

Unit objectives

Reading:	identifying right/wrong sentences
Vocabulary:	days of the week; daily and free time activities; months
Grammar:	present simple
Listening:	completing notes
Speaking:	talking about habits and routines
Writing:	a quiz; punctuation

VOCABULARY (SB page 18)

To start

Ask students: *How many days are there in a week? Which days are the weekend and which are school days?* Ask an individual student: *What day is it today?* and throw a scrunched-up piece of paper or a soft ball to him or her. Then ask the student to throw it to someone else and ask *What day is next?* Indicate that students should continue throwing the object round the class until all days have been practised a few times. If they get a bit excited or miss students out, have them throw it back to you each time. If you need to challenge students more, ask them to go backwards (*Monday, Sunday, Saturday . . .*).

Correct on the spot any pronunciation problems. In particular, students may confuse *Tuesday* (/ˈtjuːzdeɪ/) and *Thursday* (/ˈθɜːzdeɪ/) and struggle with *Wednesday* (/ˈwenzdeɪ/).

Power up

- 1 Ask students: *What is the first day of the week? What letter does it start with?* Elicit *Monday* and *M*. Then students continue with the writing task. Monitor closely for spelling mistakes, and check they are using a capital letter at the beginning of each day.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- 2 Write two sentences on the board about the school day, one of which is true for your school:

Our school day is 8.30–4.00.

Our school day is 9.00–4.00.

Ask students which sentence is correct for your school, and put a tick next to it. Then point to the other sentence and elicit from students: *Our school day isn't . . . Our school day is . . .*

Tell students to copy the sentences from the board into their notebooks. Ask them to do the same with the other sentences – either tick them if they are right, or correct them if they are wrong.

When you check their answers, elicit the corrections and write them on the board. Focus on the correct form of the verb *to be*.

Students' own answers.

My day

- 3 Ask students to cover the sentences and to look at the pictures. Try to elicit what 'I' do in each picture; for example, *I get up*. Model the full sentence each time one is given and drill it chorally, checking for accuracy in pronunciation. Then ask students to write the correct sentences in their notebooks.

Word XP

Draw students' attention to the vocabulary. Elicit that *have* is the first word in each phrase. Check that they understand the meaning of the phrases, then drill them chorally. Tell students to write the phrases down. Encourage them to learn the collocations (words that often go together) rather than individual words. Give them one minute to try and remember all nine of the phrases. Then put them into pairs and ask them to close their books and tell their partner as many as possible.

- 4 Play Track 2.1 for students to check their answers. If they have any problems, stop the track and give them time to find the correct answer. Then play Track 2.2 for students to repeat the sentences.

▶ Tracks 2.1–2

- I get up.
I have a shower.
I get dressed.
I have breakfast.
I talk to my friends.
I go to the shops.
I do my homework.
I watch TV.
I play computer games.
I meet my friends.

- A I get up. B I have a shower. C I get dressed.
D I have breakfast. E I talk to my friends.
F I go to the shops. G I do my homework.
H I watch TV. I I play computer games.
J I meet my friends.

- 5 Tell students to draw a similar table in their notebooks with enough lines so they can fill it in about themselves. You can ask stronger students to cover their coursebooks so they have to remember the activities. Let them check afterwards for spelling.

Students' own answers.

Game on

Demonstrate the game yourself first. Tell students two things you do in the morning, e.g. *I eat breakfast, I watch TV*. Then ask one of the stronger students to close their book and tell you two things he or she does in the morning. Then direct students to the instructions in their books and give them two minutes to complete this activity in pairs.

Homework

Workbook pages 10–11

MyEnglishLab

READING (SB page 19)

- 1 Ask students: *What is the title of the article? What can you see in the photos? Where do you think it is?* Have a discussion about kung fu to check students know what it is. Ask: *Do you do kung fu? Do you know any kung fu films or kung fu stars?*

Direct students to the instructions and let them predict what the numbers refer to in the text. Point out that we say *forty thousand*, and the comma separates groups of three digits in English. Also point out that '5.00' is *five o'clock*, and '9.30' is said as *nine thirty*, and that we always use a point between the hour and the minutes (5.00, 9.30).

Tell students to try and match the numbers with the sentences, again without reading the text yet. Ask a few students for their suggested answers before they read the text.

