

## In this unit, students:

- read and understand a magazine article including an interview
- develop a close understanding of the article, its function, purpose and vocabulary
- form and use words with suffix *-tion*; pronounce and spell correctly words with *ss* sounding *sh*
- use present simple and present continuous tenses
- use stative verbs
- use phrases with *make* and *do*
- learn the features of writing an interview; write an interview
- listen to a monologue about family members and the jobs they do
- present a monologue about their family

## Lesson 1 Check-in; Reading SB p7–9

### Lesson aims

- to prepare for the topic of *Magazines* and other aspects of work in Unit 1 through the Check-in page
- to read and gain a good general understanding of a magazine article and an interview

**SB skills:** discussion; reading for general understanding; oral comprehension; vocabulary work

**WB practice:** Unit 1 vocabulary list (p122)

**Time division:** a rough guide to a 40-minute lesson

▶ Check-in – 10

▶ Reading – 10

▶ Vocabulary check – 5

▶ General questions – 5

▶ Reading practice – 10

▶ Sample marketing text

- 2 Read about the interview and how it is set out.

**Task box** Encourage students to explain how a play is set out: *the name of the character is written first; the words the character says come next*. Students should remember this as they are likely to have studied several short plays in the primary level.

- 3 Check the vocabulary with the class. Ask volunteers to read out the words.

**Task box** Ask different students around the class to give meanings. Encourage them to explain in their own words if possible. They may read out the dictionary definition of completely new vocabulary.

### Vocabulary and spelling

Read out the work that will be covered in the unit.

**Task box** Ask the questions about doing projects. Aim to elicit responses from half the class concerning project work.

Point out the unit title and give students a few moments to look at the pictures. Ask the class if they recognise the kinds of magazine shown in the pictures, e.g.:

*Do you know any magazines that look like these? Which ones?*

*Do you think any of these magazines look interesting? attractive? Which ones?*

### Check-in

- 1 Read the first statement about magazines.

**Task box** Elicit and write on the board all the magazine titles students know of, for anyone of any age.

Ask the other questions around the class. Elicit responses from as many students as possible.

- 2 Read the last statement to the class.

### Reading

- 1 Read the information about the magazine article and how it is set out. Ask: *What else has information set out in columns?* Students should remember that newspapers are set out in columns. They may also mention dictionaries and encyclopaedias.

### Grammar

- 1 Read out the work that will be covered in the unit. Ask students if they find correct use of these present tenses easy or difficult.
- 2 Elicit a phrase or sentence for each of the verbs *make* and *do*. Explain to the class that they are going to learn new phrases using these verbs.

### Writing

Read out the writing tasks in the unit. Explain that students will learn how an interview is written before they have to write one themselves.

### Listening

- 1 Read out the listening tasks that are included in the unit.
- 2 Ask: *Who are Jack and Ross?* **two of the students on the Introducing ... pages**

**Task box** Ask the question about meeting new friends.  
Elicit as many answers as possible.

## Speaking

Read out the work that will be covered in the unit.

**Task box** Elicit answers to the question.

**Note:** In asking the Listening and Speaking questions, aim to elicit responses from the other half of the class so that most students have given a response to at least one item on the page.

## Reading: The portrait project SB p8–9

### Before reading

#### Pre-reading questions

- 1 Which page is the interview on? **page 9** How do you know?  
Elicit from the class that the text is set out with the names of the two people first and the words they say afterwards.
- 2 Tell the class to scan the top of page 8. Ask: Which two subjects do you think are talked about in the report? **Art, Technology**
- 3 What are the names of the reporters? **Will Jones, Patsy Parker**
- 4 Which other people do you think are included in this magazine article? **Holly, Ross, Laura (their photos appear on page 9)**

#### Reading

- 1 Play track 1.1 to the class or read the text aloud. Students follow in their books.
- 2 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 If words are completely unknown to everyone, either ask the class to look them up in their dictionaries or explain them yourself. See Word list, Unit 1, p175 for words that students can check in Dictionary 7.

**Note:** Students will have the opportunity to check meanings of words as a homework task and will do further comprehension and vocabulary work in following lessons. This reading lesson aims to achieve a broad, general understanding of the text. It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

### After reading

#### General questions

Students should be able to answer general questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details if necessary. Use the following questions or any of your own.

- 1 What is the name of the project? **A portrait of our town**
- 2 Who is the project for? **school students**

- 3 How did Professor Brown help the students to find out about each other? **He put up message boards with the beginnings of sentences on. Students wrote responses on paper and stuck them on the board.**
- 4 Which students did Patsy chat to? **Holly Carter and Ross Lawrence**
- 5 Who did Patsy interview? **Laura Hardy**

### Reading practice

- 1 Ask different students to read sections of the text aloud.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

### Homework

Students listen again to the article (track 1.1). They re-read the article carefully and check meanings again as necessary. Explain that words listed for Unit 1 at the back of their Workbooks can be found in their dictionaries.

