

## Unit objectives

Reading:	true/false questions
Vocabulary:	verbs related to language and communication; strong adjectives
Grammar:	past simple and past continuous
Listening:	listening for information; completing notes
Speaking:	maintaining a phone conversation
Writing:	writing a funny story

## READING (SB pages 16–17)

## To start

Put students into pairs and ask them to think of as many languages as they can in one minute. Conduct class feedback and write the languages on the board. As you do so, ask questions such as: *In which countries do people speak this language? Do you think it is easy or difficult to learn? Would you like to learn this language? Do you know any words in that language?*

Write any new words on the board.

## Power up

- Greet students by saying *Good morning!* Ask students if they know how to say *Good morning* in any other languages. Put students into pairs and see which pair can be first to match the greetings with the correct language.

## Background

Καλημέρα is pronounced /kælimɜːræ/.

доброе утро is pronounced /dɒbreɪuːtrʊ/.

早安 is pronounced /zəʊwæn/.

dzień dobry is pronounced /dʒiːndɑːbreɪ/.

ريخلاج اابص is pronounced /sæbælkæjiːr/.

Buenos días is pronounced /bwɜːnɒsdiːæs/.

1 F 2 D 3 B 4 E 5 A 6 G 7 C

- Discuss the question as a class. Ask students if they think it is easier or harder to learn a language which has a different alphabet from their own.

Different from English: Arabic, Chinese, Greek, Russian

Different from your language: Students' own answers.

## Read on

- If necessary, pre-teach the following words: *various* (many different), *to greet* (to say hello to someone), *pronunciation* (the way you say a word) and *success* (if something goes well). Use concept questions to check students' understanding, e.g. *If I go to various clubs after school, do I go to just one club?* (no) *Do I go to a few different clubs?* (yes) *If I greet you, am I saying 'hello' to you or 'goodbye'?* (hello) *Do I greet you when you come into class?* (yes) *If I say 'heela' for 'hello', is my pronunciation good or bad?* (bad) *If something is a success, does it go well or badly?* (well)

Direct students' attention to the question and ask them to read the text quickly. Give students a two-minute time limit in which to do this. Then allow students one minute to check their answers in pairs before conducting whole class feedback.

Countries: Jordan, Japan

Languages: Turkish, Arabic, English

- Ask one student to read out the example. Give students a three-minute time limit to return to the text and decide whether the sentences are true or false. Allow students to check their answers orally in small groups. Check answers as a class, encouraging students to back up their answers with evidence from the text.

2 T 3 F 4 F 5 T 6 T 7 T 8 F 9 F 10 F

- Refer students to the Exam advice. Begin by working through a couple of examples. Write the word *relaxed* and ask students to come up with words which have similar meanings, such as *calm* or *chilled out*. Then ask students to provide words which have opposite meanings, e.g. *nervous*, *worried* and *stressed out*. Start by asking the class if they can think of any words similar or opposite in meaning to 'sure that you can do something well'. Write students' suggestions on the board.

Then ask students to focus on the text and find the word which means something similar. Give students a time limit to complete the rest of the task.

2 confident 3 strict 4 cross 5 nervous 6 proud

## Sum up

- Read the sentences together and ask students to discuss their ideas. Monitor as students do this, checking for any problems with comprehension and/or pronunciation.

Students' own answers.

## Speak up

- 7 Ask students if they think that James's special talent is a good one. Tell students what hidden talent you would like to have, e.g. *I would like to be able to play the guitar very well. You can take guitars everywhere with you and you are never bored when you play music.* Allow students to discuss this question with their partner before conducting a whole class discussion.

Students' own answers.

### To finish

Put students into small groups and ask them to make a list of three interesting talents, e.g.

*being able to recognise people's faces*

*being a really good cook*

*having a good memory for facts and dates*

Students read out their ideas. Ask students to imagine that people with these hidden talents are taking part in a talent test. Discuss what would be good prizes for people with these hidden talents. What jobs could they do? What could they study?

### Homework

MyEnglishLab

## VOCABULARY (SB page 18)

### Language and communication

#### To start

Ask students to remember three things about the text from the Reading lesson and to write them down. Then ask students to write a false sentence and to mix that up with the other sentences. Make sure students don't make their false sentence too obvious, e.g.