Students' own answers.

- 2 Ask students to read the first paragraph of the article very quickly and tell you the first number they find (16). Tell students they have one minute to look at the text and circle any numbers they find. Then feed back, writing the numbers on the board. Ask students to look again at the text and see if their answers to Question 1 were correct. Ask students which two sentences they didn't use.

16: how old Tian Tian is (6)

40,000: number of students at the school (5)

5.00: school starts (2)

9.30: school ends (3)

3: how old some students are (7)

- 3 Refer students to the Skill advice and ask: *How many times have you read the text? (one) What do you need to do now? (read the questions) Then what will you do? (read again to find the answers).*

Read the instructions. Do Question 1 and ask: *Where is the answer in the text? (at the end of the paragraph headed 'My school day')*. Tell them to look at Question 2, and look for the answer. Check that everyone can see the answer in the text and that they understand why Question 2 is wrong. Tell them to do the rest of the questions.

Ask students to check their answers in pairs, then feed back to the whole class. If there are a lot of problems, read the text, then find the answers together as a class.

2 B 3 A 4 B 5 A 6 A

Sum up

- 4 Students cover the text and complete the sentences. Give them time to check before going through the answers with the class.

Students' own answers.

Speak up

- 5 This task is designed to get students speaking for a few minutes in pairs. Ask them to close their books. On the board, write three prompts (key words from the text): *starts*, *free day*, *parents*. Then elicit three more important words from the text from students. Ask the class for sentences about the text using these words. Then change the *she* to *I* and clearly rub off the final *s* from *starts*. Ask students to tell their partner two things about their school that are similar and two things that are different using these prompts.

Students' own answers.

To finish

Divide the class into two teams. One student from each team comes to the front, where you whisper one of the activities to them (e.g. *get up*). They both mime the activity at the same time for their team to guess the answer. The first team to guess correctly gets a point. Students take turns to come up and mime. Demonstrate one mime yourself first. Note: students may say *getting up/having a shower* as it is happening now. Insist on the infinitive here: *get up/have a shower*, etc.

Homework

MyEnglishLab

GRAMMAR (SB page 20)

To start

Play *Hot seat*. Demonstrate the game first. On four pieces of paper write the words *parents*, *Sunday*, *student*, *lesson*. Ask one student to come to the front of the class and choose a piece of paper without you seeing it. Stand facing the class so you can't see the board and tell the student to write up the word. Ask the class to describe this word in English to you without saying the word itself. For example, *parents* = *your mum and dad*. Encourage them to use English and not to worry about mistakes. When you guess the word correctly, give yourself a point.

Divide the class into small teams of three or four. One person in each team is in a hot seat with their back to the board. Write another word from the last lesson on the board for the other team members to describe to their student in the hot seat. The first person to guess the word for their team gets a point. You could use the following words: *morning*, *school*, *students*, *a party*, *lessons*, *Sunday*, *TV*.

- I On the board, write two sentences: *Tian Tian sleeps at school. I sleep at home*. Elicit and highlight the difference: the third person *s*. Then write *Tian Tian sleeps at home. I sleep at school*. Ask students if that's true and when they say *no*, change the sentences to the negative forms: *Tian Tian doesn't sleep at home. I don't sleep at school*. Focus students' attention on the Grammar XP box and check they understand how to form the present simple positive and negative. Then focus on the pronunciation of the third person singular *s*. On the board, write *talks*, *plays* and *finishes*. Say the words and elicit the different sounds the *s* makes (/s/, /z/ and /ɪz/); then drill them chorally.

To check students understand the meaning of the present simple, ask a few concept check questions: *Is this every day?* (yes) *Is this a special day?* (no) *Is this now?* (no)

Play Track 2.3 so that students can listen to the pronunciation of the third person singular. Play Track 2.4, pausing after each sentence for students to repeat and focus on /s/, /z/ and /ɪz/.

► Tracks 2.3–4

Tian Tian sleeps at school.
She goes to a kung fu school.
She watches TV on Sunday.
School finishes at 9.30.

Students' own answers.

To start

Write *Free time activities* on the board and elicit one example. Students work in pairs to remember what Tian Tian does in her free time. (She talks to friends, plays games and watches TV.) Then a quick 'hands up' game – students try to be the first person to put their hand up and tell you one sport, one extra lesson and one instrument.

