Who is Pete?

Listen and Read

- Students describe what they can see in the first picture.
- Play the cassette while students follow in their books. Pause the cassette at the end of the first dialogue. Ask:
What is Kate's bedroom like?
What has she got on her walls?
What is on the desk?

- Play the rest of the cassette. Ask:
Who is in the bathroom?
What is very funny?
- Tell students to read the text again (including the dialogues) and to underline any unknown words / expressions. Go through these and elicit explanations from class members where possible or explain them.
- Choose students to read out the passage.

Comprehension Check

- Tell students to look at the two pictures again and then to close their books. Ask them the questions from the Comprehension Check exercise. They should try to answer them based on what they remember.
- Students open their books and skim the text to see if their answers were correct.

Vocabulary Check

- This exercise practices some of the adjectives seen in the text.

Grammar

- Read through the examples in the grammar box for the imperative. Tell students that we use the imperative to tell someone to do something.
- Refer students to the Grammar Reference (page 111) and read through the information on the imperative with them. Tell students to read through the text on page eighteen again and to underline all instances of the imperative (*Wake up, Kate. Get up, Kate. Oh, come on, Dan. Oh, be quiet, Kate.*)
- Read through the personal pronouns in the grammar box with students. Ask students to close their books. Write each of the subject pronouns on the blackboard and ask individual students to come up and write the object pronoun for each of them.
- Refer students to the Grammar Reference (page 111) and read through the information on personal pronouns with them.

Grammar Practice

- Ex 1** This exercise provides practice in the use of the imperative.

FOLLOW-UP ACTIVITY

Tell students you are going to play a game called *Simon Says*. All the students stand up. Give orders using the affirmative form of the imperative, saying 'Simon says' before the order. Students must do what you say. Give some of the orders without saying 'Simon says'. Students should ignore these orders. Any students who carry out the order are out of the game and must sit down. Continue until only one student is left standing. For example:

Teacher: *Simon says open your books.* (Students should open their books)

Teacher: *Close your books.* (Any student who closes their book must sit down)

Use: *stand up; sit down; open / close your books; open / close your eyes / mouth; look at the window, etc.*

- Ex 2** This exercise provides controlled practice in the use of personal pronouns.

Vocabulary Expansion

- Students can work as individuals or in pairs to label the pieces of furniture.

Speaking

- This gives students practice in talking about what they have got in their bedrooms. Make sure each student answers at least two or three of the questions.

Everyday English

- Ex a** Read through the dialogue with students, then put students into pairs and have them practise the dialogue.
- Read through the information on the time on page 111 with students, paying special attention to the information next to the warning sign (!), before completing the following two exercises.
- Ex b** Students match the times (1-6) with the clocks (a-f).
- Ex c** Working in pairs, students act out dialogues similar to that in exercise **a** using the times from exercise **b**.

Language Awareness

- Explain the meaning of the two words and then have students fill in the correct word to complete each sentence.

Lesson Summary

Functions:

- talking about possessions
- describing what people are wearing

Topics:

- clothes

Structures:

- possessive case
Kate's / The child's / The children's / The boys' ...

- possessive adjectives
This is my / your / her / his / its / our / your / their ...
- possessive pronouns
mine / yours / hers / his / ours / yours / theirs ...

Objectives:

- to teach students ways of referring to possessions
- to offer students practice in prepositions of place
- to teach vocabulary relating to people's appearance
- to revise vocabulary for colours

WARM-UP

- Ask students what items of clothing they can say in English. Make a list on the board. Then ask students for the names of colours they could use to describe them.

Listen and Read 

- Ask students to describe what Mrs Ford has got in the picture and what clothes Kate is in.
- Play the first part of the cassette (text and first dialogue) while students follow in their books. Ask:
 - What is the kitchen like? (It is big. It has got a large table and four chairs.)*
 - What has Dan got? (toast with butter and jam)*
 - Why is Mrs Ford unhappy? (The kitchen is very messy.)*
- Play the next bit of text and the second dialogue. Ask:
 - Are Kate's trainers in her room? (No, they aren't. They are in the kitchen.)*
 - Is it Kate's book? (No, it isn't. It's Amanda's.)*
 - Who is late? (Don and Kate)*
- Students read the text and dialogue again in pairs.

Comprehension Check

- Students choose the correct answer, referring to the text where necessary.

Grammar

- Make sure students are familiar with possessive adjectives and possessive pronouns using the following drills.

- 1 **Teacher:** *I / book*
Student 1: *It's my book.*
Teacher: *You / pencil*
Student 2: *It's your pencil, etc.*
- 2 **Teacher:** *It's my book*
Student 1: *It's mine., etc.*

Write the sentences on the board (*It's my book. It's mine., etc*) with the possessive adjective and possessive pronouns in a different colour.

- Point to a student's bag, book, pen, etc. and say '*That's Peter's bag / book / pen*'. Ask a student to write the sentence on the board for you. Make sure the apostrophe is in the correct place, then point to someone else's belongings and say, for example, '*Those are the boy's books*'. Again, ask a student to write the sentence on the board, checking the apostrophe is correct. Repeat with the bags / pens belonging to two girls (*Those are the girls' bags / pens.*) and the class itself (*This is the children's classroom*). Ask students if they know why we write *girls'*, but *children's* (children is an irregular plural form).
- Explain that for things we often use *of*. Give the following examples:
 - The door of the classroom is green.*
 - The legs of the table are broken.*
- Put the following examples on the board and explain their meanings.
 - Where is Kate? She's at Amanda's.*
 - Whose book is that? It's Dan's.*
- Refer students to the Grammar Reference (pages 111 / 112) and read through the information on possessive adjectives / pronouns and possessive case with them. Pay special attention to the information next to the warning signs (!).

Grammar Practice

- Ex 1** This exercise offers controlled practice in the use of possessive case.
- Ex 2** This exercise offers controlled practice in the use of possessive adjectives / pronouns.

Vocabulary Expansion

- Students look at the examples and use one word from each box to label the pictures.

Speaking

These activities offer students practice in describing what people are wearing.

- Ex a** Students work in pairs to describe what the people in the pictures are wearing using the verb *have got*.
- Ex b** Students choose different people in the class and describe what they are wearing as in exercise **a**. Their partner tries to guess who it is.

FOLLOW-UP ACTIVITY

Tell students that this game is similar to exercise **b** of the speaking exercise. Ask students in turn to come to the front of the class. Tell them to think of one of their classmates, but not to say who it is. The other students try to guess who the student at the front is thinking of by asking what they are wearing, the colour of their hair, etc. The student who guesses correctly then takes a turn at the front. Continue until all students have had a turn at the front.

Language Awareness

- This exercise gives students practice in the use of prepositions of place.

FOLLOW-UP ACTIVITY

Look at the way students are seated in the classroom, then write sentences on the board, omitting the prepositions of place. Ask students to fill in the correct prepositions. For example:

Mary is _____ Michael. (in front of)

George is _____ Maria. (next to)

John is _____ Helen. (behind)

Lesson Summary

Functions:

- describing a room

Topics:

- colours; rooms; furniture

Writing Skills:

- writing a description of a bedroom

Objectives:

- to familiarise students with the different types of rooms in a house
- to provide guided practice in writing a description
- to offer students practice in listening for specific information

WARM-UP

- Ask students to cover the texts on page 22 and to look at the three people in the pictures. Ask them what colour they think each person's bedroom is.

Listen and Read 

- Play the first part of the cassette (Gary) while students follow in their books. Ask students if they have got or would like a bedroom like Gary's or his sister's.
- Play the next part of the cassette. (Kirsty) Ask if any students like Kirsty's room.
- Play the last part of the cassette (Alex & Paul). Ask students what they think of Alex and Paul's room.
- Ask students which of the four bedrooms mentioned is their favourite and why.
- Ask students to underline any new words and then explain the words to them.

Comprehension Check

- Students refer to the text to answer the questions.

Vocabulary Expansion

- Students can work individually or in pairs to label the pictures.

Speaking

- Students look at the pictures of the three bedrooms. Ask students to describe them, having each student add a piece of information. For example:

Teacher: *Bedroom A.*

Student 1: *It is quite small.*

Student 2: *It is white, green and red.*

Student 3: *It has got ... , etc.*

Writing

- Ex a** Students complete the questionnaire by ticking the boxes which best describe their bedrooms. Tell students that in questions 2, 3 and 4 they can tick more than one box.
- Ex b** This exercise gives students further practice in the use and formation of the verbs *be* and *have got*.
- Ex c** Students use their answers from the questionnaire in exercise **a** to write a description of their bedroom similar to that in exercise **b**. When students have finished. Ask them to read their descriptions aloud.

Listening

- Before students do this exercise ask them to say what the items in the pictures are and in what room of a house they would expect to see them.

Lesson Summary

Functions:

- describing houses / homes

Project:

- a poster about your dream house

Topics:

- houses

Objectives:

- to develop students' awareness of how people live in other countries
- to enable students to talk about different styles of houses
- to introduce students to reading and discussing poetry in a foreign language
- to develop students' ability to describe what they can see
- to develop students' awareness of their abilities in English

WARM-UP

- Ask students what unusual homes they can think of and which countries they are found in.

Listen and Read

- Ask students if they know anything about the style of homes they can see in the pictures.
- Play the the cassette; students listen and follow in their books. Ask the following questions:
 - Which of these three homes do you think is unusual?*
 - What do you like about each of them?*
 - What do you dislike?*
 - Which home would you like to go and stay in?*
- Ask students to read the text again and to underline any unknown vocabulary; explain these and elicit explanations from class members where possible.

Comprehension Check

- Students skim the text to find the answers.

Vocabulary Check

- Students complete the sentences with the correct adjectives.

Speaking

- Ex a** Students look at the pictures of the three houses. Ask them to describe them, having each student add a piece of information. For example:

Student 1: *The house is very big.*

Student 2: *It has got two floors and a lot of rooms.*

Student 3: *It has got a large garden too., etc.*

- Ex b** Each student in turn describes their house to the rest of the class.

Project

- Explain to students that they are going to write a description of their dream house. Students can either draw a picture of the house or they can use one from a magazine. Explain that by answering the questions they will be able to write a good description. The completed projects should be displayed on the classroom wall for everyone to look at.

Poem

- Read through the poem with students and ask what it is about. Ask if they feel the same way about their home.

Language Corner

- Read through the sentences with students. Ask if they often make any of the mistakes focused on here.

FOLLOW-UP ACTIVITY

Write the following on the board and ask students to complete the second sentence each time.

- Paul has got a red jacket. His jacket _____.
- Jane has got long hair. Her hair _____.
- He has got a blue bag and a black pen. He has got a blue bag. He has got _____.

Let's Talk

- Students look at the picture and answer the questions. Ask different students for answers to the questions.

FOLLOW-UP ACTIVITY

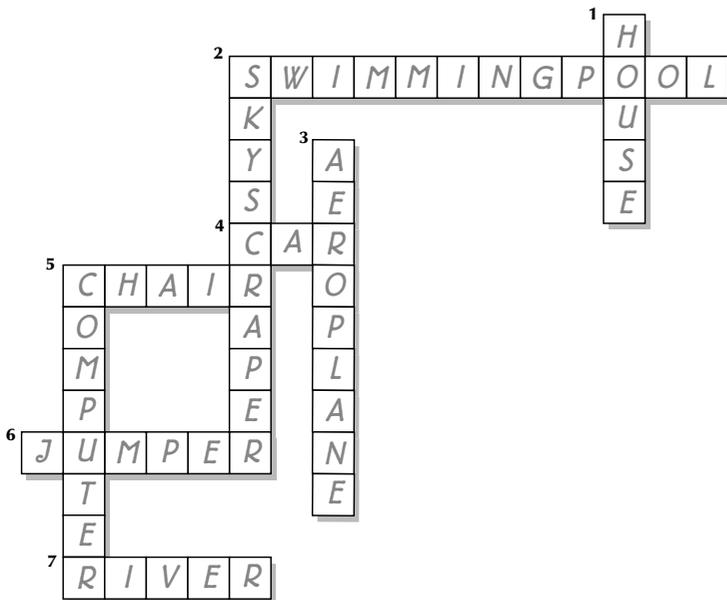
Ask students the following questions:

- What colour is the bookcase / stereo / clock / sofa / armchair / table?
- What has the girl got in her hand? (a CD)
- Where is the television? (next to the window / bookcase)
- What is in front of the boy? (the (small) table)
- Where is the clock? (on the wall (next to the window))
- Is the room messy? (No, it isn't. It's tidy.)
- Is it a modern room?
- Is the room crowded?

Supplementary Teaching Material

- Hand out the photocopiable material on page 81. Tell students to look at the pictures and do the word puzzle. This provides practice in vocabulary. After you have given students ample time to do the puzzle ask one student at a time to come to the front of the class and write on the board what each picture is.

[Answers:]



Are you moving on? Check Yourself

- Read the four statements one by one and demonstrate what is meant by each one in the following way:
 - Draw a clock on the board showing a time. Choose one student to ask for the time and another student to say what time it is.
 - Ask a student to describe what another student is wearing.
 - Ask a student to give a short description of their bedroom.
 - Ask a student to give a short description of one of the homes on page 24 or their own home. Students decide by themselves which boxes they want to tick.

MODULE 3 Music and Dance

Lessons 1-4

- Direct students' attention to the pictures on page twenty-seven and ask them what they think they might learn in this module. Then read the information regarding the content with them, making sure they understand everything.

3

Lesson 1

What are you looking at?

Lesson Summary

Functions:

- asking for and giving directions
- talking about what people are doing
- talking about future plans

Topics:

- places

Structures:

- present progressive (affirmative, negative, interrogative)

Is he looking at the shop window?

Yes, he is. / No, he isn't.

Objectives:

- to teach the present progressive to enable students to talk about what people are doing and future plans
- to teach students to ask for, give and follow simple directions
- to familiarise students with the names of places found in most towns

WARM-UP

- Hold up some pictures of people doing things and ask questions such as:

What is the woman doing?

What are the children eating?

Listen and Read

- Ask students who they can see in the first picture. Then ask them what Amanda is doing.

- Play the cassette while students follow in their books. Pause the cassette at the end of the first dialogue. Ask:

Who are Dan and Kate meeting?

Where are Pete and Amanda?

Where are the children going?

- Play the rest of cassette. Ask:

What has the man got?

Where is the Riverside Centre?

- Tell students to read the text again (including the dialogues) and to underline any unknown words / expressions. Go through these and elicit explanations from class members where possible.
- Choose students to read out the passage.

Comprehension Check

- Students should look at the text again to help them answer the questions.

Grammar

- Ask, 'What am I doing?' Pretend to be writing a letter (putting it in an envelope, addressing it and sticking on a stamp to make it clear). When someone answers correctly, take a magazine and pretend to be reading it. Ask, 'What am I doing now?'
- Write *What am I doing?* and underneath, *You are reading a magazine.* on the board (with *am ... doing* and *are reading* in a different colour from the rest of the sentence). Write *present progressive* on the board and explain to students that this is the name of the tense.
- Ask students what we use this tense for, using students' mother tongue (L1) if necessary (to talk about something that is happening now).
- Look at your watch / point to the classroom clock. Say what the time is and mention something you are doing later. For example:
It's ten o'clock now. I'm going home at two o'clock.
It's half past twelve. I'm having lunch at one o'clock.
- Refer students to the Grammar Reference (page 112). Read through the information with them and explain the spelling rules. Pay particular attention to the points next to the warning signs (!).

Grammar Practice

- This exercise provides controlled practice in the use and formation of the present progressive.

Speaking

- This exercise gives students practice in talking about what people are doing.

Language Awareness

- This exercise illustrates the difference between *inside* and *outside*.

Vocabulary Expansion

- Students can work in pairs to label the different places.