## Lesson 2 Reading comprehension SB p10

### Lesson aims

- to re-read the text in full and in sections for detail
- to develop a close understanding of the magazine article and interview
- to give a personal response to the content of the article

**SB skills:** reading for detail; oral comprehension; scanning; dictionary; critical thinking

**WB practice:** re-reading; written comprehension: true/false, short answers to literal questions; vocabulary: words with more than one meaning; synonyms

**Time division:** a rough guide to a 40-minute lesson

- |                  |                   |                  |
|------------------|-------------------|------------------|
| ▶ Warm-up – 3    | ▶ Activity 2 – 7  | ▶ Your views – 3 |
| ▶ Re-reading – 5 | ▶ Activity 3 – 10 |                  |
| ▶ Activity 1 – 7 | ▶ Activity 4 – 5  |                  |

### Warm-up

- Ask about the characters: *What are the names of the students doing The portrait project?*
- Ask about details, e.g. *How old is Ross/Laura? Who likes swimming and music? Who likes doing puzzles and quizzes? Who goes to North Park College?*
- Students may look back at SB p4 and p5 to help them answer.

**Before starting this page, read The portrait project again or play track 1.1.**

## Activity 1

- 1 Ask the literal comprehension questions. This activity enables the teacher to check whether the class has a good understanding of what they have read.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text. Encourage them to turn back to the text and scan it to find or check answers.

### Answers

- 1 art, technology
- 2 Will Jones and Patsy Parker
- 3 at the City Hall
- 4 Professor John Brown
- 5 film, photography, recordings of voices, sounds and music, different kinds of writing and art
- 6 12–16
- 7 to write responses on small pieces of paper and stick them on the board
- 8 do a portrait of their part of the city (or just their local neighbourhood)
- 9 people
- 10 every Monday (once a week)

## Activity 2

- 1 Give the class time to read the words in the box and the first sentence. Ask volunteers to read these aloud if you wish.
- 2 Let another volunteer complete the first sentence.
- 3 Ask the rest of the class if they agree. If there is disagreement, elicit any alternative answers. If necessary, students should check the meanings in a dictionary. Prompt the class to agree on the correct answer.
- 4 Continue in the same way with the other sentences.

**Note:** Students should have checked meanings of all these words for homework. If several incorrect answers are suggested, advise students to look at the meanings again before they try to complete the WB pages.

**Answers** 1 present 2 get on 3 technology  
4 portrait 5 sessions 6 include 7 volunteer

## Activity 3

- 1 Students work in pairs or small groups to discuss answers to these questions. See Introduction p21–22 for advice on setting up and running pair or group work if you are not familiar with the technique.
- 2 Explain to the class that the answers to these questions are not directly in the text. Students will need to think about the questions and look for evidence in the text in order to come up with a reasoned answer.
- 3 If your class is confident with group discussion, let them discuss all the questions within the time limit. Alternatively, ask the groups to discuss one question at a time within a given time limit.

- 4 Appoint a note taker for each group and ask them to note answers in a few words.
- 5 Go around listening as they discuss. Monitor the groups for understanding and participation by all members.
- 6 Go through the answers with the class. For each question, elicit a response from one of the groups. Make sure the other groups listen carefully to the answer. Ask if any group has a different answer or can add anything.

### Example answers

The basic answer is given first. If students do not offer more, they have still answered correctly. Some students may give more detail and, where appropriate, examples are given after the basic answer.

- 1 *Students wanted to read about the project and find out more about it.*

**detail:** *The students were interested in what the professor said because he gave them lots of ideas and the project sounded exciting. There was a rush because everyone wanted to get a leaflet at once.*

- 2 *Holly was making lots of new friends and she likes making new friends.*

- 3 *Laura was the first student who volunteered to take part in the project.*

**detail:** *The reporters, Will and Patsy, wanted to include the views of one of the students and an interview was a good way to do it. An interview is set out differently to the rest of the article so the page looks more interesting.*

- 4 *Laura thinks Jack is probably looking at the message board or talking to people. Jack is probably friendly and likes meeting people.*

**detail:** *He is probably interested in other people because he is looking at the message board to see what they have said.*

- 5 Students' own opinions based on their understanding of the text. They should suggest: *Laura and Jack get on well together. As evidence: Laura and Jack wanted to do the project together. Laura described Jack in a friendly way so it sounds as if they like being together.*

## Activity 4

- 1 This activity may also be done in pairs. Students scan the text and find words they agree on.
- 2 Elicit answers. Ask students to check meanings in their dictionaries if it is clear a word has not been correctly understood.

**Note:** If you are short of time in the lesson, this activity may be done for homework.

**Answers** 1 university, school, academy  
2 discuss, chat 3 construct, create, produce

## Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. This activity offers students the opportunity to give their individual response to the text they have read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 2 Each student should write their own response as an independent homework task. Explain to the class how much you require them to write or a minimum amount.
- 3 Students reading their responses can also be a Warm-up activity for following lessons.