Free time activities

1 Ask students to look at the pictures and cover the words. Can they name any of the activities without looking at the words? Teach the activities one by one, drilling each one chorally with the words still covered. Then ask students to do the matching task to prepare them for the collocations next.

- 2 computer games: A, card games: B
- 3 swimming lessons: B, singing lessons: A
- 4 the drums: B, the guitar: A
- 5 a party: A, fun: B
- 6 to the beach: B, to the cinema: A

2 Ask students: *Do we play/go/have volleyball? Do we play/go/have football?* Elicit all of the collocations of the verbs and nouns in Exercise 1 in this way from the class. Drill all the collocations chorally, then ask students to do the exercise, grouping the activities according to the verb they take. Monitor closely for spelling mistakes as well as correct answers. Tell any students who finish early to cover the pictures and see if they can remember the phrases.

After all students have finished, get them to repeat the whole phrases for correct pronunciation and to help them learn the collocations. In pairs, students cover the words and practise the phrases: one of the students points to a picture, then the other one has to use the correct verb with the name of the activity.

Students tell the class which activities they do or don't do. For example, *I play the drums. I don't have singing lessons.*

- 1 play volleyball/football
- 2 play computer games/card games
- 3 have swimming lessons/singing lessons
- 4 play the drums/the guitar
- 5 have a party/fun
- 6 go to the beach/to the cinema

3 Focus students' attention on their lists of collocations. Ask: *Which two activities have a ball? (play football and play volleyball) Which two activities have an instrument? (play the drums and play the guitar) Which two verbs have 'to'? (go to the beach and go to the cinema)*

2 This task gives practice of the subject pronouns with the present simple. To introduce the activity, write *I, you, he, she, it, we, they* in a column on the board. Then ask how you could talk about various things – *Tian Tian (she), the school (it), students in this class (we) the table (it), my parents (they), the cars outside (they)*, etc. Make it clear that *they* refers to both people and objects, and that *you* can be singular or plural.

- 2 They play games on Sunday.
- 3 It doesn't end at 3.30 on Friday.
- 4 We look after the young students.
- 5 He is very happy.

3 To introduce the exercise, ask: *What time does Tian Tian start school? (5.00)*. Then say the example sentence to the class (*Tian Tian's school day starts at 8.00.*), and ask if that's correct. Refer them to the Grammar XP box to see how to make the sentence negative, and write it on the board. Then students do the task with the help of the article on page 19 and the Grammar XP box.

- 2 It doesn't finish in the afternoon. It finishes in the evening.
- 3 She doesn't go home after school. She stays/sleeps at school.
- 4 They don't see her every Sunday. They see her three or four times a year.
- 5 She doesn't want to be a teacher. She wants to be a kung fu actor/ an actor.

4 Put students into pairs and give them a few minutes to think of two false sentences and write them down before telling them to their partner. They correct each other's sentences.

Students' own answers.

Write on

5 Direct students to the two example sentences, then elicit another positive and negative sentence from the class using the prompts. Tell students to write one sentence (positive or negative) for each of the phrases. Monitor closely for spelling problems. Fast finishers can then write two more sentences using other verbs on the page.

Students' own answers.

To finish

Read the text out slowly to students, with lots of mistakes in it (e.g. *My day starts at 4.00 in the morning and ends at 8.30 at night.*) Every time students think they hear a mistake, they stand up and put their hand up. The first student to stand up gets a point and the chance to win another point if they can correct your sentence.

Homework

Workbook pages 12–13
MyEnglishLab

Focus students' attention on the photo of Stefan. Generate some interest in him by asking: *How old is he? Where is he from?* Then direct students to the instructions and questions in Exercise 3. Elicit some suggestions.

Play Track 2.5 for students to check if they were right, and ask them to tick the activities they wrote down if they hear them. Feed back to the class. Then focus their attention on the picture of Stefan's diary. Tell students they are going to listen again and fill in the diary. Repeat Track 2.5 for them to write the activities in the right places.