Everyday English

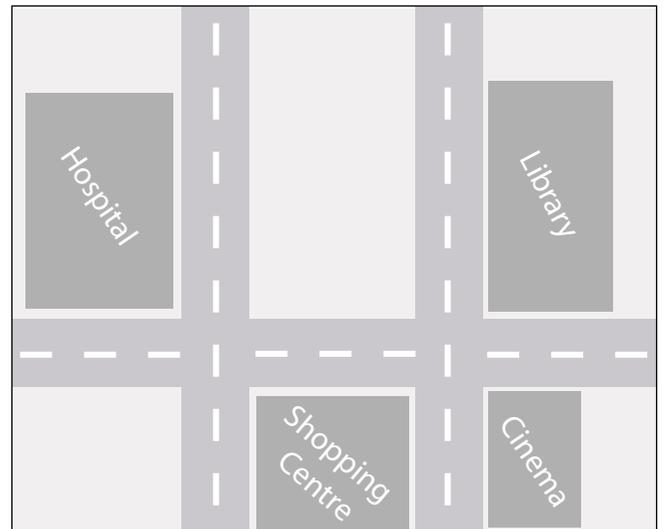
Ex 1 Students match the instructions to the signs.

Ex 2a Look at the map with students and then have two students read out the dialogue while the other students look at the map and follow the directions.

Ex 2b Working in pairs, students act out dialogues similar to that in exercise **a**, giving directions to the other places on the map.

FOLLOW-UP ACTIVITY

Draw the following map on the board and mark the following places on it: cinema, shopping centre, library, hospital.



Ask different students to give you directions to each of the places. Start from a different place on the map each time.

Lesson Summary

Functions:

- buying tickets for a concert

Topics:

- performers; instruments

Structures:

- *Are they eating dinner?*
Yes, they are. / No, they aren't.

Objectives:

- to give students further practice in using the present progressive
- to introduce students to the language used for buying tickets
- to give students practice in identifying specific information
- to teach students the difference between words which can be easily confused

WARM-UP

- Ask students if they have ever been to an event like the one they can see in the first picture. Ask them what the different people are doing.

Listen and Read

- Play the first part of the cassette (up to the dialogue); students follow in their books. Ask:
Where are the children?
What are the people doing?
What are the children doing?
- Play the dialogue; students follow in their books. Ask:
Are the pictures good?
Where are the girls?
What is Dan doing?
- Tell students to read the text and dialogue again and to underline any unknown vocabulary. Explain this to them.
- Play the last part of the cassette; students follow in their books. Ask students to tell you what happened at the end.
- Students read the text and dialogue again in pairs.

Comprehension Check

- Ask students to close their books. Write the sentences from the Comprehension Check on the board. Ask students to number them in the correct order according to what they read. Students then open their books and read the text again to check their answers.

Grammar Practice

- This exercise provides practice in the use of the present progressive in asking questions and giving the appropriate short answers.

Vocabulary Expansion

- Ex 1 Students label the pictures using the words given.
- Ex 2 Students fill in the names of the musical instruments.

FOLLOW-UP ACTIVITY

Ask students the following questions:

- 1 *Can you play any of these instruments?*
- 2 *Do you know the names of any other musical instruments?*

Everyday English

- Students can work in pairs to complete the dialogue.

FOLLOW-UP ACTIVITY

Choose two students to act out the dialogue for the rest of the class.

Speaking

This activity encourages students to identify specific pieces of information.

Explain the meaning of *screen* and *row* before asking students the questions.

Language Awareness

- The two words focused on here are often confused by learners of English. Students can work in pairs to decide which is the correct word each time.

FOLLOW-UP ACTIVITY

Write the following on the board and ask students to complete the sentences with *watch* or *look* in the imperative or the present progressive.

_____ the children _____ the dancers?

_____ he _____ at me?

All the people _____ the band.

Paul is dancing. _____ him! He's very good.

What _____ you _____ at, Liz?

Lesson Summary

Functions:

- asking for and giving information

Topics:

- performances

Writing Skills:

- completing an e-mail

Objectives:

- to enable students to talk about what people are doing now and in the future
- to provide guided practice in completing an e-mail
- to enable students to write about what they are doing and their plans for the future
- to provide practice in understanding a dialogue

WARM-UP

- Ask students if any of them have relatives living in another country and if so, do they ever write to them. Ask them what they would write about in an e-mail to a relative or friend in another country.

Listen and Read

- Play the cassette while students follow in their books. Ask:
Why is Joanne at home?
What is Tony doing?
What is her mum doing?
Why is Joanne excited?
What is she doing tomorrow evening?
- Ask students if they know what a musical is and if they would like to see one.
- Ask students to read the e-mail again and explain any unknown words to them.

Comprehension Check

- Students look at the pictures and find the corresponding part in the e-mail. They then decide if the event is happening now or tomorrow.

Vocabulary Check

- Students fill in the correct words to complete the sentences.

FOLLOW-UP ACTIVITY

Ask students to write sentences of their own using the four words.

Speaking

- Students look at the e-mail again and use the prompts to formulate questions about what Joanne and Tony are / aren't doing. Students then answer them based on the information in the e-mail. Select two students each time - one to ask the question and one to answer it.

Writing

- Tell students to read through the e-mail before they complete it to get an idea of what it is about. They then use the prompts to complete the e-mail, using the present progressive tense.

Vocabulary Expansion

- Students can work in pairs to label the leaflets.

FOLLOW-UP ACTIVITY

Ask students if they think the musical or the play might be funny.

Ask them which of the events they would most like to go to and which they would not want to go to at all.

Supplementary Teaching Material

- Hand out the photocopiable material on page 82. Tell students that they are going to work in pairs and that they are going to make their own leaflet. The leaflets can be about a concert, musical, ballet or theatre play that they would like to see. Students can cut out pictures from magazines or draw and colour the leaflet adding as much information as they can. Students can look at the other leaflets in this lesson for ideas. When they have finished, each pair should describe their leaflet to the class. Finished work can be displayed on the classroom wall.

Listening

- Before students do this exercise ask them to read through the statements first to make sure they understand them.

Lesson Summary

Functions:

- talking about festivals

Project:

- a poster about a festival

Topics:

- festivals

Objectives:

- to further develop students' awareness of other countries / nationalities
- to offer students further practice in talking about what people are doing
- to give students further practice in identifying specific information
- to encourage students to exchange ideas in English with their peers
- to provide further discussion of students' progress and achievements in English

WARM-UP

- Ask students about festivals which take place in their country. If there are students from other countries in the class, ask them about festivals in their native countries. Ask if people from other countries come to watch / take part in any of these festivals.

Comprehension Check

- Students should skim the texts to find out if these statements are true or false.

Vocabulary Check

- Students label each picture with the correct word.

Listen and Read

- Play the first part of the cassette (15th June); students listen and follow in their books. Ask them if this festival is similar to anything they have in their own country.
- Play the next part of the cassette (21st June); students listen and follow in their books. Ask them if this festival is similar to anything they have in their own country.
- Play the last part of the cassette (12th August); students listen and follow in their books. Ask them if this festival is similar to anything they have in their own country.
- Ask students to read the text again and to underline any unknown vocabulary; explain this to them.
- Ask the following questions:
 - Which of the three festivals would you most like to go to?*
 - Which would you least like to go to?*

Speaking

- Go through the **USEFUL VOCABULARY** with students to make sure they understand it all.
- Students look at the three pictures. Ask different students one of the questions for each picture.

Project

- Divide the class into small groups (three to four students). Each group should spend some time thinking about and discussing the four things they will include, and where they will get their pictures from and / or who will draw them.
- Students should check each other's written work for mistakes before putting the whole thing together. The completed projects should be displayed on the classroom wall.

FOLLOW-UP ACTIVITY

Look at the map on page 123 and ask students if they can find the three countries where these festivals are. Ask them if they know anything else about these countries.

Joke

- Direct students' attention to the joke and ask them to explain it in L1. Ask them if they know any similar jokes in their own language.

Language Corner

- Read this section with students. Tell them to be careful when using these particular structures.

Let's Talk

- Ex a** This exercise gives students further practice in identifying specific pieces of information.
- Ex b** This exercise gives students further practice in giving directions.

FOLLOW-UP ACTIVITY

Ask students to give you directions to the other places marked on the map (hospital, shopping centre and cinema).

Are you moving on? Check Yourself

- Read the statements one by one to make sure that students understand them. Then ask them to tick their choices according to their own abilities. When they have finished, ask which of the statements they feel are the most important and which are the least important and why.

MODULE 4 Free-time Activities

Lessons 1-4

- Ask students to discuss what things they might learn based on the pictures for Module 4 on page thirty-seven.
- Read the information with students so they can see what this module contains.
- Ask students to speculate about what Tina's problem might be.

4

Lesson 1

What sports do you enjoy?

Lesson Summary

Functions:

- talking about likes and dislikes

Topics:

- hobbies

Structures:

- simple present [I] (affirmative, negative, interrogative)

Do they like listening to music?

Yes, they do. / No, they don't.

Objectives:

- to enable students to use the simple present to talk about the things they do
- to enable students to use the simple present to talk about what they like and dislike
- to introduce students to the use of prefixes to form antonyms

WARM-UP

- Revise the present progressive briefly by asking students:

What are you having for dinner?

What are you doing on Saturday?

- Ask students where they think the children in the picture are.

- Play the rest of the cassette; students listen and follow in their books. Ask:

What sports do the children like?

What do the children do on their trips?

When do they go camping?

- Tell students to read the text again (including the dialogues) and to underline any unknown words / expressions. Go through these and elicit explanations from class members where possible.
- Ask students to speculate again on what they think Tina's problem might be.

Listen and Read

- Play the cassette (until the dialogue); students listen and follow in their books. Ask:

What do the children do every Thursday?

What do they sometimes do at the weekend?

Comprehension Check

- Students work in pairs to match the sentence halves to make true sentences based on what they read.

Grammar

- Read through the examples in the grammar box for the simple present.
- Say one or two sentences about yourself using the simple present. For example:

I live in ...

I play tennis every Saturday.

Write these on the board. Then ask students some questions about themselves. For example:

Do you live in ... ?

Do you play tennis every Saturday?

When you have elicited answers from students, write some of the questions (including a negative sentence) on the board. Use L1 to explain that the simple present tense is used for something which is always true or about habits in the present. Explain that when talking about habits in the present, we use words such as *always*, *often*, etc. Give students some examples (for example: *I always get up at seven o'clock.*) and elicit examples from them about their own lives.

- Ask a student 'Do you live in Greece?' to elicit the short answer *Yes, I do*. Then ask another student 'Do you live in England?' to elicit the short answer *No, I don't*. Write these on the board. Practice short answers by asking students a number of questions. For example:

Do you work in a school?

Do you like spaghetti?

Do you watch television?

Do you swim in the winter?

- Refer students to the Grammar Reference (page 113) and read through the information on the simple present with them.
- When you have explained to students that we can use the words *always*, *usually*, *often*, *sometimes* and *never* with the simple present, make sure they understand that these words go before the main verb, but after the verb to be. Put the following sentences on the board and tell students to put the words in the correct place.

I _____ play _____ basketball. (often)

They _____ go _____ to bed at ten o'clock. (usually)

I _____ am _____ late for school. (never)

We _____ visit _____ our aunt at the weekend. (sometimes)

The children _____ are _____ at the club on Saturdays. (always)

Grammar Practice

- This offers controlled practice in the formation of the simple present.

Vocabulary Expansion

- Students match the hobbies with the pictures.

Everyday English

Ex a In pairs, students first read the dialogues and then underline all the verbs that are used to show preference.

Ex b Students put the verbs they have underlined in exercise **a** into the correct boxes in exercise **b**.

FOLLOW-UP ACTIVITY

Ask students to write sentences about themselves using the six verbs.

Language Awareness

Ex a Explain that the prefix *un* is used to form the opposite of many words. Ensure that students understand the meaning of all the words before they start the exercise.

FOLLOW-UP ACTIVITY

Ask students to write sentences of their own using the six opposites they have formed.

Ex b Students identify the adjectives with their opposites.

FOLLOW-UP ACTIVITY

Ask students if they can think of any more adjectives with their opposites.

(big / small; long / short; young / old; quiet / noisy; inside / outside; etc.)

Speaking

- This gives students further practice in talking about what people are doing and their own personal likes and dislikes.

Lesson Summary

Functions:

- talking about feelings
- talking about problems

Topics:

- feelings

Structures:

- simple present [II]

She likes football.

Does she like football?

Yes, she does. / No, she doesn't.

Objectives:

- to teach students how the third person changes in the simple present
- to enable students to talk about their own and other people's feelings
- to give students practice in talking about problems
- to familiarise students with the vocabulary used to express feelings
- to draw students' attention to words which are easily confused

WARM-UP

- Ask students what they think the children in the first picture are talking about. Direct their attention to the second picture and ask them to think again about what Tina's problem might be.

Listen and Read 

- Play the first part of the cassette (up to the dialogue); students listen and follow in their books. Ask:
 - Why does Tina go home?*
 - Why is Kate worried?*
- Play the dialogue; students listen and follow in their books. Ask students if any of them correctly guessed what Tina's problem is.
- Play the rest of the cassette; students listen and follow in their books. Ask:
 - Is Kate sad?*
- Tell students to read the text and dialogue again and to underline any unknown vocabulary. Try to elicit the meaning from students where possible.
- Select students to read out the text and dialogue.

Comprehension Check

- Students look at the text again to decide if the statements are true or false.

Grammar

- Read through the examples in the grammar box and explain to students that the verb form changes for the third person.
- Refer students to the Grammar Reference (page 113) and read through the information with them. Put the following examples on the board and elicit what the sentence would be in the third person.

I do my homework. (He / She does ...)

I wash my hair. (He / She washes ...)

I try hard. (He / She tries ...)

I make cakes. (He / She makes ...)

- Make sure students can use the verb *have* correctly in the simple present by putting the following examples on the board:

She has breakfast every day.

She doesn't have breakfast every day.

Does she have breakfast every day?

Point out that the formation of *have* in this tense should not be confused with that of *have got*.

Grammar Practice

- Ex 1** This exercise provides practice in the spelling changes when forming the simple present.
- Ex 2** This exercise provides practice in the use of *do / does* and short answers.

Vocabulary Expansion

- Go through the adjectives with students to make sure they understand them all. Students then decide whether each adjective has a positive or a negative meaning.

FOLLOW-UP ACTIVITY

Put the list of adjectives on the board. Ask a student to come to the front of the class and to choose one of the adjectives (without telling anyone which one it is). They must then pretend to be the word. The other students have to make guesses. For example:

Student 1: *(pretends to be bored)*

Student 2: *Are you sad?*

Student 1: *No, I'm not.*

Student 3: *Are you bored?*

Student 1: *Yes, I am.*

Continue until all students have had a turn at the front of the class.

Speaking

- Ex a** Students should discuss the pictures and decide how each of the people is feeling.
- Ex b** Ask different students the questions. Give them help if they are not sure how to express what they want to say.

Language Awareness

- The two words focused on here are often confused by learners of English. Students decide which is the correct word each time.

FOLLOW-UP ACTIVITY

Ask students to write sentences of their own using the two words.

Everyday English

- Explain the meaning of the words / phrases to students before they try to complete the dialogue.

FOLLOW-UP ACTIVITY

Choose two students to act out the dialogue for the rest of the class.

Lesson Summary

Functions:

- talking about hobbies

Topics:

- hobbies

Writing Skills:

- a paragraph about a hobby

Objectives:

- to enable students to talk about their hobbies
- to enable students to write about their favourite hobby
- to provide guided practice in completing a short paragraph about a hobby
- to further develop students' listening skills
- to draw students' attention to words which are easily confused

WARM-UP

- Ask students what they do in their free time and what hobbies they have. Write a list on the board. (computers, photography, collecting things, etc.)

