

3.1

In this lesson

Lesson aims:

- Vocabulary: experiences

Resources:

- Vocabulary worksheets 3.1, p. 173
- Tests: Vocabulary check 3.1

Homework:

- Workbook Unit 3, p. 26

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Extra activities, Exercises 1, 2, 3, 5, 6, 7 and 9
- Peer learning: Extra activity, Exercises 3, 4, 6, 8 and 9
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write the lesson title on the board. Ss say what they think the lesson's about. (Books open) Ss look at pages 38–39 to check their ideas.
- Say and write on the board *Today we will talk about experiences.*

Lead-in

- Write on the board *going to a concert / try a new hobby / going on holiday.* Ask different Ss *When is the last time you (went to a concert / tried a new hobby / went on holiday)?* (Pointing to the prompts) *Which do you think is the most exciting? Why?*

Exercise 1

- (Books open) Write the verbs on the board.
- Using the Lollipop stick technique, ask different Ss to say the nouns.
- Then pairs brainstorm more nouns. Different Ss write them on the board.

Answers

play the guitar / the piano / football, write a blog / an essay / an email about fashion, take a selfie with a pop star / a photo / a bus, catch a big fish / a ball / a cold

3

That's exciting!

Vocabulary I can talk about things I'd like to do.

I know that!

- 1 Match the verbs to the nouns. Think of more nouns that go with each verb.

Verbs	Nouns
climb	a big fish
play	a selfie with a pop star
write	the guitar
take	a blog about fashion
catch	a very high mountain

climb a very high mountain
climb a tree, climb the stairs, climb a ladder

In this unit

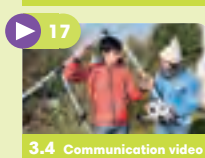
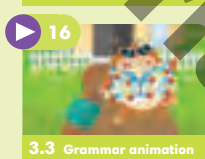
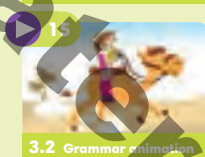
Vocabulary

- Experiences
- Sports verbs
- Sports equipment
- Compound nouns

Grammar

- Present Perfect, ever and never
- Present Perfect with just, already and yet

▶ 13-14



38

Hi, my name's Scarlett and I was fourteen last week. On my birthday, I made a Dream Map. It's a collage of all the things I want to do before I'm eighteen. I probably can't do all of them, but it's fun to try!

My Dreams

A win a competition

B ride a camel

C do a parachute jump

D go scuba-diving

E stay in a castle

F have a party

G learn to ski

H meet a famous person

Be Happy

Think Big

Exercise 2 2.1

- Ss describe the photos.
- Play audio for Ss to complete activity. Use the Lollipop stick technique to elicit the answer.
- Ask different Ss *Would you like to have a dream map? What would you put on it? Why?*

Answers → student page

Exercise 3 2.2

- Ss work in pairs.
- Use the Basketball technique to check answers.

Answers → student page

Extra activity

- Different Ss mime an activity for the class to guess.

Exercise 4

- Ss work in pairs.
- Different Ss write the answers on the board.

Answers → student page

Extra activity

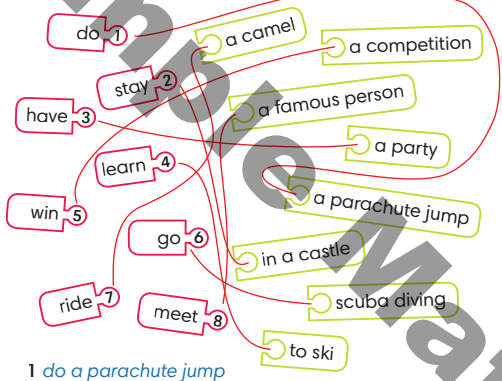
- Ss work in pairs. One student writes the red words on a piece of paper, while the other student writes the green words on another piece of paper. They test each other on the collocations, e.g. S1: *meet* S2: *a famous person.*

- 2 2.1 Look at the photos on page 38. Listen and read what Scarlett says. What is Scarlett's dream map? *It's a collage of all the things Scarlett wants to do before she's 18.*
- 3 2.2 Listen and repeat. Match the activities to photos A-H.

Vocabulary Experiences

do a parachute jump go scuba diving have a party
 learn to ski meet a famous person ride a camel
 stay in a castle win a competition

- 4 Match the phrase halves.



1 *do a parachute jump*

- 5 2.3 Complete what Scarlett says with the phrases in the Vocabulary box. Then listen and check.

I'd like to ¹*go scuba diving*. It looks amazing and I'd love to swim with fish and other creatures.

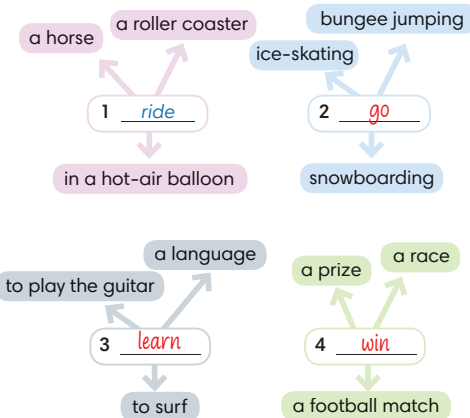
For my 18th birthday, I want to ²*have a party* at my house with all my friends.

One of my dreams is to ³*do a parachute jump*. I love the idea of flying up high and looking down at the Earth.

I'd love to ⁴*meet a famous person*, especially Ed Sheeran. I think he's a really talented musician.

I'd like to ⁵*ride a camel* in the desert. I don't know why, but it sounds fun!

- 6 Complete the phrases with a verb in the Vocabulary box.



- 7 **Exam Spot** 2.4 Listen and match dreams a-g to people 1-5. There are two extra dreams.

Person	Dream
1 e Scarlett's dad	a win a football match
2 c Lily	b learn to surf
3 g Leo	c go bungee jumping
4 b Maria	d learn to ski
5 a Thomas	e ride in a hot-air balloon
	f go scuba diving
	g ride a roller coaster

- 8 In pairs, talk about the experiences in Exercise 3 and Exercise 6.

- Which of the experiences sounds exciting? Why?
I think winning a competition sounds exciting because you can win a really good prize.
- Which sounds boring? Why?
- Which sounds the most dangerous? Why?
- Which sounds the scariest? Why?

- 9 Make a list of eight things you'd like to do before you're eighteen. Is your list similar to Scarlett's? Tell the class.

I'd like to ...



Extra activity

- Play a game with the class. Ss work in small groups. Say a verb, e.g. *go*. Give Ss 30 seconds to write down all the collocations to describe experiences they can think of. The group with the most collocations writes them on the board. Continue with different verbs, e.g. *win, ride*.

Exercise 8

- Ask different Ss each question first to model the activity
- After pairs complete the activity, Ss share their ideas with the class.
- Monitor for accurate use of vocabulary and pronunciation.

Exercise 9

- Pairs compare their lists.
- Use the Lollipop stick technique to elicit answers.

Extra activity

- Critical thinking** Ss work in small groups. Each has an Expert Envoy. Tell them to imagine their group can do one of the exciting activities they've learned in this lesson next weekend. Ss discuss the different activities and choose one. An expert envoy tells the class their decision and explains their choice.

Finishing the lesson

- (*Books closed*) Ss tell new words they've learned in this lesson and write them on the board. Remind Ss to copy them into the vocabulary section of their Learner Diary.
- Use the Thought-provoking questions technique. Ask *Which activity did you enjoy most?* Different Ss share and explain their ideas.

Fast finishers

- (Books closed)* Using Exercise 5 to help, Ss write down what they would like to do for their eighteenth birthday. They could tell the class at the end if there is time left.

Exercise 5 2.3

- Ss read what Scarlett says and underline key words.
- Use the Lollipop stick technique to elicit the answers.

Answers → student page

Exercise 6

- Ss work in pairs.
- Use the Lollipop stick technique to elicit the answers.

Answers → student page

Extra activity

- Say correct and incorrect collocations from this exercise. Ss respond using the Thumbs up/down technique, e.g. *ride a horse* (thumbs up), *go a language* (thumbs down).

Exercise 7 2.4

- This is preparation for the Cambridge KEY Listening test part 5.
- Ss read the Dream statements and say key words each one could have in the audio, e.g. *win a football match* – *football, goals, competitions, trophy* etc.
- Use the Basketball technique to check answers.