Tuesday: have swimming lessons
Wednesday: play computer games
Thursday: play football
Friday: go to the beach
Saturday: play the drums
Sunday: go to the cinema

► Track 2.5

In my free time I do a lot of different things. On Tuesday, after school, I have swimming lessons. I like swimming. On Thursday afternoon I play football. I'm in a team. On Friday evening I sometimes go to the beach. Um . . . Saturday morning . . . I play the drums. I love my drums! I go to the cinema with my friends or my family on Sunday. On the other days I play computer games or . . .

Months

- Start by eliciting and drilling the months one by one, and just write the first letter of each month on the board as you go. As you do this, keep pointing to the other months on the board to check if students can remember them. Speed it up to make it fun. When they can remember and pronounce them accurately, direct students to the ordering activity in Exercise 4. Monitor closely to check they spell the words accurately, and that they start each month with a capital letter.
- Play Track 2.6 for students to check their answers. If they have any problems, stop the track and give them time to find the correct answer. Then play Track 2.7 for students to repeat the months.

► Tracks 2.6–7

January
February
March
April
May
June
July
August
September
October
November
December

January, February, March, April, May, June, July, August, September, October, November, December

Word XP

On the board, draw three columns and head them *in*, *on* and *at*. Ask students which column *6 o'clock* should go in, then *7.30*, *Monday* and *July*. Direct them to the Word XP box, then do a few more examples on the board with the class. For example, *Thursday (on)*, *9.15 (at)*, *January (in)*, *8.45 (at)*, *Wednesday (on)*, *June (in)*.

- Ask students: *What is a blog? Do you have one? What do people write in them?* Direct them to Exercise 6. Tell them to put their pens down first and tell them they just have one minute to read the blog to find the answer to the question: *How many holidays in total does Stefan have? (5)* Then they read it again and fill the spaces with *in*, *on* or *at*. Explain that this is a good technique, especially for exams, as they will be able to fill the spaces more easily if they have read the whole text first. To check this activity, elicit the answers from students and write them on the board. If there are any problems, direct them to the Word XP box again.

2 at 3 in 4 in 5 in 6 on

Game on

Put students into pairs and tell them to write down six activities first with the correct verbs (*play*, *have* or *go*), and to keep them secret from their partner. Demonstrate the game. Say: *football* and elicit *play football*. Then say: *English* and elicit *have English*. Students work in pairs and test their partner. Monitor closely to check they have written the collocations down correctly.

Speak up

- Do this as a whole-class activity. Try to encourage as many students as possible to say a sentence or two. Stop after a couple of minutes or if the pace of the lesson starts to slow down.

Students' own answers.

To finish

Demonstrate this activity. On a big piece of paper, write the following sentence: *On Saturday mornings I play the drums.* Then tear up the sentence into individual words and ask the students to rearrange them to make the sentence again. Give each student one strip of paper. Ask them to copy any sentence from Unit 1 or the first part of Unit 2 in the coursebook. Then organise them into pairs and tell them to tear the sentence into individual words and give the pieces of paper to their partner, who must put the words in order.

LISTENING (SB page 22)

To start

Elicit one subject that students study. Then pair them and allow one minute to brainstorm as many subjects as they can. Ask the pair with the most answers to feed them back to you. Use this activity to check which subjects students already know in English. Teach all the subjects that come up in the next exercise and drill them chorally.

Power up

1 To prepare students for the listening, encourage them to think about their own school day. Check students know which is their left and right hand. Say some sentences (e.g. *I like science. I love maths. I hate geography.*). If they agree, they raise their left hand; if they disagree, they raise their right hand. Then students do Exercise 1, ordering the school subjects. To feed back, ask questions such as *Whose favourite subject is history? Who put English last?*

Students' own answers.

2 If you need to move students around for any reason, this would be a good opportunity. Have them order themselves in a row, from the student who lives closest to school to the one who lives furthest away. Then ask students to circle the option that is correct for them.

Students' own answers.

Listen up

3 Before doing the listening exercise, direct students to the photo of Angelo and the other children. Generate some interest by asking: *What can you see in the photo? Where do you think Angelo lives? Where do you think he is going? How old is he?*, etc. Pre-teach *canoe* (/kə'nu:/). Then give students time to read the questions to themselves before listening. Play Track 2.8. Students make a note of the questions they hear.

- 1 Do you walk to school?
- 2 What time do you go to school?
- 3 Do you and your friends like school?