Listen and Read 

- Play the first part of the cassette (Rob); students listen and follow in their books. Ask:
Which dance style does Rob prefer?
What is he doing next weekend?
How does he feel?
- Play the next part of the cassette (Karen); students listen and follow in their books. Ask:
What does Karen take photographs of?
Is her hobby expensive?
- Play the rest of the cassette (Michael); students listen and follow in their books. Ask:
What does Michael play on his computer?
Where is Ahmed from?
Ask students if they enjoy doing any of these three hobbies.
- Tell students to read the texts again and to underline any unknown vocabulary. Try to elicit the meanings of unknown words from students where possible.
- Select students to read out the three texts to the rest of the class.

Comprehension Check

- Students skim the texts to find the answers.

Vocabulary Check

- Students find the words in the text about Karen to complete the sentences.

Speaking

- Students should discuss the answers to these questions together as a class.

Writing

- **Ex 1** Students should write full answers to these questions.
- **Ex 2a/b** Read through Tim's answers with students. Students then use this information to complete the paragraph about Tim's hobby.
- **Ex 2c** Students should use their answers from exercise 1 and structures from exercise 2b to write a paragraph about their favourite hobby.

FOLLOW-UP ACTIVITY

After checking students' work, have each student read their paragraph to the rest of the class.

Language Awareness

- The words here are easily confused by learners of English. Explain the difference between them, then ask students to choose the correct word.

FOLLOW-UP ACTIVITY

Tell students to write their own sentences using these words.

Listening

- Before students do this exercise ask them to read through the statements first to make sure they understand all the vocabulary. Explain any unknown words to them.

Lesson Summary

Functions:

- talking about games

Project:

- a poster for a youth club

Topics:

- games

Objectives:

- to give students further practice in identifying specific pieces of information
- to expose students to the kinds of games played in different countries
- to further expose students to poetry in English and encourage them to think about / discuss its meaning
- to develop students' self-assessment skills

WARM-UP

- Ask students what kind of games they play. Ask them about any new games that they know of and if they like them.

Listen and Read 

- Play the first part of the cassette (intro and Nami); students listen and follow in their books. Ask them what they think of this game and if they have anything similar to it in their country.
- Play the rest of the cassette; students listen and follow in their books. Ask if any students who have got a dog would like one of these.
- Ask students to read the text again and to underline any unknown vocabulary; explain the unknown words to them.

Comprehension Check

- Tell students to close their books and then read the three statements to them, eliciting which are true and which are false. Students then open their books and look at the text again to see if they were correct.

Speaking

- Ask students the first two questions and try to generate a discussion with them. Give help if they are unsure as to how to express their opinions.
- Encourage students to talk about what games they play and if it is an unusual game, to explain how they play it.

Vocabulary Expansion

- Ex a Students work in pairs to use the words given to label the pictures.
- Ex b Students work in small groups to try and guess where each of the games in exercise a comes from. When they have all finished, give them the answers and see which group got the most right.

FOLLOW-UP ACTIVITY

Ask students if they play any of these games. Then choose some students to explain to the rest of the class how they play them.

Project

- Divide the class into groups of four and then read through the instructions with them. Students then work together to decide what information they are going to include.
- Each student should undertake to find or draw some pictures for their project. Remind students to check each other's written work before displaying their posters on the classroom wall.

Poem

- Read the poem while students follow in their books. Ask them what it is about. Ask them how it makes them feel.
- Students read through the poem again and underline any unknown vocabulary. Elicit explanations for this from students, where possible.
- Ask different students to answer the question that follows the poem.

Language Corner

- Read this section with students. Tell them to be careful when using these particular structures.

Let's Talk

- Go through the verbs and adjectives in the **USEFUL VOCABULARY** box with students to ensure that they understand them all.
- Read through the list of school clubs then, depending on the number of students in the class, ask each student one or two of the questions. Encourage them to use verbs / adjectives from the **USEFUL VOCABULARY** box in their answers.

Are you moving on? Check Yourself

- Read the first statement. Ask for a volunteer to talk for one minute about what they like and dislike. Ask the rest of the class whether their classmate did this very well, quite well or not very well. Encourage them to justify their opinion. (For example: He did it quite well as it was interesting, but he made some grammatical mistakes.) Do the same for the third statement. For the second statement, ask two students to discuss a problem that one of them has got.
- Students tick the boxes they feel represent their ability. Ask if anyone has chosen *not very well*, and discuss their reasons for choosing this and what they could do to improve in this area.

MODULE 5 Food

Lessons 1-4

- Direct students' attention to the pictures on page forty-seven and ask them what they think they might learn in this module. Then read the information regarding the content.
- Elicit from students which sections they expect to be the most interesting and which they are not really looking forward to. Ask them what they think will be most useful to them from this section.

5

Lesson 1

At Uncle Marco's restaurant.

Lesson Summary

Functions:

- talking about food and drink
- ordering food and drink

Topics:

- food and drink

Structures:

- simple present – present progressive
What does he usually do in the evenings?
He watches TV.
What is he doing now? He is ...ing.
- articles

Objectives:

- to consolidate the use of / differences between the present progressive and the simple present
- to revise and expand on students' knowledge of the use of definite and indefinite articles
- to introduce students to language used for ordering food
- to give students practice in what greeting to use at specific times of the day

WARM-UP

- Revise what has happened in the storyline so far by asking:
Who is Amanda? (A new girl at the children's (Kate, Dan, Pete's) school.)
What club are the children in? (the Fun Club)
What do they do at the club? (They go to meetings. They do activities. They have a lot of fun. They go on trips. They go camping.)
Who does Dan like? (He likes Amanda.)
What is Tina's problem? (Her family hasn't got a lot of money.)

Listen and Read

- Play the cassette (until the end of the first dialogue); students listen and follow in their books. Ask:
Where is Dan?
Where is Uncle Marco from?
What is Dan doing at the moment?
What is Uncle Marco making?
- Play the rest of the cassette; students listen and follow in their books. Ask:
Who comes into the restaurant?
What does Amanda order?
- Tell students to read the text again (including the dialogues) and to underline any unknown words / expressions. Go through these and elicit explanations from class members where possible.

Comprehension Check

- Students skim the text to find the answers to the questions.

Grammar

- Students have already been introduced to and have practised the present progressive and simple present. Elicit examples from them to illustrate the uses of these two tenses.
- Read out the examples in the grammar box for articles, then refer students to the Grammar Reference (pages 114 /115) and read through the examples there to give students a more informed idea as to how and when we use articles. Pay particular attention to the points next to the warning signs (!).

Grammar Practice

- Ex 1** This exercise focuses on the difference in use between the present progressive and simple present.
- Ex 2** This exercise offers practice in the correct use of articles.

Vocabulary Expansion

- Students can work in small groups (3 people) to try and name all the items in the picture.

Speaking

- Ask each student at least two of the three questions.

Everyday English

- Ex a** Students can work in pairs to put the sentences in the correct order to form a coherent dialogue.
- Ex b** With their partner, students act out dialogues similar to that in exercise **a**.

FOLLOW-UP ACTIVITY

When students have practised their dialogues a few times, ask each pair to come to the front of the class to act out one of the dialogues for the rest of the class.

Language Awareness

- Students match the situations with what you say in each one.

FOLLOW-UP ACTIVITY

Ask students what you say in the following situations.

You see your friend when you arrive at school at 9.00 am.

It is 10 pm and your friend is going home.

Your father arrives home from work at 7 pm.

Your cousin arrives at your house at 2 pm.

Your mother wakes you up at 7 am.

Lesson Summary

Functions:

- talking about the future
- talking about jobs

Topics:

- jobs

Structures:

- plurals (regular and irregular)

Objectives:

- to revise and expand on students' knowledge of the formation of plurals
- to enable students to talk about future plans
- to give students an opportunity to talk about what they want to do later in life
- to teach students the difference between words which are easily confused

WARM-UP

- Revise some of the vocabulary from the previous lesson by asking students what food and drink they can see in the picture.

Listen and Read

- Play the cassette; students listen and follow in their books. Ask:
What has Dan got to do?
Which table has Dan got to take the pizzas to?
Do Dan's hands hurt?
- Tell students to read the text and dialogue again and to underline any unknown vocabulary. Try to elicit the meaning from students where possible.
- Select students to read out the text and dialogue.

Comprehension Check

- This exercise practices the use of short answers. Ask students to close their books, then ask them the questions. They should then open their books and look at the text again to check if their answers are correct.

Grammar

- Find out what students know about the formation of plurals by giving them sentences and asking them to tell you the plural form. For example:

Teacher: *She has got a baby. (two)*

Students: *She has got two babies.*

Teacher: *I can see a boy. (four)*

Students: *I can see four boys.*

Teacher: *There is one man in the room. (three)*

Students: *There are three men in the room.*

Where appropriate ask them to spell the plural form (for example: b-a-b-i-e-s) and write the word on the board as they do so.

- Refer students to the Grammar Reference (page 115) and read through the information on plurals with them. Pay particular attention to the point next to the waiting sign (!).
- Put the following lists on the board and ask students if they know what the differences between them are (the first two groups are countable nouns – regular and irregular – the third are uncountable nouns, that is nouns that do not have a plural form).

table, student

boy, knife

box, piano

foot, child

man, woman

tooth, mouse

meat, bread

cheese, milk

chocolate, coffee

Grammar Practice

- This exercise practices what students have learnt about the formation of plurals.

Speaking

- Ask the first question to the class in general. To those students who replied in the affirmative ask the second question. Ask them if they just cook for themselves or for their family.

FOLLOW-UP ACTIVITY

Ask students who they think is likely to do the cooking in most families. Then compile a list of their answers to the third question to see if they were correct. Discuss the different answers to the third question to see what students' opinions are on who they feel should be responsible for cooking for the family.

Vocabulary Expansion

- Students label the pictures with the names of the jobs.

FOLLOW-UP ACTIVITY

Ask students which of these jobs they think are interesting and which are not.

Everyday English

- **Ex a** Students look through the text to find the word that completes both gaps in the dialogue.

What do you want to be ... ?

I want to be a ...

- **Ex b** Ask students to answer the first question. Help any students who are unsure of the vocabulary they need to use. Before asking the second question, put the following on the board and explain to any students that don't understand.

earn a lot of money, buy a ... , get married

Language Awareness

- Explain the differences between each pair of words before students do the exercise.

Lesson Summary

Functions:

- talking about restaurants

Topics:

- restaurants; types of meat

Writing Skills:

- completing a letter about a favourite restaurant

Objectives:

- to offer students guided practice in completing an informal letter
- to give students further practice in descriptive writing
- to familiarise students with vocabulary pertaining to meat
- to offer students further practice in listening for specific information
- to draw students' attention to words which are easily confused

WARM-UP

- Ask students if they often eat out at restaurants. If so, what do they like about the restaurants they go to and what type of food do they usually eat there.

Comprehension Check

- Students can work in pairs to work out who makes each statement.

Listen and Read

- Before students listen to the cassette, put the following vocabulary items on the board and elicit / give explanations.

<i>village</i>	<i>cosy</i>
<i>My favourite dish is ...</i>	<i>special occasion</i>
<i>city centre</i>	<i>chopsticks</i>
<i>delicious</i>	
<i>look forward to</i>	

- Play the first part of the cassette (to the end of the first letter); students listen and follow in their books. Ask:
What is The Little Inn?
What is it like?
Why is Rick going there on Sunday?
- Play the next part of the cassette (the second letter); students listen and follow in their books. Ask:
What is the name of Sally's favourite restaurant?
What is it like?
Is Sally's house near the restaurant?
- Ask students which of the two restaurants they would like to go to.
- Select students to read out each letter to the rest of the class.

Speaking

- Look at the **USEFUL VOCABULARY** with students to make sure they understand all the words.
- Ask the questions of different students, ensuring that each student answers at least two questions.

FOLLOW-UP ACTIVITY

Ask students if they go to restaurants that are similar to any of the ones in the pictures here. If so, ask what kind of food they eat, whether they enjoy it and if they want to go there again.

Writing

- Tell students that their answers to the questions can help them complete the gaps in the letter. Go through the questions first with students eliciting answers for each one.

FOLLOW-UP ACTIVITY

After checking students' work, have each student read their letter to the rest of the class.

Language Awareness

- Students try to match the types of meat with the pictures.

FOLLOW-UP ACTIVITY

Ask students which meat is their favourite, which they don't like and which they eat often.

Listening

- Tell students that they will hear two people talking about what they are going to eat. Play the cassette twice. Students should tick the items they think are correct the first time they listen and check their answers the second time.

FOLLOW-UP ACTIVITY

Students look at the Menu again and act out the dialogue which they learnt in Lesson 1 – Everyday English taking it in turns to order food using their new menus.

Supplementary Teaching Material

- Hand out the photocopiable material on page 83. Separate students into pairs and tell them that they are going to make their own menus. Students can include hot dishes, drinks, etc. Tell students that they can look through the lessons in Module 5 to help them with vocabulary or write down their own dishes. Students then present their menus to the rest of the class. The class then votes on the best one.

Lesson Summary

Functions:

- talking about food

Project:

- making a recipe card

Topics:

- chocolate, cooking

Objectives:

- to further develop students' awareness of other countries / nationalities
- to offer practice in locating specific words in a text
- to offer students an opportunity to talk about food in their own country
- to develop students' self-assessment skills

WARM-UP

- Ask students if they like chocolate. Ask them if they know what different types of things people make with chocolate (*cake, ice cream, sauce, etc.*).

Listen and Read 

- Ask students to look closely at the two women in the picture, then ask them what is special about the clothes the women are wearing. (*They are chocolate.*)
- Play the cassette; students listen and follow in their books. Ask the following questions:
What is mole poblano? (sauce people eat with Turkey)
Which countries does most of our chocolate come from? (Ghana, Nigeria and Ivory Coast)
Where can you buy cakes and sweets in France? (chocolate shops and bakeries)
- Ask students to read the text again and to underline any unknown vocabulary; elicit / give explanations.

Comprehension Check

- Students skim the text to find the answers to the questions.

Vocabulary Check

- Students skim the text to find the missing words.

FOLLOW-UP ACTIVITY

Ask students the following questions:

What else do we drink in a cup?

What else do we use cream with?

What else can we buy in a bakery?

Speaking

- Have a classroom discussion based on these questions ensuring that each student has a chance to speak.

Vocabulary Expansion

- Students label the pictures. Ask them if they know any other methods of cooking.

FOLLOW-UP ACTIVITY

Ask students to complete the following sentences.

1 We can _____ eggs. (*fry / boil*)

2 We can _____ water. (*boil*)

3 We can _____ sausages. (*fry / grill*)

Project

- Before students start this project have a discussion about dishes from different countries and decide which group will write about which dish. Put a list of vocabulary on the board that you think they might need.
- Students can either draw their pictures or cut them out of magazines. Students should ask for their parents' permission and help before attempting to make the dishes at home.
- Remind students that they should check each other's written work for mistakes. The completed projects should be displayed on the classroom wall.

Joke

- Direct students' attention to the joke and ask them to explain it in L1. Ask them if they know any similar jokes in their own language.

Let's Sing

My Sister

- Tell students to turn to page 108 of their books and ask them to read the song. Then ask them to say what it is about (sister's eating habits). Students then read the song again and try to guess the missing words.
- Play the cassette; students check their answers.

Language Corner

- Read through this section with students to highlight these common mistakes.

Let's Talk

- Ex 1** Students can also work in groups of three to act out a dialogue in a restaurant (waiter and two customers).
- Ex 2** Students should answer the questions based on what they can see in the picture.