Answers → student page

3.2

In this lesson

Lesson aims:

- Grammar: Present Perfect, *ever* and *never*

Resources:

- Grammar worksheet 3.2, p. 183
- Tests: Grammar check 3.2

Homework:

- Workbook Unit 3, p. 27
- Extra Online Practice Unit 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar!, Exercises 2, 5 and 7
- Peer learning: Exercises 3, 8 and 10
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask Ss to say as many experiences as they can remember from L3.1.
- Say and write on the board *I've never done a parachute jump. I've skied down a mountain!*
- Ask *What are we going to learn today?* Ss offer ideas.
- Say and write on the board *Today we will learn about the Present Perfect so we can talk about our experiences.*

Lead-in

- Ss say any extreme sports they know, e.g. *do a parachute jump, go bungee jumping.*
- Ask *Would you like to do an extreme sport? Why (not)?*

Exercise 1

- Ss look at the photo story, and suggest what it's about.
- Use the photos to teach *go-karting track* and mime *drive a go-kart.*

Answers → student page

Exercise 2

- Pairs guess the answers before they read and listen.
- Play recording and then use the Lollipop stick technique to elicit answers. Ask *Who guessed correctly?*

We've won!

Have you ever done any extreme sports? For example, have you skied down a mountain, or been scuba diving? Bella and Zadie haven't done any extreme sports, but Josh has tried lots of them! Today he's invited Bella and Zadie to go to a go-karting track.

Josh: Have you ever driven a go-kart, Zadie?
Zadie: No, I haven't.
Josh: Well, don't worry. I've done it lots of times. Just follow me ...
Zadie: Erm, it's OK, thanks, Josh. Bella hasn't driven before, just like me, so we're going to go slowly. We don't want to crash.



Bella: Have you ever crashed, Josh?
Josh: No, I haven't. I've never had an accident. Right, it's time for our race. Ten laps and the loser buys lunch!
Bella: Hey, that's not fair!



Zadie: We've won!
Bella: You've won! Well done! High five!
Zadie: I've never been so terrified ... or excited! But where's Josh?

1 Look at the photos. Where are Josh, Zadie and Bella? *They are at a go-karting track.*

2 **13** **2.5** Watch or listen and read. Answer the questions.

- Do Zadie and Bella know how to drive a go-kart? *No, they don't. (They've never driven one before).*
- Does Josh know how to drive? *Yes, he does. (He's driven one lots of times).*
- Why does Zadie say 'Erm, it's OK, thanks Josh'? *Because Zadie and Bella want to go slowly.*
- What does the loser of the race have to do? *buy lunch*

3 **2.6** Listen and repeat. Find these expressions in the story.

Follow me! That's not fair. High five!

Say it!

4 **Guess!** What has happened to Josh? Have a class vote.

- a He's crashed his car. b He's still racing.

5 **14** **2.7** Now watch or listen and check.

40

- Ask Ss if they would like to drive or have driven a go-kart.

Answers → student page

Exercise 3

- After Ss complete the activity, describe these situations one at a time. Say *1 You and your friends are lost. Suddenly you think you know the way! 2 Your mum gives you two chores to do and your sister one. 3 Your group wins a game in an English class.*
- Ss respond after each. (*1 Follow me! 2 That's not fair. 3 High five!*)
- Pairs think of other situations they can use the expressions in. Ss share ideas with the class.

Answers → student page

Exercise 4

- Critical thinking** Ss discuss the question in pairs.
- Ss share ideas with the class before voting.

Exercise 5

- Ss watch/listen to check their answer.

Video/Audio script

Zadie: There you are, Josh. What happened?
Josh: I crashed on the last lap. My car hit the side of the track.
Zadie: Have you hurt yourself?
Josh: No, I'm OK, thanks.
Bella: So the winner was Zadie and I was second.
Zadie: That means you're buying lunch, Josh!

Grammar Present Perfect, ever and never

+	I've won.	-	I haven't won.
	He's won.		He hasn't won.
	Have they won?		Yes, they have . / No, they haven't .
?	Has he won?		Yes, he has . / No, he hasn't .
	What has he won?		

Have you ever driven a go-kart? (ever = in your life).
I've never driven a go-kart.

15 Get Grammar!

Has Fluffy ever done a parachute jump?
No, she **hasn't**.
Fluffy **has never done** a parachute jump.



6 Match the infinitives to the past participles.

Infinitive	Past participle
eat	broken
break	had
go	been
be	seen
have	slept
meet	met
put	ridden
ride	eaten
see	won
sleep	gone/ been
win	put

be - been break - broken; eat - eaten; go - gone;
have - had; meet - met; put - put; ride - ridden;
see - seen; sleep - slept; win - won

LOOK! I never **go** scuba diving.
I would like to **go** to Paris.
BUT:
I've **never been** scuba diving.
I've **never been** to Paris.

7 Complete the sentences with the Present Perfect form of the verbs.

- Today, Josh **has invited** (invite) the girls to a go-karting track.
- The kids **have put** (put) helmets on.
- Josh **has crashed** (crash) his car.
- Luckily, he **hasn't broken** (not break) an arm or a leg!
- He **hasn't won** (not win) the race.

8 In your notebook, write sentences in the Present Perfect.

- Bella and Zadie / see a dolphin ✓ a shark ✗
Bella and Zadie have seen a dolphin, but they haven't seen a shark.
- Zadie / ride a horse ✓ a camel ✗
- Bella / meet Emma Watson ✓ Taylor Swift ✗
- Josh / climb a mountain ✓ a volcano ✗
- Josh and Bella / go surfing ✓ skydiving ✗

9 In pairs, ask and answer about the activities in the photos. Use the Present Perfect and ever. Take notes. Then tell the class about your friend.

- 1 A: *Have you ever been surfing?*
B: *No, I haven't.*

Lila has never been surfing.



1 go surfing



2 climb a mountain



3 win a competition



4 ride a roller coaster



5 break your arm



6 try sushi

10 Write five questions with Have you ever about crazy or funny experiences. Then ask your friends.

Have you ever eaten a chocolate pizza?
Have you ever touched a spider?

- Ask Was your guess correct?
- Ask different Ss: Who was the winner? (Zadie) Who was last? (Josh) Why? (He crashed) Was he hurt? (No)

Answers → student page

Get Grammar! 15

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Say *I've done a parachute jump*. Ask *Do we know when?* (No)
- Write these sentences on the board. Different Ss write the answers using the correct form of the Present Perfect.

- + You have done a parachute jump.
- She ____ (win) a competition.
? ____ we ever ____ (do) a parachute jump?
Yes, we ____ . No, we ____ .
They' ____ never ____ a competition.
- Use the Traffic Lights technique to check understanding.

Exercise 6

- Ask *How do we form the past participle of regular verbs?* (add -ed to the infinitive) Ask *Are these verbs regular or irregular?* (irregular)
- Ss work in pairs.

Answers → student page

Look!

- Read out the Look! box.
- To check comprehension, ask 1 *Which sentence is about something we don't do?* (I never go scuba-diving.) 2 *Which sentence is about something we want to do?* (I would like to go to Paris.) 3 *Which two sentences are about life up to now?* (I've never been scuba-diving / to Paris.)

Exercise 7

- Use the Basketball technique to check answers.

Answers → student page

Exercise 8

- Ss work in pairs.

Answers

- Zadie has ridden a horse, but she hasn't ridden a camel.
- Bella has met Emma Watson, but she hasn't met Taylor Swift.
- Josh has climbed a mountain, but he hasn't climbed a volcano.
- Josh and Bella have gone (been) surfing, but they haven't gone (been) skydiving.

Exercise 9

- Model the first question with a student.
- Invite pairs to share answers with the class.

Exercise 10

- Employ Expert Envoy technique to complete the activity.
- Invite pairs to share answers with the class.

Finishing the lesson

- (Books closed) Clarify the grammar goals of the lesson. Ask Ss to say two sentences using the Present Perfect and unit vocabulary.
- Use the Summative technique for Ss to finish the sentences: *Today I have learned ... I can ...*

Fast finishers

- Ss underline sentences with the Present Perfect in the dialogue in Exercise 1.

3.3

In this lesson

Lesson aims:

- Grammar: Present Perfect with *just*, *already* and *yet*

Resources:

- Grammar worksheet 3.3, p. 184
- Tests: Grammar check 3.3

Homework:

- Workbook Unit 3, p. 28

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar!, Finishing the lesson, Exercises 1, 2, 3 and 4
- Peer learning: Exercises 3, 4, 5 and 6
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) In pairs Ss say different verbs from L3.2 in the present and past participle form.
- Set the goals of the lesson. Write on the board:
I've just finished the exercise.
She's already been to Paris.
They haven't done their homework yet.
- Ask *What are we going to learn today?* Ss offer ideas.
- Say and write on the board
Today we will learn about using the Present Perfect with just, already and yet.

Lead-in

- (Books closed) Ask different Ss *Have you ever been to Australia?* *Can you name any cities in Australia?* (e.g. Sydney, Melbourne) *What animals can we see there?* (e.g. kangaroos, koala bears)

Exercise 1

- (Books open) Teach *fill* and *petrol*. Say *cars need petrol to work*. Fill a car with petrol means *put petrol in it*.
- Ss work in pairs.
- Use the Lollipop stick technique to elicit answers.