► Tracks 2.8–9

Tania: Hi, Angelo. My name's Tania. Can I ask about your journey to school?

Angelo: Sure.

Tania: OK. Do you walk to school?

Angelo: No, I don't. I go to school in the school canoe.

Tania: Wow! So what time do you go to school?

Angelo: The canoe comes at half past seven in the morning. Here it is now.

Tania: Do you meet your friends on the canoe?

Angelo: Yes, I do. There are thirty children on it! Here's my friend Maria. And this is my brother, Mateo.

Tania: Mateo. That's a nice name. Can you spell that for me?

Angelo: Yes. It's M-A-T-E-O.

Tania: Do you like your journey to school, Angelo?

Angelo: Yes, I do. Our journey is forty-five minutes, but we talk to our friends . . . and we do our homework!

Tania: And do you and your friends like school?

Angelo: Yes. Well, I love geography. It's my favourite subject! Bye!

4 Direct students to Tania's notes and give them one minute to read them. Play Track 2.9 for them to complete the notes. For further practice, refer students back to Exercise 3, put them into pairs and ask them to take turns in being Tania and Angelo, asking and answering the questions.

- 1 (half past) seven (in the morning) 2 thirty 3 Mateo
4 forty-five (minutes) 5 geography

Focus students' attention on the Exam advice. In the Key for schools exam, spelling of numbers may be tested. To revise numbers, you can: dictate some numbers for students to spell; or play bingo with numbers 1–20 and also the tens (30, 40, 50, etc.). This will help with the recognition of the spoken form of numbers and the difference between the word stress in the teens (13, 14) and 30, 40, etc.

Grammar XP

Start by asking students some *yes/no* questions in the present simple (*Do you walk to school? Do you have lunch at school? Does your brother walk to school? Does your mother get up before you?*) and elicit and then practise the short answer (*Yes, I do./No, I don't. Yes, he/she does./No, he/she doesn't.*). Then go through the Grammar XP box with students, checking for any problems with the question forms.

5 Play Track 2.10 and ask how *do you . . .* is pronounced. Try to elicit the natural pronunciation: /dju:/. While they might not use it all the time, it is important that students hear it and recognise it. Play Track 2.11, asking students to repeat the questions with the correct pronunciation.

► Tracks 2.10–11

Do you walk to school?

Do you meet your friends?

Do you like your journey?

Students' own answers.

6 Demonstrate the exercise by writing the first jumbled question on the board. Ask students which word should come first, second, etc. and elicit the correct question. Then ask students to do the rest of the questions individually. Monitor for correct use of capitals at the beginning and a question mark at the end of each question. Check answers with the whole class.

2 Do you walk to school with your friends?

3 Does your teacher go to school with you?

4 When do you do your homework?

5 Do you like school?

7 Ask one student the first question from Exercise 6 that you had written on the board and write up their answer (Yes, I do. or No, I don't.). Then ask students to write their own answers next to the questions. If you have time, put students into pairs and tell them to ask each other the questions. This will give more practice of question forms and of the pronunciation.

Students' own answers.

To finish

Happy face. Start with the word *afternoon*. Draw a happy face on the board and _____ . Tell students that the lines make up a word. Invite students to suggest letters for the word. If a correct letter is guessed, write it in. Every time they guess a wrong letter, erase one part of the face and write the letter in its place. Once the word has been guessed, choose another from this unit. This game might work better if students are put into small groups, so they all get a chance to take part.

Homework

MyEnglishLab

To start

Mouthing words activity. Ask students to write down three things they do every school day, but tell them they mustn't show what they've written to anyone. Demonstrate the activity by mouthing silently *I have breakfast* without actually saying the words. Students try to work out what you are 'saying'. Then put students into small groups and ask them to take turns to mouth their sentences for their team mates to guess.

Power up

1 Start by drawing four simple clocks on the board that show the times 2.00, 2.15, 2.30 and 2.45. Elicit these times and drill them chorally. Then move the small hand to a couple of different hours to allow more practice of saying the times.

In this section, students will practise saying the times using the format *three fifteen/three thirty/three forty-five* (not *quarter past/half past/quarter to*). If a student does try to say the other format, praise them, but tell them they're just practising this one for now.

