



Рецензенти

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step by step

приручник за наставнике

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INTRODUCTION

This course was written for 7th grade students who have already had at least 6 years of English in primary school. It offers enough material for one school year with 2 classroom periods per week. It consists of a Student's Book, a Workbook, a CD and a Teacher's Book.

The **Student's Book** covers 70 hours of classroom teaching. It is divided into eight teaching units and includes one Culture Block. Units are divided into three or four lessons.

Each lesson is clearly structured. It consists of a lead-in to a topic, reading or listening, a grammar box and a number of follow-up activities.

In addition to the main unit sections, there is Culture Block at the end of the book. It consists of 4 parts: a quiz about Canada and the USA, a text about New York, some famous Americans, and some sights to visit in the USA. The dictionary at the back of the Student's Book contains the words that students need to know in order to understand the lessons.

The **Workbook** provides further vocabulary and grammar practice that can be incorporated into the lesson or given as homework. Teachers can choose from the various types of materials offered in the Workbook. The materials are divided into vocabulary and structure practice, homework exercises, additional work for those students who need more practice, and extra practice for those who finish early.

The **CD** contains all recorded listening material. All the items on the CD are numbered and indicated in the Student's Book.

This **Teacher's Book** contains a step-by-step lesson plan with additional teaching ideas, suggestions for classroom management and teaching techniques. It combines contemporary and traditional approaches to language teaching. It incorporates ideas such as learner development, project work, a task-based methodology, role play, and cross-curricular themes. There are a lot of suggested games and fun activities. These are important to achieve and maintain the motivation of young students. There are guessing

games, puzzles, memory games, noughts and crosses, grammar games and many others. They are all efficient ways of revising and practising new language, vocabulary and grammar, and also of enhancing students' oral and written production.

The course aims are:

- to foster and maintain interest and to develop a positive attitude towards learning English as a foreign language. For this purpose, the Student's Book teaches topics that seventh graders are familiar with
- to create a context rich in language input in order to make language acquisition possible and to improve learners' language competence by building on previously acquired knowledge
- to develop the four skills (speaking, listening, reading and writing)
- to offer various learning strategies and raise awareness of different learning processes
- to motivate students to use their knowledge of other subjects in the process of learning a foreign language
- to encourage and develop independence, self-confidence, responsibility, and creativity in students
- to train students for lifelong learning.

THE FOUR SKILLS

Knowledge of vocabulary and grammar is essential for the development and demonstration of all the language skills.

Grammar points are taught in the context of a topic, through a reading or listening text. Students are encouraged to draw conclusions about the use of a certain grammatical structure. In this way, they learn not only the language but about the language itself. The rules of form, use and meaning are highlighted in a grammar box.

There is strong emphasis on the importance of dealing with meaningful chunks of language in

INTRODUCTION

context. Therefore, students are exposed to common collocations, phrasal verbs and fixed expressions or idioms. The Teacher's Book provides a number of different vocabulary presentation techniques (paraphrase, illustration, synonyms, translation, associated ideas, collocations, mime, etc.) as well as vocabulary activities for recycling and revision (memory games, quizzes, gap-filling activities, etc.).

WRITING

Writing is integrated with other skills. It is usually responsive writing at this level which requires students to perform at a limited discourse level, to connect sentences into a paragraph, and to create a logically connected sequence of two or more paragraphs. Genres of writing include brief narratives and descriptions, short reports, summaries, and brief responses to reading. The students begin to exercise more freedom of choice among alternative forms in the expression of ideas. In all the units of the book, there are topics and projects for longer pieces of writing.

LISTENING

To learn to speak, students must first learn to understand the spoken language they hear. In the past, listening was a passive skill because it could not be observed. In more recent theoretical models, listening is regarded as an active process.

Listening activities are always preceded by a pre-listening activity, such as predicting what students will hear, or describing a picture. Pupils are also given tasks to listen for specific information and for gist. With longer texts, stop the CD periodically and make sure students have understood things up to that point. Don't be afraid to replay the recording more than once if you think it will help your students. The

lesson notes give you only the minimum number of times you should play the recording.

SPEAKING

Listening and speaking are almost always closely interrelated. While it is possible to isolate some listening performance types, it is very difficult to isolate oral production tasks. Speaking is a productive skill like writing that can be directly and empirically observed. Students are encouraged to speak in groups and pairs because in this way more students have more opportunity to use and practise English. Most of the activities are aimed and fluency, not accuracy. Students are eager to communicate and they might make vocabulary, grammar and pronunciation mistakes, so correction should be used sparingly and wisely. Otherwise you may block their oral production. Never interrupt a pupil while he or she is speaking. You can point out the mistakes, together with other pupils, after the pupil has finished speaking. When you want to insist on accuracy, you can point that out.

READING

Reading, like listening, is a receptive skill. Three types of reading are quite common in everyday life and they appear in this course. These are skimming (rapid reading), scanning (reading in order to locate specific information), and search reading (a student doesn't know the form the information will take, i.e. whether it is a word, sentence, passage or whatever).

It is important to build up interest before reading and to set pre-reading tasks. In this way, students are prepared for the process of reading and then guided through the text with a set of tasks to perform. Reading aloud is a valuable tool, so use reading aloud as often as possible.

UNIT 1: GOOD-BYE SUMMER, HELLO SCHOOL

LESSON 1

The summer is over

Suggested time: 3 periods

Objectives

- * to talk/practise talking about the summer holidays
- * to listen to each other
- * to talk about school life
- * to revise the present simple
- * to consolidate adverbs of frequency
- * to build up vocabulary of school words

Step 1

Lead-in:

- 1 Write on the board a question: What do you like? Encourage pupils to talk about food, school subjects, animals, the summer, etc. You can write up their answers yourself, or have a pupil assistant who can do that instead.
- 2 Once the board has been filled with words, tell them to talk about the holidays. You can start with a **FIRST DAY OPENER**. Form a circle for introductions and have a little fun with alliteration. Students introduce themselves with their names and something that they like about holidays that starts with the same letter as their names. For example, you might start by saying, "My name is Martina and I love mornings and music (maths/mice/mom/the moon)!" The next person in the circle repeats what the first person said, then adds his or her name and some alliteration and so forth around the circle. "Her name is Martina and she loves mornings and music. I am Susan and I love sweet strudel/strawberries and steak/salami and spinach/the

sea and sun." They can use the words on the board or think of their own.

- 2 Now, they can do the **Quiz**. They can do it as if they were their partners. Encourage them to listen to each other. Then can predict the teacher's answers. It can be done just for fun.
- 3 Talk about school subjects. Ask them if there are any new school subjects this year.
- 4 Ask them to look through the Student's Book for a few minutes and tell you which topics they are interested in/looking forward to. Write a few open-ended sentences on the board. Get feedback.

I like Unit __ because....

I like page __ because...

I'm interested in...

Teachers talk – classroom language

- 5 Ask pupils about the instructions and commands used in the book. Now you can do the task Teachers Talk – classroom language. They may do the task in groups. If there is any vocabulary they do not understand, tell them to check within their group and then, if they still don't know the meaning, ask the teacher. You can try to mime or paraphrase it in English. They can practise giving commands in pairs. Tell them to circle the ones most commonly used by their teacher (you).

Step 2

Reading: Life at a Secondary School for a 13-year-old British Boy

- 1 Introduce the topic of school life. Ask pupils what they like/don't like about school. Then ask them to describe what they can see and what is going on in the picture.
Say that they will read Erik's story. Ask pupils to predict what Erik writes about in his story. One pupil reads the questions in Task a).
- 2 Before they start reading, it is very important that pupils understand the vocabulary so they can understand the text. Deal with the new vocabulary (*swipe card, power socket, tablet PC, compulsory subjects, a locker*). Give paraphrases to elicit these words as answers and write them up on the board. (*A plastic card with a magnetic strip, electrical connectors that have holes, a notebook mobile computer, subjects that are not optional, a metal object where things can be*

stored and that can be locked with a key). Explain any additional vocabulary in the same way.

- 3 Pupils now read the text and write down in their notebooks at least three differences between their school and Erik's school.
- 4 Pupils read the questions again to check their predictions.
- 5 Ask students to categorize compulsory vs optional school subjects. Explain the abbreviations ICT and PE.
- 6 Do Task b). Pupils either do it on their own or you can make it a fun class activity. You read the multiple-choice paraphrases in a very persuasive way, so that you don't give away what the right answer is. Tell students to raise their right hand if they think the right answer is a, and their left hand if they think the right answer is b.
- 7 Task a), Vocabulary, is a word formation task. Pupils can do it in pairs. Get feedback from as many pupils as possible.
- 8 Task b) revises verb collocations and Task c) adjective collocations.
- 9 Task d) checks if pupils have any difficulties with the new vocabulary. It also revises the preposition *by* with means of transport.
- 10 Workbook Task 4 revises the time.
- 11 Assign Workbook Tasks 2 a) and b) for homework.

Step 3

The present simple

- 1 Check homework.
- 2 Start the lesson with the game called PICTONARY. Start drawing a tablet PC very slowly. Set a time limit for your pupils to guess what you are drawing. As soon as they guess, talk with your pupils about how often they surf the Internet and when they surf it. Write on the board their answers in random order: *every day, often, always, in the afternoon, sometimes, etc.* Explain the difference between adverbs of frequency and adverbials of time. You use adverbials of time to say *when* something happens. You often use noun groups called time expressions as adverbials of time, like *every day, every afternoon, at 6:45*. You use adverbs of frequency to say *how often* something happens. Adverbials of time are positioned at the end or at the beginning of a sentence. Adverbs of frequency

are positioned before the main verb, and after the verb to be.

- 3 Write on the board the following adverbs of frequency in random order: *sometimes, always, usually, often, never, ever*. Draw an arrow on the board and establish the two ends (never – always). Pupils copy the diagram and complete it with the other adverbs of frequency.

ADVERBS OF FREQUENCY



- 4 Tasks 3a) and b) focus on adverbs of frequency.
- 5 Prepare a list of correct/incorrect sentences for your pupils and distribute it – this can be done individually, in pairs or even in groups. Then ask them to check the present simple in the Present Simple Box. Finally, check when you use *do/does, don't/doesn't*, when you use *am/is/are*, which persons they go with and where we put adverbs of frequency and other adverbials of time.
 - 1 a) *Do girls like football?*
b) *Does girls likes football?*
 - 2 a) *I don't like old films*
b) *I doesn't like old films.*
 - 3 a) *My parents understands me.*
b) *My parents understand me.*
 - 4 a) *There are 24 pupils in my class.*
b) *There is 24 pupils in my class.*
 - 5 a) *I am happy with school lunch.*
b) *I is happy with school lunch.*
 - 6 a) *Are your teachers strict?*
b) *Is your teachers strict?*
 - 7 a) *My school isn't very old.*
b) *My school aren't very old.*
 - 8 a) *My best friend often helps me with homework.*
b) *My best friend helps me often with homework.*
 - 9 a) *Every weekend I go to my grandparents'.*
b) *I every weekend go to my grandparents'.*
 - 10 a) *Erik is always very friendly.*
b) *Erik always is very friendly.*

LESSON PLANS

- 6 Pupils do Workbook Tasks 1a), b) and c).
- 7 The Speaking Box in the Student's Book gives pupils speaking practice.
- 8 Set the Writing Box in the Student's Book for homework.

Variation

Tell the class if they don't feel like writing about their own school life, they can write about someone else's or even about an imaginary or an ideal school and its timetables, subjects, teachers, breaks.

LESSON 2

School Clubs

Objectives

- * to develop listening and speaking skills
- * to revise the present simple and present continuous
- * to revise days of the week and the time
- * to talk about interests using the gerund
- * to read about a different school
- * to practise phrasal verbs
- * to express opinion

Step 1

- 1 Check homework. Ask as many pupils as possible to read their compositions. You can check them while pupils work in pairs and groups later on in the lesson.
- 2 Revise the days of the week. Let your pupils answer the questions in the Student's Book.

Variation

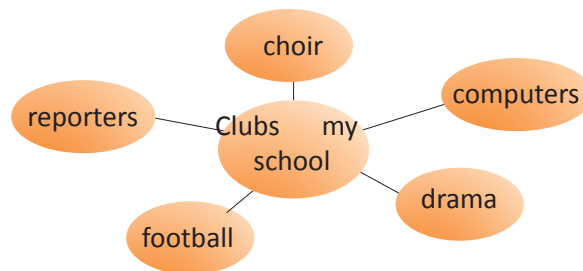
You can revise adverbs of frequency and the days of the week together. Say that you will make 3 true sentences using three adverbs of frequency. Chose one day, e.g. Monday, and say: *I usually answer my mail on Monday. I often cook a quick lunch on Monday. I rarely examine my pupils on Monday.* Ask your pupils to do the same with the time. Write on the board:

At 9:30
At 12:00
At 5:00, etc.

SCHOOL CLUBS IN ERIK'S SCHOOL

- 3 Revise the clubs in your school. Draw a mind map on the board and add all the clubs in your

school. Help pupils with the translation. You can add the days of the week next to a particular club.



- 4 Pupils answer the questions.
- 5 To practise new vocabulary, you can read the sentences, but make mistakes for the pupils to correct (e.g. *Students do their homework and search the Internet in the netball club*).
- 6 Ask students to write their TOP TEN CLUBS starting with the one they like the best from Erik's list.
- 7 You can do the speaking task about clubs now.

Listening

- 8 Prepare pupils for the listening task. Explain they will listen to three kids talking about their schools and the clubs there. Play the CD. Pupils listen and a) complete the information, b) answer the questions, c) mark the true/false sentences.
- 9 Play the CD again. Pupils check their answers.

Vocabulary building

- 10 You can practise word formation now with your pupils by asking them to give the corresponding parts of speech (perform > performance, rehearse > rehearsal, etc).
- 11 You can now do Task b). Put one set of cards up on the left side of the board and the other set (paraphrases) on the right. The cards on the left should have letters and the cards on the right should be numbered. Put students in groups and play a **Match Mismatch game**. Students take turns to call out letters and numbers, one from the left side and one from the right. If there is a match, they win a point, if not put the cards back. The winner is the group with most pairs.

Present continuous

- 12 Prepare cards with some pictures showing activities that are taking place. Ask your pupils what is going on in the pictures. Elicit the answers. Write the sentences on the board and

underline the verbs in the present continuous.

e.g. A girl is chatting with someone.

Children are playing football.

A man is riding his bike.

- 13 Ask pupils if they know what the name of the tense is (the present continuous). Elicit how it is formed (to be + ing) and when we use it (for on-going actions).

Go through the grammar rules. Point out how negatives and questions in the present continuous are formed.

- 14 Do Task 1a) in the Workbook and assign Task 1b) for homework.

Step 2

- 1 Start off with some vocabulary building. Challenge pupils to remember as many words as they can that you dealt with last time. They come to the board and write them. In the end, you can add some more if you want.
- 2 Ask pupils to choose at least three words and put them in sentences of their own. Walk round the class as students work, giving help where needed. Set a time limit, e.g. 5 minutes.
- 3 Ask pupils to answer the questions about yourself: *What do I do every day for a living?* and *What am I doing now?* Write their answers up on the board (*You teach English every day. You are speaking/teaching/talking now*). Revise the formation and time expressions.
- 4 To revise the present simple and the present continuous in all their forms (affirmative, negative, questions), write questions and answers on separate cards and copy them. Pupils work in pairs, they put the question cards face up and shuffle the answer cards and put them also face up in front of them. They take turns to take the answer cards and put them next to the right question. Get feedback. Do Task a) in the Student's Book.
- 4 Ask pupils to do Task b) aloud in pairs. There will be many voices reading at the same time, but this is good noise. Walk around and help where necessary.
- 5 Assign Workbook Tasks 1, 2 and 3 for homework. These tasks focus on the two tenses.
- 6 Tell the pupils about the gerund. Explain the use of the gerund after certain verbs and prepositions. Pupils should do Task c) now. If you have time and want to practise the gerund

more, do Workbook Tasks 1 and 2 in class or assign them for homework.

Variation

- 7 Play the BOARD GAME. Pupils can play this in groups of three or four, using a coin to flip. You can play so that heads moves one, and tails moves two, or, to create more competition, heads moves one and tails moves three.

Students should use the questions as prompts.

- 8 Assign Workbook Tasks 1 and 2 for homework. They focus on the gerund.

Vocabulary input

- 8 The task introduces the vocabulary of the text. Write the words on the board. You can play the ASSOCIATION GAME. What does each word make you think of? E.g. school gate – many children – gate at the airport – fence – water gate...; first aid – blood – wound – knife – car accident...; bullying – harm – weaker – school ... etc. Pupils might explain the association between their word and the original word.

Reading

- 9 Write: A DIFFERENT SCHOOL? I'D LIKE THAT!

Pupils can read the text silently. Then they cover the text and say what kind of school (6 things) the children would like.

Speaking

- 10 If there is enough time, you can do the speaking task at school or assign it for homework. Pupils should prepare a two-minute talk.