Are you moving on? Check Yourself

- Read the four statements one by one and demonstrate what is meant by each one in the following way:
 - 1 Choose three students. Ask them to act out a dialogue similar to that in Ex 1 of Lets Talk. Ask the rest of the class whether their classmates did this very well, quite well or not very well. Encourage them to justify their opinions.
 - 2 Ask a student to say what things they want to do in the future. Again, ask the rest of the class how well their classmate did this.
 - 3 Ask two different students to talk for one minute about their favourite restaurant and types of food. Ask the opinion of the rest of the class on how well they achieved this task.
 - 4 Ask a student what they usually cook and to explain how they make it. Again, get the opinion of the rest of the class on the student's performance.
- Students tick the boxes they feel represent their ability. Ask if anyone has chosen *not very well*, and discuss their reasons for choosing this and what they could do to improve in this area.

MODULE 6 Special Days

Lessons 1-4

- Direct students' attention to the pictures on page fifty-seven and ask them what they think they might learn in this module. Then read the information regarding the content.
- Elicit from students which sections they expect to be the most interesting. Ask them what they think will be most useful to them from this section.

6

Lesson 1

We haven't got much food.

Lesson Summary

Functions:

- talking about birthdays

Topics:

- shopping; birthdays

Structures:

- much / many / a lot of

There isn't much / aren't many ...

Have we got much / many ... ?

There are a lot of ...

Objectives:

- to expose students to language used in a shop
- to familiarise students with different celebrations
- to give students practice in the use of prepositions
- to give students an opportunity to talk about their birthdays

WARM-UP

- Hold your book open on page fifty-eight and ask students who they can see in the pictures. Ask them what they think the children are doing and to say why they think they are out shopping.

Listen and Read

- Play the cassette (until the end of the first dialogue); students listen and follow in their books. Ask:
What are the children organising?
Why is Amanda sad?
Are many people going to the party?
Where are Dan and Kate going?
- Play the next part of the cassette (to the end of the second dialogue); students listen and follow in their books. Ask:
What things do the children buy?
Are pizzas expensive?
What is their mum making?

- Play the rest of the cassette; students listen and follow in their books. Ask:
Where do Kate and Dan stop on the way home?
What does Dan want to buy Amanda?
- Students work in pairs to practice the reading and the dialogues. Ask one or two pairs to come to the front of the class to act it out.

Comprehension Check

- Students try to fill in the correct names from what they remember. They should then refer to the text to check their answers.

Grammar

- Write the sentences below on the board, using a different colour for *not many*, *many*, *not much*, *much*, *a lot of*.
There are not many shops here.
Are there many children in the classroom?
There is not much milk.
Is there much orange juice left?
There are a lot of restaurants in the town.
She has got a lot of money.
- Ask students what kind of sentences we use *much* and *many* in (*negative and interrogative*) and what we use for alternative sentences (*a lot of*). Explain that *a lot of* can also be used for negative and interrogative sentences. Then ask which words we use for countable nouns (*many, a lot of*) and which we use for uncountable nouns (*much, a lot of*). Explain that when answering a question such as *Have you got much money?* The answer is *Yes, a lot.* (not *Yes, a lot of.*)
- Refer students to the Grammar Reference (page 116) and read through the information with them. Pay particular attention to the point next to the warning sign (!).

FOLLOW-UP ACTIVITY

Write the headings **MUCH** and **MANY** on the board and the following list of nouns: *water, tea, egg, day, chocolate, bus, cheese, girl, watch, milk*. Ask students to put each word under the correct heading, writing them in the plural if there is one. After they have finished the task, ask them which can be used with *a lot of* to elicit the answer *All of them*.

(**MUCH**: water, tea, chocolate, cheese, milk.)

(**MANY**: eggs, days, buses, girls, watches.)

Grammar Practice

- These exercises consolidate what students have learnt about the use of *many*, *much* and *a lot of*.
- Ex 1** Students choose the correct word.
- Ex 2** Students fill in the correct words.

Speaking

- Ex1** Ask each student to answer these two questions individually.
- Ex2** Students can also work in pairs to decide which presents they would choose for each of the three people. They then tell the rest of the class what their choices were and why.

FOLLOW-UP ACTIVITY

Ask students what presents they would buy for each of these three people if they had lots of money.

Vocabulary Expansion

- Students label the pictures.

FOLLOW-UP ACTIVITY

Ask students which is their favourite celebration and which one don't they like very much. Ask them to give reasons for their answers.

Language Awareness

- The prepositions practised here are all used in similar structures in the text on page fifty-eight. Students fill in their answers, then refer to the text to check / correct them.

FOLLOW-UP ACTIVITY

Students write sentences of their own using the structures practised in the exercise.

Everyday English

- Ask students what they normally buy when they go to the shops. Ask them if they ever do the shopping for their parents.
- Students can work in pairs to fill in the correct words to complete the dialogue.

FOLLOW-UP ACTIVITY

Ask some students to come to the front of the class to act out the dialogue.

Lesson Summary

Functions:

- accepting / refusing an invitation
- inviting

Topics:

- parties

Structures:

- some / any / no
*We've got some ... / We haven't got any ... /
We've got no ... / Have we got any ... ?*
- derivatives of some / any / no

Objectives:

- to expose students to ways of inviting people to go places
- to enable students to extend invitations to their peers and to respond to invitations appropriately
- to give students practice in locating specific information in invitations
- to draw students' attention to commonly made mistakes

WARM-UP

- Revise what happened in the previous lesson by asking students the following questions:
*What are the children doing for Amanda?
Does Amanda know?
What does Dan do on the way home?
Are many people going?*

Comprehension Check

- Ask students to close their books. Write the four sentences on the board. Ask them to put the sentences into the correct order that they happened. Students should then open their books and look at the text again to see if they were correct.

Listen and Read

- Play the first part of the cassette (until the end of the second dialogue); students listen and follow in their books. Ask:
*Where is Amanda?
Is she happy? Why?
What happens when Amanda goes into the living room?
What does Amanda see there?
Why is Amanda happy?*
- Play the rest of the cassette; students listen and follow in their books. Ask:
*What do the children do at the party?
What present does Dan give to Amanda?
What does Amanda think of her present?
Where does Amanda ask Dan to go?
Why is Dan happy?*
- Tell students to read the text and dialogues again and to underline any unknown vocabulary. Try to elicit the meaning from students where possible.
- Select students to read out the text and dialogue.

Vocabulary Check

- Students should tick the sentences where the word in bold is correctly defined. Elicit corrections for the incorrect sentences.

FOLLOW-UP ACTIVITY

Ask students to try and write sentences of their own using the words in bold.

Grammar

- Arrange some books / pens on your desk and say, as you point to them, *'I've got some books and some pens, but I haven't got any pencils. Have you got any pencils ...?'* Write the sentences on the board with *some* and *any* in different colours. Then elicit from students the rules concerning the use of *some* and *any*. (*Some* is used in affirmative sentences and *any* is used in negative and interrogative sentences.)

- Write *There's somebody / someone* outside. On the board, with *somebody / someone* in a different colour. Ask students what other words we can form with *some* (*something / somewhere*). Elicit example sentences and write them on the board. Then ask for three words we can form from *any* (*anybody / anyone / anything / anywhere*) and elicit example sentences.
- Say '*I haven't got any money,*' (with your hands in your pockets, looking unhappy). Write this on the board and ask students how we can rewrite this sentence using *no* (*I've got no money*). Write this on the board too, then elicit the derivatives of *no* (*nobody / no one / nothing / nowhere*) and example sentences.
- Explain to students that *something, anything, nothing* etc., follow the same rules as *some, any* and *no*.
- Refer students to the Grammar Reference (page 116) and read through the information with them.

Grammar Practice

- Ex 1** This exercise offers controlled practice in the use of *some* and *any*.
- Ex 2** Students choose the correct answers. This exercise provides controlled practice in the use of *some, any* and *no* and their derivatives.

FOLLOW-UP ACTIVITY

Write the following affirmative sentences on the board and ask students to give you the interrogative form.

Somebody is in the room.

(Is anybody / anyone in the room?)

There is something in my bag.

(Is there anything in my bag?)

Your jacket is somewhere in the bedroom.

(Is your jacket anywhere in the bedroom?)

Now write the following sentences on the board and ask students to rewrite the sentences replacing the underlined word with the word given.

There is nothing on the desk. **anything**

(There isn't anything on the desk.)

There isn't anybody in the kitchen. **nobody**

(There is nobody in the kitchen.)

There are no shoes under the bed. **any**

(There aren't any shoes under the bed.)

The dog isn't anywhere in the garden. **nowhere**

(The dog is nowhere in the garden.)

(Continue with supplementary practice for so.)

Speaking

- Students should locate the specific information in the invitation to answer the questions.

FOLLOW-UP ACTIVITY

Ask students the following questions:

Do you ever have parties?

Do you send invitations to people?

What do you eat?

Do people have a good time?

Supplementary Teaching Material

- Tell students that they are going to make their own party invitations. Hand out photocopies of the Supplementary Teaching Material on page 84. Students choose an occasion mentioned in the **VOCABULARY EXPANSION** from Lesson 1. They then use what they know from this lesson and the prompts given to include all the necessary information. Students can decorate the invitation any way they like. Each student then shows their finished work to the rest of the class. The class then vote on the best one. Finished work can be displayed on the classroom wall.

Everyday English

- Write the verbs *accept* and *refuse* on the board. Elicit the meaning from students.
- Ex 1** Students look at the text and decide if Dan accepted or refused Amanda's invitation.
- Ex 2** Students work in pairs to decide the function of each sentence.

Language Awareness

- Ask students if they ever make the mistakes focused on here. Tell them to be particularly careful when using these words.

Lesson Summary

Functions:

- talking about Christmas

Topics:

- Christmas; celebrations

Writing Skills:

- completing an e-mail about Christmas Day

Objectives:

- to offer students guided practice in completing an e-mail
- to give students further practice in descriptive writing
- to offer practice in speculating about a picture
- to give students an opportunity to talk about what they do at Christmas
- to offer students practice in listening and matching
- to draw students' attention to words which are easily confused

WARM-UP

- Ask students if they enjoy Christmas and what kind of things they do at that time of year.

Listen and Read

- Before students listen to the cassette, put the following vocabulary items on the board and elicit / give explanations.

<i>tasty</i>	<i>pudding</i>	<i>decorations</i>
<i>white Christmas</i>	<i>turkey</i>	<i>traditional</i>

- Play the first part of the cassette (to the end of the first e-mail); students listen and follow in their books. Ask:

What is the weather like in Australia?

What is Diane doing outside?

What food have they got?

What is she doing later?

- Play the next part of the cassette (the second e-mail); students listen and follow in their books. Ask:

What is the weather like in Scotland?

Who is in the kitchen?

What are they cooking?

- Ask students in which of the two places they would prefer to spend Christmas.
- Select students to read out the two e-mails to the rest of the class.

Comprehension Check

- Students should look at the e-mails again and work out if the answer to each question is *yes* or *no*.

Speaking

- Ask different students the questions, ensuring that each student answers two or three questions.

Writing

- Ex 1** Students look at the picture and then answer the questions.

FOLLOW-UP ACTIVITY

Ask students to further speculate about what the people in the picture are doing and what gifts they have got.

- Ex 2** Tell students they are going to write an e-mail to a friend similar to the two on page sixty-two. Students fill in the name of the person they are writing to. Read the points on the right to make sure students understand what should be included.

FOLLOW-UP ACTIVITY

Students show their work to their partners and ask for their help in identifying and correcting any mistakes. As students are doing this, walk around the classroom to check what they are doing and offer help. For this activity, it would be a good idea to pair weaker students with stronger ones. The latter will be able to help the former, and will not require so much help in checking their own work.

Students write a corrected version of their letter at home and hand it in at the next lesson.

Language Awareness

- Students often confuse the words *kitchen* and *cooker*; this exercise is designed to help them recognise the difference between the two words in the English language.

Listening

- Tell students that they will hear three people talking about different celebrations. Before they listen, ask them to tell you some ideas associated with each of the celebrations. Then play the cassette twice while students match the speakers to the celebrations.

Lesson Summary

Functions:

- talking about carnivals

Project:

- making a poster about a special occasion

Topics:

- carnivals

Objectives:

- to develop students' awareness of carnivals in other countries
- to offer further practice in speculating about photos
- to give students practice in formulating dialogues
- to generate discussion about students' achievements in their learning

WARM-UP

- If possible take photos / pictures of different carnivals into the class and hold them up. Ask students if they know where the carnivals are held and if they know anything about them. Ask them about any carnivals they have in their own countries.

Listen and Read

- Play the cassette; students listen and follow in their books. Ask:
Which carnival do you want to visit?
Which carnival hasn't got beautiful costumes?
Which would you least like to go to?
- Ask different students to read out each of the texts.
- Ask students to read through the texts again and to underline any unknown vocabulary; elicit / give explanations.
- Tell students to turn to the global map on page 123 and locate the three countries on the map.

Comprehension Check

- Students skim the text to find the answers to the questions.

Speaking

- Have a classroom discussion based on the questions. Make sure all students have an opportunity to speak.

FOLLOW-UP ACTIVITY

Ask students to speculate about which countries these carnivals are taking place in.

Language Awareness

- Students label the pictures. Ask them to explain the difference between the three words. (*Suit – what you usually wear at work and on special occasions. Costume – what you usually wear for fun at parties, carnivals, etc. Uniform – what you can wear at work / school, everyone wears the same thing.*)

Project

- Students should work in pairs. Before they start this project have a discussion about the different special occasions that they celebrate and decide which pair will write about which one. Put a list of vocabulary on the board that you think they might need.
- Students can either draw their pictures or cut them out of magazines.
- Remind students that they should check each other's written work for mistakes. The completed projects should be displayed on the classroom wall.

Language Corner

- Read through this section with students to highlight these common mistakes.

Let's Talk

- Ex 1** Students work in pairs to act out a dialogue similar to the one in the example. After they have practised their dialogues for a while, choose some students to come to the front and act out their dialogues for the rest of the class.
- Ex 2a** Students should find the information in the invitation to answer the questions.
- Ex 2b** Students can also work in groups of three. One student should invite the other two to a party; one should accept the invitation while the other should refuse it.

Are you moving on? Check Yourself

- Read the four statements one by one and demonstrate what is meant by each one in the following way:
 - 1 Choose two students. Ask them to act out a dialogue similar to that in Ex 1 of Lets Talk.

Ask the rest of the class whether their classmates did this very well, quite well or not very well. Encourage them to justify their opinions.
 - 2 Ask a student to invite two classmates to their party.

Again, ask the rest of the class how well their classmate did this.
 - 3 Ask one student to accept the invitation and another student to decline the invitation. Ask the opinion of the rest of the class on how well they achieved this task.
 - 4 Ask two students to describe a celebration in their country. Again, get the opinion of the rest of the class on the students' performance.
- Students read the statements again and decide which boxes to tick.

MODULE 7 Sports

Lessons 1-4

- Direct students' attention to the pictures on page sixty-seven and ask them if they know what all the sports shown are and if they do any of them.
- Students look at what they will read about in this unit. Ask them to speculate about what might happen to Kate.
- Ask students what unusual sports they know of.

7

Lesson 1

Can you climb?

Lesson Summary

Functions:

- talking about sports; taking the bus

Topics:

- sports

Structures:

- can – may – must
I can ... I can't ... Can I ?
He may ... He may not ... May he ... ?
You must ... You mustn't ...
- imperative (negative)
Don't close the window.

Objectives:

- to teach vocabulary associated with sports and to provide the opportunity to use it orally
- to introduce students to the uses of can / may / must
- to introduce students to the negative form of the imperative
- to give students further practice in asking for and giving information

WARM-UP

- Hold your book open on page sixty-eight and ask students who they can see in the pictures.
- Ask them where they think the children are going.

Listen and Read

- Play the cassette (until the end of the first dialogue); students listen and follow in their books. Ask:
Where are the children going?
Where are they now?
What is Amanda curious about?
What has the sports centre got?
What can't the children learn yet?
- Play the rest of the cassette; students listen and follow in their books. Ask:
Why isn't Tina at the sports centre?
What has Kate got?
- Based on what they have just read, ask students to speculate again what might happen to Kate.