Answers → student page

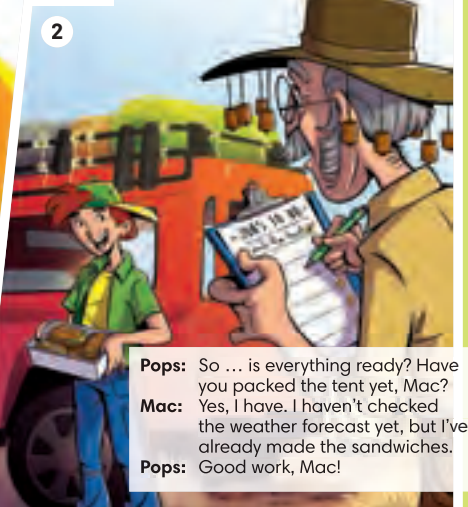
The Explorers The Golden Boomerang

The Explorers are in Australia.



1
Mac: What are you reading, Pops?
Pops: It's a book about the Golden Boomerang of Woolawarra. I've just finished it.
Eva: The Golden Boomerang?
Pops: Yes. It's an ancient treasure. No one has ever found it, so ... what are we waiting for?! Let's get ready!

Later ...



2
Pops: So ... is everything ready? Have you packed the tent yet, Mac?
Mac: Yes, I have. I haven't checked the weather forecast yet, but I've already made the sandwiches.
Pops: Good work, Mac!



3
Pops: Have you filled the jeep with petrol, Eva? It's a long drive.
Eva: Yes, I have. I've already done that.
Pops: Good work, Eva! I've just filled the water bottles, so we're ready to go! Now, where's the map?
Eva: It's in the jeep, Pops, but I don't think we need it. There's only one road through the desert. Look!

Two hours later ...



4
Pops: It's getting really hot! Can you pass me some water? I'm thirsty.
Eva: Sure, erm, where is it, Pops?
Mac: Oh, no! We've forgotten the water!

To be continued ...

- 1** Look at the cartoon and answer the questions. **2** Listen and read. Answer the questions.
- Where are the Explorers? **Australia**
 - Where do they want to go? **Woolawarra**
 - How are they travelling? **By car/jeep**
 - What's the weather like? **(very) hot**
- What is the Golden Boomerang of Woolawarra? **an ancient treasure**
 - Is Woolawarra far? **Yes. It's a long drive.**
 - Are there lots of roads in the desert? **No. There's only one.**
 - What have the Explorers forgotten to take? **water**

42

Exercise 2 2.8

- Ss underline the text where they find the answers.
- Check answers using the Basketball technique.

Answers → student page

Extra activity

- Ss work in groups of four to read and act out the story.

Get Grammar! 1.6

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Point out we use *yet* with negatives and questions and *just* for things that happened a short time ago. Draw Ss' attention to the word order in the examples.
- Write these gapped sentences on the board. Use the Lollipop stick technique to ask Ss to complete with *just*, *already* or *yet*.
1 *I've _____ remembered his name!* (*just*)
2 *He's _____ climbed five high mountains.* (*already*)
3 *He hasn't been to Australia _____.* (*yet*)
4 *Have you been to Australia _____?* (*yet*)
- Use the Traffic Lights technique to check understanding.

Grammar Present Perfect with just, already and yet

- +** I've **just finished** my book.
- Eva's **already filled** the jeep with petrol.
- I **haven't looked** at the map **yet**.
- ?** Have you **packed** the tent **yet**?
Yes, I **have**. / No, I **haven't**.

16 Get Grammar!

Hammy has **already** packed his suitcase.
He's **just** left the house.



3 Read the cartoon again. Circle true (T) or false (F). Correct the false sentences.

- 1 Mac hasn't packed the tent yet. T/F
- Mac has already packed the tent.
- 2 Mac has already checked the weather forecast. T/F
- 3 Mac has already made the sandwiches. T/F
- 4 Eva hasn't filled the jeep with petrol yet. T/F
- 5 Pops hasn't filled the water bottles yet. T/F

4 2.9 Look at the next part of the story. What has just happened? Write sentences with just. Then listen and check.



- 1 The Explorers / arrive / in Woolawarra.
The Explorers have just arrived in Woolawarra.
- 2 Pops / buy / some water / from a shop.
- 3 Eva and Mac / see / a kangaroo.



- 4 Mac / put up / the tent near the Woolawarra mountain.
- 5 Eva / discover / a small cave.
- 6 Hooray! She / find / the Golden Boomerang!

5 2.10 Complete Pops's diary with the Present Perfect form of the verbs. Then listen and check.



16 November, 4 p.m.
We 'have just driven (just / drive) to Woolawarra Museum and we ' (already / give) 2 have already given the Golden Boomerang to the museum director.
He is really happy! Where is he going to put it?
He ' (not decide / yet) He 'has already told 3 hasn't decided yet (already / tell) the newspapers and a journalist has just taken (just / take) our photo!

6 In your notebook, write true sentences about what you've done today. Use yet or already.

- 1 do my homework
*I haven't done my homework yet.
I've already done my homework.*
- 2 chat with my friends
- 3 take a selfie
- 4 buy a snack
- 5 send a text message
- 6 have lunch

7 In pairs, ask and answer about Exercise 6.

- A: *Have you done your homework yet?*
- B: *Yes, I have. I've already done my homework.
No, I haven't. I haven't done my homework yet.*

Answers

2 Pops has just bought some water from a shop. 3 Eva and Mac have just seen a kangaroo. 4 Mac has just put up the tent near the Woolawarra mountain. 5 Eva has just discovered a small cave. 6 Hooray! She has just found the Golden Boomerang!

Extra activity

- Small groups use the Three facts and a fib technique about lesson's story including information in Exercise 4.

Exercise 5 2.10

- Ask Ss what they think will happen next.
- Ss complete the activity using the Think-pair-share technique.
- Different Ss write the answers on the board.

Answers → student page

Exercise 3

- Ss complete the activity using the Think-pair-share technique.
- Use the Lollipop stick technique to elicit answers and correct the false ones.

Answers → student page

2 He hasn't checked it yet. 4 She's already filled it with petrol. 5 He's already filled the water bottles.

Exercise 4 2.9

- Pairs describe the pictures and help each other write.
- Use the Lollipop stick technique to elicit answers.

Exercise 6

- Ss swap notebooks with a partner and provide feedback using the Two stars and a wish technique.

Answers

2 I've already chatted with my friends. I haven't chatted with my friends yet. 3 I've already taken a selfie. I haven't taken a selfie yet. 4 I've already bought a snack. I haven't bought a snack yet. 5 I've already sent a text message. I haven't sent a text message yet. 6 I've already had lunch. I haven't had lunch yet.

Extra activity

- Ss report back to the class about their partners, e.g. *Jenny has already done her homework.*

Exercise 7

- Model a few questions with different Ss.
- Monitor and correct grammar and pronunciation.
- Invite pairs to do the activity in front of the class.

Answers

2 Have you chatted with your friends yet? 3 Have you taken a selfie yet? 4 Have you bought a snack yet? 5 Have you sent a text message yet? 6 Have you had lunch yet?

Finishing the lesson

- (Books closed) Clarify the grammar goals of the lesson. Use the Lollipop stick technique to elicit sentences in the Present Perfect with just, already and yet.
- Use the Summative questions technique to have Ss say what they have learned, managed to do and what they found difficult in this lesson.

Fast finishers

- Ss underline examples of the Present Perfect with just, already and yet in the story.

3.4

In this lesson

Lesson aims:

- Communication: instructions

Resources:

- Communication worksheet 3.4, p. 196

Homework:

- Workbook Unit 3, p. 29
- Extra Online Practice Unit 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 1, 2, 3, 4 and 5, Finishing the lesson
- Peer learning: Extra activity
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write on the board *Have you tidied your room yet today?* Ss say a similar question.
- Set the goals of the lesson. Pairs look at page 44. Ask *What's the lesson about today?*
- Say and write on the board *Today we will learn how to ask for and give instructions.*

Lead-in

- Say and write on the board *Today we will learn how to ask for and give instructions.*

Exercise 1

- Check answers using the Lollipop stick technique.
- Ask the class *Who guessed correctly?*

Answers → student page

Exercise 2

- Use the Lollipop stick technique to choose individual Ss to say different expressions from the box.

Exercise 3

- Ss work in pairs to complete the activity.
- Use the Basketball technique to check answers.

Answers → student page

3.4

Communication

I can ask for and give instructions.