PRESENT SIMPLE VS. PRESENT CONTINUOUS ACTIVITY PAGE

What do you wear on Saturdays?	I wear jeans and a T-shirt.
What are you wearing now?	I am wearing a pullover.
What does your mother do?	She's a PE teacher.
What is your mother doing at the moment?	She is watching TV.
What do you do in the evenings?	I do my homework and play games.
What are you doing right now?	I'm studying English.

LESSON PLANS

Does your father sometimes cook?	No, my mother always cooks.
Does your friend sit next to you every lesson?	Yes, he does. That's his desk, too.
Is your friend sitting next to you at the moment?	No, he's sitting over there today.
Do you play basketball on weekdays?	I sometimes play it with friends.
Are you playing basketball now?	No, I'm not! This is an English lesson.
Do you do your homework?	Of course! I always do it.
Are you doing your homework?	Ssh. Yes I am, but don't tell the teacher!
What do you eat for breakfast?	I usually eat bread with cheese.
What are you eating?	I am not eating anything. Look!

GERUND ACTIVITY PAGE

Start here



What is something you are crazy about doing in your free time? <input type="checkbox"/> >	What chores do you hate doing? <input type="checkbox"/> >	What topics are you interested in reading about? <input type="checkbox"/> >	What programmes do you hate watching on TV? <input type="checkbox"/> >
Do you prefer singing or dancing? <input type="checkbox"/> <	What chores are you good at doing? <input type="checkbox"/> <	Are you too young to be interested in listening to classical music? Explain. <input type="checkbox"/> <	What programmes do you enjoy watching on TV? <input type="checkbox"/> <
Do you prefer writing e-mails or meeting your friends? <input type="checkbox"/> >	Are you too old to be interested in computer games? Explain. <input type="checkbox"/> >	Are you sometimes crazy about shopping? When? <input type="checkbox"/> >	What chores did you hate doing when you were a child? <input type="checkbox"/> >
What will you never hate doing? <input type="checkbox"/> <	What do you sometimes not mind doing in English classes? <input type="checkbox"/> <	What would you prefer doing in English classes? <input type="checkbox"/> <	What do you enjoy doing in your free time? <input type="checkbox"/> <
What topics are you interested in reading about in your Student's Book? <input type="checkbox"/> >	What sport activities do you like doing in your PE classes? <input type="checkbox"/> >	Are you good at playing any instrument? Which one? <input type="checkbox"/> >	END

Step 3

Vocabulary and grammar revision

- 1 Start off with the students' two-minute talk.
- 2 Do a QUIZ. Write numbers from 1-16 on the board. Divide your class into groups of four. Each group takes turns to choose a number, you read the question and they give the answer. If the answer is correct, the group gets a point and you cross out the number.

- 1 What does a safe school have?
- 2 How do you say 'prva pomoć' in English?
- 3 What are the kids in the drama group crazy about?
- 4 What is everyone in your group interested in doing?
- 5 What is everyone in your group bad at doing?
- 6 How do you say 'nasilje' in English?
- 7 What advantages does a flexible school have?
- 8 What is the opposite of 'compulsory school subjects'?
- 9 Name some clubs in your school.
- 10 Read this: 12:15.
- 11 How do you say 'utičnica' in English?
- 12 What does ICT stand for?
- 13 Read this: 3:45.
- 14 How do you say 'starni jezik' in English?
- 15 What does PC stand for?
- 16 How do you go to school? (bus, car, bike, foot)

- 3 Assign Workbook Vocabulary Tasks 1, 2, 3, 4 for homework.

- 4 Revise phrasal verbs and do Workbook Task 5.

- 5 Ask your pupils some questions in the present simple, and some questions in the present continuous. Pupils write the number of a question and next to it the letter **P** if the question is personal, or the letter **O** if it is an ordinary question. This task personalises the two present tenses. This should be fun.

- 1 "How often do you take a bath or shower?"
- 2 "What colour underwear are you wearing today?"
- 3 "Where do you buy underwear?"
- 4 "Do you prefer a bath or a shower?"
- 5 "What are you carrying in your pockets now?"
- 6 "What are you thinking about?"

- 7 "How are you feeling?"
- 8 "Are you wearing make up?"
- 9 "How are you feeling?"
- 10 "Do you snore?"
- 11 "Do you buy lottery tickets?"
- 12 "Are you sweating?"
- 13 "Do you feel nervous when you have exams?"
- 14 "How many hours do you sleep a night?"
- 15 "Are you feeling nervous about the next English test?"
- 16 "What do you wear in bed?"
- 17 "Are you thinking of finding a new boyfriend/girlfriend?"
- 18 "Are you feeling nervous?"
- 19 "Do you smoke?"
- 20 "Are you carrying cigarettes on you?"
- 21 "How often do you clean your room?"
- 22 "Do you shave?" (girls: "your legs?")

- 6 Now your pupils are ready to fill in the gaps with the proper tense. Give each pupil a copy of the gapped questions. This is individual work. Get feedback.

- 1 "How often _____ (take a bath or shower)?"
- 2 "What colour underwear _____ (wear)?"
- 3 "Where _____ (buy underwear)?"
- 4 "_____ (prefer) a bath or a shower?"
- 5 "What _____ (carry) in your pockets now?"
- 6 "_____ (snore)?"
- 7 "Which perfume/aftershave _____ (wear) today?"
- 8 "_____ (buy) lottery tickets?"
- 9 "_____ (feel) nervous when you have exams?"
10. "What _____ (wear) in bed?"
- 11 "_____ (think of) finding a new boyfriend/girlfriend?"
- 12 "_____ (smoke)?"
- 13 "_____ (shave/your legs)?"

14 "How often _____ (tidy) your room?"

7 If you have time and want to practise the two present tenses more, do Workbook Tasks 1 and 2 in class or assign them for homework.

8 Explain the difference between *like + - ing* and *would like + to infinitive*.

Erik likes searching the Internet.

Erik would like to study ICT.

9 Go through the grammar in the Student's Book and help with any difficulties. If you have time and want to practise *would like + to infinitive* more, do Workbook Tasks 1, 2 and 3 in class or assign them for homework.

10 Do Task___ in the Student's Book. Pupils get into pairs and write three wishes or three polite offers/questions.

UNIT 2: HEROES BIG AND SMALL

LESSON 1

What's a hero?

Suggested time: 2 periods

Objectives

- * to talk/write about heroes
- * to talk/write about family relations
- * to build up vocabulary
- * to practise reading skills
- * to practise phrasal verbs
- * to introduce relative clauses and reflexive pronouns
- * to practise prepositions in questions

Step 1

- 1 Announce that today you will be talking about heroes. Ask your pupils if they know any real-life heroes. Brainstorm adjectives they associate with that person. To help them, you may tell them to use the letters of the alphabet (a=ambitious, b=brave, c= courageous, d=dangerous, e=excellent, f= friendly...)
- 2 Tell your pupils to open their Student's Book, read the sentences, decide which definition they like the best and finish the sentence in their notebooks. Get feedback. (*A hero is someone...*)
- 3 Tell your pupils to look at the picture and predict what the text is about. Then they check their predictions through silent reading.
- 4 After the pupils have finished reading, do the comprehension tasks that follow the text.

Working with language: vocabulary

- 5 Vocabulary Tasks b) and c) introduce word formation. Write the words on the board. You can play the ASSOCIATION GAME. What does each word make you think of? Start with a

word, pupils carry on in a chain. E.g. *courage-heroes-people-save-help-...; strength-athletic-cool-Arnold Schwarzenegger-Hulk...; danger-fire-instinct-scared...; perfection-gentleman-right thing-follows the rules...; talent-James Bond...* etc. If a pupil wants to explain his/her association, let him/her.

- 6 Write on the board Adjectives (courageous, strong, dangerous, perfect, talented, true). Now write Nouns and ask your pupils to come to the board and write the matching nouns as they remember them from the previous activity. Add some more nouns (talker, doer, achievement, entertainment.). Write Verb on the board and let your pupils write the matching verbs.

- 7 Check class understanding of what you are teaching by asking them to show their thumbs.

Thumbs up = I get it

Thumbs half way = sort of

Thumbs down = I don't get it

Let them complete the sentences.

- 8 Go through Task c). Ask pupils to raise their right hands if the answer is a), left hands if the answer is b). Make sure that pupils understand all the expressions. Tell them to form groups of four, put their heads together and write four personalized sentences, one for each pupil, using the offered expressions. The group that finishes first is the winner.

- 9 Go through Task d).

- 10 Assign a 1-minute speech/written paragraph as homework. Not all your pupils are into writing/speaking. Let them choose. Tell them they may bring some photos or pictures.

Step 2

- 1 Start off with the 1-minute speech or collect and check the written homework.

Working with language: grammar

- 2 Introduce relative clauses. Put the names of some important things for you on the board. Pupils try to make true sentences about why those things are important for you, e.g. – *school* – the place where I work; *dictionary* – a book which I always carry with me; *dolls* – some of the things that I collected as a child; *my principle* – a person who I can talk to about my job. Draw pupils' attention to the relative pronouns and underline them: WHO; WHERE, WHICH; THAT.

Explain relative clauses. Your pupils can play the same game in pairs.

- 3 **Variation.** Play JEOPARDY. Write the nouns from the task in the Student's Book on cards and put them on the board face down. Write numbers on the back of the cards. You can make three columns (who, which, where). Play the game: put pupils into groups, the groups take turns to call out a number, you read the noun, and the groups make questions to get that answer.

- 4 For additional practice of relative clauses, do the task in the Student's Book. Tell them to fill the gaps with the appropriate pronoun. They do the task individually. Check with the whole class.

- 5 Do reflexive pronouns. Write on the board the sentence: *I talk to myself when I have problems.* Explain that *myself* is a reflexive pronoun. Write all the reflexive pronouns on the board. Explain that we use reflexive pronouns when the subject and object is the same person.

- 6 Do the Workbook tasks which practise reflexive pronouns. They can start in class and finish for homework.

- 7 Introduce prepositions in questions. You may start with the MEMORY GAME. Two packs of cards are spread face down across the table and then the pupils take turns turning over the cards to try and find pairs. If they match, they keep the cards and score two points. If they need different prepositions, they have to put them back in the same place and it is the next person's go. Once they have all the pairs in front of them, ask your pupils to make 2-3 questions for you that start with a question word (Wh- word), e.g. *talk about* – *What do you like talking about?* Answer all their questions.

- 8 Point out the position of the prepositions in the questions and let them practise the task in the Student's Book.

- 9 For more practice, do the tasks in the Workbook. If there is no time left, assign them for homework.

- 10 Set Tasks 1 and 2 in the Workbook for homework.

LESSON 2

FAMILY RELATIONS

Suggested time: 4 periods

Objectives

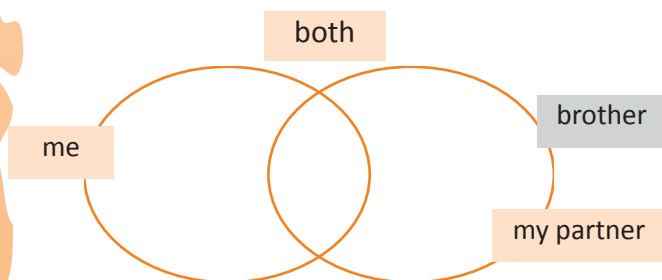
- * to talk/practise talking about family relations
- * to introduce the genitive case
- * to practise reading
- * to introduce and practise the past tense of regular and irregular verbs
- * to practise speaking skills
- * creative writing

Step 1

- 1 Check homework.

Working with language

- 2 Introduce the topic of family relatives. Do Task a) in the Student's Book as a 5-minute pair-work activity.
- 3 Let your pupils draw circles. Tell them to fill in the circles with information about what they are/aren't in their families (*aren't* can be written outside the circles). They work in pairs.



- 4 Now let them talk about themselves or their partner. (*I am a daughter. I am a sister because I have a brother. Or Ivan is a son. He isn't a brother, because he is an only child.*)
- 5 Talk about personal family backgrounds and write your own on the board: surname, name, maiden name, middle name. (Additional information for the teacher: Middle names are often chosen by parents at the same time as the first name. The given name of a relative is often used as a middle name due to tradition or to honour the relative. Surnames are also sometimes given as a middle name, usually in honour of a relative. It is quite popular to use the mother's maiden name as a

middle name, especially in the American South. In the United States, it is also common for a baby boy to be given the same given name as his father, in which case the middle name may be used as if a first name so as to distinguish him from his father – *adapted from Wikipedia*).

- 6 Draw a family tree on the board. It's easier for visual-type learners.



- 7 Move on to the questions and true/false statements in the Student's Book where pupils have to guess family relations.
- 8 Introduce the genitive case and do some more practice with the family tree. Complete the task in the Student's Book.

Reading and listening

- 9 Read and discuss the questions with the whole class. Pupils read the text quickly to check their answers.
- 10 Get pupils to read the text, this time more carefully. Explain any unknown vocabulary. Do the comprehension tasks in the Student's Book. Tell them to cover the text. Their answers don't have to be exactly the same as in the text, but they should make sense.
- 11 Put pupils in pairs and get them to discuss their grandparents. Volunteers report to the class.
- 12 Workbook Tasks 1a), b), c) and 2 can be set for homework.

Step 2

- 1 Check homework.

Listening

- 2 Write the following verbs and nouns/noun phrases in random order on the board and ask the class to form common collocations. Accept and explain any additional variations that do not appear in the text (e.g. *save money/a life; spend money/life; walk back...*)

Take	for a drive
Spend	money

Day off work
Have a wonderful time
Walk around
Look at the animals
Parking lot
Pull back
Save a life

- 3 Pupils open their books and have two minutes to look at the task. Then they cover the text, listen to Jerry and circle the correct endings.
- 4 Ask the class to look at the text, listen again and complete the gaps.

Past Simple: affirmative, regular/irregular verbs; was/were

- 5 Talk about the past tense of the verb *to be*. Ask a few questions. Write the possible answers on the board: *was/wasn't – were/weren't*. Example questions: *Were you at school yesterday? Was it Saturday two days ago? Was it cold last winter? Were you busy on Friday? Was I late for school yesterday?* Draw their attention to the Grammar Box.
- 6 You can do the follow-up tasks in the Student's Book or have some more practice with *was/were* in Workbook Task 1a).
- 7 If some of your pupils need more practice, assign Workbook Tasks 1b) and c) for homework.
- 8 Elicit if possible a short and simple definition of the simple past – *When we speak about past events* (they may use their own language). Write it on the board.
- 9 Ask your pupils to copy the heading and the definition and then write the verbs in their notebooks: in one column those ending in -d or -ed, in another the others. Discuss briefly the form of the simple past (by adding -d, -ed to the verb stem) and write on the board REGULAR/IRREGULAR VERBS. Ask a pupil to tell you how we recognize the regular verbs. Point out the spelling (love, grab, pull).
- 10 Say that -d, -ed can be pronounced in three different ways /t/, /d/, /id/. You can do Workbook Task 1 as a whole class activity. Write the verbs on separate cards and give them to your pupils. Write on the board /t/, /d/, /id/. You read out the past tense form of the verbs and the pupil has to write his/her verb under the correct column.
- 11 Tell your pupils to open the last page of their

notebooks. This will be a special corner – the irregular verbs corner. In this way they can always add a new one as it appears in the book. Draw three columns: one for the infinitives, one for the past tense forms and one for the translation. Help them to find out all the irregular verbs in the two texts. Explain that they have to be memorized. Practice pronunciation.

- 12 Practice irregular verbs in Tasks 1 and 2 in the Workbook.
- 13 Assign Tasks 3 and 4 for homework.

Step 3

- 1 Check homework.
- 2 Start off with a QUIZ. Draw a grid of sixteen squares on the board. Divide your class into groups of three or four (depending on the size of the class). The groups take turns to choose a number. Associated with each number is the infinitive form of an irregular verb. You read the verb and pupils tell you the past tense form. If they know the simple past of the verb, they get a point and you cross out the number. You can play whenever there is enough time left.

1 sleep	2 drink	3 drive	4 win
5 do	6 go	7 read	8 eat
9 buy	10 make	11 sing	12 see
13 write	14 sell	15 take	16 get

- 2 Draw the pupils' attention to the two pictures. Ask them to describe the pictures.
Pupils can listen to the text, but it would be better if you tell them in your own words. You can stop after every few sentences and ask pupils to give similar examples (e.g. *My Grandma was born in Italy. She married my Grandpa and had four children... My uncle moved to the USA when he was 25....*)
- 3 Put on the board the following verbs in random order: *was, married, were, had, thought, decided, died, didn't want, made, found, started, spoke, made*. Tell your pupils to listen to the story and put the verbs in the right order.
- 4 Use the list of verbs to retell the story. If some

LESSON PLANS

of your pupils want to retell the story right away, encourage them to do so. The rest of your class might need some more practice, so set it for homework.