- Ask students to read the text again and to underline any unknown vocabulary. Elicit explanations from students where possible.

FOLLOW-UP ACTIVITY

Students work in groups of four to practice reading the dialogues. Ask one or two groups to come to the front of the class to act them out.

Comprehension Check

- Students refer to the text again to answer the questions.

Grammar

- Ask students 'Can you ride a bike?' 'Can you speak Chinese?' To elicit 'Yes, I can. / No, I can't.' Explain that *can* is a modal verb and in these sentences it is being used for ability. Put one of the questions and answers on the board under the heading *ability*.

- Tell students to imagine that they want to leave the classroom. Ask them to start their questions with *Can I* to elicit *Can I leave the classroom?* Put this on the board under the heading *permission*. Ask students if they can substitute *can* with any other modal verb to elicit *May I leave the classroom?* Write this on the board too.
- If appropriate look out of the window and say '*It may rain / snow later*'. Alternatively, say '*I don't know yet but I may go to the cinema tonight*'. Tell students *may* in such sentences is used to express *possibility* and write this on the board with the sentence below it.
- Ask students what modal verb we use when giving advice to elicit *must*. Explain that we use *must* to say that it is necessary to do something and *mustn't* to say that it is wrong to do something.
- Refer students to the Grammar Reference (page 117) and read through the information on *can / may / must* with them. Pay particular attention to the points next to the warning signs (!).
- Ask students what we use the imperative (affirmative) for and have them give you examples. Then explain that to tell somebody not to do something we put *don't* before the verb (negative imperative). Write some examples on the board.

Grammar Practice

- Ex 1** This exercise gives students guided practice in the use of modals.
- Ex 2** This exercise gives students practice in the use of the negative imperative.

Vocabulary Expansion

- Ex a** Students can also work in pairs to fill in the missing letters.
- Ex b** Students fill in the correct words.

FOLLOW-UP ACTIVITY

Ask students which sport they enjoy and which sport they do regularly. Ask them if they have ever been to a sports stadium and if so, what for. Ask them what kind of events they would expect to see in a sports stadium.

Everyday English

- Ask students if they often travel by bus.
- Students should put the dialogue in the correct order. Write the sentences on the board and have students tell you the order so as to check their work.

FOLLOW-UP ACTIVITY

Ask some students to come to the front of the class to act out the dialogue.

Speaking

- Ex a** Students work in groups of four to ask and answer questions about the three sports.
- Ex b** One student from each group should report their findings to the rest of the class.

Language Awareness

- Students should look at the sentences and work out what is needed to complete it, either an adjective or an adverb.

FOLLOW-UP ACTIVITY

Students write sentences of their own using the two adjectives and adverbs.

Lesson Summary

Functions:

- making comparisons

Topics:

- sports; sports equipment

Structures:

- comparative form
bigger than ...
more beautiful than ...

- superlative form

the biggest of / in ...

the most beautiful of / in

Objectives:

- to teach and offer practice in the comparative and superlative form
- to teach further vocabulary related to sports
- to draw students' attention to words which can be easily confused

WARM-UP

- Direct students' attention to the picture at the bottom of the page. Ask them to speculate about what has happened.

Listen and Read 

- Play the first part of the cassette (until the end of the second dialogue); students listen and follow in their books. Ask:
Where are the children?
What are they going to do?
Is it easy for Pete to climb the wall?
What does Kate say about Pete?
Is Amanda better than Pete?
- Play the rest of the cassette; students listen and follow in their books. Ask:
Why is Kate upset?
- Tell students to read the text and dialogue again and to underline any unknown vocabulary. Try to elicit the meaning from students where possible.
- Select students to read out the text and dialogue.

Comprehension Check

- Ask students to close their books and write the four questions on the board. Ask them to say who each question refers to, explaining that there may be more than one person. Students should then open their books and look at the text again to see if they were correct.

Grammar

- Choose three students to come to the front of the class; they should all be tall and of different heights. Arrange them in order of height, point to each one in turn and say: (first student's name) *is tall*. (Second student's name) *is taller than* (first student's name). Explain that this is an example of the comparative form. (Third student's name) *is the tallest of all*. Explain that this is an example of the superlative form.
- Follow the same steps but this time with three books and the adjective *interesting*.

Write the three sentences on the board, one below the other, using a different colour for each sentence. Explain that for adjectives with two or more syllables we use *adjective + than* to compare two things (the comparative form) and *the most + adjective* to compare a person / object with two or more people / objects (the superlative form).

- Read through the information in the grammar box with the class and draw their attention to the use of *all* and *in* (the superlative form); the two irregular adjectives and *as ... as / not so / as ... as*.
- Refer students to the Grammar Reference (pages 117 / 118) and read through the spelling rules and the rest of the information with them, paying particular attention to the adjectives that form the comparative and superlative irregularly.

FOLLOW-UP ACTIVITY

Students read the text on page seventy again, and underline any examples of the comparative and the superlative form.

Grammar Practice

Ex 1 Students fill in the comparative or superlative form.

FOLLOW-UP ACTIVITY

Write the following words on the board and ask students to make sentences with them in the comparative and superlative forms.

fast	car	bus	bike
young	Kate (13)	Dan (14)	George (15)
heavy	brown box (2.8k)	red box (2.6 kls)	white fox (3k)
expensive	coat (€ 100)	dress (€ 50)	skirt (€ 20)
good	Your picture ☺	my picture ☹	John's picture ☹

(E.g. A bus is faster than a bike. A car is the fastest of all.)

Ex 2 Students should read the sentences and then correct the error.

Vocabulary Expansion

Ex a Students match the sports with the pictures.

Ex b Students match the words with the pictures.

FOLLOW-UP ACTIVITY

Ask students in which sports they would use each of these items.

Speaking

Ex a This activity offers further practice in comparing sports. Encourage students to use all the different structures they have learnt in this lesson and to use the negative as well (e.g. *Mountain biking isn't so / as expensive as scuba diving.*)

Ex b Ask different students to answer these questions.

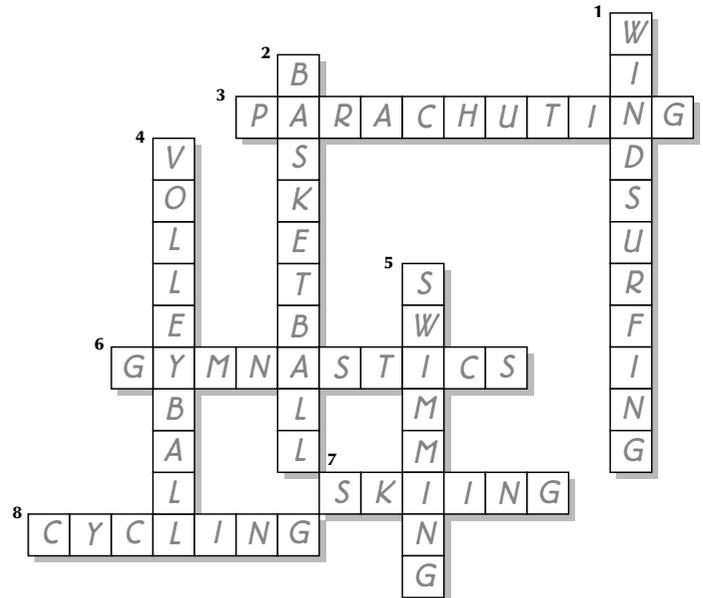
Language Awareness

- Explain to students in L1 that learners of English often confuse these words. Explain that *high* is used to measure distance from the bottom to the top and that *tall* is used to measure height.
- Students fill in *tall* or *high* to complete the exercise.

Supplementary Teaching Material

- Separate students into pairs. Hand out the photocopyable material on page 89. Students look at the pictures and do the crossword puzzle. The pair that completes the puzzle the fastest and has got the most answers correct wins. This activity revises vocabulary learnt in the lesson.

[Answers:]



Lesson Summary

Functions:

- talking about sport

Topics:

- sports

Writing Skills:

- completing a paragraph about a sport

Objectives:

- to offer students guided practice in completing a short paragraph about a sport
- to give students further practice in descriptive writing
- to develop students' listening skills
- to give students further practice in locating specific information

WARM-UP

- Draw students' attention to the title of the lesson and ask them what sports they can do. Ask them if they do or would like to do either of the sports shown in the pictures on page seventy-two.

Listen and Read

- Play the first part of the cassette (Helen); students listen and follow in their books. Ask:
 - When does Helen go rowing?*
 - How many other people are in the boat with Helen?*
 - What has British rower Steve Redgrave got?*
- Play the next part of the cassette (Craig); students listen and follow in their books. Ask:
 - Why does Craig like ice hockey?*
 - When does he play with the team?*
 - How many people are in the team?*
 - What must he wear?*
- Select students to read out the two texts to the rest of the class.

Comprehension Check

- Students should answer the questions without referring to the text. They should then check the text to see if they were correct.

Vocabulary Check

- Students fill in the correct word to complete each sentence.

Speaking

- Students should look at the poster in order to find the relevant information to answer the first three questions. Ensure that all students have a chance to speak.

Language Awareness

- Students decide if they *do*, *go* or *play* each of the sports.

Writing

- Ex 1** Students look at the picture and then put the words into the correct order.
- Ex 2** Tell students they are going to write a short paragraph about a sport they do. Read the points on the right to make sure students understand what should be included. They should use the sentences in exercise 1 to help them write their own sentences.

Listening

- Tell students that they will hear two people talking about a new sports centre. Students listen to the cassette and fill in the missing words.

Lesson Summary

Functions:

- talking about sporting events / athletes

Project:

- writing about a sportsperson you admire

Topics:

- sports; athletes

Objectives:

- to give students further opportunity to talk about different sports
- to offer an opportunity to read about an unusual sport
- to offer opportunity for self assessment

WARM-UP

- If possible take photos / pictures of unusual sports (snow / sand boarding, paint balling, etc.) into the class and hold them up. Ask students if they know anything about any of these sports.

Listen and Read

- Play the cassette; students listen and follow in their books. Ask:
 - Which countries do people do this sport in?*
 - What do the players have to do?*
 - Do the players make the snowballs?*
- Ask students if they would like to play this sport. Ask them if it would be possible to play it in their own country.
- Ask students to read through the texts again and to underline any unknown vocabulary; elicit / give explanations.

Comprehension Check

- Students should read each of the three paragraphs again and decide which would be the best heading for each one.

Vocabulary Check

- Students label the pictures.

Speaking

- Ask the questions of different students, ensuring that each student answers one or two questions.

Project

- Put the students into pairs and read the instructions with them. Ask them where they think they will be able to get the information they need from.
- Students can either draw their pictures or cut them out of magazines.
- Remind students that they should check each other's written work for mistakes. The completed projects should be displayed on the classroom wall.

Joke

- Students read the joke and then say whether or not they found it amusing. If students know any jokes relating to sport in their language, they should try to tell them in English.

Language Corner

- Read through this section with students to highlight these mistakes which are commonly made when making comparisons and using modals.

Let's Talk

- Ex a** Ask the questions of different students, ensuring that each student gives an answer to one or two questions.
- Ex b** Students should work in pairs to make comparisons about the sports.

Are you moving on? Check Yourself

- Students read each statement in small groups and discuss how well they feel they can achieve them. As they do so, walk around the class to offer help in understanding the statement or reminding them in which lesson / activity they practised it.
- When students have finished, practise doing some of the things in the statements. For example: ask them to compare two people / objects in the classroom; talk about different sports they enjoy doing; perform a short dialogue about buying a bus ticket; talk about what sports they can / can't do, play, etc.
- Students decide by themselves which boxes they want to tick.

MODULE 8 Helping Out

Lessons 1-4

- Direct students' attention to the pictures on page seventy-seven of the coursebook. Ask them for their ideas about what they might learn based on the pictures. Then read the information with them, making sure they understand everything.
- Ask students to speculate about what happened to Kate's purse.

8

Lesson 1

She showed him a red purse.

Lesson Summary

Functions:

- making a phone call; describing a person

Topics:

- emergency services

Structures:

- simple past of regular verbs (affirmative) and be
She finished her homework early yesterday.
We were at home yesterday.
They weren't at the cinema.

Objectives:

- to introduce students to the formation and use of the simple past (affirmative)
- to introduce students to the vocabulary used for the emergency services
- to give students practice in answering questions based on visuals
- to teach students the difference between words easily confused

WARM-UP

- Hold your book open on page seventy-eight. Ask students what Tina is doing in the first picture.

- Ask students to read the text again and to underline any unknown vocabulary. Elicit explanations from students where possible.

Listen and Read

- Play the cassette (until the end of the first part of text); students listen and follow in their books. Ask:
Why is Kate miserable?
Who are Dan and Pete waiting for?
What does Kate tell them?
What are the children doing when Tina arrives?
- Play the rest of the cassette; students listen and follow in their books. Ask:
Why were the children slow?
What is Kate's purse like?
What happened outside the sports centre?
What are the children going to do?
Why does Kate want to find her purse?
- Based on what they have just read, ask students to speculate about what happens next.

FOLLOW-UP ACTIVITY

Students work in groups of four to practice reading the dialogue. Ask one or two groups to come to the front of the class to act it out.

Comprehension Check

- Students try to do the comprehension exercise without looking at the text again to see how much they can remember. When they have finished they should skim the text to check their answers. Elicit corrections from students for the incorrect statements.

Grammar

- Tell students that we use the simple past to talk about actions that happened in the past (as in the text for this lesson), and that it can also be used for past habits. For example:

I worked in a bank then.

- Say, 'I usually watch television in the afternoon. Yesterday, I watched television in the morning.' Write the sentences on the board with *watch* and *watched* in different colours.
- Put the sentence *He walks to school* on the board and ask students to put the sentence into the simple past (affirmative).
- Smile and say 'I am happy today and I was happy yesterday.' Write the sentences on the board and explain that *was* is the simple past of the verb *be*. Conjugate the verb for students by writing it on the board (with *was* / *were* in a different colour).

I was happy.

You were happy.

He / She / It was happy.

We were happy.

You were happy.

They were happy.

- Next to *I was happy*, write *I wasn't happy. Was I happy?* Ask students to provide the rest of the sentences. (*You weren't happy. Were you happy? ...*) Then teach the short answers *Yes, I was / No, I wasn't / Yes, they were / No, they weren't*.
- Refer students to the Grammar Reference (page 118) and read through the information with them. Pay particular attention to the spelling rules.

Grammar Practice

- Ex 1** This exercise provides controlled practice in the formation of the simple past.
- Ex 2** This exercise provides practice in the use of the simple past of the verb *be*.

Speaking

- Students look at the picture to answer the questions.

FOLLOW-UP ACTIVITY

Students work in pairs to act out a dialogue between Brenda and the policeman. Encourage them to add extra questions based on what else they can see in the picture. After they have had some time to practise ask some students to act out their dialogues for the rest of the class.

Vocabulary Expansion

- Students label the pictures with the correct word.

Everyday English

- Ex a** Ask students if they have ever made a phone call in English and, if so, how well they managed.

Students put the dialogue in the correct order.

Students should practise reading the dialogue in pairs.

FOLLOW-UP ACTIVITY

Ask some students to come to the front of the class to act out the dialogue.

- Ex b** Students should write down the numbers they use to reach the different emergency services.

Language Awareness

- This exercise focuses on the use of *miss* and *lose* which learners of English often confuse.
- Explain to students what each word means before they complete the exercise.

Lesson Summary

Functions:

- describing people; offering help

Topics:

- problems

Structures:

- simple past of regular verbs and be (negative, interrogative)

Yes, she did. / No, she didn't.

Objectives:

- to introduce students to the formation and use of the simple past (negative, interrogative)
- to expose students to language used when offering help
- to give students further practice in describing people

WARM-UP

- Revise the simple past by putting the following on the board and asking students to tell you what they did yesterday.