*James didn't know what he wanted to do when he left school.*

*James had a good ear for sounds.*

*James studied French and Italian at school.*

*James worked in a Turkish restaurant.*

Students read their sentences to their partner who has to say which one isn't true.

- 1 Read the words in the box, focusing on any pronunciation problems. Point out where the stress falls in words with more than two syllables (in *pronounce*, *repeat*, *translate* and *explain*, the stress falls on the second syllable; with *understand* the stress falls on the third). Read the definitions of the words together as a class. Check students' understanding by asking: *How do you pronounce this word (write the word dictionary on the board)? Can you translate (L1 word) into English?* Give students two minutes to complete the sentences. Check answers as a class.

2 say 3 mean 4 speak 5 pronounce

6 translate 7 understand, explain

- 2 Students listen and check their answers.

#### ► Track 2.1

1

**Speaker 1:** Now, listen and repeat after me. 'Success'.

**Speaker 2:** 'Success'.

2

**Speaker 1:** How do you say 'diffícil' in English?

**Speaker 2:** Hard or difficult.

3

**Speaker 1:** What does 'challenge' mean?

**Speaker 2:** Something new, exciting or difficult.

4

**Speaker 1:** Can anyone speak Italian?

**Speaker 2:** Yes, I can.

5

**Speaker 1:** How do you pronounce 'competition'?

**Speaker 2:** Com-pe-ti-tion. Repeat after me. Competition.

6

**Speaker 1:** Can you translate 'worried'?

**Speaker 2:** Yes, that's 'preocupado'.

7

**Speaker 1:** I'm sorry, I don't understand this grammar.

**Speaker 2:** Don't worry, I can explain it again.

- 3 Write the first sentence on the board as an example. Ask students to suggest which of the two verbs fits the sentence the best. Give students one minute to complete the rest of the task before checking answers.

1 Tell 2 tell 3 talk 4 talk 5 speak  
6 speak 7 Say 8 say 9 listen 10 Listen  
11 hear 12 hear

### Word XP

Read the verbs, prepositions and examples together as a class. Write the sentences *Who were you talking to?* and *Who were you talking about?* on the board. Draw two simple sketches underneath and ask students to match them with the sentences.

- 4 Read the example to students and ask them to work in pairs to complete the task. Check answers as a class.

2 B 3 A 4 C 5 B 6 A

### Game on

Demonstrate the game by writing one of the words on the board, e.g. *pronounce*. Ask students to volunteer sentences containing the word *pronounce*, e.g. *English words are difficult to pronounce. Can you pronounce this?* Let students play the game with their partner for a few minutes, while you monitor, noting any difficulties with pronunciation.

### To finish

Put students into pairs. Each student uses a dictionary to find three words which are difficult to pronounce. They should then find out how to pronounce them, by looking at the phonetic symbols and/or by checking with you. Ask students to write down the words and read them to their partner, modelling one example of correct pronunciation and one example of incorrect pronunciation, e.g. If students have picked the word *certainly* they should ask: *Do we pronounce this word /k3:rtɪnli:/ or /s3:tnli:/?*

Their partner has to listen and identify which is the example of correct pronunciation.

### Homework

Workbook pages 8–9  
MyEnglishLab

## GRAMMAR (SB page 19)

### To start

Write the following words from the Vocabulary lesson on the board:

*explain*  
*mean*  
*pronounce*  
*translate*  
*say*

Put students into small groups. Tell them that they are going to race to see who can write five correct sentences. Each sentence must contain a word from the list. Tell students to raise their hands when they have finished. Ask a student to read the sentences aloud while the rest of the class listens and checks they are all correct.

### Grammar XP

Read and discuss the information in the Grammar XP box with students. Think of four sentences about your own past. Each sentence should match one of the uses given in the Grammar XP box. Write them on the board, e.g.

*I was tired yesterday.* (a situation that finished in the past)

*Last night, I saw a fantastic film.* (a completed past action)

*This morning, I got up and I had breakfast.* (one completed action after another)

*Last summer, I swam in the sea every day!* (a past habit or regular past event)

Ask students to match the sentences with the uses given in the Grammar XP box. Then students write four sentences of their own. Allow them to check their answers with a partner before conducting whole class feedback.

Elicit how we form negatives (*didn't* + infinitive) and questions in the past simple (*did* + infinitive). Emphasise natural-sounding pronunciation of *did you* /dɪdʒə/ and *didn't* /dɪdn̩/. Drill the examples in the box chorally and individually.