- 5 **Optional.** Instead of guided retelling, you can do Speaking Tasks a), b) and c) in the Student's Book. Go around the class, monitor and help where necessary.
- 6 Do the follow-up tasks in the Student's Book.
- 7 Write on the board three titles *Past Simple (+), (?), (-)*. Then write the question *What **did** you **do** yesterday morning?* and prepare cards with some personalized sentences: *I **woke up** at 6:30. I **washed** my face and brushed my teeth first. Then I **drank** my coffee. I **made** a sandwich. I **drove** to school. I **talked** to the principle. He **asked** me a lot of questions.* Tell the pupils to copy the sentences that are true for them and correct the ones that are not, e.g. *I **didn't drink** coffee.* Write *did/didn't* and the *infinitive* in another colour. In this way, you will make it clear how to use all three forms. You can also have a look at the Grammar Box.
- 8 Assign Workbook Task 7 for homework.

Step 4

- 1 Start the lesson with your students' guided retelling of the story.
- 2 Tell your pupils it's time for testing each other's knowledge of past simple affirmative and negative sentences and questions. They are going to compete. They find a partner (who doesn't have to be the person they are sitting with) and decide who will do the questions and who the negative sentences (ROCK – PAPER – SCISSORS helps if they cannot decide). In the Workbook, pupils do either Tasks 5a) and b) or Tasks 6a) and b) and then they swap Workbooks with their partner. Now the teacher reads the sentences to the class and asks them to check and correct each other's answers. The winner is the pupil with fewer mistakes.
- 3 **Variation.** Play IRREGULAR VERB TENNIS. Divide the class into two groups. They choose their representatives who stand in opposite corners of the classroom. They have to say the irregular verbs in turn, quite quickly (e.g. 5 sec), or one of them starts with the infinitive, the other returns the 'ball' with the past tense form of the verb and then returns the 'ball' with an infinitive. The winner is the last one who hits the 'ball'.

- 4 Play ODD MAN OUT. Prepare cards. Pupils circle the word that does not go with the word in bold.

shy – Sunday/teacher/person

flashy – clothes/food/shop

average – pupils/day/Internet

athletic – teenager/photo/cousin

brilliant – cage/mind/woman

- 5 Revise the vocabulary from Unit 2. Start with a **NOUGHTS AND CROSSES** game. It's an interesting way to revise the vocabulary. Draw a grid of nine squares on the board and write the numbers. Make two teams (boys and girls) who take turns in picking the square and the teacher defines the word. The winner is the team that completes a row of three Os or three Xs. Tell your pupils to put their heads together. Make sure you give each team 6 seconds for their answers.

Key:

- 1 = what is the noun for the adjective courageous?
- 2 = what is the adjective for the noun strength?
- 3 = what is the noun for the verb talk?
- 4 = what is the verb for the noun doer?
- 5 = what is the noun for the adjective true?
- 6 = what is the noun for the adjective dangerous?
- 7 = what is the noun for the verb achieve?
- 8 = what is the noun for the verb entertain?
- 9 = what is the noun for the adjective perfect?

1	2	3
4	5	6
7	8	9

- 6 Now do Workbook Tasks 2a) and b) (Vocabulary).
- 7 Move on to Workbook Tasks 3a), b) and c).
- 8 The lesson now gives some information about Bill Gates.
- 9 Before you start, it is important to pre-teach some new vocabulary. Pupils do the questions in pairs. Check understanding with the whole class. Write on the board the vocabulary no one knows.
- 10 Start a discussion about Bill Gates. Ask your pupils to tell you everything they know about him. Do not insist on accuracy.
- 11 Read the text about Bill Gates and the Rules to Live by. You can first read it aloud, stopping where you think a word or an idea needs ex-

planation. Ask the comprehension questions that follow the rules.

12 Ask your pupils to read the rules aloud in pairs. This is good working noise. Let them discuss the rules they think are the most important. Get feedback.

13 Set Workbook Task 4 for homework.

14 Variation/optional. Assign the writing/project for homework. If the pupils decide to do a project, divide the class into groups, trying to form mixed-ability groups: one of them collects information, another finds the photos or draws some pictures, the third organizes the text, and the fourth will be the presenter.

UNIT 3: EXCEPTIONAL WOMEN

LESSON 1

Travelling by air

Suggested time: 3 periods

Objectives

- * to talk/write about exceptional women
- * to develop reading skills
- * to build up vocabulary – flight words
- * to make pupils aware of the use of the indefinite article *a/an* with jobs and the definite article with geographical names
- * to practise the past tense

Step 1

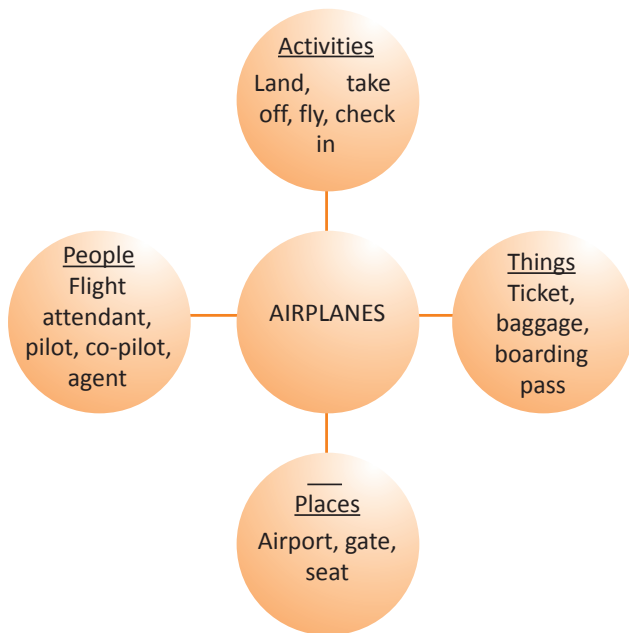
1 Write the following words on the board:

boarding pass flight attendants
take off baggage departure
arrival gate

Put students into groups. Their task is to come up with the meaning of the words. Most of the pupils won't know what they mean, so they can make up their own definitions. Each group gets one word and writes as many definitions as they can. This should be a fun activity.

- 2** Let pupils read their paraphrases. If nobody in a group comes up with the right meaning, tell them to draw a conclusion related to what the topic is about. Or, finally, give the meaning.
- 3** Brainstorm the words related to the topic. Draw a mind map on the board. Help them with the translation if they don't know the word in English.

LESSON PLANS



- 2 Tell the pupils to look at the questions in Task 1). Get feedback from those who have travelled by air. Discuss briefly the names of airlines.
- 3 Check the vocabulary in Tasks 2) and 3). The tasks prepare the pupils for the reading task about Amelia Earhart.
- 4 Tell your pupils that you will read the text, but you will stop after each paragraph and they will have to correct your sentence. You can make sentences like this:
 - 1 She was called the 'Iron Lady'.
She was the first woman to fly across the Pacific.
She flew with Charles Lindbergh.
 - 2 She always had a lot of money. She worked as a doctor.
She bought a tractor for transporting construction materials.
She wanted to earn money to buy a ship.
 - 3 She was an old-fashioned woman.
She wasn't courageous and independent.
She was a role model for millions of men.
 4. It was a challenging trip of 42,000 miles.
She wanted this trip to be the first record of her career. She took her cat Frederic with her.
 - 5 On January 2, 1937, she completed 22,000 miles. On January 2, 1937, she started the most dangerous arm of her flight.
 - 6 She got lost and could not find the airport.
She radioed for fuel.
She was found two weeks later.

- 5 Pupils read the text now. Ask them to underline the words they still do not understand.
- 6 Check how much they have understood by doing Task b). They circle the correct ending.
- 7 They read the text aloud. This time they have to ask you about the words they still do not understand. Practise the new vocabulary a little. Write on the board the first letters of some words and ask your pupils to think of the right word related to the text. You can play it as a competition between two teams.

A (across)

A2 (aviation)

C1 (construction)

C2 (courageous)

C3 (challenge)

C4 (career)

C5 (co-pilot)

E 1(equator)

E2 (experienced)

F (flight)

F2 (fuel)

I (independent)

L (legendary)

P 1(passenger)

P2 (pioneer)

P3 (plane)

R1 (role model)

R2 (radio)

S (solo)

T (twin-engine)

- 8 Now pupils copy the Fact File in their notebooks and fill it in. Then they can prepare a short talk about AE.
- 9 In pairs, they find the answer to the questions in Task c). Get feedback.
- 10 Tell your pupils that in Task d) they have to put the events in chronological order, and then use the information to retell the story. Assign this for homework. Tell them to put the verbs in the past simple.
- 11 Vocabulary Tasks a) and b) revise the new vocabulary from the lesson. Task c) is a word formation task. Pupils can do it in pairs. Get feedback from as many pupils as possible. Pupils individually complete the short text.

Step 2

- 1 Check homework. Their task was to put the events in chronological order. Pupils look at the events and retell the story.

Grammar revision

- 2 Move on to the Workbook. Task 1a) revises the past simple of regular and irregular verbs; Task 1b) revises *did* and *was*.
- 3 Tell your pupils to take a blue pen and be the teacher. They do Task 2a) in pairs or groups. Ask one pupil to read it and check with the whole class. Task 2b) revises the past simple regular and irregular verbs and Task 2c) revises past simple questions. Assign Task 3 for homework for those pupils who need more practice with the past simple.

Speaking

- 4 Now ask your pupils to have a look at SPEAKING Task a) in their books. It revises positive and negative sentences in the past simple. Pupils work in pairs: one of them makes a positive statement, the other corrects it and turns it into the negative.

Vocabulary revision

- 5 Now move to the structures and vocabulary done in the previous lesson. Ask some questions. Have a secretary write the answers on the board. The first letters give you the grammar topic you will deal with in this lesson. Here are some questions you might ask:

- 1 What do we call a person who likes adventures? (**a**dventurous)
- 2 What do we call a person who other people look up to? (**r**ole model)
- 3 What do we call a person who teaches? (**t**eacher)
- 4 AE was not a dependent person. She was ...(**i**ndependent)
- 5 What do we call a person who is the second pilot? (**c**o-pilot)
- 6 What do we call a person who is like a legend? (**l**egendary)
- 7 What do we call a person who is an exception? (**e**xceptional)
- 8 Someone who offers social services? (**s**ocial worker)

Working with grammar – articles

- 6 Ask your pupils to find in the text what AE did for a living, e.g., *She was a teacher*. Explain the use of *a/an* with jobs.
- 7 Put on the board the prompts and set a time limit. Challenge your pupils to come up with at least two answers. Some of the geographical names can be found in the text.

Oceans:

Seas:

Rivers:

Mountain ranges:

Continents:

Countries:

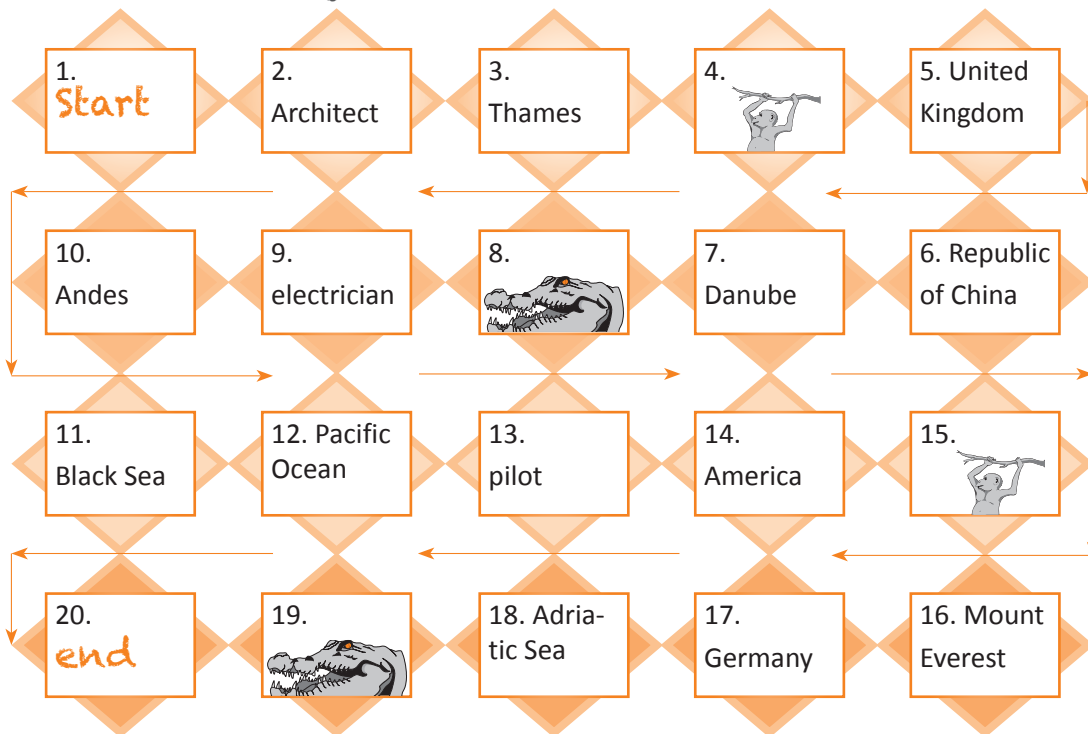
- 8 Explain the use of geographical names with the definite article *the*.
- 9 You can play the **Crocodile Board game**. In this game, you need dice and chips. Players roll the dice and advance according to the number that shows up. If they land on the crocodile, they go back to the start. If they land on the monkey they jump to the indicated number. They use the words in the game to practise the articles. If they don't know the article, they return to the start.

- 10 The Workbook tasks practise the articles.

- 11 Assign the writing task for homework. Pupils can work in pairs or groups and if there is a chance of using a computer and a projector you can encourage them to make a PowerPoint presentation. This would link well with literature or History or any other classes.

LESSON PLANS

Crocodile Board game



Step 3

- 1 Check homework. You can ask them to read their homework to the class and later display it on the pin board.

Working with grammar – can/could

- 2 Write on the board CAN/COULD. Tell them that these forms are used for the present and past. Challenge them to match: CAN = present; COULD = past.

- 3 Play the game HOW FAST ARE YOU IN ENGLISH? with can/can't, could/couldn't. This offers personalized practice. Draw a grid on the board for pupils to copy. Explain that you will ask some questions and they have to put an x if the answer is can't and v if the answer is can. Choose any 8 questions you like and check your pupils' answers. This should be fun. The questions are:

CAN YOU...?

- Say 3 animals which can hop?
- Say what time it is now?
- Say 6 English words beginning with S?
- Count from 1 to 30 in 15 seconds?
- Say 5 places we can visit during the summer vacation?

Say how much a coke is?

Say 5 things we can do in the winter vacation?

Say the months in English backwards?

Say who your aunt's sister is?

Say 3 sentences with the word tomorrow?

Say the name of the president of your country?

Spell "amusement park"?

Spell the word "slippers"?

Spell the name of your English teacher?

- 4 Play it again, but this time the question starts with COULD YOU.....and end with WHEN YOU WERE IN THE FIRST GRADE?

Tell the time?

Count to 100?

Swim very fast?

Ride a bike?

Use the Internet?

Stay out late?

Read and write?

Fry an egg?

CAN/COULD ✓	CANNOT/COULDN'T X

- 5 Make the pupils look at the Grammar Box for other uses.

Speaking: Polite requests for something, offering, thanking, apologizing

- 6 Pupils do Speaking Task a) in their books. They interview each other, all at the same time.
- 7 Task c) practises other functions of can/could. Point out that questions with 'can' are made more polite by using 'could'. *Could you help me, please?* is more polite than *Can you help me, please?* Explain the lexis *accept, offer, refuse, apologize, thank somebody*.
- 8 The teacher explains the difference between *lend* and *borrow*. T. walks around asking students if she/he can borrow items, and if they can lend her/him the items.
- 1 In a box (it could be the recycling bin), students put in two objects. One object they like and don't want to lend, and another object they don't like and don't mind lending.
- 2 T. walks around giving SS the box where they take out each item and ask: Whose is it? Then he asks the owner: Can I borrow your _____? Could you lend me your _____? The owner says yes or no. If yes, the S. takes it. If not, he/she returns it to the box.
- Then it's a pupil's turn to walk around and ask for objects.
- 9 There are many activities in the Workbook with *can/could*. You can divide them up so that some different groups of pupils do different tasks.
- 10 Assign any Workbook task that you could not do in class for homework.

LESSON 2

An exceptional woman

Suggested time: 3 periods

Objectives

- * to hear about exceptional women
- * to develop reading skills
- * to build up vocabulary – machines and technology
- * to listen for specific information
- * to make pupils aware of the use of the modal verbs *must, mustn't, needn't, don't have to*
- * to introduce and practise the past continuous

Step 1

- 1 Check homework.
- 2 In order to understand the text, pupils have to understand the key vocabulary. Ask them questions to elicit their deductions about the meaning of the words in bold letters. Try to pre-teach as much vocabulary as possible. Write it in the board.
- 3 In the next task, pupils match the pictures with the sentences describing who invented what.
- 4 The following task starts with a guessing game. As a lead-in, ask your pupils to name some portable and some disposable appliances and write the ideas in two columns on the board. If a thing is both disposable and portable, write the word between the two columns, for example *grill, camera*. This is a brainstorming activity, so let them brainstorm for a while. Do not insist on accuracy.
- 5 Pupils look at the picture of a woman throwing her cell phone and make guesses.