Something's not right

Bella: Hi, Josh. What's that?
Josh: Oh, hi, Bella. It's my new goal. I've just put it up, but something's not right.
Bella: Yes, I can see. Where are the instructions?
Josh: Instructions?
Bella: Ah, here they are. Now what's the first step?
Ten minutes later ...
Bella: Then, put this post here.
Josh: OK ... and what do I have to do next?
Bella: Put the goal upright. And ... it's finished.
Josh: How do I put the net on?
Bella: That's easy. Like this ...
Josh: Great! It's ready!
Bella: Be careful, Josh. Don't kick the ball too hard.
Josh, Bella: Oh, no!



- 1 17 2.11 Watch or listen and read. Where are Josh and Bella? What is Josh doing? *They are in the garden. Josh is putting up a goal.*

- 2 2.12 Listen and repeat.

Communication Instructions

Asking for instructions

How do I put the net on?
 What's the first step?
 What do I have to do next?

Ordering instructions

Before you begin, ...
 First, ... Then, ... Next, ... Finally, ...

Giving instructions

Put this post here.
 Next, put the goal upright.
 Be careful.
 Don't / Try not to kick the ball too hard.

- 3 2.13 Complete the dialogue with one word in each gap. Then listen and check.

Girl: Hey, what are you doing?
Boy: Playing football on my games console.
Girl: It looks fun! ¹How do I play?
Boy: Well, ²First, choose a player. ³Then, you start the game. Next, move your player ... like this.
Girl: OK.
Boy: But ⁴be careful - ⁵don't press the red button. That turns off the game.
Girl: Right. So I've chosen my player. Erm, what do I ⁶have to do now? Oops!
Boy: I don't believe it! You've pressed the red button!

- 4 **Exam Spot** 2.14 Listen to four people giving instructions and circle the correct answer a, b or c.

- 1 Helen is talking about how to make pancakes. Which ingredients do you need to make them?
 a eggs, flour and milk
 b milk and flour
 c eggs, flour and water
- 2 What is Karl giving instructions about?
 a how to play a computer game
 b how to watch a DVD
 c how to download a film
- 3 Lewis is giving instructions about how to start practising a sport. Which sport is he talking about?
 a tennis
 b ice hockey
 c football
- 4 Freya is talking about how to take a good selfie. When are selfies more interesting?
 a When you take them in dark places.
 b When you do something interesting.
 c When you eat something.

- 5 **Exam Spot** Work in pairs. Take turns to give instructions.
Student A: Go to page 122.
Student B: Go to page 128.

44

Extra activity

- Critical thinking** Write on the board *Are you good at following instructions? In what situations do we need to give instructions?* (e.g. *putting up sports equipment such as a basketball ring, putting up furniture, how to operate technology*)
- Ss work in small groups and then report back to the class.

Exercise 4

- This is preparation for the Cambridge KEY Listening test, Part 4.
- Use the Lollipop stick technique to check answers. Ss justify them.

Answers → student page

Exercise 5

- This is preparation for the Pearson Test of General English (PTEG) Spoken test, section 13.

- Use an observation form to note examples of good use of language and some mistakes.
- Write two examples of each on the board. Use the Lollipop stick technique to ask Ss what's good and correct mistakes.

Finishing the lesson

- (Books closed) Pairs say the expressions from the Communication box they can remember.
- Ss reflect on the lesson by noting what they found easy and difficult in their Learning Diary.

Fast finishers

- Ss underline the expressions in the Communication box in the dialogue in Exercise 1.

Girl power

Profile: Rene Gangarosa
School: Brighton, USA
Age: 16



tennis

lacrosse

ice-hockey (Rene's favourite sport)

It's 7 a.m. and most teenagers are still in bed. But not Rene Gangarosa. She's already got up and she's had her breakfast. She's training with her lacrosse* team, and she's just scored a goal!

16-year-old Rene lives for sport: when she was three years old, she started judo. Then, when she was five, she competed in tennis matches. She won lots of tennis competitions. But Rene's favourite sport isn't lacrosse, judo or tennis. It's a sport that she plays with the boys ... Rene loves ice hockey!

Rene is really interested in ice hockey – she supports her local team and her favourite player is Jaromir Jagr. However, ice hockey is a difficult game for a girl. The boys are stronger than Rene. When Rene joined the team, they were worried – they didn't want to lose matches. But Rene has worked hard and today she's one of their best players!

Rene can compete in so many sports because her family help her. Her parents take her to lacrosse practice before school and to hockey practice after school. She's so busy that she hasn't got much time for homework! Rene does most of it at break times in school.

It's 10 p.m. now, and Rene has just finished an ice hockey match. She's very tired! Has she ever wanted to stop playing? No, she hasn't! This is the price of success and she wants to be the best!

* lacrosse – a sport that you play with a stick and a small ball

1 I know that! Work in pairs. What sports words do you know? Which sports do you do?

2 **2.15** Look at the photos. Which sports can you see in the photos? Read and listen. Which photo shows Rene's favourite sport?

3 Exam Spot Read the text again and answer the questions.

- Which sports does Rene do?
- How did the hockey team players feel about Rene?
- How do Rene's family help her?
- When does Rene usually do her homework?
- Why does she train so hard?

4 **2.16** Listen and repeat. Then find the verbs in the text. Match them to their definitions 1–6.

Vocabulary Sports verbs

compete lose score support train win

- practise train
- want a team to play well support
- not come first in a competition lose
- be in a competition compete
- come first in a competition win
- get a point in a game score

5 Match the sentence halves a–d to 1–4.

- b Rene sometimes trains
- a Rene supports
- d Rene scored a goal
- c Rene competes in

- her local ice hockey team.
- at the weekend.
- lots of different sports.
- in her last hockey match.

6 Exam Spot Ask and answer in pairs.

- Have you ever competed in a sports event?
- Which team do you support? Do your friends support the same team?

Exercise 2 2.15

- Use the Lollipop stick technique to elicit the answers.

Answers → student page

Exercise 3

- This is preparation for the Pearson Test of General English (PTEG) Written test, level 1, section 6.
- Remind Ss to use the context and photos to help them understand the text.
- Ss work individually.
- Check answers as a class.

Answers

1 Lacrosse, judo, tennis, ice-hockey. **2** They were worried at first because they didn't want to lose. **3** They take her to sports practice before and after school. **4** In break times. **5** Because she wants to be the best.

Exercise 4

- Use the Basketball technique to check answers.

Answers → student page

Exercise 5

- Ss work in pairs. Ss say where they found the answers.

Answers → student page

Extra activity

- Ss use the Three facts and a fib technique about the text with a partner.

Exercise 6

- This is preparation for the Cambridge KEY Speaking test, parts 1 and 2, and Pearson Test of General English (PTEG) Spoken test, level 1, section 10.
- Different pairs do the activity in front of the class.

Finishing the lesson

- (Books closed) Different Ss say expressions they've learned.
- Ask *What did you like most about this lesson?*

Fast finishers

- Ss use the sports verbs to write sentences about themselves or their friends/family.

In this lesson

Lesson aims:

- Reading: understanding a text about a sports person
- Vocabulary: sports verbs

Resources:

- Tests: Vocabulary check 3.5

Homework:

- Workbook Unit 3, p. 30

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 1, 2, 4 and 6
- Peer learning: Exercise 5
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write the lesson title on the board. Ask *What do you think we're going to read about?* Ss offer ideas. Then they look at page 45 to check.
- Say and write on the board *Today we will read about a girl who loves sport and learn some sports verbs.*

Lead-in

- Critical thinking** (Books closed) Write on the board *It's important to be good at sports.* Ss give their opinions.

Exercise 1

- Use the Lollipop stick technique to elicit the different sports Ss do.

3.6

In this lesson

Lesson aims:

- Listening: understanding a text about an extreme sport
- Vocabulary: sports equipment, compound nouns

Resources:

- Vocabulary worksheet 3.6, p. 173
- Tests: Vocabulary check 3.6

Homework:

- Workbook Unit 3, p. 31

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 7
- Peer learning: Lead-in and Exercise 2
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write on the board *go-k* _____, *b* _____ *jumping* and *e* _____ *sports*. (*karting, bungee, extreme*). Elicit answers.
- Ask *What equipment do you think you need for these sports?*
- Say and write on the board *Today you will learn sports equipment vocabulary and listen to an interview about an extreme sport. You will also learn some compound nouns.*

Lead-in

- (Books closed) Write *cycling/football/swimming* on the board. Pairs brainstorm clothes worn for these sports and any equipment they know.

Exercise 1 2.17

- (Books closed) Invite different Ss to draw a word on the board for the class to guess.

Answers → student page

Exercise 2

- Pairs compare answers. Check as a class.

Answers → student page

3.6 Listening and Vocabulary

I can understand a listening text about an extreme sport.

- 1 2.17 Listen and repeat. Then label photos A–L with the words in the Vocabulary box.