I watch TV in the evening.

(I watched TV yesterday evening.)

I am in bed at ten o'clock.

My friends are at my house.

I finish all my homework after dinner.

Listen and Read

- Play the first part of the cassette (until the end of the first dialogue); students listen and follow in their books. Ask:
 - Why was Tina anxious?*
 - What did the girl look like?*
 - Which house did she enter?*
 - Where are the police going?*
- Play the rest of the cassette; students listen and follow in their books. Ask:
 - Did the children wait long?*
 - What did the police officer return with?*
 - What did the boy at the house try to do?*
 - Where was the purse?*
 - What else was in the house?*
- Tell students to read the text and dialogue again and to underline any unknown vocabulary. Try to elicit the meaning from students where possible.
- Select students to read out the text and dialogue.

Comprehension Check

- Students try to do the comprehension exercise without looking at the text again to see how much they can remember. They should skim the text to check their answers.

Grammar

- Ask students what we use the simple past for (to talk about past actions / habits). Briefly review the formation of the simple past of regular verbs by putting the two sentences below on the board and asking for the simple past form (affirmative).

Steve is excited.

Mary works in a shop.

(Steve was excited.)

(Mary worked in a shop.)

- Say, 'Yesterday, I didn't watch television in the afternoon.' Put this on the board with *didn't watch* in a different colour. Explain to students that in affirmative sentences we add *-ed* to the verb to form the simple past and that we form the negative with *didn't* and the verb. Ask students 'Did you watch television yesterday afternoon?' To elicit Yes or No answers. Write the question on the board (with *Did ... watch* in a different colour) and next to it the short answers *Yes, I did.* And *No, I didn't.*
- Put the sentence *He walks to school.* On the board and ask students to put the sentence into the simple past (affirmative, negative and interrogative).
- Refer students to the Grammar Reference (page 119) and read through the information with them.

Grammar Practice

- Ex 1** This exercise provides controlled practice in the formation of the simple past.
- Ex 2** This exercise provides controlled practice in the formation of questions and short answers in the simple past.

Speaking

- Students work in pairs to describe the people in the picture.

FOLLOW-UP ACTIVITY

Ask a student to come to the front of the class. They should choose one of their classmates but not reveal who it is. The student then describes the person while the rest of the class try to guess who it is. The student who guesses correctly takes a turn at the front. Continue until all students have had a turn at the front of the class.

Everyday English

- Students should read through the dialogue and then underline the phrases that are used for offering help.

FOLLOW-UP ACTIVITY

Students practice the dialogue in pairs. Then ask different pairs to act out the dialogue for their classmates. Ask students how well they think each pair acted out the dialogue, giving reasons for their choice.

Language Awareness

- Explain to students that learners of English often confuse the words *do* and *make*.
- Students complete the exercise by filling in the correct word.

Lesson Summary

Functions:

- talking about problems

Topics:

- problems

Writing Skills:

- completing a paragraph about someone who helped you

Objectives:

- to offer students an opportunity to talk about how they deal with problems
- to give students further practice in descriptive writing
- to develop students' ability to understand spoken English

WARM-UP

- Ask students who usually helps them when they have any problems.

Listen and Read

- Play the first part of the cassette (Clare); students listen and follow in their books. Ask:
What is Rosa like?
What did she do to help Clare?
- Play the next part of the cassette (Joshua); students listen and follow in their books. Ask:
What is Kim like?
What did she do to help Joshua?
- Play the last part of the cassette (David); students listen and follow in their books. Ask:
What is Andrew like?
What did he do to help David?
- Select students to read out the three texts to the rest of the class.

Comprehension Check

- Students should tick the boxes according to who might say each sentence. They should refer to the text to help them. They may be able to tick more than one box.

Vocabulary Check

- Students fill in the correct word to complete each sentence.

Speaking

- Ensure that all students answer at least two of the three questions.

Writing

- Ex 1** Students complete Kate's paragraph by putting the verbs into the simple past.
- Ex 2** Tell students they are going to write a paragraph similar to Kate's. Read through the prompts to ensure students understand what information should be included and where it should go. They should use Kate's paragraph to help them.

Listening

- Before students do this exercise, ask them what they can see in each picture.

Lesson Summary

Functions:

- decision making

Project:

- making a poster for an event to raise money

Topics:

- children in need

Objectives:

- to raise students' awareness of the problems children in poor countries face
- to offer students the opportunity to discuss something and come to a decision about it
- to further expose students to poetry in English and encourage them to think about / discuss its meaning
- to generate discussion about students' achievements in their learning

WARM-UP

- Ask students what problems they think children in poor countries might face and what things others can do to help.

Listen and Read

- Play the cassette; students listen and follow in their books. Ask:
 - What things do many children have?*
 - What does the charity Free The Children do?*
 - What do the young people who organise Free The Children do?*
- Ask students if any of them do anything to help children in poor countries. If not, would they like to do so?
- Ask students to read through the text again and to underline any unknown vocabulary; elicit / give explanations.

Comprehension Check

- Students should read the text again and then write short answers to the questions.

Vocabulary Check

- Students should skim the text to find the missing words.

Speaking

- Before students do this exercise make sure they know what all the items shown are. Read through the **USEFUL VOCABULARY** with them.
- When students have had adequate time to come to a decision, ask them what items they have chosen. Have the students compare their choices with those of their classmates and to say whether they agree with their choices or why they disagree.

Project

- Have a general class discussion about what kind of events could be organised and where they could be held. Discuss different charities that the children know about and which they would like to help.
- Put students into small groups and decide which group will write about which of the events that were discussed. They should use the points that were discussed to help them complete their posters.
- Remind students that they should check each other's written work for mistakes. The completed projects should be displayed on the classroom wall.

Poem

- Read through the poem with students. Ask if they understand what the writer is trying to say.
- Ask students for their thoughts on the poem.

Language Corner

- Read through this section with students to highlight these mistakes which are commonly made by learners of English.

Let's Sing

A Friend

- Students close their books. Write the title of the song on the board and ask what the song could be about. Play the song while students listen.
- Tell students to turn to page 109 of their books. Ask them to read the lyrics and fill in the missing words. Play the cassette once more so they can check their answers.

Let's Talk

- Ex a** Students should use the prompts and the simple past to relate the story. Tell them if they can, to add extra details to their story.
- Ex b** Students describe the thief in the fourth picture.

FOLLOW-UP ACTIVITY

Students work in pairs to act out a dialogue between the boy and the police officer. Ask some students to act out their dialogues for the rest of the class.

Are you moving on? Check Yourself

- Read the first statement. Ask two students to come to the front of the class. Point to two students who are still seated and ask the two at the front to describe one of them.
- Read the second statement. Ask two students to come to the front of the class and to act out a phone conversation similar to that in Lesson 1.
- Read the third statement. Ask several students to tell you something that happened yesterday.
- Read the fourth statement. Ask two students to come to the front of the class. Explain that one of them has a problem with their homework, then ask them to act out a dialogue similar to that in Lesson 2 which offers help.
- Read the fifth statement. Ask different students for ways in which we can help people.
- Students read the statements again and decide which boxes to tick.

MODULE 9 Television and Films

Lessons 1-4

- Direct students' attention to the pictures on page eighty-seven of the coursebook. Ask them for their ideas about what they might learn based on the pictures.
- Read the information with students so they can see what this module contains.
- Ask students to speculate about what kind of television programme Mr Ford might be on.

9

Lesson 1

We saw the studio.

Lesson Summary

Functions:

- showing the order of things; talking about television

Topics:

- television

Structures:

- simple past of irregular verbs (affirmative, negative and interrogative)

They went by train.

Did they go by train?

They didn't go by train.

Objectives:

- to revise the formation and use of the simple past (irregular verbs)
- to introduce students to the lexical items used to show the order of things
- to provide students with vocabulary related to television
- to teach students the difference between words which are easily confused

WARM-UP

- Hold your book open on page eighty-eight. Ask students what Kate is doing in the first picture. Then ask them what they think is happening in the second picture.

Listen and Read

- Play the cassette (the text); students listen and follow in their books. Ask:
Where did the children go last week?
Who are Kate and Dan talking to?
David didn't go to the television studio. Why?
- Play the rest of the cassette (the dialogue); students listen and follow in their books. Ask:
What was strange about the studio where they do the news?
How many studios did they see?
Who sang in Top of the Pops?
What happened in the weather room?
Why was David unlucky?

- Ask students to read the text again and to underline any examples of the simple past of regular verbs (e.g. *showed*). Then ask if they can identify any other verbs in the simple past (*saw, read, took, made, told, sang, thought, stood, knew, bought*).
- Tell students to read the text and dialogue again to identify any new vocabulary. Elicit explanations from students where possible.

FOLLOW-UP ACTIVITY

Students work in groups of three to practice reading the dialogue. Ask one or two groups to come to the front of the class to act it out.

Comprehension Check

- Students skim the text again to find out whether the statements are true or false.

Grammar

- Ask students what we use the simple past for (to talk about past actions / habits). Briefly revise the formation of the simple past of regular verbs by putting the two sentences below on the board and asking for the simple past forms (affirmative, negative and interrogative).

Simon is hungry. Mary works in a shop.
[Simon was hungry. [Mary worked in a shop.
Simon wasn't hungry. Mary didn't work in a shop.
Was Simon hungry? Did Mary work in a shop?]

- Explain that some verbs (irregular verbs) form the simple past in a different way. Write the sentence below on the board to illustrate what you mean (with the verb in each sentence in a different colour).

Every day, he makes his bed.
He made his bed yesterday.
She has a headache today.
She had a headache yesterday.

Next to the sentence *He made his bed yesterday* write the negative and interrogative forms of the sentence. Ask students to do the same for the sentence *She had a headache yesterday*.

- Refer students to the Grammar Reference (page 119) and read through the information with them. Ask them to look at page 121 of their books where they can find the simple past form for irregular verbs.

Grammar Practice

- Ex 1** All the irregular verbs in this exercise appear in the text on page eighty-eight, which students should look at to find out what the simple past of each verb is.
- Ex 2** This exercise provides controlled practice in the formation of the simple past (irregular verbs). Students should refer to the list of irregular verbs on page 121 to help them.

Language Awareness

- This exercise focuses on the use of *take* and *bring*. For the purpose of this exercise explain that we take sb / sth somewhere and bring sth for sb.

Vocabulary Expansion

- Students can work in pairs to label the pictures with the correct programme.

Speaking

- Before doing this exercise, explain what a TV station is by giving a couple of examples that students will be aware of, for example: NET, STAR, etc.

Everyday English

- Ex a** Explain to students that when we talk about things, it is important to put them in chronological order. We can do this by using appropriate linking words. Explain the meaning of the three words before students do the exercise.
- Ex b** Tell students that these words have exactly the same meaning as those in exercise **a**. Explain the words before students do the exercise.

FOLLOW-UP ACTIVITY

Ask some students to write sentences of their own, using three of the words from the two exercises, about what they did yesterday.

Lesson Summary

Functions:

- ways of congratulating people

Topics:

- quiz shows

Structures:

- simple past (consolidation)

Objectives:

- to consolidate students' knowledge of the formation and use of the simple past
- to expose students to language used to offer congratulations
- to provide students with media related vocabulary

WARM-UP

- Revise the simple past by putting the following verbs on the board and asking students to put them in the simple past.
have see bring go do give take know
- Ask students if they like to watch quiz shows and if they or anybody they know have ever been on one. Ask what kind of quiz shows they like.

Listen and Read 

- Play the first part of the cassette (until the end of the first dialogue); students listen and follow in their books. Ask:
What do people do on the History Show?
Why did Dan and Kate stay at home?
Did Mr Ford get the answers to the questions right or wrong?
- Play the rest of the cassette; students listen and follow in their books. Ask:
What are the prizes?
What did Mr Ford win?
Were Mrs Ford and the children happy about the prize he won?
- Tell students to read the text and dialogue again and to underline any unknown vocabulary. Try to elicit the meaning from students where possible.
- Select students to read out the text and dialogue.

Comprehension Check

- Students try to do the comprehension exercise without looking at the text again to see how much they can remember. They should then skim the text to check their answers.

Grammar Practice

- Ex 1** This exercise provides further practice in the formation of the simple past. Students should refer to the list of verbs on page 121 to help them with the formation of the simple past. They can work in pairs to match the sentence halves.

Speaking

- Students work in pairs to ask and answer questions using the prompts provided.

FOLLOW-UP ACTIVITY

Students close their books. Ask them the following questions:

- What did J. K. Rowling write?*
- What did the Egyptians build?*
- What did Italy do in 2006?*
- What did the Wright Brothers do?*
- What did Alexander Graham Bell make?*
- What did Neil Armstrong do?*
- What did Jacob Davis & Levi Strauss make?*

Vocabulary Expansion

- Ex a / b** Students label the pictures with the correct words.

FOLLOW-UP ACTIVITY

Ask students which form of media in exercise **a** would each of the people in exercise **b** work for.

Everyday English

- Ex a** Students can work in pairs to put the two dialogues in the correct order.
- Ex b** Students underline the words in each dialogue that are used to congratulate someone.

FOLLOW-UP ACTIVITY

Students practice the dialogues in pairs. Ask different pairs to act out the dialogue for their classmates. Ask students how well they think each pair acted out the dialogue, giving reasons for their choice.

Language Awareness

- Students should match the verbs with their opposites.

FOLLOW-UP ACTIVITY

Ask students to write sentences in the simple past, using the following verbs:

win lose stay leave start finish

Lesson Summary

Functions:

- talking about TV programmes

Topics:

- TV programmes

Writing Skills:

- completing a paragraph about your favourite TV programme

Objectives:

- to offer students an opportunity to talk about their favourite TV programmes and actors
- to provide guided practice in writing a short review of a television programme
- to give students practice in selecting pictures based on what they hear

WARM-UP

- Ask students what type of programmes they like to watch on TV. Ask them to give reasons for their answers.

Listen and Read 

- Play the first part of the cassette (Jamie); students listen and follow in their books. Ask:
What kind of programme is Mr Bean?
What is Mr Bean like?
- Play the next part of the cassette (Gordon); students listen and follow in their books. Ask:
How often was Top of the Pops on television?
Who sang on Top of the Pops?
- Play the next part of the cassette (Helen); students listen and follow in their books. Ask:
What is Friends about?
What is Jennifer Aniston like?
- Play the last part of the cassette (Fran); students listen and follow in their books. Ask:
What is Summerland about?
Why does Fran like Jesse McCartney?
- Select students to read out the four texts to the rest of the class.

Comprehension Check

- Students skim the text to determine which statements are true.

FOLLOW-UP ACTIVITY

Ask students if they have ever watched any of the programmes mentioned in the texts. If so, what did they like / dislike about them. Ask them if they know of a programme similar to Top of the Pops.

Speaking

- Ex 1** Ensure that all students answer the questions.
- Ex 2** Ensure that all students take part in the discussion about the kind of programme shown in the advertisement.

Writing

- Students should use their answers to the six questions to help them complete the short review about their favourite television programme. Students can also use the text on page 92 for ideas.

Listening

- Before students do this exercise, ask them to describe what they can see in each picture.
- Students listen to the tape and tick the correct picture each time.

Lesson Summary

Functions:

- talking about films

Project:

- doing a project about a Disney film

Topics:

- Disney films

Objectives:

- to raise students' awareness of the culture in different countries through films
- to offer students further opportunity to talk about TV programmes and films
- to provide further discussion of students' progress and achievements in English

WARM-UP

- Ask students to look at the pictures on page ninety-four. Ask them if they know the names of the Disney films shown (in English). Ask which they have seen and which they would like to watch.