- 1 Ask students to look back at the reading text on page 17. Give them one minute to list all the regular and irregular verbs. Nominate students to come up to the board and write their verbs. Read through the verbs, drilling pronunciation chorally and individually.

Regular verbs: wanted, believed, didn't study, explained, learnt, repeated, greeted, didn't believe, moved, carried (on), travelled, lived, remembered, asked, laughed, started

Irregular verbs: left, didn't know, were, saw, didn't have, went, took (part), did, was, said, did he win, won, weren't, found, had, couldn't, spoke

- 2 Tell students they are going to write questions about James. Work through the first example as a class. Then ask students to complete the rest of the sentences in pairs.

- 2 Did James do well in the first test?  
3 What language did James learn for the restaurant?  
4 What prize did James win?  
5 Which country did he go to?  
6 Did he stay with a family?

- 3 Ask students to provide an answer for the example question in Exercise 2 and write this on the board. Students then write answers to the remaining questions.

- 1 No, he didn't.  
2 Yes, he did.  
3 He learnt/learned Turkish.  
4 An Arabic language course.  
5 He went to Jordan.  
6 Yes, he did.

- 4 Direct students' attention to the table. Make up a few sentences about yourself, e.g. *My parents phoned me yesterday. I told you a story in class yesterday.* Students work in pairs, using the table to make sentences about themselves. Move around the classroom, helping students where necessary.

Students' own answers.

- 5 Ask students to describe the food they can see in the photo. Encourage speculation about where this food comes from. Write students' suggestions on the board. Read the report together. Check students' comprehension of what they have read by asking: *Why did Marisol go to Mexico?* (to learn Spanish) *Did she enjoy her stay?* (yes) *What did she learn there?* (how to cook) *Why did her grandfather not tell her the meaning of the new word?* (probably because it was a swear word)

- 1 speak 2 went 3 lived 4 taught 5 bought  
6 made 7 listened 8 took 9 talked 10 heard

## Write on

- 6 Tell the class one false sentence and one true sentence about what you did last week, e.g. *I went to see a very funny film at the cinema. I practised Chinese for five minutes every day.* Ask them to guess which sentence is true and which is false. Tell students to write two similar sentences about themselves. Put the class into small groups and ask them to read their sentences to each other. Conduct class feedback. Did anyone manage to fool their group with their sentences?

Students' own answers.

## To finish

Write the following sentence beginnings on the board:

*When I was a baby,*  
*When I was in primary school,*  
*When I started high school,*  
*Last summer,*  
*Last weekend,*  
*Yesterday,*  
*This morning,*

Complete the first sentence with some information about yourself, e.g. *When I was a baby, I loved bananas.* Give each student a piece of paper. See who can be the first to complete all the sentences with true, personal information. Ask students to share their personal information in small groups, and ask a few students to report back to the class. Collect students' sentences for use in the next lesson.

## Homework

Workbook page 10  
MyEnglishLab

# LISTENING (SB page 20)

## To start

Use the sentences that students wrote in the To finish activity of the Grammar lesson to conduct a 'grammar auction'. Choose five grammatically incorrect sentences students wrote and five correct sentences. Put students into small groups. Give every group an imaginary £1,000 (if you have toy money, this adds to the fun).

Write one of the sentences on the board. Do not tell students whether it is correct or incorrect. Simply say that students can bid for this sentence if they think it is worth buying. The group who offers you the highest price for the sentence gets to keep it. Continue in this way until you have sold all of your sentences. (Groups should not exceed their £1,000 limit.)

Ask students to tell you which sentences they bought. As a class, decide whether they are correct or not. Students win points for each correct sentence they have bought and the group which has bought the most correct sentences is the winner.

## Power up

- 1 Ask students what they think the best way to learn something new is. Encourage them to think about their own learning experiences. Read through the ideas on the Students' Book page, focusing on sentence stress (the stress falls on the verb). Ask students to tell you why they think that these are effective or ineffective ways to learn.

Students' own answers.

- 2 Ask students what they think the best way to learn the three things is. Encourage students to discuss their opinions, as there are several possibilities here. Ask them to think about the ways of learning listed in Exercise 1 and to use their own ideas, too.

Students' own answers.