Vocabulary Sports equipment

boots gloves goggles helmet
hockey stick ice skates rollerblades
skateboard skis snorkel mask
swimsuit tennis racket



- 2 Put the equipment in the Vocabulary box into the correct category. Which equipment is for you:

- head/face? goggles, ... helmet, snorkel mask
- body? swim suit
- feet? ice skates, boots, skis, rollerblades, skateboard
- hands? tennis racket, hockey stick, gloves

- 3 2.18 Listen to a radio interview. Which sport is Rufus talking about? Tick (✓) the equipment Rufus uses. Rufus is talking about skydiving.

- | | | |
|---|---|---------------------------------|
| <input checked="" type="checkbox"/> helmet | <input checked="" type="checkbox"/> gloves | <input type="checkbox"/> racket |
| <input checked="" type="checkbox"/> goggles | <input checked="" type="checkbox"/> parachute | <input type="checkbox"/> skis |

- 4 **Exam Spot** 2.18 Listen to the interview again. Read the questions and circle the correct answer a, b or c.

- What sports doesn't Rufus mention?
a school sports b extreme sports **c** water sports
- Rufus's friends think the sport is _____.
a dangerous b safe c cool
- Before Rufus jumps he feels _____.
a worried b excited **c** scared
- Rufus travels at the speed of _____.
a 200 km/h b 300 km/h c 1300 km/h
- What's the most dangerous part?
a landing b jumping
c opening the parachute
- How old do you have to be to skydive?
a seventeen b eighteen **c** sixteen

- 5 **Exam Spot** Ask and answer in pairs.

- Have you ever tried an extreme sport?
- Would you like to try skydiving? Why? / Why not?

- 6 Read the Vocabulary Builder. Can you think of more compound nouns? rollerblades; snorkel mask; swimsuit; Ss' own ideas

Vocabulary Builder Compound nouns

In English we often use a noun to describe another noun.
tennis racket hockey stick ice skates skateboard

- 7 Match a–f to 1–6.

- | | |
|---------------------|----------------------------------|
| 1 f tennis | a stop / ticket |
| 2 e summer | b bus / playground |
| 3 a bus | c pool / competition |
| 4 c swimming | d skates / rink |
| 5 b school | e holidays / sports |
| 6 d ice | f racket / player / match / ball |

- 8 Cover Exercise 7. Read the definitions and write the correct compound nouns.

Compound nouns quiz

- We wait here for the bus. bus stop
- We can swim here. swimming pool
- We don't go to school at this time of year! summer holidays
- We need these things to play tennis! tennis racket / ball
- We can play football here at break time. school playground
- We can ice-skate here. ice-rink

46

Exercise 3 2.18

- Before listening, Ss say what sports they associate with the sports equipment.

Answers → student page

Exercise 4 2.18

- This is preparation for the Cambridge Key Listening test, Part 3.

Answers → student page

Exercise 5

- This is preparation for the Cambridge KEY Speaking test, part 2, and Pearson Test of General English (PTEG) Spoken test, level 1, section 10.

Exercise 6

- Ss write their ideas on the board.

Answers → student page

Exercise 7

- Use the Basketball technique to check answers. Ss add one more word to each item.

Answers → student page

Exercise 8

- Ss work individually and share their score with the class.

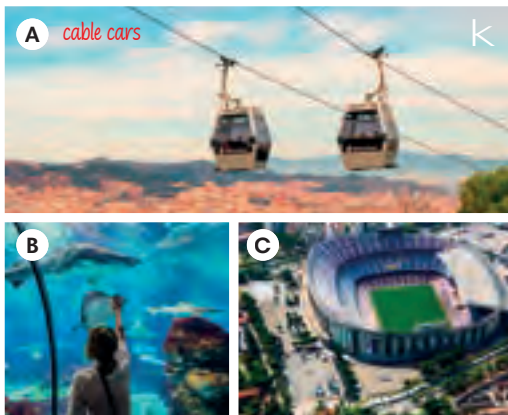
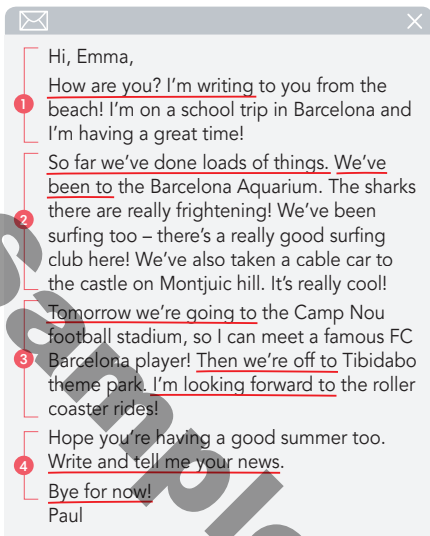
Answers → student page

Finishing the lesson

- Ss write what they have learned in the lesson in their Learning Diary.

Fast finishers

- Ss write all the new words in their Learning Diary.



A cable cars
B the Barcelona aquarium
C Camp Nou football stadium

4 Read the information in the box. Can you add more examples of informal language?

Informal language
When you write to a friend, use informal language, e.g.

- **short forms:** *I'm writing ... We've done ...*
- **informal expressions:** *We're off to ... It's really cool!*
- **informal beginnings and endings:** *Hi! Bye for now!*

- 1 Read Paul's email to Emma. What can you see in the photos?
- 2 Read the email again and complete the table.

What Paul has already done	What Paul hasn't done yet
<i>He's already been to the Barcelona Aquarium.</i>	

- 3 Read the Writing box. Which expressions can you find in Paul's email?

Writing A holiday email

- 1 **Beginning**
How are you? Thanks for your email.
I'm writing this email in *Barcelona*.
The weather is *great*.
- 2 **What you have done**
So far we've done loads of things.
We've been to ...
We've seen ...
- 3 **What you are doing tomorrow**
Tomorrow we're *going / visiting ...*
Then we're off to ...
I'm looking forward to ...
- 4 **Ending**
Write and tell me your news.
Bye for now. See you soon.

- 5 Look at the things you can see and do in London. Tick (✓) the activities you would like to do.
 - take a boat ride on the river
 - see the Globe Theatre
 - go shopping in Oxford Street
 - ride on the London Eye
 - visit the Natural History Museum

6 Writing Time Imagine you are on a trip in London or in another city or town you know. Write an email to your friend.

7 Find ideas
Decide what you have already done and what you haven't done yet. Put the activities in a table, as in Exercise 2.

h Draft
Organise your ideas into paragraphs. Use the Writing box to help you.

o Check and write
Remember you are writing to a friend, so use informal language.

Exercise 1

- Ss discuss as a class.

Answers → student page

Exercise 2

- Ss check answers in pairs.

Answers

What Paul has already done: He's been surfing. He's taken a cable car to the castle on Montjuic hill.

What Paul hasn't done yet: He hasn't been to the Camp Nou football stadium yet. He hasn't been to the Tibidabo theme park yet.

Exercise 3

- Check answers as a class.

Answers → student page

Exercise 4

- Read out the Informal language box.
- Pairs find more examples in the text or use their own ideas.

Answers

Short forms: *I'm on a school trip. I'm having a great time.*

Informal expressions: ... loads of things. Hope you're having (a good summer).

Other expressions to start/finish emails: Hello Emma, See you soon! Cheers!

Exercise 5

- Use the Lollipop stick technique to invite Ss to share ideas.

Exercise 6

- Ss note down their ideas.
- They organize them and write a first draft.
- Then they use the Two stars and a wish technique.
- Ss write their final text in their notebooks. Check work in class, or Ss hand in their notebooks.
- Correct mistakes using descriptive evaluation (see Tests booklet for more information).

Finishing the lesson

- (Books closed) Use the Summative technique for Ss to complete *Today I have learned / I am good at / I don't understand ...*

Fast finishers

- Ss underline all the informal expressions in the text.

Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 5
- 👥 Peer learning: Exercises 2, 4 and 6
- 🏠 Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ask a key question: *Who do you write emails to? Why?*
- (Books open) Ss look at page 47 and close their books. Ask *What are we going to learn today?* Ss offer ideas. Say and write on the board *Today we will learn how to write a holiday email and to use informal language.*

Lead-in

- Write *What do you do on your holidays?* Ss discuss.

In this lesson

Lesson aims:

- Writing: a holiday email, informal language

Resources:

- Tests: Writing task 3

Homework:

- Workbook Unit 3, p. 32

Lesson aims:

- Revising grammar, vocabulary and communication from Unit 3
- Pronunciation: /u:/, /ʊ/

Resources:

- Tests: Language Test 3

Homework:

- Workbook Unit 3, pp. 33–35
- Extra Online Practice Unit 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Extra activity, Exercises 4, 5 and 12
- Peer learning: Extra activities, Exercises 7 and 9
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Help Ss clarify the vocabulary and grammar goals of Unit 3. Ask *What new words, expressions and grammar are in this unit? What can you remember?* Give pairs two minutes to brainstorm ideas.
- Use the Lollipop stick technique to elicit answers.
- Set the goals of the lesson. Say *In this lesson we will revise the language from Unit 3.*

Exercise 1

- Ss say as many collocations with the verbs as they can before completing the activity.