Listen and Read

- Play the cassette; students listen and follow in their books. Ask:
 - Which Disney films are from France?*
 - What is Robin Hood about?*
 - What do famous foreign actors do?*
- Ask students which of the films mentioned they have seen and which they would like to see.
- Ask students to read through the texts again and to underline any unknown vocabulary; elicit / give explanations.

Comprehension Check

- Students match the sentence halves to make true sentences.

Vocabulary Check

- Students fill in the correct words to complete the sentences.

FOLLOW-UP ACTIVITY

Write the following sentences on the board and ask students to fill in the correct words (cute, popular, entertaining or foreign).

The puppy was asleep in its basket and it looked very _____ . (cute)

Disney films are very _____ with children. (popular)

The film was made in Spain and had many _____ actors in it. (foreign)

The film was very _____ and we all enjoyed it. (entertaining)

Speaking

- Have a class discussion based on the questions. Ensure that all students take an active role.

Project

- Put students into small groups and decide which group will write about which film. Discuss where they will find the information they need (books, internet, etc.). If possible, students should rent a copy of the film and watch it together so that they can give a better description of what it is about.
- Remind students that they should check each other's written work for mistakes. The completed projects should be displayed on the classroom wall.

Joke

- Direct students' attention to the joke. Ask them to explain it using L1.

Language Corner

- Read through this section with students to highlight these mistakes which are commonly made by learners of English.

Let's Sing

TV is his life

- Students close their books. Write the title of the song on the board and ask what the song could be about. Play the song while students listen.
- Tell students to turn to page 109 of their books and ask them to read the lyrics and fill in the missing words. Play the cassette once more so they can check their answers.

Let's Talk

- This activity encourages students to identify specific pieces of information in a text.

Are you moving on? Check Yourself

- Read the first statement. Ask two students to tell you what lessons they had at school yesterday or what they did yesterday using the words they learned in the Everyday English exercise in Lesson 1. Write the words on the board to help them.
- Read the second statement. Ask two students to come to the front of the class and to act out a dialogue where one of them has just passed an important exam and the other congratulates them.
- Read the third statement. Ask several students to tell you some things that happened yesterday.
- Read the fourth statement. Ask two students to come to the front of the class and to tell the rest of the class about a television programme they enjoy.
- Students read the statements again and decide which boxes to tick.

MODULE 10 Holidays

Lessons 1-4

- Direct students' attention to the pictures on page ninety-seven of the coursebook. Ask them for their ideas about what they might learn based on the pictures. Then read the information with them, making sure they understand everything.
- Ask students to speculate about what kind of things the children might do on their camping trip.

10

Lesson 1

What are we going to eat?

Lesson Summary

Functions:

- taking a train

Topics:

- transport

Structures:

- simple future (affirmative, negative, interrogative)

I will see you tomorrow.

'Will you go out tonight?'

'No, I won't. / Yes, I will.'

Objectives:

- to introduce students to the formation and use of the simple future
- to introduce students to the vocabulary used for taking a train
- to give students further practice in answering questions based on visuals
- to teach students the difference between easily confused words

WARM-UP

- Ask students if any of them went camping last summer, and if so, did they enjoy it.

- Play the rest of the cassette; students listen and follow in their books. Ask:
What is wrong with Dan?
Why does he feel sick?
- Ask students to read the text again and to underline any unknown vocabulary. Elicit explanations from students where possible.

Listen and Read

- Play the cassette (until the end of the first dialogue); students listen and follow in their books. Ask:
How many weeks have the children not got school for?
How are they going to the campsite?
Where is Dan?
What is he doing?
- Play the next part of the cassette (until the end of the second dialogue); students listen and follow in their books. Ask:
Where are they going camping?
Where will they stay?
What are they going to do when they are there?
What are they going to eat?

FOLLOW-UP ACTIVITY

Students work in groups of five to practice reading the dialogue. Ask one or two groups to come to the front of the class to act it out.

Comprehension Check

- Students try to do the comprehension exercise without looking at the text again to see how much they can remember. They should skim the text to check their answers. Elicit corrections from students for the incorrect statements.

Grammar

- Say 'We will go to the beach tomorrow. Will you come with us? No, I won't. I will stay at home.' Write this on the board with *will / won't* in a different colour. Tell students this is the simple future and it is used to talk about the future. Explain that the auxiliary verb is always *will* regardless of whether it's the first, second or third person and that this is used in short answers (*Yes, I will. / No, I will not. / won't.*) Put the following sentence on the board and ask students for the negative and interrogative forms.

Paul will walk to school.

- Tell students, 'It's my friend's birthday on Saturday. I am going to her party.' Write the sentences on the board and explain that *am going to + verb* can also be used to talk about the future, especially for something that has been planned. Ask students to put the sentence *I am going to her party.* into the other forms (*You are ..., He is ..., etc.*) then give them the negative and interrogative forms.
- Refer students to the Grammar Reference (page 120) and read through the information with them. Pay special attention to the points next to the warning signs (!).

Grammar Practice

- This exercise provides controlled practice in the use of the simple future.

Vocabulary Expansion

- Students fill in the missing letters to complete the names of the forms of transport.

FOLLOW-UP ACTIVITY

Ask students which of these forms of transport they used last summer. Ask them which they like best and why.

Everyday English

- Ask students if they often travel by train and if so for what reasons. Students can also work in pairs to fill in the missing sentences to complete the dialogue.

FOLLOW-UP ACTIVITY

Ask some students to come to the front of the class to act out the dialogue.

Speaking

- Students should use the information on the train ticket to answer the questions.

FOLLOW-UP ACTIVITY

Students work in pairs to try and act out a dialogue between David and the person at the train station. Give help where necessary. After they have had some time to practise, ask some students to act out their dialogues for the rest of the class.

Language Awareness

- Ex 1** This exercise focuses on words which learners of English often confuse. Clarify the meaning of each word before students do the exercise.
- Ex 2** This exercise gives students practice in the use of prepositions.

Lesson Summary

Functions:

- phoning a hotel

Topics:

- places to stay

Structures:

- negative-interrogative

Aren't you going on holiday?

Don't you drink tea?

Objectives:

- to introduce students to the formation and use of the negative-interrogative
- to give students further practice in locating specific information in a leaflet
- to expose students to language used when phoning a hotel

WARM-UP

- Revise the simple future with the following drill:

1 **Teacher:** *I / walk*

Student: *I will walk*

Teacher: *she / go; we / stay; you / leave; they / eat; he / dance, etc.*

2 **Teacher:** *I / not go / camping*

Student: *I won't go camping*

Teacher: *he / can stay / at home; we / can visit / a museum; they / can be / very happy; you / can cook / dinner, etc.*

3 **Teacher:** *You / go to school by bus?*

Student: *Will you go to school by bus?*

Teacher: *they / visit a museum; we / arrive early; she / has a great time, etc.*

Listen and Read 

- Play the cassette; students listen and follow in their books. Ask:

What did the children do on their camping trip?

Where do Pete's grandparents live?

Who is going to Egypt?

Why did Dan feel sick?

How long is Amanda going to Edinburgh for?

What will Tina do in the summer?

What will the children send to each other?

- Tell students to read the text and dialogue again and to underline any unknown vocabulary. Try to elicit the meaning from students where possible.
- Select students to read out the text and dialogue.

Comprehension Check

- Tell students to close their books and then ask them the questions from the Comprehension Check. Students should open their books and look at the text again to see if their answers were correct.

Vocabulary Check

- Students can work in pairs to find the words in the text to complete the sentences.

Grammar

- Tell students that we use the negative-interrogative form when we ask questions to which we expect a yes or *no* answer. Explain that we form it by using the short form of the verb and always put it before the subject.
- Refer students to the Grammar Reference (page 120) and read through the information with them. Pay special attention to the point next to the warning sign (!).

FOLLOW-UP ACTIVITY

Practice the formation of the negative-interrogative with the following drill:

Teacher: *It's cold today.*

Student: *Isn't it cold today?*

Teacher: *I'm clever; They went to the cinema; He was at home; We have got a nice garden, etc.*

Grammar Practice

Ex 1 / 2 These exercises provide controlled practice in the use of the negative-interrogative.

Speaking

- Students should look at the information in the leaflet to answer the questions.

Everyday English

- Students read through the sentences and then put them in the correct order to form a dialogue.

FOLLOW-UP ACTIVITY

Students practice the dialogue in pairs. Then ask different pairs to act out the dialogue for their classmates. Ask students how well they think each pair acted out the dialogue, giving reasons for their choice.

Language Awareness

- Explain to students that learners of English often confuse the words *stay* and *live*.
- Explain the meaning of the words before students do the exercise.

FOLLOW-UP ACTIVITY

Ask students to write their own sentences using *stay* and *live*.

Lesson Summary

Functions:

- talking about holidays

Topics:

- holidays; places to visit

Writing Skills:

- completing a postcard

Objectives:

- to offer students an opportunity to talk about their holidays
- to give students practice in writing a postcard
- to give students further practice in listening for specific information

WARM-UP

- Ask students where they usually go on holiday and what they do when they are there. Ask them what countries they would like to visit and why.

Speaking

- Ensure that all students answer at least two of the three questions.

Listen and Read

- Play the first part of the cassette (Kate's postcard); students listen and follow in their books. Ask:
Where are Kate and her family staying?
Where did they go yesterday?
Where will they go tomorrow?
- Play the next part of the cassette (Amanda's postcard); students listen and follow in their books. Ask:
Where are Amanda and her family staying?
What can you do at the Edinburgh Festival?
What are they going to see in the evening?
- Play the last part of the cassette (Pete's postcard); students listen and follow in their books. Ask:
Where are Pete and his family staying?
What did they do yesterday?
What are they going to do today?
- Select students to read out the three postcards to the rest of the class.

Writing

- **Ex a** Students complete Kate's paragraph by putting the verbs into the correct tense.
- **Ex b** Tell students they are going to write a postcard similar to Jane's. Read through the prompts to ensure students understand what information should be included and where it should go. They should use Jane's postcard to help them.

Listening

- Tell students that they will hear a man talking about his holiday and that they should choose the correct answer according to the information they hear.

Comprehension Check

- Students should discuss what and where they think these places are, who visited them and in what order they were visited. They should refer to the postcards to help them.

Lesson Summary

Functions:

- talking about places

Project:

- making a poster about an interesting country

Topics:

- countries

Objectives:

- to give students further practice in responding to visuals
- to provide students with the opportunity to develop their communicative skills through groupwork and pairwork
- to encourage students to become more reflective as far as their learning achievements are concerned

WARM-UP

- Ask students what they know about each of the places shown in the pictures on page one hundred and four.

Listen and Read

- Play the first part of the cassette (New Zealand); students listen and follow in their books.
 - What are the people in New Zealand like?*
 - Why wasn't New Zealand strange to Francis?*
 - What did he try while he was there?*
- Play the second part of the cassette (Dubai); students listen and follow in their books. Ask:
 - What is Dubai like?*
 - What was the market like?*
 - What do the women wear?*
- Play the last part of the cassette (America); students listen and follow in their books. Ask:
 - Where did Francis stay in America?*
 - What did he like about it?*
- Ask students to read through the texts again and to underline any unknown vocabulary; elicit / give explanations.

Comprehension Check

- Tell students to close their books and then ask them the questions from the Comprehension Check. Students should open their books and look at the text again to see if their answers were correct.

Vocabulary Check

- Students should skim the text to find the words.

Speaking

- Before students do this exercise read through the **USEFUL VOCABULARY** with them making sure they know all the words.

Project

- Have a general class discussion about different countries that the students find interesting.
- Put students into pairs and decide which pair will write about the countries that were discussed. They should use the internet and books to help them with their posters. Remind students that they should check each other's written work for mistakes. The completed projects should be displayed on the classroom wall.

Language Corner

- Read through this section with students to highlight these mistakes which are commonly made by learners of English.

Let's Talk

- Students should use the pictures to answer the questions.

FOLLOW-UP ACTIVITY

Ask students to work in pairs and to imagine that one of them went on this holiday and to tell their partner about it. Students can change or add any extra information they want. When they have had time to practise, ask the students to come to the front of the class and perform the dialogue.

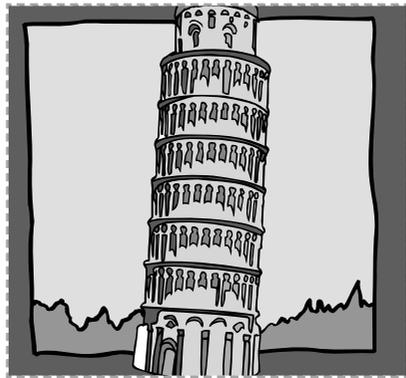
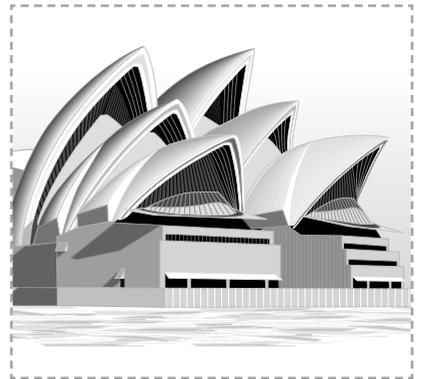
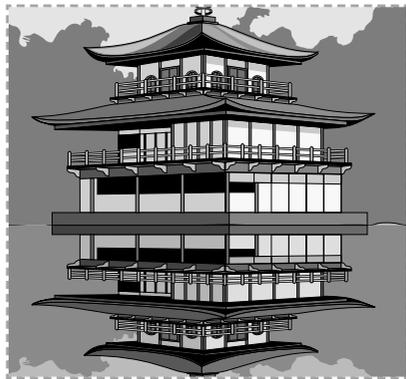
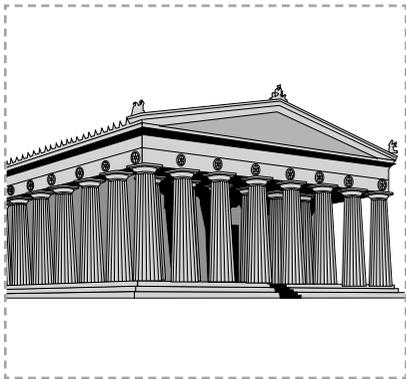
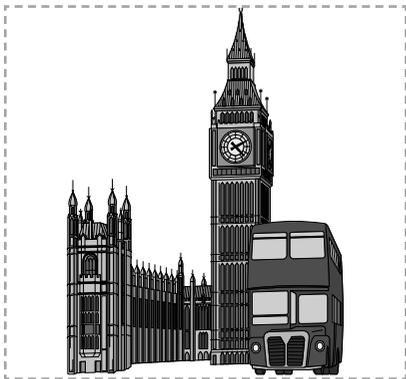
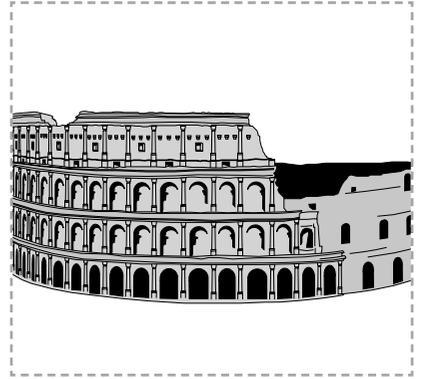
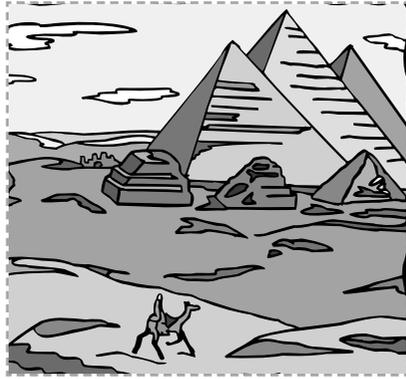
Are you moving on? Check Yourself

- Read the first statement. Ask two students to come to the front of the class. Students act out a dialogue where one student works at the train station while the other wants to buy a ticket to go to London.
- Read the second statement. Ask two students to come to the front of the class. Students act out a dialogue where one student works at a hotel while the other wants to reserve a hotel room.
- Read the third statement. Choose a student and ask him / her to tell you what they are going to do at the weekend.
- Read the fourth statement. Ask students to tell you where they are going on holiday this year.
- Read the fifth statement. Ask students to tell you about some of the places they visited.
- Students read the statements again and decide which boxes to tick.