Listening

- 6 Pupils are ready to listen and check their guesses. They close their books.
- 7 Tell the pupils to open their books and look at the true/false sentences, but they still cannot look at the dialogue. This time they write T/F next to the sentences they are sure about. Let them listen to the dialogue once again and finish the task.
- 8 They can do Task b) individually. Get feedback.
- 9 They are ready now to read the dialogue aloud. They can do it all at the same time (good noise).

LESSON PLANS

Then ask 2 good readers to read for the whole class. Help with pronunciation and intonation.

- 10 They do Task c) in pairs and answer the question, or you can assign it for homework.

Step 2

Speaking

- 1 Check homework.
- 2 Bring to class some pictures from magazines which show different cell phones. Split your class into groups and give one photo to each group. Ask them if they know the make, the price, what else you can use it for, and if it is disposable.
- 3 In pairs, they discuss their own cell phones looking at the prompts in Task a) and then report to the class

Working with grammar:

must, mustn't, needn't,
don't have to

- 4 The following task revises the past simple tense. Tell your pupils to look at the dialogues and choose the one they would prefer to role-play. Make it more challenging for good pupils and ask them to add some personal information.
- 5 Write *must, mustn't, needn't, don't have to* on the board. Prepare slips with the following sentences: *arrive exactly on time, bring a present, take your shoes off when you enter the house, eat everything you get on your plate, belch at the table, talk all the time, praise the cook, leave as soon as possible*. Explain that you will give them some sentences and they will dictate each sentence to you and you will write them under the appropriate heading. The sentences are about customs in their country when they visit somebody's houses for a meal. They work in pairs.
- 6 Explain that *must, mustn't, needn't, don't have to* are modal verbs. We use *needn't* when something is not necessary. We use *must* to say that something is necessary. We use *mustn't* when something is a bad idea.
- 7 Pupils are now ready to fill in the gaps.
- 8 The next task is a personalized activity. Pupils write about themselves. They may do this in a table, and later inform the whole class orally.

Must	Mustn't	Needn't

- 9 Explain *have to* and *had to*. Refer your pupils to the Grammar Box in their books.
- 10 Discuss the differences between 'have to' and 'must' in the positive form. Make sure to point out that 'have to' is used for daily routines while 'must' is used for strong personal obligation.
- 11 There are many activities in the Workbook with *must, mustn't, needn't, don't have to*. Pupils can do them in class and those that they didn't have time to do in class can be done for homework. Assign the easier tasks for homework.

Step 3

- 1 Check homework.
- 2 Start with a revision of the vocabulary done in this Unit. Divide the class into two groups. Give each group a piece of paper and on each write a different heading: TRAVELLING BY AIR / MACHINES AND TECHNOLOGY. Tell the pupils they have to write all the words they can remember that were dealt with in the previous lessons. Get feedback.
- 3 Play one of the variations of PELMANISM. Prepare cards with words (they are in the Workbook): **runway / agent / plane / pilot / boarding pass / passenger / co-pilot / gate / ticket / flight attendant / airport / baggage / check-in desk / waiting area**
Spread the cards face up across the table and tell pupils to try to memorize where they are. They are then all turned face down. Mix them slowly before the game starts. A pupil says a word and turns a card face up. He/she gets one point if he/she guesses the word. If not, mix the cards slowly again. This can either be done slowly so that pupils can try to keep track of where they are, or fast so that pupils have only a vague idea of where they have ended up.
- 4 Do Workbook Task a).
- 5 Play a MEMORY GAME with parts of the sentences in Task b). Put the numbers 1-7 on the board in one column and the letters A-G in another. Do the same in the Workbook, but put the numbers and letters in random order. Divide the class into groups of four. The groups take it

in turns to find the matching pair. If they match a pair, they win 3 points and can have one more guess. If they fail to match, they lose 2 points and another group can play.

- 6 Your pupils are now ready to do Workbook Task b).
- 7 Task 2 revises some more vocabulary.
- 8 You can play NOUGHTS AND CROSSES with the words in Tasks 3a) and b).

Key:

- 1 = what is the noun for the verb invent?
- 2 = what is the verb for the noun wiper?
- 3 = what is the noun for the verb dry?
- 4 = what is the verb for the noun celebration?
- 5 = what is the noun for the verb communicate?
- 6 = what is the verb for the noun connection?
- 7 = what is the noun for the verb attach?
- 8 = what is the verb for the noun washer?
- 9 = what is the noun for the verb fly (accept both: flight, flier)?

1	2	3
4	5	6
7	8	9

- 9 Do a FLASHING DICTATION. Prepare cards with the expressions in Task 4a). Make them big enough so the pupils at the back can see. Write GO and DO on the board, and the pupils copy them. Flash one card at a time and allow pupils to write the expression under the right heading. Get feedback.
- 10 Introduce the past continuous. You may ask pupils to tell you where they were going yesterday afternoon or what they were doing. They may use the expressions from the previous task. Start with yourself and write your sentence on the board:

I was doing the shopping yesterday after school.

Now ask pupils about themselves. Help them with questions like:

Was anybody doing the dishes?

Was anybody going swimming?

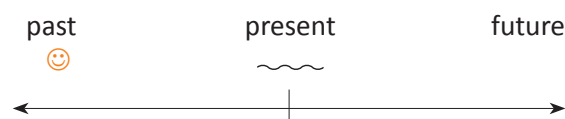
Was anybody playing computer games?

Write some examples on the board; try to get some in the plural, e.g.,

Marko and Ana were doing their homework the whole afternoon.

By introducing the past continuous in this way, your pupils will become aware that the present continuous is used for an action in progress at the moment of speaking (or now), while the past continuous is used for an action that was in progress at a certain time in the past. Make your pupils draw the conclusion about the tense formation.

- 11 To help your pupils visualize this tense, draw on the board a time line. The yellow spot is the simple past, the green wave is the past continuous, with the wave symbolizing continuity.



- 12 Check that the class understands what you are teaching by asking them to show their thumbs.
Thumbs up = I get it
Thumbs half way = sort of
Thumbs down = I don't get it
- 13 Practise the past continuous in Workbook Task 1 in class.
- 14 Assign Workbook Tasks 2a) and b) for homework.

UNIT 4: FRIENDSHIP

LESSON 1

A True Friend

Suggested time: 3 periods

Objectives:

- * to talk about friendship
- * to build up vocabulary
- * to encourage and develop speaking competences
- * to use correctly 'used to'
- * to practise the past continuous and introduce the interrupted past

Step 1

- 1 Start by discussing the meaning of being a friend and what qualities a good friend has. You may ask questions to involve your pupils into the discussion:

Describe one of your closest friends.

Do you have any childhood friendships that are still strong today?

Do you have any long distance friends?

Do you make friends easily?

Has a friend ever let you down?

How are your friendships different now from when you were a child?

What is a best friend?

How many people do you consider as your "best friends"?

What makes friends different from family?

Optional. You may listen to a song with your class. The song *You've Got a Friend* enables the class to discuss friendship. Before you listen, you may give your pupils the text of the song with some missing words. Pupils listen and write down the missing words, then listen again and check. Here are the lyrics:

***You've Got A Friend* By Carole King, Celine Dion, Shanaia Twain and Gloria Estefan**

*When you're down and troubled
And you need some love and care
And nothing, nothing is going right
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest night
You just call out my name*

*And you know wherever I am
I'll come running to see you again
Winter, spring, summer or fall
All you have to do is call
And I'll be there, yes I will
You've got a friend*

*If the sky above you
Should turn dark and full of clouds
And that old north wind should begin to blow
Keep your head together
And call my name out loud
Soon I'll be knocking upon your door*

*Ain't it good to know that you've got a friend
When people can be so cold
They'll hurt you, they'll desert you
They'll take your soul if you let them
Oh, but don't you let them*

*You just call out my name
And you know wherever I am
I'll come running to see you again
Winter, spring, summer or fall
All you have to do is call
And I'll be there, yes I will
You've got a friend
You've got a friend
You've got a friend
Ain't it good to know that you've got a friend
Oh you've got a friend
You've got a friend*

- 2 Write **Nouns** and **Adjectives** on the board. Have a secretary to write friendship-related vocabulary in the two columns. The class reads the words in the book in Task a). Then pupils complete the sentences.

- 3 Move on to Task b). Help pupils if necessary.

- 4 Tell them to look at the sentences in Task c). How many sentences do they agree with? Tell them to work with their partners and describe

themselves as a friend. There is a sentence as an example in their books.

- 5 Pupils in pairs prepare a few questions for you. Pairs take turns to ask you the questions. Make sure you answer all of them.

Reading

- 6 Now pupils can read the texts. You can do it as individual reading task and check the questions after each text, or you can divide the class into three groups. Each group is numbered 1, 2 or 3 and each group reads a different text. They help each other with the new vocabulary or ask you. After they have finished, divide them into groups of three so that each group has one pupil from group 1, one from group 2, and one from group 3. They sit together and report to each other on the text they have read (books closed).
- 7 Deal with the new vocabulary from the texts. Write it in the board.
- 8 Go through Task 1). Ask pupils to raise their right hand if the answer is a) and their left hand if the answer is b). Make sure that pupils understand all the expressions. Tell them to form groups of four, put their heads together and write any four personalized sentences, one for each pupil, using the offered expressions (e.g. *I felt weird when I cheated in a test*). The group that finishes first is the winner.
- 9 Pupils can do Task 2) individually. They read out and compare their opinions.
- 10 Assign a 2-minute speech/written paragraph for homework – Tasks a) and b). Not all your pupils are into writing/speaking. Let them choose. Tell them they may bring some photos of their friends.

Step 2

- 1 Check homework. Listen to their oral presentations or check their written assignments. You can ask them to read their homework to the class and later display it on the pin board.
- 2 Go through the vocabulary you dealt with last time. You can play VOCABULARY BINGO which pupils love. Ask pupils to draw a 4x4 grid in their notebooks, then write vocabulary words in the boxes. Read the definitions of the words out loud and pupils cross out the word that matches your definition. When pupils have four across, diagonally, or vertically they yell out "Half

Bingo!" The pupil that has all the words crossed out yells out "Bingo" and he/she is the winner.

Words: *miserable, disappointed, hang out, mall, weird, gossip, blame, profile, prefer, share, glued, cool, misery, social life, geek, clique, hang out, gossip.*

Definitions: *feel unhappy and uneasy; when your hopes fail, you feel...; spend time with someone; a large complex containing stores; strange or bizarre; to say bad things behind someone's back; to hold someone responsible for something...*

- 3 Now you can revise the previous lesson. You can say some true and some false sentences about teenagers and their friends, and pupils have to shout out (books closed) if they are true. If they are not true they have to correct them.

- 1 *Anne and Tammy went to a birthday party a few weeks ago. (true)*
- 2 *Anne was feeling proud. (false)*
- 3 *Andrew has a lot of real friends in real life. (false)*
- 4 *Last Friday he and his friends went to get a burger. (true)*
- 5 *They were talking about school. (false)*
- 6 *Danielle is obsessed with grades. (false)*
- 7 *She doesn't belong to a clique. (true)*
- 8 *Her parents know about the problem. (true)*

Working with grammar: **used to**

- 4 Give pupils some statements about your past.
When I was a baby I used to cry a lot.
When I was at primary school I didn't use to cheat in tests.
When I was a teenager I used to play the guitar.
When I finished my secondary school I used to attend dancing classes.
When I was abroad in my younger days I used to take a lot of photos.

Ask pupils about the meaning of **used to**. Let them have a look at the Grammar Box.

- 5 Pupils can do the tasks in their books now.
- 6 Divide the class into group A and group B and ask pupils to work in pairs with a pupil from the same group. Give them a list of situations where there have been recent changes in people's lives. They are going to imagine that they are those people and write sentences about some

LESSON PLANS

of the things which they used to do but don't do now. When they have done that, ask each pair of pupils from group A to work with a pair of pupils from group B. Ask them to take it in turns to read out their sentences, without mentioning the situation, so that their partners can guess what has happened.

Situations A: *You have moved to New York. You have won the lottery. You have just got a brother or a sister. You have won a scholarship in the USA. You have become a famous actor/ musician.*

Situations B: *You have moved to Australia. You have inherited a yacht. Your uncle has become the president. You have fallen in love. You have passed your driving test.*

E.g., situation A

You have moved to New York

I used to.....

I didn't use to.....

- 7 As a follow up, do Tasks 1, 2 and 3 in the Workbook. Do some in class and set some for homework.

Step 3

- 1 Check homework.
- 2 Start the lesson with a MIMING GAME. Write on the board:

Yesterday at 5 p.m. I was

Each of your pupils gets a piece of paper and on each there is one sentence, e.g. *You were reading a book* and then they mime the activity. Explain that the others have to guess ALL the words in the sentence, e.g. not just reading, but reading a book. The sentences could be: *You were writing a text message on your mobile phone. You were washing the dishes. You were walking your dog. You were vacuuming. You were calling a waiter in a restaurant. You were making pancakes. You were watching a comedy. You were feeding your cat. You were singing in the shower. You were playing cards. You were doing your homework. You were getting money from a cash machine. You were sitting in the dentist's chair. You were talking to your parents. You were chatting on Facebook. You were packing your suitcase....*

This activity should be fun. Each pupil writes down his/her sentence.

Working with grammar: **past continuous**

- 3 For further practice of the past continuous you can play CHAIN STORY. Divide the pupils into groups of eight. You can start the chain: *Yesterday at nine I was making lesson plans.* They have to add sentences that are true for them (what they were really doing yesterday at nine). The first pupil from each group has to repeat *While the teacher was making lesson plans...* and add his/her activity, e.g. *I was drinking tea.* In their groups, they continue until everybody has added their sentence.

- 4 Write on the board two of your pupils' examples, e.g.

While Dino was drinking tea, Marija was watching TV.

While Martina was reading the newspaper, Ana and Bruno were eating pancakes.

- 5 Pupils can do the task in their books now.
- 6 Write the title on the board **Interrupted past.** Tell pupils to look at the picture in their books and explain that the scene happened a week ago.

- 7 Ask pupils to say what was happening at the burger place when Andrew and his friend arrived. Write their answer on the board:

When Andrew and his friend arrived, the two cooks were cooking burgers.

- 8 Point to the two different past tenses. The past continuous tense can be presented as a frame (a scene) which is interrupted by an action of shorter duration, e.g.

I was doing my homework when the phone rang.



longer duration



shorter duration

We normally use **while** with clauses of longer duration, and **when** with clauses of shorter duration.

It is also advisable to translate the two tenses with non-finite vs. finite verbs in your mother tongue (*I was reading* vs. *I read*).

- 9 Tell your pupils to find and underline some more examples in the Anne and Andrew texts in their books.
- 10 Pupils can do Task b) in their books now.
- 11 As a follow up, do Tasks 1, 2 and 3 in the Workbook. Do some in class and set some for homework.

LESSON 2

Friendship and Cliques

Suggested time: 3 periods

Objectives:

- * to talk about people's character
- * to practise the use of adjectives ending in *-ed* / *-ing* and *-ful* / *-ness*
- * to further develop listening and reading skills
- * to give advice with *should*
- * to talk/write about rules

Step 1

- 1 Introduce the topic of people's character. Do a decoding activity with your pupils. Divide your pupils into groups of four and give each group a piece of paper with a decoder and codes. The group that finishes first is the winner.

1A	2B	3C	4D	5E	6F	7G	8H	9I	10J	11K	12L	13M
14N	15O	16P	17Q	18R	19S	20T	21U	22V	23W	24X	25Y	26Z

1-14-15-25-9-14-7	
16-15-12-9-20-5	
19-13-1-18-20	
18-21-4-5	
19-20-21-3-11 21-16	
3-18-1-26-25	
13-5-19-19-25	
19-8-25	
3-15-15-12	
6-21-14	
14-5-1-20	

Once they have finished, they can check their answers in the book.

- 2 You can ask the class to list the words in 3 categories: positive, negative, neutral. Add some more adjectives if you like; *lazy, distracted, proud, disobedient, talkative, tidy, generous, silly, friendly, patient, nervous, happy, intelligent, attentive...*
- 3 Ask your pupils to describe themselves using only one adjective. Help them with the translation

when necessary. They write their adjectives on a slip of paper (nobody can see it), then fold the slip and you collect them in a paper bag. Take out the slips one by one and read the adjectives. The class tries to guess who the author is (funny – Marko).

- 4 Do the task in the book. One pupil describes a person and another says the adjective.
- 5 Your pupils are ready to read the dialogue now. They can even role-play it.
- 6 Move to the next task. Pupils can do it on their own. They describe their family members and/or a famous person.
- 7 Get pupils to look at the pre-listening task. You might want pupils to read the text first, or to read the text while listening.
- 8 Tell them to read it again and do Task b).
- 9 Teach and write some expressions for expressing opinion, agreeing and disagreeing on the board:
I think/believe/feel that..., In my opinion/My opinion is that....., As for me....
I agree with..., I share your view..., You're right..., Of course....., It's true....
I don't agree with..., I disagree....., I don't think so..., You are wrong.....