## Listen up

- 3 Ask students if they have ever been to a summer camp. If so, what did they do and learn there? Tell students that they are going to listen to a boy called Daniel. Ask them to focus on finding out what kind of summer camp he went to. Play the recording and ask students to check their ideas with a partner before eliciting the answer. Ask students if they would like to go to a summer camp like this, and give their reasons. Remind students of the phrases they learnt in Unit 1 for giving reasons and examples (*because, one reason is that, for example*).

### ► Track 2.2

**Interviewer:** Hello and welcome to our holiday special. Do you want to do something different this summer? Then why not try a summer app camp? A special summer camp where you learn to make an app for your mobile phone. Here's Daniel to tell us more about the app camp he went to last year.

an app camp

- 4 Refer students to the Exam advice. Focus students' attention on the listening task and ask them if they need to write sentences or missing words (missing words). Stress that they must focus on writing down only what is needed. Play the recording. Allow students a few minutes to check their answers before conducting class feedback.

### ► Track 2.3

**Daniel:** Hi, yes, thanks. Well, there were two app camps and they both lasted for a week. The beginners' course was in July and the intermediate course was in August. You could do both courses if you wanted.

**Interviewer:** And, how many students were doing the course with you?

**Daniel:** Well, twelve students were doing the beginners' course so that was a small group. Then, there were eight on the intermediate course. So that's twenty altogether ... and they were all, er, between fourteen and eighteen years old, I think.

**Interviewer:** And ... Daniel, where did the students on the camp come from?

**Daniel:** Well, they came from different countries because there aren't many summer camps like it. I shared a room with a boy from Turkey and I met a girl from Brazil.

**Interviewer:** An international camp. That's great. So, what did you do at the app camp?

**Daniel:** Oh, lots. I didn't know very much so the first day, er, it was simple things, for example I learned about colours and how to change the colour of the screen. Then I started to learn how to add photos. On the third day, we were beginning to design our own apps. It was really exciting. At the end of the week there was a competition. The prize was two hundred dollars. The teachers wanted us to create an app for teenagers.

**Interviewer:** Brilliant idea. Did you have a good idea?

**Daniel:** Yes, you see I knew what app I wanted to make. I'm in different groups at school and it's often difficult to arrange things with all the different people. Last summer, I was organising a basketball competition when I had an idea. You know ... I usually text everybody, but it gets complicated and I often forget to send a text to somebody so I wanted an app that helps you to communicate with different groups.

**Interviewer:** So how does it work?

**Daniel:** Well, it's easy. My app puts your friends into different groups, so I've got one group for basketball friends, another for my school choir, one for friends who I go to the cinema with ... oh, and one for my maths class. I really love that one. We help each other when we're revising. I think that's why I won a prize at the app camp!

**Interviewer:** Well, well done, Daniel, and thanks for telling us about it. I'm afraid that's all we've got time for.

2 20 3 between 14 and 18 4 Turkey, Brazil

5 change the colour of the screen 6 200 dollars

7 communicate with different groups

8 his maths class

## Grammar XP

Read through the examples in the Grammar XP box. Draw a timeline on the board. Write *THE PAST* in capital letters underneath the timeline. Then draw a long wavy line stretching out underneath the timeline. Label this *Past continuous* and explain that this shows an event in progress. Draw a black dot in the middle of the wavy line and label it *Past simple* (a completed, finished action).

Write the following sentences on the board. Elicit which action happens first each time.

*I met her and she cried.* (1 I met her. 2 She cried.)

*She was crying when I met her.* (1 She was crying. 2 I met her. 3 She was still crying.)

*She was reading a book when I arrived.* (1 She was reading. 2 I arrived. 3 I probably interrupted her from reading.)

*I arrived and she read a book.* (1 I arrived. 2 She read a book – she was not reading before this.)

Nominate two confident students and ask them to come up to the front of the class. Ask them to mime one of the scenarios listed above. The rest of the class must call out the sentence being mimed.

- 5 Give students one minute to read the text. Then ask: *Where is this student? What is he/she doing?* Ask students to complete the message with the correct form of the verbs. Allow them to check their answers with a partner before conducting whole class feedback.