Answers → student page

Extra activity

- Ss replace the activities mentioned in the text with other collocations from L3.1.

Exercise 2

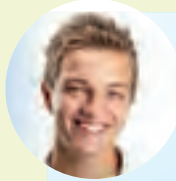
- Review the vocabulary.
T: *Compete in a ...*
S: *competition*; T: *Score a ...*
S: *goal*; T: *Train for a ...*
S: *game/match*; T: *Win a ...*
S: *game*; T: *Support a ...*
S: *team*
- Check answers as a class.

Answers → student page

Vocabulary

- 1 Complete the sentences with the verbs in the box.

do go have learn stay win



Before I'm eighteen, I'd like to
1 do a parachute jump and
2 go scuba diving in
the Mediterranean. I'd like to
3 win a surfing
competition in Hawaii, but first
I have to 4 learn to surf!

For my eighteenth birthday, I'd like to 5 stay
in a castle. While I'm there, I'd like to 6 have
a big party and invite all my friends!

- 2 Complete the sentences with the correct form of the verbs in the box.

compete score train win support

- Our school basketball team trains twice a week.
- I've always supported my local football team.
- Ryan often scores goals for his hockey team.
- Jess has never won a chess competition.
- My dream is to compete in the Olympics.

- 3 What sports equipment do they need?

- I want to play tennis. *a tennis racket, a tennis ball*
- I'd like to go rollerblading. *rollerblades*
- Why don't we go swimming? *a swimsuit*
- Can we play ice hockey? *ice-skates, a hockey stick*
- Let's go skiing! *skis, boots*

- 4 Match the noun halves a–f to 1–6.

- | | | | |
|------------------------------|----------|---|---------|
| 1 <input type="checkbox"/> e | tennis | a | uniform |
| 2 <input type="checkbox"/> c | snorkel | b | player |
| 3 <input type="checkbox"/> a | school | c | mask |
| 4 <input type="checkbox"/> f | swimming | e | match |
| 5 <input type="checkbox"/> b | football | f | pool |

Grammar

- 5 In your notebook, write sentences in the Present Perfect.

- My brother / never ride / a roller coaster.
My brother has never ridden a roller coaster.
- Sheila / try / a really hot curry.
- My parents / never see / *Star Wars*.
- My sister / meet / Jennifer Lawrence.
- Jacob / never go / bungee jumping.
- My friends / stay / in a castle.

- 6 In pairs, ask and answer questions with *Have you ever* about the experiences in Exercise 5.

- A: *Have you ever ridden a roller coaster?*
B: *Yes, I have. / No, I haven't.*

- 7 In your notebook, put the words in the correct order. Cross out the extra word in each sentence.

- homework haven't we've done already our .
We've already done our homework.
- just my have tennis played has parents .
- cleaned he bedroom yet hasn't they his .
- scored yet they have a goal he ?
- have she seen yet this film you ?
- already read ever she's that book .

- 8 The Explorers are getting ready to leave Australia. Look at the list of things to do. Ask and answer the questions in pairs. Use *(not) yet* and *already*.

Things to do

- find the passports ✗
- pack the bags ✓
- print the tickets (Eva) ✓
- phone a taxi (Pops) ✗
- make sandwiches for the journey (Mac) ✗
- buy a present for Gran ✓

- A: *Have the Explorers found the passports yet?*
B: *No, they haven't. They haven't found the passports yet.*
B: *Have they packed the bags yet?*
A: *Yes, they have. They've already packed the bags.*

Exercise 3

- First, pairs write all the sports equipment words they can in two minutes. They look at page 46, Exercise 1 to check.
- Check answers as a class.

Answers → student page

Extra activity

- Pairs write two more sentences like those in the speech bubbles.
- They swap notebooks with another pair who write the sports equipment needed.

Exercise 4

- Check answers using the Basketball technique.

Answers → student page

Exercise 5

- Use the Lollipop stick technique to elicit answers.

Answers

- Sheila has tried a really hot curry.
- My parents have never seen *Star Wars*.
- My sister has met Jennifer Lawrence.
- Jacob has never gone (been) bungee jumping.
- My friends have stayed in a castle.

Extra activity

- Ss use the Present Perfect to write a true/false sentence about themselves in the affirmative or with *never*.
- Ss share sentences with class which uses the Thumbs up/down technique to guess if it is true/false.

Communication

9 2.19 Complete the dialogue with sentences a-d. Then listen and check. Act out the dialogue in pairs.

- a Don't go too fast!
- b and how do I stop?
- c before you begin,
- d What's the first step?

Girl: Have you tried rollerblading before?

Boy: No, I haven't. ¹ d

Girl: Well, ² c put the rollerblades on.

Boy: OK. What do I have to do now?

Girl: Go forward and use your arms to balance. ³ a Go slowly!

Boy: OK ... ⁴ b

Girl: Use the back of the rollerblade to stop. That's it. Now try it on your own. Be careful!

Boy: Help!

Dictation

10 **Exam Spot** 2.20 Listen to a short text. Then listen again and write down what you hear. Make sure you spell the words correctly.

Pronunciation

11 2.21 Listen and repeat /v/ or /u:/?



Look! Jude's put on his new blue boots. He's got a new football too!

Check yourself!

- I can talk about experiences and sports.
- I can use the Present Perfect, *ever* and *never*.
- I can use the Present Perfect with *just*, *already* and *yet*.
- I can ask for and give instructions.

12 Read the sentences. Circle the correct answer a, b, or c.

- 1 My sister _____ a singing competition last weekend.
a scored b got **c won**
- 2 I'd really like to learn _____ a motorbike.
a to ride b ride c riding
- 3 Katie _____ ten points in the gymnastics competition.
a made **b scored** c trained
- 4 When you go cycling, you should always wear a _____.
a goggles **b helmet** c mask
- 5 I need to buy a new _____ before the match on Saturday.
a hockey stick b snorkel mask c rollerblades
- 6 When he plays in goal, he always wears _____ to protect his hands.
a skates b boots **c gloves**
- 7 A: _____ ever slept in an ice hotel?
B: Yes, I have, and it was amazing.
a Do you **b Have you** c You have
- 8 I've never _____ Polish food.
a ate b eat **c eaten**
- 9 She's _____ broken her hockey stick.
a yet **b just** c ever
- 10 It's the beginning of the competition and he's _____ fallen off his skateboard.
a already b ever c yet
- 11 Wait! I _____ packed my bags yet.
a don't have **b haven't** c haven't got
- 12 Have you had lunch _____?
a yet b ever c just
- 13 How _____ the TV off?
a you turn **b do you turn** c turns
- 14 Be _____! Try not to fall over on the ice.
a careful b carefully c care
- 15 What's the first _____ in finding a good teacher?
a pass **b step** c way

Exercise 8

- Different pairs ask and answer in front of the class.

Answers

Has Eva printed the tickets yet? Yes, she has. / Has Pops phoned a taxi yet? No, he hasn't. / Has Mac made sandwiches for the journey yet? No, he hasn't. / Have they bought a present for Gran? Yes, they have.

Exercise 9 2.19

- Ss work in pairs and then check answers.
- Invite Ss to act out the dialogue in front of the class.

Answers → student page

Exercise 10 2.20

- **Critical thinking** Before you read out the question, ask Ss to remind you how dictations help their English.
- Different Ss write a sentence each on the board.
- Play the audio again or read out the text to check.

Exercise 11 2.21

- Ss repeat as a class.

Extra activity

- Ss try to memorize the rhyme and say it as fast as they can.

Exercise 12

- Use the Basketball technique to check answers.

Answers → student page

Finishing the lesson

- Remind Ss that the Check yourself! box is for self-assessment. They should think about what they can do well and where they think they need more practice.
- (*Books closed*) Use the Thought-provoking questions technique to give Ss feedback on the unit and to help Ss assess their own learning. Write on the board *What did you enjoy most in this unit? How can you improve? What would you like to learn next?*

Fast finishers

- Ss write one true and one false sentence about the characters and stories in this unit. They ask the class at the end of the lesson.

Exercise 6

- Invite different pairs to ask and answer in front of the class.

Answers

Questions: 2 Have you ever tried a really hot curry? 3 Have you ever seen *Star Wars*? 4 Have you ever met Jennifer Lawrence? 5 Have you ever gone (been) bungee jumping? 6 Have you ever stayed in a castle?

Extra activity

- Pairs write two more questions in the Present Perfect.
- They ask another pair.

Exercise 7

- Ss work individually.
- Pairs use the Two stars and a wish technique to check each other's work.