Explain that during the discussion you expect them to listen to each other, to be tolerant, and if they don't agree not to attack but to present a different argument.

Listening

- 10 Tell your pupils to read the statements in Task a) first and then they cover the text, listen and mark the statement.
- 11 This time they read the true/false statements, mark them and then listen and check their answers.
- 12 Task c) checks their understanding.
- 13 Assign Task a), vocabulary, for homework.

Step 2

- 1 You can check homework together. Play the MEMORY GAME with the vocabulary. Cut the words up and give slips to pupils in pairs. The pupils put the slips on the table face down and play the game. Get feedback.
- 2 Task d) revises making question and giving answers. They can get into groups of four to discuss their answers.

LESSON PLANS

Working with grammar: -ing or -ed;
-ful or -less

- 3 Task d) practises the difference between adjectives which are formed by adding -ed or -ing to verbs. Put the picture on the board and ask your pupils if they can tell the difference. *Who is boring? Who is bored? Who is interesting? Who is interested?*



- 4 Write on the board:

You feel _____ because someone or something is _____.

Tell your pupils to fill in the gaps with one or two examples from their books, e.g. *You felt embarrassed because it was an embarrassing situation (a teacher caught you while you were cheating in a test).*

- 5 Do more practice with the sentences in the book.
- 6 Task d) practises making adjectives by adding -ful and -less to nouns. Translate the examples in the books. Translation is a good way of making the pupils aware of certain language. The pupils first do the task individually and then check with you and the whole class.

Writing

- 7 Write some more nouns on the board: *care, pain, taste, thought, use*. There are a lot of adjectives in their books, too. Tell them to describe a person, a school subject, a family member, a place with any of those adjectives.
- 8 They may start writing their personal profile task in class and finish it at home. Tell them not to write their names, which they will do later.
- 9 Assign Task 5 in the Workbook for homework.

Step 3

- 1 Check homework. Display their profiles around the classroom. Tell them to read the profiles and choose the one they like the best, or the one with the characteristics of a person they would like to meet and communicate with on the Internet. Now pupils can add their names – some of them might be quite surprised. This is a good way of getting to know their classmates.

Working with grammar:
should/shouldn't

- 2 Talk to your class about social networking. Try to elicit some sentences about what they *should/shouldn't* do.
- 3 Write on the board **YOU SHOULD / YOU SHOULDN'T**. Give each pair of pupils one piece of paper with rules. Pupils write *should* or *shouldn't* next to each problem and then make their TOP 10 PIECES OF ADVICE, where number one is the most important rule and number 10 is the least important. (They are actually all equally important, so there is no correct order of rules.)
- 1 *give out personal information such as address, telephone number, parents' work address.*
 - 2 *tell parents right away if you come across any information that makes you feel uncomfortable.*
 - 3 *agree to get together with someone you "meet" online.*
 - 4 *send a person your picture or anything else.*
 - 5 *answer any messages that are mean or that in any way make you feel uncomfortable.*
 - 6 *talk with your parents so that they can set up rules for going online.*
 - 7 *give out your Internet password to anyone.*
 - 8 *do anything that hurts other people or is against the law.*
 - 9 *be aware that anyone you talk to online may not be who they say they are.*
 - 10 *avoid chat rooms that discuss cults or violence.*
- 4 Ask pupils to talk in pairs about the problems in the book. Listen to all the ideas. While they talk they will be using *should/shouldn't*.

Speaking: giving advice

- 5 As a follow-up exercise or for homework:
 - Ask students to write about a problem they have had. (Students should not write their names on their short problem description.)
 - Distribute the problems to other students.
 - Have students answer questions about the situation described by one of their classmates.
 - Ask students to verbally give recommendations.
- 6 There are many vocabulary activities in the Workbook. You can divide them up so that different groups of pupils do different tasks. Get feedback from all the groups. Alternatively, you can do one or more of the following: MEMORY GAME, PALMENISM, NOUGHTS AND CROSSES.
- 7 Assign Tasks 1, 2 and 3 in the Workbook (*should*) for homework.

UNIT 5: PLEASANT AND UNPLEASANT EXPERIENCES

LESSON 1

Pleasant and unpleasant Things

Suggested time: 4 periods

Objectives:

- * to introduce the present perfect simple
- * to talk about experiences
- * to introduce and practise new vocabulary related to the topic of crime
- * to practise the past simple and present perfect simple in contrast
- * to introduce and practise *such* and *so*; *either...or*; *neither...nor*

Step 1

- 1 Introduce the topic of experiences. Ask pupils to read the sentences in Task a) in their book and mark them with + or -. They do the task individually and then volunteers report to the class. The form of the present perfect is shown here for the first time.

Working with grammar:

present perfect simple

- 2 Tell pupils to read and write Task b) silently, and then to interview each other in pairs. They can do Task c) in pairs or as a whole class activity (pupils talk about their partner to the whole class). Write some of their examples on the board, one positive and one negative sentence. One sentence is with a regular, one with an irregular verb.

Ivan has travelled abroad.

He has never stolen anything....

- 3 Ask your pupils to make guesses about you. This should be fun. Write some of your sentences on the board, again one positive and one negative,

LESSON PLANS

with regular/irregular verbs.

I have never spent my pay in one day.

I have visited a lot of museums.

- 4 Ask pupils to look for a new verb structure and underline it (have/has + past participle). Explain that *have* here doesn't mean 'imati', but is a helping verb.
- 5 Explain that we use the present perfect when we talk about our experience – things we have done or haven't done in our life up to now (therefore it is called the present perfect because it is in a way connected to the present). We are not interested when exactly that happened, but only whether it has happened or not. It is often used with **EVER** and **NEVER**. Explain how it is formed. Point out the difference between regular (for example, *visited* above) and irregular verbs. Refer pupils to the Grammar Box in their books.
- 6 Tell pupils to separate the regular/irregular verbs in two columns in their books.
- 7 To practise the new tense, pupils do the sentences in their books. They do the questions with *ever* and the sentences with *never* in class.
- 8 For more practice of the past participle and *have/has*, assign Tasks 1, 2, 3 and 4 in the Workbook for homework.

Step 2

- 1 Check homework.

Working with vocabulary

- 2 You can start either by brainstorming the words/expressions pupils know about the topic of crime and law from detective stories and films, or offer them some of the words they have to categorize.



Help pupils by giving paraphrases, descriptions and reminding them of different situations.

- 3 When the board is full of words, you can practise the words by playing Bingo, Noughts and Crosses, the Memory Game, etc.
- 4 Ask pupils to open their books. They should write the name of the crime next to the definitions.
- 5 In pairs, they rank crimes according to how serious they are. It is the pupils' turn now to paraphrase. They give the definition of the crime that, for example, is the first, second, third, etc., on their list, and their partner gives the name of the crime.
- 6 Do Task b) together. Check if the pupils know all the words in bold, and explain those they don't know and write them on the board.
- 7 Tell pupils to look at the picture and describe what is going on.

Reading

- 8 Task d) is a skimming activity, so do not allow too much time. Pupils can work in pairs and decide together on the best title for each story. Get feedback.
- 9 Tell pupils to go through the questions below Story A. They do not circle the answers. Get a good reader to read the story. The reader reads the text and the other pupils circle the right answer. Check their answers. Elicit new vocabulary and write it up on the board. Story A: *bowl, ladder, savings, brand new, put in an alarm...*
- 10 Do the same with Story B, getting another good reader to read the text. This time, pupils have to circle true/false answers. Get feedback. Elicit new vocabulary and write it up on the board. Story B: *bruise, get over something, bat, press conference, attack, assault...*
- 11 Pupils do Story C in a similar way. This time, they listen to their classmate in order to get the answers to the questions. You can ask your pupils to cover the texts while listening if you have really good readers. Elicit new vocabulary and write it up on the board. Story C: *keyboard, thief, theft, take a break, desperate...*
- 12 There is one more task below each of the texts. Explain them and assign for homework.

Step 3

- 1 Check homework.
- 2 Ask pupils what you talked about last time. This is also good vocabulary revision.

Speaking

- 3 You have three texts, so divide the class into three groups. Each group focuses on one story and prepares a discussion. The teacher acts as discussion moderator. Encourage as many pupils as possible to take part. Do not let the discussion drag on too long. Before they present their results to the rest of the class, tell your pupils to be tolerant and not to be rude, sarcastic or arrogant if they disagree with a presentation. They can present a different argument.
- 4 The vocabulary tasks consolidate the new vocabulary. Pupils can do them in pairs. Get feedback.
- 5 Play **THE POLICE REPORT GAME** with your class. The aim is to revise the simple past tense and to practise the new vocabulary.

Select two pupils to be 'the suspects'. Give them the following information: last Saturday night the school's security guard made his/her rounds as usual. He/she checked every office and classroom to make sure that every door and window was locked and no one was in the building apart from himself/herself. At 9:00 p.m. the guard checked the front office. He/she noticed that there was a lot of money on the desk. He/she continued walking and returned to his/her office at 11:00 p.m. The door was open and the money was gone. He/she immediately called the police. The police questioned everyone in school. Everyone except you has a solid alibi. The police have to check your alibi.

Procedure:

- 1 Give the two suspects about 5 minutes to prepare their alibi for the two hours from 9:00 p.m. to 11:00 p.m. last Saturday. The alibi must consist of witnesses in a public place, e.g. at a restaurant, disco, bowling alley, etc. The suspects cannot make notes.
- 2 Send the suspects outside the classroom so they cannot be heard by the others. While they are preparing their alibi, hand out copies of questions.

- 3 When the suspects have finished creating their alibi, one of them enters the classroom and is questioned by the police. They don't have to ask all of the questions – the questions on the handouts should help them to formulate their initial questions.
- 4 When the interrogation is over (5 minutes), the other suspect comes into the classroom.
- 5 The police ask identical questions and try to find inconsistencies in their alibis.

Questions:

Where did you go?

At what time did you meet?

Where?

Who arrived first?

What were you both wearing?

How did you get there? (by taxi, by car, on foot, etc.) What colour was the car? Who sat where? Who was driving? What was the make and model of the car?

At what time did you arrive at your destination?

Draw an interior plan of the place (if a restaurant). Where was your table? Was your table round or square? Did you have a waiter or waitress?

What did you eat? What did you drink?

What did you talk about while there? What time did you leave? Who paid the bill? Cash or credit card? How much was it?

How did each of you go home?

What was the weather like last Saturday night?

At the end, each of the police officers checks one of the four circles according to his opinion:

- The suspects are telling the truth.
- The suspects may be telling the truth.
- The suspects are probably not telling the truth.
- The suspects are lying.

- 6 Assign the writing task for homework. Pupils have to think of a crime that they have read, seen or heard about and write about it.

Step 4

- 1 Check homework.
- 2 This lesson focuses on the past simple vs. the present perfect. Tell your pupils to read Dialogue 1 and notice the difference between the sentences.

- 3 Write two headings on the board: 'time finished' and 'time up to now'. Put wordcards on the board with the time expressions: *five years ago, when I was 5, in 2001, yesterday, ever, never, last summer, today*. Tell the class to look again at the dialogues. Ask them which sentences refer to 'finished' time and which sentences refer to actions in time 'up to now' and that show the connection between the past and now. Tell them to write the time expressions in the two columns. You can do it together. When you finish, tell the class to leave the columns open – you will be adding some more time expressions in the lessons that follow.
- 4 In pairs, pupils do different tasks in their Student's Book. All of them practise the past simple and present perfect simple tenses in contrast.
- 5 Move on to Workbook Tasks 1 and 2. They give pupils further practice of the past simple and present perfect tenses in contrast.
- 6 You can do Task 3 as a competition. Tell your class that they will test each other's knowledge of the difference between the simple past and present perfect. Pupils do the first of the dialogues in Task 3. Then they swap their Workbooks with their partner. Read out the dialogue to the class and ask them to check and correct each other's answers. Then they do the second and the third dialogue. Assign the fourth for homework. Finally, ask them who the winner is (the pupil with the fewest mistakes).
- 7 Now move on to SUCH / SO. Write on the board two examples:
She has *such* beautiful eyes.
She is *so* beautiful.
Ask the class if they notice the difference in use (without the noun you need to use "so").
- 8 Tell pupils to do the task in their Student's Book.
- 9 Move on to *either...or, neither...nor*. Ask your pupils to complete the following sentence:
Peter has not gone to school today, _____ has he done his homework.
Either he is ill, _____ he has skipped classes.
Translate these two sentences. Translation is a good way of making the pupils aware of certain language.
- 10 Assign the task with *so/such* in the Workbook for homework.

LESSON 2

Going Shopping

Suggested time: 4 periods

Objectives:

- * to talk about fashion
- * to introduce vocabulary related to shop talk/ shoplifting
- * to develop listening and speaking skills
- * to practise *a/a pair of*
- * to practise reading skills
- * to write about a problem and give advice
- * to introduce and practise the use of the present perfect simple with *always, never, often, since, for, just, already, yet*

Step 1

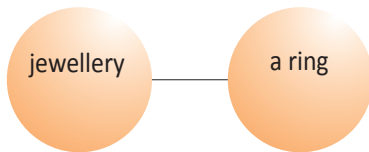
- 1 Check homework. Pupils again swap their Workbooks and check and correct the dialogue and the *so/such* task.
- 2 Write on the board: NOGIG HIPPSONG?
Pupils should unscramble the letters to get the title of the lesson.
- 3 Tell them that you are going to read some sentences connected with the topic (books closed). They should raise their right or left hands: RIGHT means YES or THIS IS TRUE FOR ME, and LEFT means NO or THIS IS NOT TRUE FOR ME. You read the sentences from the task in the Student's Book, first version, e.g. *I adore shopping. I usually go shopping alone.*
- 4 Pupils open their books and circle the answers. Ask some of your pupils to tell the class about themselves.
- 5 A volunteer stands up, the class make guesses about him/her, e.g. *You adore shopping. You usually go shopping with your friends.*
- 6 Pupils make questions in pairs. To make the task more challenging and fun, pupils prepare questions for you.

Working with vocabulary

- 7 Write in a circle DEPARTMENT STORE and ask the class to name some of the departments in a store. Help with any new vocabulary.



- 8 Tell the class to look at the store plan and say where the departments are. They individually answer the questions. Add at least one example for each of the departments, e.g.



13 The task SHOP TALK introduces vocabulary related to the topic.

14 You can do the following ASSOCIATION GAME. Divide the class into two teams and play.

15 Explain the difference between *a* and *a pair of*. Then ask the following questions:

What pair do you wear on your hands? (gloves)

What pair do you wear on your face to see better? (glasses)

What pair do you wear on your legs? (jeans, trousers)

What pair do you wear on your feet? (socks)

What pair do we put on when we take our shoes off? (slippers)

What pair do we cut things with? (scissors)

Speaking

16 Task a), speaking task, focuses on talking. You can start with your personal example. If there is enough time, you can do Speaking Task b) in class or assign it for homework. Pupils should prepare a short conversation. Tell them to bring drawings or real clothes to make the conversation more realistic. This could be fun.

Listening

- 9 Ask the pupils to look at the picture and describe what is going on.
- 10 Tell pupils to read the questions, cover the text and listen to the conversation. Get feedback.
- 11 Play the CD once again. Pupils listen and read the conversation. They can role-play the conversation, all at the same time.
- 12 The following tasks test pupils' understanding of the text.

	A	B	C	D	E
1	S	low	sells	pay	try on
2	M	high	helps	cash	take off
3	L	good	employee	credit card	put on
4	XL	affordable	salesperson	desk	room
	_____ (?) (SIZE)	_____ (?) (PRICES)	_____ (?) (SHOP ASSISTANT)	_____ (?) (CASH DESK)	_____ (?) (FITTING ROOM)
_____ (?) A DEPARTMENT STORE					

LESSON PLANS

Step 2

- 1 Listen to all the groups and conversations. It may be a time consuming task, but it's worth it.
- 2 Start off with the question in the Student's Book. Ask more questions if you see that the class is interested in the topic.

Reading

- 3 Ask pupils to predict what they will read about (shoplifting).
- 4 Before they start reading, it is very important that pupils understand the vocabulary so they can understand the text. You can have a little talk with them.

*Do you enjoy **hanging out** with your friends after school? Where do you usually go?*

*Have you ever seen a policeman **pulling out** his pistol?*

*What would you do if you saw a young boy/girl **shoplifting** chocolate in a store?*

*Can you recognize a **shoplifter** in a store?*

*Do you have more **male** or **female** friends in your class?*

*Is it important for you to fit in with your **peers**? Can **peer pressure** be good or bad?*

*Can your class **afford** a trip to Europe this year?*

*Every child **challenges** his/her parents at some point. Do you remember when you challenged your parents or teachers? Is it wise to **challenge authority**?*

*Can teens get **arrested** for having cigarettes at school?*

*There are many examples of **theft**. Have you ever heard of identity theft?*

*Should mobile phones be **banned** from schools?*

*Can you **figure out** the lyrics when you listen to a song? ...*

Explain any additional vocabulary in the same way.