Check students understand the meaning of the phrases in Exercise 1, then drill them chorally. Tell them: *I go to school at . . . o'clock*. Ask a few students the questions and make sure they use *at* with the time they do things. This will prepare them for the next activity.

Students' own answers.

Language XP

Direct students to the Language XP box and the two ways to write the time, either in numbers or words. Focus their attention on the question form (*What time*) and the word we always use with time (*at*). Remind them about the pronunciation of *do you* (/dju:/) in the question.

Speak up

2 Elicit from students some of the things they do every day and write them on the board. Then use this to ask a couple of students *What time do you . . . ?* to model the pairwork exercise. Students work in pairs and use these prompts to ask and answer three more questions about their day. Then ask a few students to feed back one sentence to the whole class about their partner. In the feedback, check that students are using the third person s.

Students' own answers.

3 Focus students' attention on the photo of Jenna and her timetable. Ask: *What time does she start school? What time does she finish school? How many subjects does she have each day? How many days can you see?* Then put students into pairs to work together to complete the sentences.

- 1 My school starts at eight o'clock. We have a break at ten o'clock in the morning.
- 2 I have maths on Monday and Tuesday.
- 3 I don't have art on Tuesday.
- 4 My history lesson starts at 11.15.
- 5 My history lesson ends at 12.15.

4 Students work with the same partner and practise the conversation. Faster students could be Jenna and try and answer the questions without looking at the text, just the timetable.

Students' own answers.

5 Students work individually and write the questions down in their notebooks first before asking their partner. Go round the class checking their accuracy. Faster students might enjoy trying to remember the answers without looking at Jenna's timetable, then making up another question to ask their partner.

Students' own answers.

6 Focus students' attention on the Exam advice. Explain a little about the speaking exam and the types of question that might be asked and the length of the reply expected in Part 1. This will include *getting to know you* questions and the student talking about things such as their daily life, interests and likes.

Brainstorm topics that the examiner might ask students about and write key words on the board. Elicit some questions the examiner might ask with these words. Students take turns to be the examiner and ask their partner questions. Monitor closely for pronunciation problems. If several students have the same problem, practise the difficult words/sentences with the whole class; otherwise just give on-the-spot correction with individual students.

Students' own answers.

7 Put students into pairs, A and B, and tell them to turn to the page indicated. Give them one minute to look at the task before asking them to ask and note their partner's answers. Students should be able to feed back by checking with their partner for the correct answers.

Students' own answers.

To finish

Draw a blank timetable on the board similar to Jenna's, but just for one day. Tell students that it's your ideal timetable. They need to ask you questions to fill it in, such as *What time do you have maths?* and *Do you have English . . . ?* Then tell them to draw their own ideal timetable and fill it with the subjects they would love to have all day. They then all draw a separate blank timetable. Both partners ask and answer questions to complete the blank timetable, e.g. *What time do you have art?* and *Do you have English?*

Homework

MyEnglishLab

To start

Categories. Draw the following grid on the board:

	Time	Place	Job/Hobby/Activity
t	10 o'clock	Tokyo	teacher
m	Monday	Mexico	music

Explain that *Time* can include days, times, months; *Place* can include countries and other places. Demonstrate the activity by writing the letter *t* in the first column, then elicit one time, one place, and one job/hobby that start with *t* and write them on the board. Do the same for *m*. Then put students into pairs and ask them to copy the grid in their notebooks. Give them all a new letter. The first pair to write down three words beginning with that letter wins the point. Continue the activity with a few other letters.

Power up

1 Elicit and drill the days of the week again before leading a class discussion. Invite stronger students to speak first, but then encourage quieter and weaker students to speak as well, helping them if they struggle.

Students' own answers.

2 Direct students' attention to the two photos. Ask what they can see in them and what they think Mel and Joseph do every day. Elicit or teach the words *llama* (/ˈlɑ:mə/) and *unusual*. Then tell students they have just one minute to read text A and find out which is Mel's favourite day, and why. Ask them to do the same with text B; give them another fifteen seconds to read it quickly to find out which is Joseph's favourite day, and why. Be really strict with the timing, but reassure students they will have time to read the texts again after. Then instruct students to do Exercise 2, making sure they underline the new expressions in A.