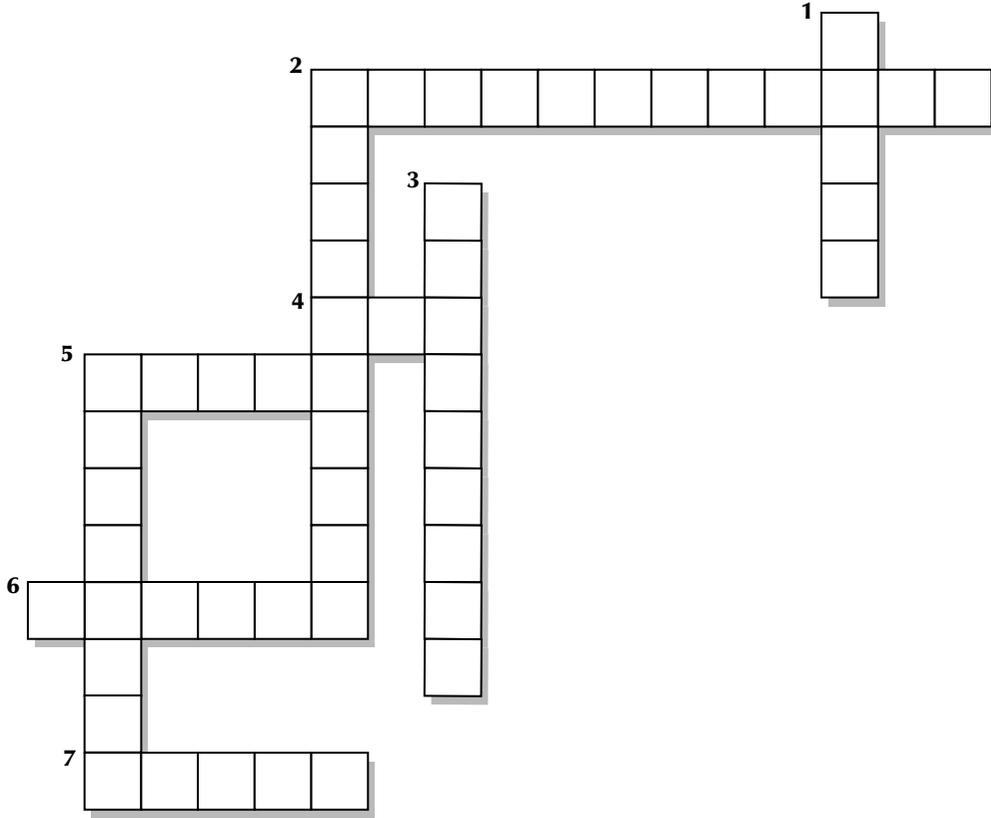
Supplementary Teaching Material

Module 1

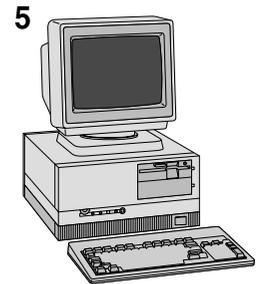
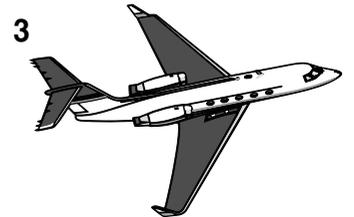
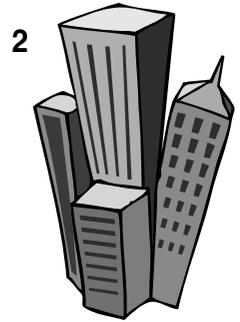
Lesson 4



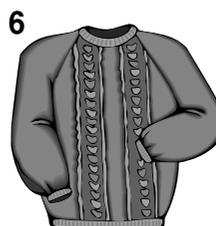
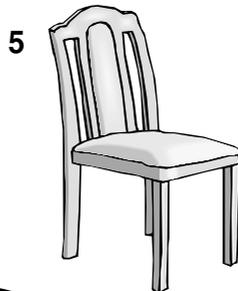
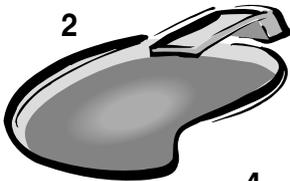
Do the word puzzle.



Down:



Across:

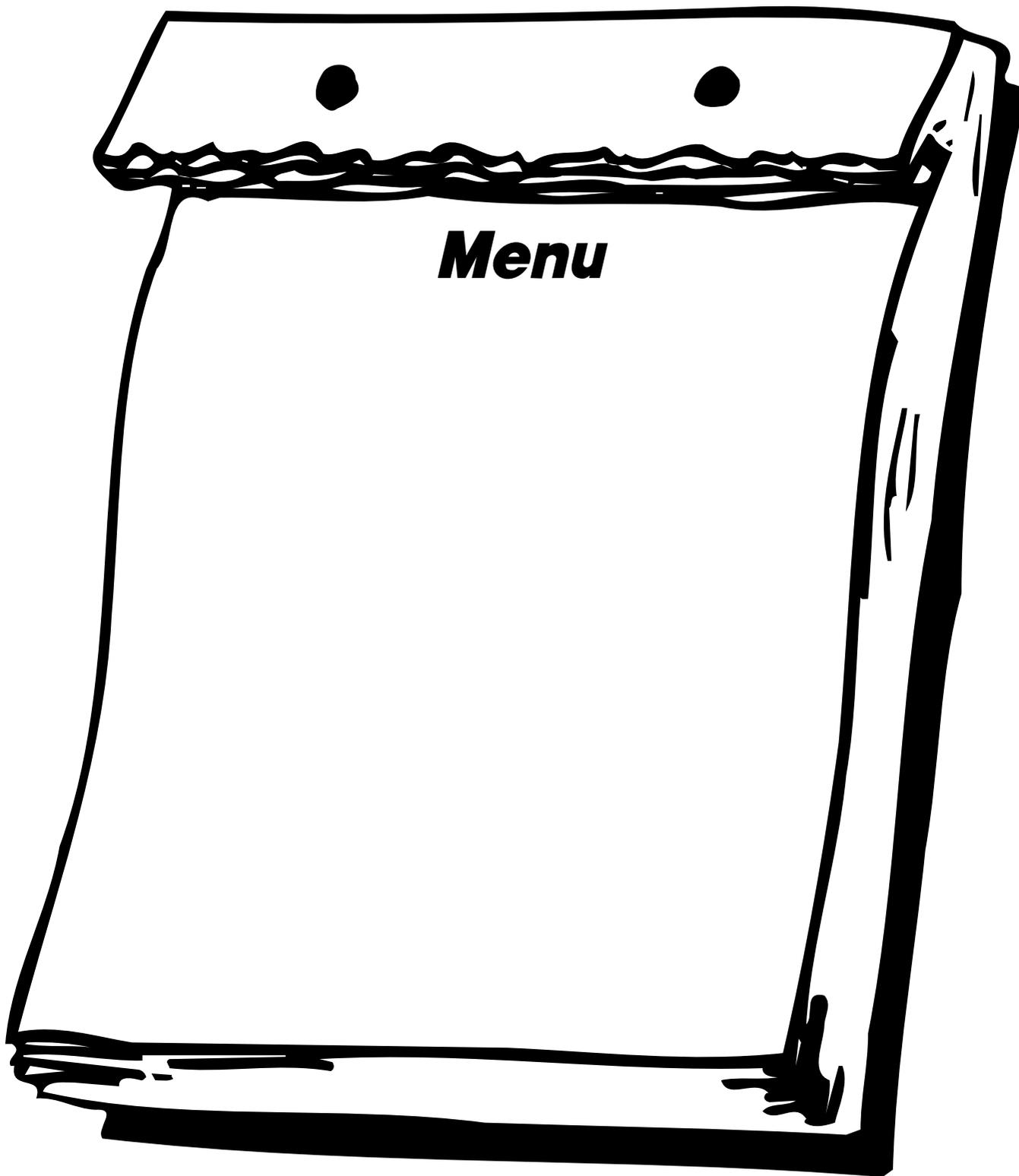


Leaflet

A large empty rectangular box with a black border, intended for drawing or writing a leaflet. The bottom portion of the box is shaded grey.

Leaflet

- play
- musical
- ballet
- concert



Occasion

Easter Party

Halloween Party

Birthday Party

Christmas Party

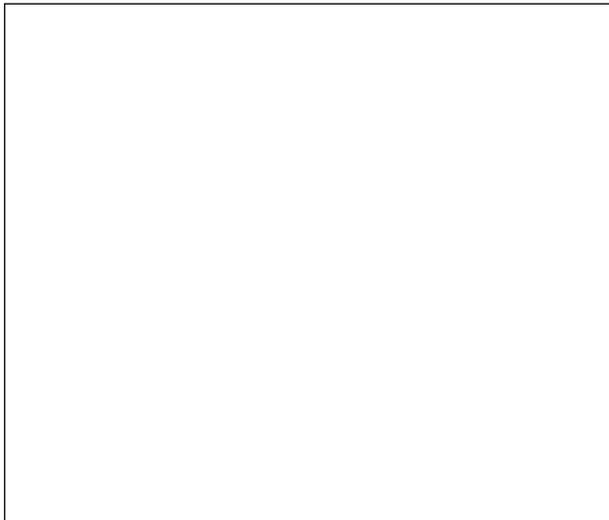
Say ...

Who the party is for.

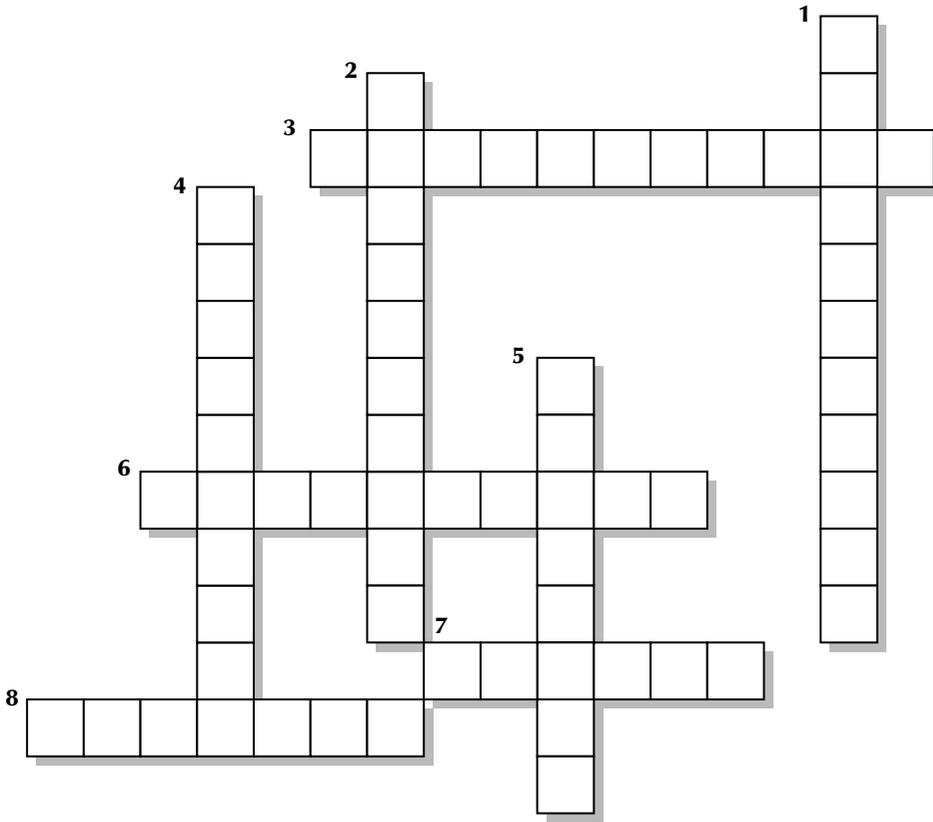
What kind of party it is.

When it is.

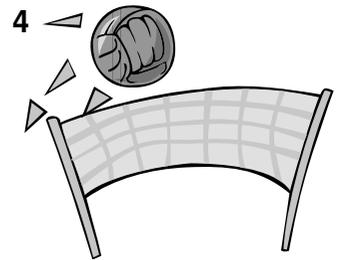
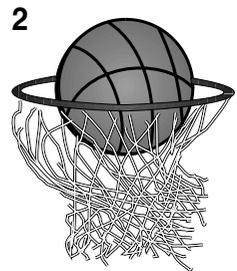
Where it is.



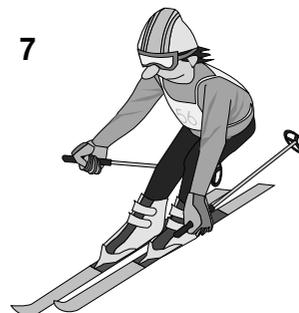
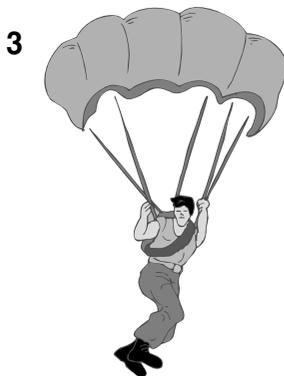
Do the word puzzle.



Down:



Across:



ON COURSE is a coursebook series written after extensive research into the latest language learning theory, including the *Common European Framework of Reference for Languages*. It takes learners of English through all levels, from beginner to proficiency.

ON COURSE is a learner-centred course which provides students with the skills necessary to fulfil a variety of communicative goals. The educational objectives of ON COURSE are:

- to provide a supportive framework in which students can develop their **receptive** and **productive skills**.
- to encourage students to become more responsible for their own learning.
- to widen students' knowledge and understanding of different cultures, lifestyles and perspectives.
- to encourage students to work with their peers to exchange ideas, solve problems, plan project work and so on.

The key features of **ON COURSE 1** are:

- ✓ a motivating **storyline** based on realistic situations, reflecting students' own experiences and interests.
- ✓ a wide range of **reading** texts from a variety of sources.
- ✓ **listening** texts that reflect real-life situations and tasks.
- ✓ **writing** sections which aim to develop students' ability to express themselves in English, using a guided approach.
- ✓ **speaking** activities linked to the topic of the module, and recognising the importance of pair and groupwork in the development of students' oral skills.
- ✓ straightforward presentation of **grammar** points followed by ample practice.
- ✓ challenging exercises designed to build up students' **vocabulary**, as well as **language awareness** sections.
- ✓ **functional** and **situational English** sections.
- ✓ self-assessment sections, songs, poetry and project work.

The wide variety of real-life situations gives students a strong practical base in communicative English. Paired with a systematic and thorough development of grammar and vocabulary, this will ensure students move seamlessly through all stages of the language learning process, from beginner to proficiency.

COMPONENTS

- | | |
|------------------------------------|--|
| ■ Student's Coursebook* | ■ Test Booklet Grammar & Companion Teacher's |
| ■ Student's Activity Book* | ■ IWB Software CD-ROM |
| ■ Grammar and Companion* | ■ Interactive e-book CD-ROM |
| ■ Teacher's Book | ■ Audio CDs |
| ■ Test Booklet | |
| ■ Test Booklet Teacher's | |
| ■ Test Booklet Grammar & Companion | |

[*The answers to these books are included in the Teacher's Book.]

The **ON COURSE** series covers all types of *texts, grammatical and vocabulary items, listening, writing and oral tasks* encountered in examinations.