- 5 You can additionally practise new vocabulary as follows: you need two sets of cards, a set of wordcards in English and one set of their translation. Put the wordcards in English on the board. Have two pupils come to the board. You call out one word/expression and they point to the right card. You can make it competitive and let pupils earn points for being the first to point to the right card. Afterwards, pupils can call out the words/expressions instead of you.

- 6 Choose five pupils and have them draw a slip of paper on which they get a title. They read the paragraph they have been allocated.
- 7 Ask pupils to read silently again and do the tasks that follow the texts. Get feedback.

Writing

- 8 If there is enough time left, do the writing task in class. You can ask your pupils to write on a piece of paper an imaginary teenage shoplifter blog in which the shoplifter asks for help. Collect all the pieces of paper and let the pupils write a short answer with a piece of advice. It is advisable not to correct mistakes this time on their sheets of paper, but perhaps just point out some of the common mistakes.

Step 3

- 1 Check homework. Let your pupils read either the blogs or the pieces of advice, or both.

Working with grammar: **present perfect simple**

- 2 This lesson focuses on revising the present perfect simple and introduces time expressions. Revise the use and formation of:

1 Regular verbs

Give examples in the past simple: *Yesterday, I had a busy day. I received lots of emails.* Lead in to the present perfect: *I have received only a few today.* Show students **how the present perfect is formed**: *have/has* plus the past participle. Tell them that the past participle of regular verbs ends in -ed, just as in the simple past.

2 Irregular verbs

Proceed with the irregulars. Divide one part of the board into three columns and write some irregular verbs in the first column, their simple past form in the second column, and finally the irregular past participle in the third. Pupils can draw the three columns on the last page of their notebooks. Give them examples as you go over each verb:

I've had two cups of coffee today.

I've spoken to my friend this week.

3 Negative forms

Say, *"I saw my grandmother last week.*

I haven't seen her this week."

Give more examples: *I went to Split last year, but I haven't been there this year.*

4 Interrogative forms

Model questions with *have* or *has*:

T: *Have you ever fallen off a bike?*

S: *Yes./No.*

T: *Ask me!*

S: *Have you ever fallen off a bike?*

- 3 Once they grasp this distinction between finished and unfinished time, they should be ready to grasp time expressions with the present perfect. You have already made a column with *time finished* and *time up to now* expressions. Add the new ones as you proceed through the lesson. Move on to their Student's Book and do the exercises with *always*, *never*, *often*. Explain. Proceed with *for*, *since*. Explain, e.g.

for + period

A period is a duration of time, for example: 10 minutes, 2 years.

since + point

A point is a moment in time, for example: 4 o'clock, 1st January, Monday.

for a period (from start to end)	since a point (up to now)
>-----<	😊 ----->
7 years	2004
<i>You have been a pupil at this school for seven years.</i>	<i>You have been a pupil at this school since 2004.</i>

- 4 Move on to *just*, *already* and *yet*. Go round the classroom giving some commands. 'Shut your eyes! Open the door! Stand up! Read a sentence from the book!' After each sentence, ask: *What has he/she just done? What have you/they done?* Write some of the examples on the board.
- 5 There are many activities in the Workbook with the present perfect simple. You can divide them up so that different groups of pupils do different tasks.
- 6 Assign Workbook Task 5 for homework.

Step 4

- 1 Check homework.

Working with vocabulary

- 2 This lesson focuses on vocabulary revision. Write the two topics (shop talk/crimes) on the board. Divide the class into two groups. Allocate a dif-

ferent topic to each group. Ask them to look back at Lesson 1 and Lesson 2 in their books and write down words and expressions related to the given topic that they think their classmates might have forgotten. Set a time limit, then elicit the words from both groups and write them on the board. Circle the words on the board the groups know. Check answers with the whole class and have a winning group. This task is a good way for your pupils to revise vocabulary together.

- 3 Move on to the Workbook. They can do Task 1 in pairs. After they have finished, ask them to read the sentences aloud.
- 4 Tell your pupils to write A, B, C on three slips of paper. Tell them that you will read a sentence and they will have to complete it with one of the three offered words. As soon as you read a sentence, they raise one of their slips, e.g. *A kidnapper A) grabs, B) holds, C) pushes a person against their will.* They get one point for each correct answer. Tell them that you trust them and they will do the scores themselves, not you or their classmates. They can do the task individually or, if you have a weaker class, in groups. The winner is the pupil/group with the highest score. They can now do Task 2.
- 5 You can play Task 3a) as a MATCHING GAME.
- 6 In Task 4 your pupils have to unscramble the letters first. Then ask them to translate the verbs. They should try to work out the meaning from the context.
- 7 Pupils can do Task 5 in pairs. Get feedback.
- 8 Write on the board the prepositions from Task 6: *about, on, to, in, for*. Pupils copy them in their notebooks. Then read the sentences, stop, and give them a few seconds to write a verb under the correct preposition (*addicted to, spend money on, go shopping for, try on, for hours, to be in, think about*)
- 9 Put on the board the following adjectives: *cool, social, typical, criminal, serious, risky, professional*. Ask your pupils to give you a word (noun) that can come after those adjectives. Write some of their nouns on the board. They are ready to do Task 9 in their Workbooks.
- 10 Assign Workbook Tasks 7, 10, 11 and 12 for homework.

UNIT 6: WHAT DO THEY LOOK LIKE?

LESSON 1

WHAT DO THEY LOOK LIKE?

Suggested time: 3 periods

Objectives:

- * to introduce/practise the comparison of adjectives
- * to practise reading
- * to revise/introduce new adjectives related to personal appearance
- * to further develop speaking/writing skills

Step 1

- 1 Check homework.

Reading

- 2 Draw pupils' attention to the four pictures of children. Do the task – pupils read the four texts and match each text with the right picture. Get feedback.
- 3 Do the following task. It checks comprehension and focuses pupils' attention on appearances. Deal with any new vocabulary.
- 4 You can practise some reading now. The teacher reads the texts, but gives some of the words in the mother tongue instead of in English. The pupils read the words in English.
- 5 Do the following task which is a speaking task.

Working with grammar: **comparison of adjectives**

- 6 Pupils answer the questions and you write some of their sentences that contain the comparative form of short and long adjectives, as well as irregular comparatives. Elicit how the comparative is formed. Do the same with the superlative form.

- 7 You may draw a chart on the board:

	POSITIVE	COMPARATIVE	SUPERLATIVE
SHORT	long	longer (than)	the longest (of)
	thin	thinner (than)	the thinnest (of)
	pretty	prettier (than)	the prettiest (of)
LONG	serious	more serious (than)	the most serious (of)
	beautiful	more beautiful (than)	the most beautiful (of)
IRREGULAR	good	better	the best
	bad	worse	the worst
	far	farther/further	the farthest/furthest

- 8 Tell your pupils to work in groups and do the following task. Tell them that they can compare themselves to one of the kids in the pictures or to someone in their group.
- 9 Now you can play **SUPERLATIVE OLYMPICS** where they each 'compete' to see who has the longest hair, biggest mouth, widest arm span, loudest voice, can hold their breath the longest, etc. You could put them in teams and ask them to 'enter' their best competitor in each 'event'. This should be fun.

Speaking

- 10 The following task is a speaking task. Divide the class into two teams. Instead of famous people's names, you can make it even more challenging and write the names of some of the teachers.
- 11 For more practice, do the tasks in the Workbook.
- 12 Set Tasks 6 and 7 in the Workbook for homework.

Step 2

- 1 Check homework.

Speaking

- 2 The first task in the Student's Book is a speaking activity. Give your pupils a few minutes in pairs to think about the key words in the sentences. Then you write them on the blackboard. Encourage the class to discuss the questions in the book.

- 3 Ask your pupils how they feel when they have a problem. What do they do? Do they talk about it? Have they written to a magazine asking for help? Why do some people write about their problem to a magazine? (*Because they want expert advice, because they want advice from a person they don't know, because they feel better after writing the problem down.*)

Reading

- 4 Do the reading task as COOPERATIVE LEARNING. Divide your class into four groups: A, B, C and D. Each group gets a different letter. Ask pupils to read the letters and answer the questions. Circulate and check if they understand the letters. You can always tell them to refer to the world list at the back of the book. After they have read the letters, group them into fours with one representative of A, B, C and D. They close their books. Give each group a copy of the sheet with the answers. They have to write the names. Pupils cooperate and pool their knowledge in order to complete the task. Get oral feedback. Depending on how strong your class is, you can ask them to tell each other again about the problems they read about.
- 5 Ask pupils to read the letters aloud. They answer the question orally.
- 6 Assign the questions for homework. Each pupil answers the questions related to the letter he/she has read.

Step 3

- 1 Check homework.
- 2 This lesson revises the vocabulary done in this lesson. Write on the board four different headings for the pupils to copy: *weight and fitness, clothes, plastic surgery, feelings*. Do a FLASHING DICTATION. Prepare wordcards. Make them big enough so the pupils at the back can see. Flash one card at a time, allow pupils to write the word under the corresponding heading. Get feedback (*fat, chubby, overweight, skinny, thin, slim, anorexic, weight, diet, in shape, fit, baby fat, loose-fitting, tight-fitting, (un)comfortable, nose job, ear job, lip job, boob job, self-conscious / attractive / secure / desperate / sad / self-confident*).
- 3 The vocabulary tasks in the Workbook, Tasks 1-7, revise vocabulary. Task 1 requires pupils to find the ODD MAN OUT. Pupils should justify

their opinion, e.g. *hands are parts of your body, and eyes, nose and ears are parts of your head*.

Task 2a) revises adjectives. Task 3a) practises collocations. You can do it as a MEMORY GAME. Task 4a) categorizes the new vocabulary into two categories. Task 5 deals with opposites. Task 6a) practises compounds. Explain that compounds are two words combined together, particularly adjectives and nouns, in a variety of ways. Once they are formed, they sometimes metamorphose over time. A common pattern is that two words – *fire fly* – will be joined by a hyphen for a time – *fire-fly* – and then be joined into one word – *firefly*. Task 7 revises the words that go together, like *lose baby fat*.

- 4 Tell the class to move on to the task in their Student's Book. Divide your class into groups and ask one pupil in each group to interview the others. Children at this age might be very reluctant to express their opinions, not only because they might not know what to say or how to say it, but because they are afraid of their classmates' reaction. Therefore, you can change the task and ask your pupils to pretend they are a celebrity they all know. You can even make a TV show.

Writing

- 5 Tell pupils to write to TeenHelp. On a piece of paper, they write about a problem they have with their body image/the way they look. They can write about somebody else's problem if they don't feel comfortable writing about their problems, or even imagine a problem. Collect the papers, read the problems aloud and the class can give advice on the problems.
- 6 Assign Tasks 2b), 3b), 4b) and 6b) in the Workbook for homework.

LESSON 2

Healthy Eating

Suggested time: 3 periods

Objectives:

- * to talk about food and eating habits
- * to inform pupils about healthy/unhealthy food
- * to practise reading and listening for specific information
- * to practise speaking
- * to express quantity: countable and uncountable nouns
- * how much/how many
- * to introduce and use *the first conditional* and temporal clauses

Step 1

- 1 Check homework and revise the vocabulary from the previous lesson.
- 2 The topic is food and healthy eating habits. Ask pupils some questions as a warmer:
What is your favourite food?
What do you put on it? (on a hamburger or a pizza)
Do you have lunch at school? Do you like it?
- 3 Tell your pupils to look at the picture in their books and write the correct word under each food item.
- 4 Play the FAKE OUT GAME. Divide your class into two groups. Write the words *scrumptious* and *grains* on the board. Ask the class if they know the meaning of the words (they most probably do not). Now tell them to try to guess the definitions. This should be a lot of fun. Pronounce the winner/s.
- 5 Ask them to categorize food into:

Tasty	
Yummy	
Delicious	
Scrumptious	
Disgusting	
Healthy	
Not very healthy	

- 6 Go through some useful expressions in the book. Ask your pupils to role-play a situation. Here are some ideas:
 - a) *your friend is at your home. He is very hungry. Offer him something to eat and drink.*
 - b) *you are thirsty. Ask your friend's mother/father for a glass of water.*
 - c) *you are at home. You want extra cheese and a glass of juice.*
 - d) *you are in a restaurant. You work as a waiter. Offer some food and drink to your teacher.*
- 7 Tell your class to read a short text about the food pyramid. Then draw a pyramid on the board for the pupils to copy in their notebooks. Then, all together, discuss and put the foods (*Meat, Grains, Vegetables, Fruit, Milk products, Sweets*) where you think they should go in the pyramid.

Listening

- 8 Introduce the listening task. Write on the board the word *nutrition expert*. Ask them if they know what a nutrition expert is. You can start with the game CALL MY BLUFF. Write three definitions. Only one is true and the other two should sound plausible. When saying them, try to be very persuasive, not giving out which one is true. First, read all three once. Then read them again, one by one, stopping after each definition to let your students take a vote. Keep a record of the votes. In the end, tell them which one is true.

NUTRITION EXPERT:

- a) *someone who tastes food in restaurants and then grades the restaurants.*
- b) *someone who takes care of the temperature, storing and handling of food in supermarkets.*
- c) *someone who gives advice on how to eat properly.*
- 9 Now they can listen to the recording with their books closed. Before listening, they should read the true or false task and complete it while listening.
- 10 Play the recording again. The pupils draw a food pyramid and write the names of the different food groups in the correct places.
- 11 They read the dialogue, taking on different roles. Then they circle the best ending in the following tasks. They can do this in pairs. Get feedback.
- 12 If there is enough time left you can quickly revise the food vocabulary. It must be something you

can find in a supermarket, in a kitchen or any term connected with food (e.g. *apple, breakfast, carrot, diet, egg, fruit...*). One student starts off by saying a word beginning with 'a', the next student thinks of one beginning with 'b', the next with 'c' and so on. Start eliminating and stepping up the time allowed to think of a word. This is a fun and snappy way to end a lesson.

13 Assign tasks 8a) and b) for homework.

Step 2

- 1** Check homework.
- 2** Each pupil gets one sentence to translate. Set a time limit for your pupils. As soon as they finish, go through the sentences and ask them to read their translations. Tell your class to decide which translation sounds better, help them if necessary and then write the translation on the board. Do the same with the rest of the sentences.

Speaking

- 3** Do the following speaking task. Pupils work in pairs and try to find out as much as possible about each other. They report back to the class. Choose a volunteer to keep a record of their answers on the board. The questions are:
What do you like to eat?
Do you eat healthy/unhealthy food?
What food do you dislike?
Are you a vegetarian?
Do you know anyone who is?
What is junk food and how much junk food do you eat?

When the board is full of information, pupils should be able to write a short report about the class, e.g. *In my class 8 pupils like to eat pizza. Most of my classmates eat healthy food, etc.*

- 4** Get several pupils to read their reports.

Working with grammar:

plural of nouns; quantifiers

- 5** Ask pupils to underline all the types of food and drinks mentioned in the dialogue. Form two columns on the board: COUNTABLE and UNCOUNTABLE nouns. Tell them that there is some difference between, for example, meat and eggs. Tell them that you can count eggs but you can't count meat. Ask them:
Do we say one meat, two meats, three meats?

Explain the difference. Draw the pupils' attention to the fact that all countable nouns are either in the plural form or have an indefinite article.

- 6** Do Tasks 1, 2a and 2b in the Workbook.
- 7** Go through the table in the Student's Book and explain the quantifiers SOME, ANY, NO. Explain that they tell us how much or how many, without telling us the actual number, e.g.

SOME

There is some milk in my fridge.

There are some eggs in my fridge.

Let pupils draw the conclusion that SOME is used in positive sentences, with both countable and uncountable nouns.

ANY

Is there any juice in your fridge?

Are there any vegetables in your fridge?

There isn't any juice...

There aren't any vegetables...

Let pupils draw the conclusion that ANY is used in questions and in negative sentences, with both countable and uncountable nouns.

NO

There is no juice....

There are no vegetables...

Let pupils draw the conclusion that NO is used in negative sentences, with both countable and uncountable nouns.

- 8** Do Tasks 3 and 4 in the Workbook.
- 9** Assign Tasks 5a and b for homework.

Step 3

- 1** Check homework.
- 2** Start with superstitions as a warmer. Talk about superstitions in your country.

Grammar: conditional and temporal clauses

- 3** Play the MATCHING GAME. Distribute two sets of cards. Pupils work in pairs. They shuffle the cards with the *if* clauses and the cards with the main clauses and put them face down in front of them in two columns. Then they take turns to take the cards. If the cards match, the pupil gets a point.
 Write at least two sentences on the board.

LESSON PLANS

If clause cards

main clause cards

A If you see a small spider	1 you will have good luck
B If you talk of the Devil,	2 he will appear
C If you walk under a ladder,	3 you will have bad luck
D If you scratch your left hand,	4 you will give money away
E If you touch wood,	5 your good luck will continue
F If a girl catches the bride's bouquet after a wedding,	6 she will be the next to marry
G If you break a mirror,	7 you will have seven years of bad luck
H If a black cat crosses your path,	8 you will have seven years of bad luck

2 Write the following sentences on the board:

1. When icebergs melt, the sea level rises.
2. If you heat water, it boils.
3. If it rains, take my umbrella
4. If the computer restarts again, ask for technical support.