1 on school days 2 at the weekend

3 Ask students for one example of each of the things from questions 1–5, to make sure they understand the words and to give them an idea of what they will be looking for in the task. Then set Exercise 3. Tell students to check their answers with their partner; then conduct class feedback. Some students may find number 5 difficult if they don't know Wales. Point out that it starts with a capital letter, so it must be the name of something.

2 eighteen 3 thirty, fifteen 4 Saturday, Monday

5 Britain, Wales

Plan on

4 Direct students to the instructions. Check they understand the task by asking *How many questions are there?* (5) *How many answers are there?* (8) Ask students to check with their partner before conducting whole-class feedback.

2 maths 3 12.30 4 9.15 5 Yes, they do.

- 5 Start by asking for examples, not from the quiz, of a number, a time, a subject and a day. Do the first one with students, then ask them to work individually to find the rest of the answers. Then conduct whole-class feedback.

1 230, 995 2 9.15, 12.30 3 maths, science

4 Monday

Language XP

Draw students' attention to the two possible types of question they will be using in the next exercise. Ask students why *do* not *does* is used here.

Write on

- 6 Explain that students are going to write a quiz for their classmates. Refer them to the Skill advice to highlight punctuation considerations. Elicit some ideas of topics for their questions, and put any key words on the board. Set a time limit of seven minutes for students to devise their questions and answers. Monitor closely for correct question formation. If there are problems, give students some prompts on the board. Students who finish early can make two more questions.

Students' own answers.

- 7 Tell students to swap their questions with their partner and try to match the correct answers.

Students' own answers.

To finish

Ask students to work in pairs and, covering the text, try to tell their partner anything they can remember about it (e.g. *Mel gets up at seven o'clock on school days.*). Encourage them to say the sentences accurately, with the correct preposition. The partner checks in the text. This activity helps students to remember chunks of language together – in this case, prepositions with the time expression.

Homework

MyEnglishLab

SWITCH ON (SB page 25)

Kung fu school

- 1 Direct students to the photo. Ask: *What can you see? What are the people doing?* Focus them on the exercise and predicting what they are going to learn from the video. Do Question 1 together, then tell them to do Question 2 individually. Get them to check their predictions with their partner. Play the video. Take class feedback from their predictions. Ask: *Did you learn anything surprising?* Give them an opportunity to express opinions and discuss what they have seen.

1 B 2 maths, science, geography

- 2 Direct students to the task and tell them to read through the questions. Do Question 1 together, then see if they can remember the answers to the rest of the questions. Play the video again so they can check their answers.

1 Yes, she has. 2 No, she doesn't.

3 Yes, she does. 4 B

- 3 Try to generate a class discussion here about the school. Find out if anyone likes doing martial arts and what they think about a school dedicated to one activity like this. If the quieter students are reluctant to speak, get everyone to work in pairs.

Students' own answers.

Project

- 4 This project can be done individually or in pairs. Elicit some of the information students can include, such as times, subjects, days, friends, teachers. Model it on the board as a spidergram and get students to copy it and fill it in fully in pairs. When they have done all the preparation, tell them to write their script, which should include all the words they are going to say. There need only be a few lines to accompany each image, not a long paragraph. Encourage students to take photos or videos that they can describe. Get students to show their films to the rest of the class.

Students' own answers.

REVISION (SB pages 26–27)

1

2 A 3 B 4 A 5 A 6 C

2

2 garden 3 garage 4 poster 5 cupboard

6 desk 7 Tuesday 8 party

3

2 a bedroom 3 a kitchen 4 a garage 5 a balcony

4

2 history 3 beach 4 Wednesday 5 November

6 book

5

have: dinner, a shower, swimming lessons

go: to the beach, to the cinema

play: basketball, computer games, the guitar

6

2 have 3 get 4 go 5 do 6 have 7 watch

8 play 9 to 10 to

7

2 I haven't got a brother.

3 It's got a blue door.

4 I watch TV in my room.

5 Is there a desk in your room?

6 My best friend lives in Spain.

7 Have you got a big house?

8 Do you go to school on Saturday?

8

2 This is 3 of 4 about 5 go 6 plays 7 Do

8 aren't

9

2 A 3 B 4 C 5 A 6 C

10

2 A 3 A 4 B 5 B 6 B 7 A 8 A