2 started 3 saw 4 was standing 5 was doing 6 rang

- 6 Say what your favourite app is and why you like it, e.g. *My favourite app is Garage Band – it's an app which lets you make and mix music. I can write songs on it and send them to my friends.* Put students into pairs and ask them to discuss their favourite app (what it is, what it does and why they like it). Nominate a few students to report back on their partners' ideas.

Students' own answers.

## To finish

Put students into pairs. Write the following sentences on the board:

*I was shopping with my mum when ...*

*I was sleeping in class when ...*

*While I was doing my English homework, ...*

*I was texting my friend when ...*

Set a time limit in which pairs should complete the sentences. Encourage them to be as creative and as silly as possible. Go around the class, offering support where necessary. When students have completed all four sentences, tell them that they are going to mime their sentences to the rest of the class. One student reads the first part of the sentence and then their partner acts out the second part. The rest of the class must try and guess what the second part of the sentence is. Continue around the class until each pair has had a chance to perform.

## Homework

Workbook page 11

MyEnglishLab

## To start

Write answers to questions about your past in a box on the board, e.g.

*I was doing the housework  
in Edinburgh*

*peanut butter sandwiches*

*French*

*the Netherlands*

Tell students that the box contains the answers to your past and they must provide the questions. Elicit the necessary questions from students, focusing on the correct use and pronunciation of the past simple, e.g.

*What were you doing last night?*

*Where did you live when you were a child?*

*What did you eat when you were a teenager?*

*What was your favourite subject?*

*Where did you go on holiday last summer?*

If students form the question correctly, but do not guess the correct information, ask them to try again. Give students time to make their own 'boxes of the past'. Put students into pairs and ask them to take turns at guessing the questions to go with the answers.

## Power up

1 Ask students to discuss how they usually make arrangements. Ask them if there are advantages or disadvantages to making arrangements for the two events shown using the methods listed on the page.

Students' own answers.

2 Talk about problems you might have when you try to arrange things. Give an example from your own experience about a time when you had a problem with arranging something, e.g. *My friend and I arranged to meet outside the shopping centre in town. Unfortunately, we were both thinking of different shopping centres! I waited for half an hour before I texted her to ask her where she was!* Ask students to brainstorm their own ideas in small groups. Conduct class feedback.

Students' own answers.

## Speak up

3 Ask students why it is sometimes difficult to make arrangements on the phone. Write their ideas on the board. Tell the class that they are going to listen to three short conversations. Ask them to identify the problem in each situation. Play the recording and allow students to discuss their ideas with a partner before conducting class feedback.

### ► Tracks 2.4–5

1

**Adam:** Hi, Ben.

**Ben:** Hi. Adam. Just a second – the TV's on. I can't hear you. That's better. Hi!

**Adam:** I just wanted to tell you about a barbecue at my house on Saturday. Can you come?

**Ben:** Yeah. I'd love to. See you then. Thanks for calling.

2

**Hannah:** Luis?

**Luis:** Yes. Hi, Hannah ... are you ...

**Hannah:** Sorry, Luis, we were cut off. What did you say?

**Luis:** Er, I'm at the climbing wall ... are you com...

**Hannah:** Oh no! I haven't got a signal.

3

**Anna:** Hi, Oscar. I'm at the park. Are you coming?

**Oscar:** Hang on. It's a bit noisy. OK, I'll be there at eight.

**Anna:** Oh, how late?

**Oscar:** I didn't say 'late'. I said 'eight'. I mean eight o'clock.

**Anna:** Sorry. I couldn't hear you.

1 Ben can't hear Adam on the phone because the TV is too loud.

2 Hannah's phone cuts off twice because she doesn't have a good signal.

3 Oscar can't hear Anna well because of the noise of the traffic in the background.

4 As a class, read the expressions together and ask students if they know what they mean. Students then listen to the recording again, numbering the expressions in the order they hear them. Conduct class feedback. Ask students if they were able to work out the meaning of the expressions from clues such as the context or the speakers' tone of voice.

2 Thanks for calling. 3 We were cut off.

4 I haven't got a signal. 5 Hang on.

6 Sorry. I couldn't hear you.

- 5 Read the Skill advice to students and elicit what you might say if you can't hear what has been said to you, e.g. *Pardon? What was that? Sorry? Could you say that again? I didn't catch that – sorry.* Split the class into two halves: A and B students. Ask the As to work in pairs to read their role card and instructions while the Bs read theirs. When you are confident that students understand the task, read the Language XP box together. Now ask the As to find a partner in the B group and complete the roleplay. Ask students to sit back to back so that they can't see each other (as in a real phone conversation). Conduct class feedback. How difficult did students find this activity?