3 You can ask your pupils now what tenses are used in the main clauses and what in the conditional clauses. Write on the board: If + present simple, simple future, imperative. Explain that although the present simple is used after *if*, the meaning is the future. Tell them that the conditional clause can follow the main clause, in which case we do not use a comma.

4 Dictate the following sentences and ask pupils to finish 3 sentences of their choice.

If you _____ (**drop**) an apple,

If I _____ (**work**) too much, ...

If I _____ (**have**) time today, ...

If you _____ (**freeze**) water, ...

If it _____ (**rain**) today, ...

If I _____ (**see**) you tomorrow, ...

If you come to Florida in the summer, ...

5 Go through the tasks in the Student's Book. You can make it fun if you let your pupils interview you. Later, let them reconstruct your answers and write them down. The group with most correct sentences is the winner.

6 Explain temporal clauses. Temporal clauses in English are usually introduced by one of the subordinators *before*, *after*, *when*, *as soon as*. They are clauses about time. In a sentence they tell us when something happens.

7 Do Workbook Tasks 1, 2 and 3. They further revise temporal clauses. Set Task 4 for homework.

8 Do Workbook Tasks 1 and 2. This is further revision of conditional clauses. Set Task 3 for homework.

UNIT 7: WHAT WILL BE WILL BE

LESSON 1

Seasons, Months and Dates

Suggested time: 4 periods

Objectives:

- * to introduce ordinal numbers
- * to introduce the structure stop/continue/start + ing
- * to build up vocabulary related to the signs of the zodiac
- * to encourage and develop speaking competences
- * to revise and use correctly WILL/WON'T
- * to practise guided writing
- * to introduce adverbs of manner
- * to introduce new vocabulary related to giving and getting presents
- * to practise reading skills
- * to revise and introduce other uses of the articles

Step 1

- 1 Check homework.

Working with grammar: numbers

- 2 Write the date on the board, e.g. May 15th (this should be a regular habit of the teacher throughout the year). Have a pupil write the CARDINAL NUMBERS 1 to 12, 20-100 on the blackboard in one column, and then the ORDINAL NUMBERS in another. Encourage the children to say what they think the rule could be, and which numbers are the exceptions.
- 3 Put a few dates on the board, e.g. the dates when people in your family or your friends were born. First, practise reading the dates.

Ask them to guess who was born when. Put the model on the board:

e.g. Maybe/Perhaps you were born on...

e.g. Maybe/Perhaps your mother/father/friend/brother/husband/etc. was born on...

e.g. Were you born on...?

e.g. Was your best friend born on...?

- 4 Explain the use of the prepositions IN, ON:

On a day-- On Tuesday, on January 18th

In a month, year, century, etc -- *In June, in 1996, in the 21st century*

- 5 Pair off the pupils and tell them to ask and answer the questions.

- 6 Introduce the structure START/STOP+ING.

Ask your pupils to list all the activities they do at home, in school, in the playground, over the holidays, in their free time, in the evening, after school, etc.

Tell your pupils to decide which activities they will **STOP** doing as they are no longer useful, which activities they will **CONTINUE** and which activities their classmates do and they plan to **START** doing themselves. There are many activities in the Workbook, Tasks 1, 2 and 3, which you can use. Refer your pupils to the grammar corner in their books.

STOP	CONTINUE	START

Working with vocabulary

- 7 Write all the **zodiac signs** on cards. Read them one by one and put them up on the board.
- 8 Ask pupils to write in their notebooks when they were born, find their zodiac sign and copy it next to their date of birth. Then tell them they have to talk to at least five people, asking them only one question: *When were you born?* They have to write the names of the pupils and their dates of birth. When the time is up, they sit back and work out what their zodiac signs are.
- 9 Put on the board the following headings:

Good	Bad	Advice

Divide the class into three groups. One group reads through the text looking for good things, one for bad things, and one for some advice.

LESSON PLANS

Writing

10 Do the writing task. Your pupils can either write a horoscope for themselves or for their partners.

Variation. You can play **Predict my partner's weekend**. Students write down their predictions about what their partners will do the next day/week/month. Don't forget to check next day/week/month which ones actually happened. Revise the simple future and do the grammar tasks in the Student's Book.

11 There are many activities in the Workbook. You can divide them up so that different groups of pupils do different tasks. Get feedback from all the groups.

12 Assign any Workbook task that you could not do in class for homework.

Step 2

1 Check homework.

Working with grammar: adverbs of manner

2 Write on the blackboard these adjectives:

Successful

Slow

Careful

Careless

Quick

Bad

Ask your students to give you a word (noun) that can come after those adjectives.

They might come up with several examples, but you can write down the following:

successful student

slow snail

careful person

careless pupil

quick money

bad people

Ask your students what these words are and what they describe. Write on top:

ADJECTIVES (they describe NOUNS or what something is like).

What does a nervous teacher do? By asking questions or giving some prompts, write the following on the blackboard.

The student studies **successfully**.

A slow snail moves **slowly**.

A careful person crosses the street **carefully**.

A careless pupil behaves **carelessly**.

You can lose quick money **quickly**.

Bad people behave **badly**.

Ask your students what the words written in bold describe. Write above them:

ADVERBS (they describe verbs and how someone does things).

Let the students look at the adjectives and adverbs. Encourage them to draw the conclusion: ADJECTIVE + LY or Y = ADVERBS. Tell them that there are some exceptions that you might explain later.

You can ask students some questions using the adverbs above.

*Where does the student study **successfully**?*

*Do you know anybody who speaks very **slowly**?*

*How **quickly** can you say: yellow lorry, red lorry?*

*Do you do your homework **carefully**?*

3 Let the students have a look at the **Exceptions**. There are three exceptions. Give examples and write them on the blackboard.

*She is a **good** tennis player. She plays **well**.*

*The Porsche is a **fast** car, but driving it too **fast** can be dangerous.*

*They are **hard** workers. They work **hard**.*

Speaking

4 Ask your students to work in pairs and interview each other. Check if students understand all the exceptions. Translate them into their mother tongue if necessary.

For example: *I can't sleep well.*

My parents tell me to study hard.

My heart beats fast when I watch a scary movie.

5 Students should do the fill-the-gap task in their Student's Book. Ask somebody to read it out for you to check.

6 Revise quickly the comparison of adjectives. Give them a few minutes to have a look at the comparative of adverbs.

7 Do Workbook Task 3.

8 Pupils are now ready to compare themselves to another person. There will be many voices reading at the same time, but this is good noise. Walk around and help where necessary.

9 Assign Workbook Tasks 1 and 2 for homework.

Step 3

- 1 Check homework.
- 2 Wrap some object in some nice wrapping paper. It should look like a present. Put it in your bag. Tell the class that you have something in your bag and challenge them to guess what it is.

When they have guessed, ask them one more question: *What am I going to do with it?* Put the beginning on the board and let them offer their ideas.

- 3 Finally take it out and when they see it, they realize it is a present/a gift. Tell them who the present is for.
- 4 Tell your pupils to have a look at the pictures in the Student's Book. Talk about them.
- 5 Let your students mark what they would like to get for their birthdays.

Working with vocabulary

- 6 Have a little talk with your students and introduce the new vocabulary:
 - a) *Would you like to have a GIANT trampoline? Why (not)?*
 - b) *Do you choose decorative wrapping paper for the presents you give? Do you know how to WRAP them? When do you UNWRAP the presents? Does anyone help you?*
 - c) *Has anyone ever given you a VOUCHER for a gift, a trip, a free meal or anything else? Give details.*
 - d) *Would you like to be a tourist GUIDE when you grow up? Why (not)?*
 - e) *Is organic and healthy food AFFORDABLE for everyone, or is it too expensive?*
 - f) *Do you GIVE YOUR TEACHERS A HARD TIME on school trips? Do you make too much noise and go to bed late? Does your mother often give you a hard time? When and why?*
 - g) *Which cell phones are TRENDY now?*
 - h) *Do you wear trendy clothes around the house or do you wear HOUSEWEAR?*
 - i) *Do you buy food in a supermarket or in a GROCERY STORE?*
 - j) *What grades will you have on your REPORT CARD at the end of the year?*
 - k) *Have you ever POOLED YOUR MONEY with anyone to buy something? What did you buy?*
 - l) *When does the summer VACATION start in*

your country? Do you think it is too short or too long?

- m) *Do you have BUDDIES? Have you ever been on a vacation with your buddies? Where and when was that?*
 - n) *Which is the most MEMORABLE thing that has happened to you or your buddies?*
 - o) *I HAVE NO CLUE how old our principle/librarian is? Do you?*
 - p) *Is an e-reader AVAILABLE in our shops? Can we get one here?*
 - q) *What's the best little GADGET that you have?*
- 7 You can practise vocabulary. You need two sets of cards: a set of wordcards in English and one set of their translation equivalents.
 - a) Put the wordcards in English up on the board. Have two students come to the board. You call out one word/expression and they point to the right card. You can make it competitive and let students earn points for being the first to point to the right card. Afterwards, students can call the words/expressions out instead of you.
 - b) Put one set of cards up on the left side of the board and the other set on the right. All the cards should be numbered. Put students in groups and play the **Match Mismatch Game**. Students take turns to call out numbers, first from the left side and then from the right side. If there is a match, they win a point, if not put the cards back. The winner is the group with most pairs.
 - 8 Ask students to do the task in their Student's Book and report about their partner to the class. Alternatively, they can interview their partner.

Reading

- 9 Tell students to read the instruction to the reading task. They read the paragraphs and answer the questions.
- 10 Choose six students and have them draw a slip of paper on which they get a pair of questions. They read the paragraph they have been allocated and answer the questions.

Working with grammar: articles

- 11 You have already introduced the indefinite article *a/an* with jobs. Refer your students to the Grammar Box and the use of *a/an* when you mention something for the first time and

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the when talking about something already mentioned.

- 12 Do Tasks 1, 2 and 3 with articles in the Workbook. Assign for homework those you did not do in class.

Step 4

- 1 Check homework.
- 2 You can start the lesson with vocabulary revision from Lesson 1. Start with a "Letter lottery".

The teacher will need a box containing pieces of rolled up paper with three letters of the alphabet written on them for each student. Every learner chooses three rolls with written letters. In 3-4 minutes he or she has to find words in the lesson that begin with the chosen letters. Finally, each participant presents the words and their translation. This is an interesting way to revise vocabulary.

Variation. Play **JEOPARDY** or **NOUGHTS AND CROSSES**. There are many tasks in the Workbook, and you can play vocabulary games in Vocabulary Tasks 5, 6 and 7. You can also write nouns on cards and put them on the board face down. Write numbers on the back of the cards. Put pupils in groups, and then the groups take turns to call out a number. You read the noun, and groups make questions to match the answers.

Writing

- 3 Do the Writing and Project Tasks in the Student's Book. If you have time, spend the whole lesson doing the writing tasks and/or project. Bring in some colored paper, scissors and glue. You can ask your pupils to bring some as well.
- 4 Remind your pupils of parties. Divide them into different groups according to their interest and ask them to think of and make a poster as an invitation to a party (e.g. pajama party, end of school year party, New Year's Eve party, birthday party, etc). They decide when and where the party is. Go round and monitor the activity, helping when necessary.
- 5 Pupils display the posters and invite other students to visit the event. If you think it is appropriate, vote for the best poster.

LESSON 2

Impossible things and wishes

Suggested time: 4 periods

Objectives:

- * to introduce conditional clauses II
- * to give opinions on advertisements and commercials
- * to make students aware of the tricks advertisers
- * use to persuade us to buy things
- * to develop speaking skills
- * to develop listening skills
- * to write/perform a guided, structured essay
- * to introduce the concept of command/request/advice

Step 1

- 1 Start off by doing a questionnaire about attitudes to money. Your students will love it because it is personal and will allow them to talk about themselves and give their opinion about something.
 - 1 If you saw a beggar in the street, you would
 - a) give him/her everything in your wallet
 - b) give him/her some change
 - c) say you have no change
 - 2 If you received a cheque for \$1,000 as a present, you would
 - a) spend it all immediately
 - b) spend some and invest the rest
 - c) invest it all
 - 3 If you bought a new bicycle, you would
 - a) offer your old one to someone who needs it
 - b) try to sell it for a reasonable price
 - c) try to sell it for more than you paid for it
 - 4 If you saw some lovely clothes in a shop but you don't need them, you would
 - a) buy them for yourself anyway
 - b) buy them if you could afford them
 - c) walk out of the shop
- 2 Ask your pupils to prepare a similar questionnaire using the sentences in their Student's Book. Divide them into groups and instruct them to write three possible answers in their notebooks. The groups exchange their notebooks and circle

the answers they like the best. Ask a volunteer from each group to read the sentences.

Working with grammar:

conditional clauses II

- 3 Explain and introduce conditional clauses II. Pupils have already dealt with conditional clauses 1, so you can quickly revise them.
- 4 Write the title on the board. To make the concept of the second conditional clear, you can translate the sentences into their mother tongue and point out that it is used to describe unreal situations.
- 5 Now you can ask your pupils to read silently the two texts and underline and copy the conditional clauses.
- 6 To practise the second conditional, let your pupil do the tasks in the Student's Book in pairs. Walk around, listen and help if necessary.
- 7 Write on the board the following sentences. Say they are the problems your niece usually has and ask your pupils to help you give her advice:
 - 1 *I've got toothache.*
 - 2 *I'm having too many problems with my mobile!*
 - 3 *I want to go and meet my friends but I don't feel very well.*
 - 4 *I usually sit at my laptop for a long time and my back hurts.*
 - 5 *My boyfriend has cheated on me!*

Write on the board the model:

If I were you, I would....

Check with your pupils if they remember other ways of giving advice (should/shouldn't).

- 8 As a follow up, pupils can do the tasks in their Student's Book.
- 9 In the Workbook, Tasks 1, 2, 3, 4 practise and consolidate the first and second conditionals. Do some in class and set some for homework.

Step 2

- 1 Check homework
- 2 Draw your pupils' attention to the picture. Ask them to describe it and discuss it using the prompts under the picture.
- 3 Bring to class some pictures from magazines that show different products. Stick them on the board and ask your pupils to name them. Ask

them what they have in common – these are the things advertised on TV.

- 4 Ask pupils to discuss the following task. Put your pupils in groups of 4. Distribute the roles (two pupils read the sentences, one pupil makes notes, and one gives a report. They circle the answer they believe in or give their own answers. You can write their answers on the board:

Our 7th grade thinks that old products don't need advertising because they're boring.

We think that new products need advertising because most people don't know anything about them.

.....

- 5 Ask your pupils to match the pictures and the texts.

Speaking

- 6 Ask students in pairs to think, and speak honestly, about all the things they have in their houses that have been advertised. Perhaps they could say what they have, how it was advertised, and who bought it. Many find at this stage that they don't have 'anything to say', but a little prompting does tend to remind them that even something as mundane as washing powder can give us something to talk about.

Reading

- 6 Ask your pupils to read the text. Pupils read in pairs and check the words if they don't know the meaning. They teach each other the unknown words. If there are still some words or expressions they don't know, they can check in the dictionary. You can check if they know what the words mean by giving a translation at random and pupils supply the English words.
- 7 To practise reading and the new vocabulary, tell the students to read the paragraphs aloud. Each of them reads just one sentence. They should read in the order they are sitting.
- 8 Do the T/F task which checks comprehension.

Speaking

- 9 Put the pupils in pairs and explain that you are going to give each pair an advertisement to look at for two minutes. Give out the advertisements and quickly write some questions on the board. You can use advertising from magazines or the internet, making sure to select a range of styles.

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After a couple of minutes, ask pairs to report to the class:

1 *What can you see in your ad?*

2 *What is the ad for?*

3 *How do you know?*

4 *Is it easy to tell?*

5 *Is the ad effective?*

6 *How? (colors, slogans, etc.)*

7 *Does it make you want to buy this product or service?*

10 Encourage discussion on good/bad advertisements. What makes an ad good or bad (colors, catchy slogans, nice pictures, clear message).

11 Students should pick out at least one of the tasks for their homework. They should be encouraged to be creative. Ask them to watch commercials on TV and remember catchy slogans, music, humor, etc.

- *They can advertise the school.*
- *They can think and talk about how advertising has changed over 50 years, and how it will look in the future.*
- *They can write and perform a TV ad for something, preferably something funny like a trip to the moon. You can film this and other classes can come and see it.*

Step 3

1 Check homework. Ask volunteers to read their homework. As they do so, ask pupils to say what they think of different TV commercials. Revise what you often see in commercials, and what makes a good commercial.

Speaking

2 Talk about commercials. Ask pupils if they remember the strategies mentioned in the text in the previous lesson. Pick some and ask your pupils which of the strategies are used in that commercial. Do they believe what it says? Why (not)? Pupils can discuss this task in groups and later report to the class.

Listening

3 Do the listening task. Ask pupils to have a look at the multiple-choice sentences below the text. Give them some time to predict and circle the answer they think is true.