Answers

- 2 My parents have just played tennis. (*has*)
- 3 He hasn't cleaned his bedroom yet. (*they*)
- 4 Have they scored a goal yet? (*he*)
- 5 Have you seen this film yet? (*she*)
- 6 She's already read that book. (*ever*)

In this lesson

Lesson aims:

- Culture focus: Extreme sports
- BBC video: Sports in the Lake District (optional)
- Project: A digital presentation about a popular or extreme sport

Resources:

- Project Worksheet p. 199

Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercises 1, 2, 3, 4 and A
- 👥 Peer learning: Exercises 4, 5, C and the Project
- 🏠 Independent learning: Finishing the lesson

Culture notes

The Lake District: This beautiful, mountainous area in the north-west of England is a popular holiday destination.

Sir Edmund Hillary (1919 – 2008): He was a famous mountain climber from Auckland in New Zealand.

New Zealand: This country comprises two large islands, the North Island and the South Island, and about 600 smaller islands.

Warm-up

- (Books closed) Ask Ss to say why extreme sports can be dangerous but also exciting.
- 🎯 Say and write on the board *In this lesson you will learn about some extreme sports and where you can do them.*

Lead-in

- (Books open) Ss cover the text. They look at the title and the flag. Ask *What country will we read about?* Ss offer ideas. Explain that they can see the New Zealand flag. Ask *What sports can you see? Are they extreme?*
- Pre-teach *rowing* by miming and write it on the board. Use the photos to teach *paragliding* and *bungee jumping*.

- 1 🎧 2.22 Read and listen to the text about New Zealand. Complete the information.

- 1 a famous climber: Sir Edmund Hillary
 2 an extreme sport: _____
 3 a famous team: the All Blacks

- 2 snowboarding, skydiving, bungee jumping
 2 Read the text again. Choose the correct answer a or b.

- 1 The first people to arrive in New Zealand were
 a the Polynesians.
 b the British.
- 2 Sir Edmund Hillary climbed Mount Everest in
 a 1840.
 b 1953.
- 3 New Zealand is a perfect place for
 a indoor sports.
 b outdoor sports.
- 4 The first bungee jump for tourists was at
 a Kawarau Bridge.
 b the Eiffel Tower.
- 5 New Zealand has a very famous
 a rowing team.
 b rugby team.
- 6 Before matches, the All Blacks perform a special
 a dance.
 b song.

- 3 🎧 2.23 Kristel is travelling around New Zealand. Listen to a phone conversation with her dad. Where is she? What is special about the place?

- 4 🎧 2.23 Listen again and tick (✓) the activities that Kristel has already done.

- bungee jumping
 snowboarding
 mountain biking
 paragliding
 climbing
 skiing

- 5 Are extreme sports popular in your country? Which ones?

The Land of the Long White Cloud



What's the connection between bungee jumping, the world's best rugby team and the first man to climb Mount Everest? The answer is: they're all from New Zealand!

New Zealand is an island country in the South Pacific Ocean. The Maori people first arrived there nearly 800 years ago. They travelled across the ocean from Polynesia in small canoes! Then, in 1840, the first British people arrived.

New Zealanders have always been strong and adventurous. It's not surprising that Sir Edmund Hillary, the first man to climb Mount Everest, in 1953, came from New Zealand!

Today New Zealand is still a great place for adventure. In fact, it's the number one extreme sports destination in the world! People visit it to go climbing, snowboarding, skydiving and more.

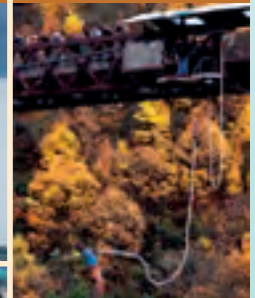
Have you ever wanted to try bungee jumping? Did you know that a New Zealander, A.J. Hackett, made it popular? In 1987, he bungee jumped from the Eiffel Tower in Paris! Then, in 1988, he opened the world's first bungee jump for tourists at Kawarau Bridge in New Zealand. Over 35,000 people go there every year.

New Zealand is famous for less extreme sports too. It has top athletes in rowing and sailing, and a world champion rugby team called the All Blacks. The team perform a New Zealand 'haka' (a Maori war dance) before every match they play. Perhaps that's why they've won the World Cup three times!

Paragliding in New Zealand



Kawarau Bridge



The All Blacks performing 'haka'

Did you know?

- ▶ New Zealand is about the same size as the UK, but only 4.7 million people live there!
- ▶ Polynesians call New Zealand *Aotearoa* or 'The Land of the Long White Cloud'.

Exercise 1 🎧 2.22

- Remind Ss to use the context and photos to help them understand.
- Ss underline answers as they read and listen.
- 💬 Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 2

- Ss work individually then compare answers with a partner.
- 💬 Check answers using the Basketball technique. Ask Ss to say where they found the answers.

Answers → student page

Extra activity

- Ss note any new words they have learned in their Learning Diary. Pairs use them to write sentences.

Exercise 3 🎧 2.23

- Ask *What questions do you think Kristel's dad asks?*
- 💬 Check answers using the Lollipop stick technique.

Answers

She's in Queenstown, on the South Island. It's the world capital of adventure sports.

Sports in the Lake District



A **16** Watch the video and answer the presenter's question. Can you name four sports you can do in the Lake District? *Mountain biking, climbing, swimming, sailing, kayaking and sky-diving.*

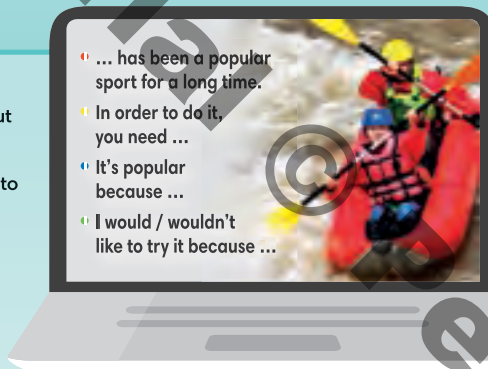
B **18** Watch the video again. Complete the sentences.

- The Lake District is in the north of England.
- There are lots of hills and quiet roads for mountain biking.
- The mountain, Scafell Pike, is 978 metres high.
- You should never go climbing on your own.
- People wear wetsuits to keep warm.
- The most extreme sport you can do is skydiving.

C Have you ever been on an extreme sports holiday? Which extreme sports would you like to try? Discuss your ideas as a class.

PROJECT

- Work in groups. Make a digital presentation about a popular or extreme sport in your country.
- Do research on the Internet. Use these questions to help you.
 - When did people start to do the sport?
 - What sports equipment do you need?
 - Why do you think it's popular?
 - Have you ever tried this sport? Did you like it? If not, would you like to try it?
- Plan your presentation. Write the texts. Find photographs to illustrate each part. Try to include one surprising fact.



- Share your presentations with the class. Which is the most interesting sport? Why?

51

Exercise 4 2.23

- Say two or three words associated with each sport. Ss guess the sport, e.g. T: *snow, skis* S: *skiing*; T: *snow, mask, board* S: *snowboarding*; T: *mountain, rucksack* S: *climbing*.
- Pairs try to answer the question from memory.
- Play audio and check answers using the Basketball technique.

Answers → student page

Exercise 5

- Ss work in pairs.
- They share their ideas with the class. Ask Ss to write the sports on the board.
- Vote for the most popular.

BBC video

Video script → see Teacher's Book p. 159

Presenter's questions

- (0.09) Do you like sports?
 (2.01) Have you ever tried mountain climbing?
 (2.47) What sport do you need to wear a wetsuit for?

- Note: if you can't show the video, spend more class time on preparing the Project.
- Note: For less confident Ss you can play the video with the subtitles on.

Exercise A 18

- Ss look at the photo. Ask *Do you think the Lake District is like anywhere in our country? What sports do you think you can do there?*
- Stop the video when the presenter asks the questions. Different Ss offer answers.
- Check answers to the second part of the rubric using the Lollipop stick technique.
- Ask *Did you find any sports surprising?*

Answers → student page

Exercise B 18

- Ask different Ss to say what they can remember about the video.
- Play the video again without stopping it. Ss work individually.
- Check answers as a class.

Answers → student page

Exercise C

- Ask pairs to discuss the question. Then invite Ss to share their answers with the class.

Project

Setting the project up

- Divide Ss into groups of four. Each group chooses a sport. They discuss the results of their Internet research and the questions. They then allocate tasks (writing, finding photos, design).
- Give Ss the Project worksheets to help them prepare.

Sharing the project

- Ss work together to create their presentation. Read out the example and tell Ss to use the same style to present it.
- They decide who is going to say what in the presentation to the class.
- Ss present their work.
- Ask different Ss to tell the class which presentation they liked the most and why.

Finishing the lesson

- (*Books closed*) Ask *Was the lesson interesting? Did you learn something new?*

Fast finishers

- Ss underline verbs in the Present Perfect in the text.

Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication
- Exam practice: Cambridge KEY and PTEG Level 1

Resources:

- Exam speaking and writing 3&4, p. 202
- Tests: Skills Test Units 3&4, Speaking Tasks Units 3&4

Homework:

- Workbook Skills Revision 3&4, pp. 44–45

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up, Exercise 1
- Giving feedback: Lead-in, Exercises 1, 3, 4 and 5
- Peer learning: Lead-in, Extra activity, Exercises 2, 3, 5 and 6
- Independent learning: Finishing the lesson

Exam Language Bank

This lists the key language from Units 3–4. Here are some ideas to help you make the most of it.

- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 3 and 4 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down as many words as they can remember in 2 minutes.
- Make a multiple choice test. (*Books closed*) Write two words at a time on the board. Read out a gapped sentence (say beep for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *Tell me three types of books.* Student B: *... Imagine you break my phone. What do you say?* Student A: ...

Reading and Writing

- Exam Spot** Read the cinema information and Amy's message. Complete the notes.

✉

From: Amy
To: Milly

Hi, Milly!

Would you like to go to the cinema this weekend? I'm busy on Saturday, so how about Sunday? I'd like to see *Two Lions* because I've already seen *The Secret Alien* and *Animal Island*. Is that OK? It's on at 2.15 and 4.15. I'm meeting my cousins for lunch, so the later time is better. Wait for me outside the cinema – there are always a lot of people inside. We're both thirteen, so we can get cheap tickets!

Amy

Day: ¹ Sunday
Name of the film: ² Two Lions
Type of the film: ³ Fantasy film
Time of the film: ⁴ 4.15 p.m.
Place to meet: ⁵ Outside the cinema
Cost per person: ⁶ £ 5

- Exam Spot** Write about a book you've read recently. Say:

- Who are the characters?
- What happens in the story?
- What did you like / didn't you like about it?

*I've recently read ...
It's a ... (novel).
The main characters are ...
In the story, ...
I liked it because ... / I didn't like it because ...*

ABC CINEMA

This week's films

The Secret Alien Exciting science fiction film with James Merton 6.30 p.m. 8.30 p.m.	Two Lions Fantasy film with Elsa Brindell as Queen Asanti 2.15 p.m. 4.15 p.m.	Animal Island Very funny animation with the voice of Natalie Deacon 10.00 a.m. 11.45 a.m.
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Tickets: £10
Children under 14: half price

Use of English

- Exam Spot** Complete the text with one word in each gap.

Dear Uncle Bob,

How ¹ are you? We're ² on holiday in New Zealand. I'm sending you some photos. We've been here ³ for two weeks, and we're having a fantastic time! It's great for extreme sports. ⁴ Last week I went snowboarding and bungee jumping. We haven't been/ried surfing yet, but we all want to try. Have you ⁶ ever done any extreme sports?

It's nine o'clock ⁷ in the morning here, and we ⁸ have just had breakfast. Today we're going kayaking. I've ⁹ never done it before, but Mum and Dad have, and we're looking forward ¹⁰ to it. Mum says you can sometimes see dolphins!

Bye ¹¹ for now!

Love, Sophie



Culture notes

Kiwi is the nickname for people from New Zealand. Kiwis are birds from New Zealand that can't fly, like the one in the photo.

Warm-up

- (*Books closed*) Ask *What do you like doing the most at the weekend? Where do you like to go?*
- Ask Ss what they think they'll do this lesson. (*Books open*) Pairs look at pages 64–65 and check.
- Tell Ss this lesson will help prepare them for the Cambridge KEY and PTEG Level 1 tests too. (See the Introduction, page 3.)

Lead-in

- Ask Ss to choose and note two films they would like to see from Exercise 1.
- Ss tell a partner and explain their choices. They then choose one film they would both like to see explaining why.
- Ss share their ideas with the class.

Exercise 1

- (*Books open*) Ss complete the activity using the WILF technique.
- Use the Basketball technique to check answers. Ask Ss to justify their choices by referring to the texts.

Answers → student page

Listening

4 **Exam Spot** 2.43 Listen to Harry talking to his friend Laura. Circle the correct answer a, b or c.

- Harry is looking for a birthday present for his
a dad. b brother. **c** uncle.
- What type of books does this person like?
a science fiction **b** adventure
c fantasy
- Which book does Harry buy?
a *Desert Road* b *Mystery Beach*
c *Kangaroo Town*
- As a child, the author of the book lived in
a Australia. b the UK. **c** the USA.
- What type of book has Laura just read?
a a fantasy novel b a historical novel
c an autobiography
- How much is Harry's book?
a £10.00 **b** £8.00 c £2.00

Communication

5 Read the dialogues and circle the correct answer a, b or c.

- A: Oh, no! You've broken my favourite pen!
B: **a** It doesn't matter. b Never mind.
c Oh, dear! I'm really sorry!
- A: I'm sorry, I forgot your birthday!
B: **a** That's good! **b** Don't worry about it.
c Don't be mad at me!
- A: First, type in the old password.
B: **a** What do I have to do next?
b Don't type in the password.
c What happened next?
- A: How do I make toast?
B: **a** Finally, put bread in the toaster.
b First, switch on the toaster.
c Remember to switch the toaster off after use.

6 **Exam Spot** Ask and answer the questions in pairs.

- What's your favourite sport? Why?
- What exciting experiences would you like to have in your life?
- What's your favourite film? Why?
- What type of books do you like reading?

Exam Language Bank

Experiences

do a parachute jump
go scuba diving
have a party
learn to ski
meet a famous person
ride a camel
stay in a castle
win a competition

Types of books

adventure novel
autobiography
cookbook
fantasy novel
historical novel
horror story
romance
science fiction novel

Sports verbs

compete support
lose train
score win

Life stages

be born
fall in love
get a job
get married
go to school / college
graduate
grow up
have children
retire

Sports equipment

boots
gloves
goggles
helmet
hockey stick
ice skates
rollerblades
skateboard
skis
snorkel mask
swimsuit
tennis racket

Film jobs

actor / actress
cameraman / camerawoman
costume designer
extra
film director
make-up artist
scriptwriter

Types of films

action film
adventure film
animation
comedy
fantasy film
historical film
horror film
musical
romantic comedy
science fiction film

Verbs followed by a preposition

apply for smile at
prepare for laugh at
wait for dream about
revise for worry about
shout at complain about

Asking for instructions

How do I put the net on? What do I have to do next?
What's the first step?

Giving instructions

Put this post here. Be careful.
Next, put the goal upright. Don't try not to kick the ball too hard.

Ordering instructions

Before you begin, ...
First, ... Then, ... Next, ... Finally, ...

Making apologies

Sorry!
Oh dear, I'm (really) sorry.
It's all my fault.
I'm sorry, I didn't mean to.
Don't be mad (at me).
I'm sorry, I made a mistake.

Accepting apologies

Never mind.
It doesn't matter.
Don't worry about it.
Forget about it.
It's OK. It wasn't your fault.
It was an accident.

- Ss complete the activity individually.
- They then check their answers in pairs.
- Invite different Ss to write the answers on the board.

Answers → student page

Exercise 4 2.43

- This is preparation for the Cambridge KEY Listening test, part 3.
- Ss read the questions. For questions 2 and 5 ask Ss to suggest adjectives to describe each genre.
- Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 5

- Ss work individually.
- Use the Basketball technique to check answers.
- Pairs make up short conversations using expressions they've learned in Units 3 and 4. They use the Exam Language Bank to help.

Answers → student page

Exercise 6

- Monitor for pronunciation and correct use of vocabulary and grammar.
- Invite pairs to do the activity in front of the class.

Finishing the lesson

- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards.
- Use the Summative question technique. Ss write a sentence for each category beginning *I am good at ... and I need to work on ...*
- Ss share ideas with the class.

Fast finishers

- Ss study the Exam Language Bank. They then make three sentences with their favourite words.

Extra activity

- Ask *What films are popular with teenagers?* Different Ss write one on the board.
- Pairs write a short advert for a film on the board or in their notebooks.
- Ss read their advert to the class but don't say the name of the film. The class guess the film.

Exercise 2

- This is preparation for the Cambridge KEY Reading and Writing test and the PTEG Written test, Level 1.
- Ask Ss to think of a book they've read recently.
- Read the questions aloud. Stop after each question and ask a student to answer about his/her book.
- Ss use the question and prompts to tell a partner about their book.

- They then write individually. They exchange notebooks and review each other's work using the Two stars and a wish technique.
- Invite different Ss to read their work to the class.

Exercise 3

- This is preparation for the Cambridge KEY Writing test, part 5.
- Pairs use the photos to predict where Sofie is and what she can do there.
- Use the Lollipop stick technique to elicit ideas. Ss write them on the board.
- Tell Ss to quickly read the text to check their predictions.