Students' own answers.

## Language XP

Drill the words and phrases in the Language XP box chorally and individually. Focus on intonation: in particular a rising intonation with the *yes/no* questions and a falling intonation with the statements and other questions.

- 6 Ask students to close their books and practise again. Go around the class, listening for a particularly strong pair. Ask them to perform their roleplay to the rest of the class.

Students' own answers.

- 7 Generate a class discussion. Nominate students to report back on their conversation and to describe the problem.

Students' own answers.

## To finish

Play a game of Broken telephones. Students sit in a circle. Write this sentence on a piece of paper: *Would you like to go to the cinema tonight to see the new comedy film?* The student has to whisper this sentence into the ear of the student sitting beside him/her. If the student doesn't hear well, he/she is allowed to say *Sorry?* or *What did you say?*, but only once. He/She then has to repeat what he/she has heard to the student sitting beside him/her. Continue around the class until the sentence gets to the last student, who must repeat what he/she has heard. Is the sentence similar to the original? If not, write the original sentence and the final sentence on the board, so students can discuss what went wrong.

There is additional speaking practice on page 117 of the SB.

## Homework

MyEnglishLab

## To start

Write the following on the board:

*leaving the house wearing slippers*

*being late for class*

*pronouncing a word wrongly in the English class*

*thinking a total stranger is my best friend, running to her and saying 'Hi!'*

*falling over at the disco*

Elicit the word to describe these situations (*embarrassing*).

Ask students to number the situations in order of how embarrassing they think they are (1 – not very embarrassing, 4 – really embarrassing). Ask students to discuss their choices with a partner and ask them to provide two more embarrassing situations. Conduct class feedback: which situation did students find the most embarrassing? Why?

## Power up

- 1 Focus students' attention on the photo of the teenager. Elicit how she is feeling (*embarrassed*). Read through the box. Elicit suggestions for why these things happen. Write down students' suggestions on the board, e.g.

*you forget a word: because it isn't a word you use very often*

*you go red: because you are embarrassed, you feel hot and flustered*

*you panic and say nothing: you are frightened of making a mistake*

*you say the wrong word: you get mixed up with your own language, you get mixed up with a word which sounds similar in English*

Students' own answers.

- 2 Write down a couple of English words you find difficult to pronounce and spell, e.g. *crisps* and *accommodation*. Ask students to work in groups of four to think of English words they find difficult to pronounce and spell. Make this into a competition. Students write down the difficult words, swap their papers and see if they can pronounce the words the other team has given them. Conduct class feedback. Which word was the most difficult to pronounce?

Students' own answers.

- 3 Read the story. Check students' comprehension by asking questions, e.g. *Where was she? What was she eating? Why was the family surprised?* Ask students if they think the words *kitchen* and *chicken* could easily get muddled. Why? Ask students to work in pairs to find ten adjectives and two adverbs. Conduct class feedback.

Adjectives: wonderful, kind, brilliant, traditional, roast, brown, delicious, good, surprised, old, confused

Adverbs: really, very

- 4 Nominate students to read the sentences aloud. Explain that the adjectives could be replaced with stronger ones to make the sentences sound more interesting. Students rewrite the sentences using the strong adjectives. Check answers as a class.

- 2 The pizza was disgusting.  
3 They lived in a huge house.  
4 The film was fantastic.  
5 John's joke was hilarious.

## Language XP

Read the information in the Language XP box to students. Write the following sentences on the board and ask students to complete them using strong adjectives and adverbs.

*The school dinners here are ...*

*My English classroom is ...*

*My best friend is ...*

*My mum was ... when I came home late.*

Point out that we do not use *extremely* or *very* with strong adjectives, but that we can use *really*.

- 5 Elicit what kind of adjectives cannot be used with *extremely* or *very* (strong adjectives). Students rewrite the sentences using *very*, *really* or *extremely*. Check answers as a class.

- 1 Olivia is really brilliant at languages.  
2 Luke told us some (very/really/extremely) funny jokes. (all correct)  
3 Guy and Anna made a really delicious dinner.  
4 The DVD was (very/really/extremely) boring. (all correct)  
5 Emma wrote a really fantastic story.