4 Pupils listen to the recording and check their answers.

5 Play the CD once again while pupils listen and read.

Writing

6 Pupils are now ready to do the Writing/Acting out a Clip task.

a) writing:

- students create an invention, inventing a product that will change people's lives and design an advertisement for their invention using the computer;
- students modify the design of an everyday household item. They gather and analyze information and work in collaborative teams to create a design plan for a new product. They create a visual presentation and a written presentation;
- students invent a new product to appeal to a specific market, such as games for preschoolers or a new food for high-school students. Design the product, packaging, and promotional materials.

b) acting out on the spot:

Students should do the following:

- Decide on the function of the object (perhaps invent a brand new product).
- Give the product a name.
- Create a 30 – 60 second commercial script with multiple characters.
- The commercial should persuade the audience.
- The groups should try to generate laughter, creating very funny, tongue-in-cheek commercials. Alternatively, a group can try to create a commercial that is dramatic, even thought-provoking, such as a public service announcement against smoking.

Speaking

After the writing process has been completed, give the groups five to ten minutes to practise performing the commercial. It is not too important for them to memorize the lines; they can have the script in front of them, or use improvisation to get them through the material.

Note: For less outgoing students who do not wish to stand in front of classmates, they could create a "radio commercial" which could be read from their seats.

Once the groups have spent enough time creating and practising their advertisement, it is time to perform. Each group takes a turn in presenting their commercial. Before each performance, the teacher may wish to show the rest of the class the illustration. After the commercial is performed, the teacher may offer follow-up questions such as: "What persuasive strategy did they use?" or "What emotions were they trying to make the audience feel?"

- 7 If the pupils do not have enough time to complete their commercials, they can finish them for homework and perform them the next lesson.

Step 4

- 1 If you did not do the commercial presentations, do them now.

Working with vocabulary

- 2 There are many vocabulary tasks in the Workbook. You can do Tasks 4, 8 and 9 to revise collocations.

- 3 Write the following verbs and nouns/noun phrases on the board and ask the class to form common collocations:

Clean	a haircut
Take out	your room
Walk	your hands
Do	the dog
Write	your hair
Brush	the dishes
Get	your homework
Wash	the trash

- 4 Ask your pupils to tick the collocations their parents usually say to them. Ask them to report their parents' words. Explain that in direct commands (orders) and requests we use the imperative.

Working with grammar:

reported speech

- 5 Write the following sentence beginnings from Task in the Student's Book on the board and elicit reported speech. Explain the use of *please* when asking someone to do something, e.g.

Mum says to me: "Clean your room, please."

Mom asks me to clean my room.

- 6 Ask the class to make the negative commands their parents usually give:

Play music loudly

Leave food everywhere

Be late for school

Waste money on computer games

Lie to me

Stay up late

Take money without telling me

Be rude

- 7 Explain that we use *not* before the infinitive to report the negative commands. Write on the board:

Reported commands and requests = subject + verb + object + (not) + infinitive

- 8 Do the Read and Say Task in the Student's Book. Pupils write sentences in pairs and later compare their answers to see if their parents usually say the same things. You can ask them which of these commands they hate most of all.

- 9 For more practice, students can do Tasks 1, 2 and 3 in the Workbook. Leave Tasks 4 and 5 for homework.

UNIT 8: PLACES AND PLANES

LESSON 1

Continents, countries and capitals

Suggested time: 4 periods

Objectives:

- * to introduce nationalities and languages
- * to practise reading skills, skimming and scanning
- * to introduce and practise question tags
- * to introduce and practise the passive voice, the present simple and past simple tenses

Step 1

- 1 Check homework.
- 2 Bring to class a map of the world. Let students come around and you can show the class the continents. Write them on the board. Let the class repeat the pronunciation after you.

Working with vocabulary

- 3 Now, ask your class to give the names of some countries, or ask them the questions in the Student's Book. (Where is Germany, Italy, China, India ...). Put the cards with the names of some of the countries up on the board. Bring two students to the map, call out the countries again and they show where the countries are.

Note: It is very important that they hear how the countries are pronounced, so this should be practised in different ways. You can play **BINGO** with countries, then with capitals and finally with languages. If you have any, bring some postcards to class.

Alternatively, you can prepare a card for each student or a pair of students (depending on the size of your class) and play a **GUESSING GAME**. This should be fun. The pupils could also learn about flags.

The colours of my flag are _____ and _____

The capital of my country is Madrid.

I am _____ (nationality).

I speak _____ (language).

- 4 Students match the names of the countries to the capitals and languages.
- 5 Finally, students complete the information about the place where they live.
- 6 Students answer the personal question in their Student's Book. You may start a discussion about living abroad.
- 7 The following questions consolidate pronunciation and students' geography knowledge.
- 8 Students rank the sentences in order of importance. Check if the whole class agrees. Encourage pupils to discuss with the rest of the class why they feel certain factors are more important than others. Discuss any interesting ideas further.

Working with vocabulary

- 9 Focus on Vocabulary Task a) that follows the text. Pupils complete the questions with the correct verb and then interview their partner. You can ask them to predict the possible adjectives in Task b).

Reading – scanning

- 10 Ask your pupils to read the text silently. Write the topics on the board and ask them to order the topics while they are reading:

Food

Weather

Sports

Tourism

Shopping

Markets

- 11 Ask pupils to read again and mark the things mentioned in the text. At this point you could go through the text with the class and deal with any vocabulary problems the pupils might have.
- 12 You can ask pupils to do Tasks b) and c) in their Student's Book.
- 13 In the Workbook you can do Vocabulary Tasks 1 and 2 in class. Set Workbook Tasks 3 and 4 for homework.

Step 2

- 1 Check homework.
- 2 Ask pupils what they know about Vancouver. Write the information and vocabulary on the board. In this way, you can pre-teach some of the vocabulary.

Working with vocabulary

- 3 You can start off with the words and expressions in bold. You stick them on the blackboard and paraphrase them. Pupils should recognize the right word and read it out.

Explore – it means you study something that you find

Map – make a map of a certain place or area

Mild climate – it is a climate which is neither too hot nor too cold

Cruise ship – is a passenger ship used for pleasure voyages

Eat out – to eat in a restaurant

Taxes – represent a contribution of money that we make to the government. This contribution is compulsory

Feature films – full-length films shown in a cinema

Film cast – the actors in a film

Work out – do physical exercise

Nightmare – a situation resembling a terrifying dream

Rush hour – the times at the beginning and end of the working day when many people are travelling to and from work

Environmental organizations – organizations with a particular focus on environmental issues

Reading – **skimming**

- 4 Let your pupils read quickly and say three things the text talks about. Do not allow too much time.
- 5 For Task a), pupils can work in pairs and complete it with the information from the text.
- 6 Get good pupils to read out the text.

Reading – **retelling**

- 7 Pupils can read the text aloud in groups of four, each reading three paragraphs. Some pupils can retell the text to the class. By this time they will have learnt a lot of it by heart.

- 8 Have a quiz game. Have all the information in Task b) written on slips of paper. Shuffle them. Groups take turns to draw slips and offer some information.
- 9 Do the City Words Vocabulary Tasks in the Workbook. If there is not enough time, assign them for homework.

Step 3

- 1 Check homework.
- 2 Revise the vocabulary dealt with last time by playing the Memory Game. Write just the numbers and letters on the board. You hold the pieces of paper with the words that are actually hidden behind the numbers and letters.

Working with grammar: question tags

- 3 Do the sentences with question tags from the Student's Book. Ask your pupils to answer them and then you write any two up on the board and explain the formation and use of question tags.
- 4 They look at the Grammar Box and study the sentences there.
- 5 The next step can be the tasks in the Student's Book. This can be done with the whole class.
- 6 Task 1 in the Workbook can be done individually and later on you can check orally what the pupils did.

10 To round off question tags, you can play the MEMORY GAME with the sentences in Task 2 in the Workbook. You have 20 cards. Stick the beginnings of sentences on one side of the board face down and the question tags on the other, also face down. Divide the class into two teams and play the Memory Game.

- 11 Assign Task 3 for homework.

Step 4

- 1 Check homework.

Working with grammar: passive voice

- 2 Introduce the active voice. Stand in front of your class. Drop a piece of chalk on the floor. Ask your students to tell you what has just happened and ask them to begin the sentence with your name. Someone should be able to say: "Ms./Mr. X dropped some chalk on the floor." Write this sentence on the board. Ask students to identify

the subject and the verb in this sentence: they should say the subject is “Ms./Mr. X” and that the verb is “dropped”.

- 3 Repeat the action. Introduce the passive voice. Drop your chalk on the floor one more time. Tell your students that you’ll tell them what has just happened, but this time your sentence will begin with “The chalk...” Go to the board and write, “The chalk was dropped on the floor.” Ask your students to identify the subject: they should say it is the “chalk”. Ask them to identify the verb: they should say it is “was dropped”.

- 4 Compare the two sentences. Point to the first sentence and ask if the subject is doing the action. They should say it is. Make sure they understand that the subject is active, the one responsible for carrying out the action.

Point to the second sentence and ask if the subject is doing the action. They should say it isn’t. Make sure they understand that the subject is passive, the thing that is being acted upon.

Compare what happens to the verbs. Ask students what tense they see in the first example. They should recognize the past simple. Show students what happens in the second sentence: the auxiliary verb “to be” is used in the past tense (“was”) with the past participle, in this case “dropped”.

- 5 Write on the board:

To be + Past Participle – (by)

- 6 Explain the present simple of the passive with the examples in the Student’s Book. Write on the board:

Active: *Thousands of tourists visit Vancouver every year.*

Passive: *Vancouver is visited by thousands of tourists every year.*

- 7 Pupils look at the Grammar Box in their books and study the sentences there.
- 8 There are many activities in the Workbook with the *passive voice*. You can divide them up so that different groups of pupils do different tasks.
- 9 Assign any Workbook task that you could not do in class for homework.

LESSON 2

Good-bye school, hello summer

Suggested time: 4 periods

Objectives:

- * to introduce and practise the *going to* future and the present continuous for the future
- * to introduce vocabulary related to the summer vacation
- * to introduce vocabulary related to films
- * to practise listening skills
- * to practise writing skills and do a brochure

Step 1

- 1 Check homework

Working with vocabulary

- 2 Bring to the classroom some pictures from magazines or newspapers which show different summer activities (*swimming, playing football, hiking, reading, playing games, playing with a dog, travelling...*). Make sure you have all the pictures similar to those in the Student’s Book. Fold each picture a few times so when you show it to the class it is not obvious what is in the picture. Pupils try to guess what each picture shows. If they find it difficult to guess, unfold one part at a time and let them guess again. When they guess, stick the picture on the board. When you have all the pictures on the board, let the pupils tell you which activities are the most fun.

Variation. Play a **MIMING GAME**. Write the name of each activity on a piece of paper. Form groups (the number of pupils in a group depends on the size of the class, but there should be as many groups as there are activities). Choose a representative to come to the front of the class and mime their group activity. You can also do this in the next lesson when you revise vocabulary.

- 3 Talk about which activities are popular among them. Put pupils into pairs. They read the questions and talk about their summer vacation.
- 4 Let them read the dialogue and answer the questions. Write the answers on the board.

Speaking

- 5 Ask pupils to tell you what is good/bad about staying at home, about visiting grandparents in the country, about having a relative visiting them.

Reading

- 6 Let them read the text about Edwina and answer the questions. The dialogue and the text introduce the *going to* future and the present simple for the future which will be dealt with in the next lesson.
- 7 Do the Workbook *Summer Talk* Task. Pupils practise collocations with the verbs *spend*, *go* and *stay*.
- 8 Their homework could be a survey with their families. They interview members of their family about what they like doing during the summer and prepare a report.

Step 2

- 1 Let volunteers read their homework.

Working with grammar:

present continuous for the future

- 2 Write on the board (don't write any title yet): *I am planning a holiday in July*. Let your pupils ask you the grammar questions about your holiday plans, using the prompts. Tell them to use the words in brackets to form questions in the present continuous tense. The first one has been done for you.

- 1 (where go) Where are you going?
- 2 (how long/stay) _____
- 3 (when/go) _____
- 4 (go/alone) _____
- 5 (travel by car) _____
- 6 (where/stay) _____
- 7 (what/do) _____
- 8 (what /see) _____

- 3 Ask your pupils two questions: a) What tense did they use? (present continuous); b) What tense did they express? (future). Then write the title on the board: Present Continuous for the Future.
- 4 Go through the Grammar Box and explain any difficulties.

Working with grammar: *going to* future

- 5 Move on to the *going to* future. Write on the board: *I am going to visit my friend in Italy in August*. Let your pupils ask you again the questions about your intentions, using the prompts. Tell them to use the words in brackets. The first one has been done for you.

1. (how/travel) How are you going to travel?
2. (how long/travel) _____
3. (where/stay) _____
4. (where/eat) _____
5. (what/do) _____
6. (who/meet) _____
7. (what/buy) _____
8. (you/miss me) _____

- 6 Go through the Grammar Box and explain any difficulties.
- 7 Let your pupils read the dialogue and the text from the previous lesson again to find and underline examples of the present continuous for the future and circle examples of the *going to* future. They can do this as pair or group work and write the examples in their notebooks.

Writing

- 8 Tell your pupils to write an e-mail to a friend or relative telling him/her about their plans for the summer, using the prompts in the Student's Book.
Better pupils can add some of their own ideas.
- 9 Let your pupils choose 2 tasks with the present continuous and two with the *going to* future in their Workbook for homework.

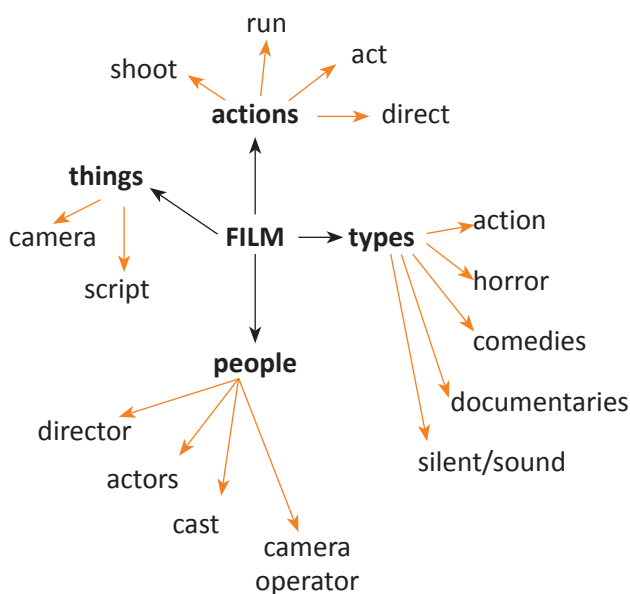
Step 3

- 1 Check homework.
- 2 Let them match the photos to the titles. Ask them which photo they like best.
- 3 Ask your pupils to describe the photo in the Student's Book and say what they see. Ask them to tell you what is going on in the picture.

Working with vocabulary

- 4 Put the following title on the board: Film. Let your students brainstorm the words related to the topic. Draw a mind map on the board. You can add as many words as they come up with.

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Step 4

- 1 Check homework.

Writing

- 2 If you have time, spend the whole lesson doing the project.
- 3 Divide the class into groups; try to have mixed-ability groups.
- 4 Tell pupils that, in their groups, they have to decide who will do what. Go through the tasks they have to complete and explain any difficulties.
- 5 Go around the class, monitor and help where necessary.
- 6 At the end of the lesson, pupils present their projects and vote for the best one. If possible, you can award the winners a prize.

- 5 Explain any additional vocabulary mentioned in the sentences.
- 6 Ask your pupils about their favourite film, scene in a film, their favourite director or actor, if they have ever shot a film with a camera, if they know how to operate a camera, how to upload a film to the Net.

Listening

- 7 Prepare your pupils for the listening task. Paula is going to make a film called Vancouver – A Teens' Paradise. Go through the sentences in the post-reading task. Ask pupils to predict the correct answers.
- 8 Play the CD, pupils listen and check their predictions.
- 9 Ask pupils to make cards with all the vocabulary on the board. Then tell them to spread the cards on the desk face up. They listen to the dialogue again and hold up the card when they hear it.
- 10 Let them read the dialogue.
- 11 Let pupils do the following post-reading task. Get feedback.
- 12 In the Workbook, do the Making a Film Tasks 1a), b) and c). They can do Task d) for homework. Another homework option is to complete the Fact File in their Student's Book about the film they have read/heard about.
- 13 Tell you pupils to bring in some photos of their village/town/city. They can take the photographs themselves.

STEP BY STEP 7

приручник за наставнике енглеског језика за седми разред основне школе

ИЗДАВАЧ

БИГЗ школство д.о.о.

Београд, Булевар војводе Мишића 17/III

ЗА ИЗДАВАЧА

Мирјана Милорадовић

ЛЕКТУРА И КОРЕКТУРА

Валентин Томас

ЛИКОВНО-ГРАФИЧКО ОБЛИКОВАЊЕ

Ликовно-графичка редакција БИГЗ школства

ИЛУСТРАЦИЈЕ

Архива БИГЗ школства

ФОТОГРАФИЈЕ

Архива БИГЗ школства