## Plan on

- 6 Read the advert with students. Discuss the questions as a class.

- 1 a funny story  
2 students (possibly also parents and teachers)  
3 in the school magazine

- 7 Read the ideas for the funny stories with the class. Ask students whether anything like this has ever happened to them. Give students one minute to think of three more ideas with their partner. Conduct class feedback. Write students' ideas on the board.

Students' own answers.

- 8 Focus students' attention on the list of ideas from Exercise 7. Tell students that they are going to write out their own funny story using one of these ideas. Allow students three minutes to make notes about their ideas for the story in pairs, using the questions in Exercise 8 to help them. Circulate, offering support where necessary.

Students' own answers.

## Write on

- 9 Refer students to the Skill advice. Tell students that they are going to write a funny story for the school magazine. Draw a spidergram on the board with a central idea in the middle and ideas connecting to each other with arrows. Suggest that students use a spidergram to plan their story. Direct students' attention to the suggested first sentence. Students write their funny story. When they have finished, they should check that it covers all the areas listed in Exercise 8. They should then take it in turns to read it to their partner. Monitor as students correct each other's work, giving support where necessary. Nominate a few students to read their story to the class. Display the best stories on the classroom wall.

Students' own answers.

### Model answer:

A funny thing happened to me on our school trip last summer. We visited a very old castle near a lake. It was dark and rainy and all my classmates were telling really scary ghost stories. We had a fantastic day! When we were coming out of the castle, I thought I saw a ghost on the lake and I screamed. It wasn't a ghost – it was a white duck on the water! My classmates thought this was very funny and laughed at me for a long time!

## To finish

Put students into small groups. Students choose one of the funny stories to act out. They should include dialogue and a bit of drama. Circulate, offering support where necessary and focusing on pronunciation and intonation. Students can then film their short plays or perform them in front of the rest of the class.

There is additional writing practice on page 117 of the SB.

### Homework

Workbook pages 12–13

MyEnglishLab

### A special talent

1 Focus students on the photo of the street scene. Ask students if they can guess what city it is (New York city). Nominate a student to read the questions aloud. Then give students one minute to work in pairs and guess the answers to the questions. Play the video and conduct class feedback. Which answers were students able to guess correctly?

1 16 2 Students' own answers.

2 Allow students a few seconds to read the questions. Play the video again and ask students to choose the correct answers. Students check answers with their partners.

1 C 2 B 3 A 4 B, C, A

3 Elicit the languages which Tim speaks. Put students into small groups. Ask them to discuss which of these languages they would like to learn, giving reasons for their choices, e.g. *I'd love to learn Turkish because we often go there on holiday and I would love to order my meals in Turkish!* Circulate as students complete this activity, helping them to express their ideas where necessary.

Students' own answers.

### Project

4 Tell students that their video script can be about a language they know or a language they would like to learn. Give students two minutes to discuss their ideas with a partner. Then conduct class feedback.

Students write out their script. Circulate, encouraging students to use the English they know as naturally as they can. Encourage them to write short sentences which they will be able to say easily and direct them to the language suggested in the SB.

Give students the opportunity to practise their scripts with a partner before they take it in turns to film each other. Play the films to the class and conduct a feedback session. Discuss the languages discussed in the video scripts. Is there one language which is particularly popular among students? Which language sounds the most interesting?

Students' own answers.

## REVISION (SB pages 24–25)

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1

2 C 3 A 4 B 5 F 6 D

2

2 repeat 3 understand 4 translate

5 pronounce 6 explain

3

2 C 3 A 4 C 5 A 6 B

4

2 hear 3 speak 4 say 5 listening 6 told

5

2 shy 3 confident 4 of 5 repeat

6 understand 7 lively 8 in

6

2 We go on holiday once a year.

3 Ben and Holly play volleyball now and then.

4 I play sport after school three times a week.

5 My friends and I go to the cinema once a month.

6 Alicia goes shopping most weekends.

7

2 don't ride 3 has 4 are, cooking 5 want

6 is living 7 don't understand 8 are listening

8

2 were 3 Did, enjoy 4 was 5 Were

6 Did, wear 7 did, learn 8 did, give

9

2 was playing, broke 3 was having, heard

4 were, doing, started 5 was studying, met

6 fell, was watching

10

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

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