## WB: Reading comprehension (WB p4)

Students should be able to complete this page independently for homework. Remind them that they should always re-read the text before starting to write their answers.

### WB answers

**Exercise 2** 1T 2F 3F 4T 5F 6T 7T 8F

**Exercise 3** 2 ... is running *the project* 3 ... the place where they *live*. 5 ... rushed for the *leaflets*.  
8 ... *find out* about each other

**Exercise 4** 1 once a week 2 photography, film, computers 3 goes to computer club 4 surfing  
5 to the dentist

**Exercise 5** 1 Professor Brown 2 Laura 3 Jack  
4 Professor Brown 5 Laura 6 Holly

**Exercise 6** 1 Will Jones, Patsy Parker 2 Patsy, Holly  
3 Holly, Ross 4 Laura, Jack

## WB: Vocabulary (WB p5)

This page may be completed after Lesson 2 or Lesson 3.

Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

### WB answers

**Exercise 1** b

**Exercise 2** 1 flowing 2 going fast by taking steps quickly

**Exercise 3** 1 gift 2 show 3 here 4 this time, now

**Exercise 4** Sentence 2

**Exercise 5** 1 climb into 2 like being with someone  
3 make progress

**Exercise 6** 1 invite 2 create 3 find out 4 report  
5 respond

**Exercise 7** Students' own sentences

## Lesson 3 Working with words SB p11

### Lesson aims

- to practise categorising words into classes
- to recognise and use the suffix *-tion*
- to pronounce and spell correctly words with *ss* sounding *sh*

**SB skills:** dictionary use; word building; spelling; pronunciation

**WB practice:** definitions; suffix *-tion*; spelling words with *ss* or *sh*

**Time division:** a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ B Making new words – 15

▶ A Word classes – 10

▶ C Spelling – 10

### Warm-up

- 1 If students have completed their work from *Your views* on SB p10, ask two or three students to read out their responses.
- 2 If this work has not yet been completed, do the following alternative activity.

**Definitions** Ask students to tell you the word from the text that matches definitions that you give them. If they cannot identify the correct word straight away, let them scan the text. If they still cannot find it, give the first letter. Choose words from the first twenty in the unit word list at the back of this book, e.g.:

*extremely interested in something and excited about it:*

**enthusiastic**

*a person who does a task or action from their own free*

*choice: volunteer*

*to talk about something with one or more people: discuss*

*liked by a lot of people: popular*

*to make a choice about something: decide*

## A Word classes

### Activity 1

- 1 Read out the task to the class.
- 2 Ask a volunteer to read out the words in the box.
- 3 Read out the first question. Let students work in pairs or small groups to find the words. Give them a short time to do this then elicit the nouns. Check with the other groups whether the answer given is correct and complete.
- 4 Read out the second question. Remind the class that they should consider all the words as the answers may include a word they have listed for the answer to question 1. Elicit the verbs. Check with the other groups.

- 5 Read the third question. Give the groups a short time to work out the answer. Ask a group to give the word. Ask the other groups if they agree.
- 6 Read the fourth question. Groups think of the answer. Let them check in the dictionary if they wish to. After a short time, elicit the word as a verb: **present** /pri'zent/. Ask what it means: **to show, to set out**. Ask for the word as a noun: **present** /'preznt/. Ask what it means: **a gift, something you give to someone**.

**Answers** 1 session, technology, volunteer, portrait  
2 volunteer, present, get on, include 3 volunteer  
4 present

## B Making new words

**Information box** Read the information point to the class. Write the example words *station, nation* on the board. The class reads.

### Activity 1

- 1 Read the information in the rubric about adding *-tion* to root words. Ask a volunteer to read the speech bubble. Make sure the class remembers what a root is.
- 2 Ask volunteers to read each pair of words. Check for accurate pronunciation.
- 3 Point out the second speech bubble about spelling changes to some words when *-tion* is added.
- 4 Ask a volunteer to read out the root words that end *-e*. Ask another volunteer to read out the words with *-tion* added. Tell the class to notice the spelling: the *e* is dropped before *-tion* is added.
- 5 Elicit the answer to each question. Students write the correct word classes at the head of each list.

**Answers** 1 verb 2 noun

### Activity 2

- 1 Read out the task to the class.
- 2 Give the groups a moment to think which words from the list were used in the report. They may scan the report to find or check if they cannot remember.

**Answers** imagination, animation

Ask a volunteer to read the speech bubble.  
Ask the class if they can remember what the beginning that can be put in front of a word is called: a prefix.

## C Spelling

### ss sounding sh

**Information box** Read the information point. Ask a volunteer to read the example sentence.

### Activity 1

- 1 Ask different volunteers to read out the words. Check pronunciation. The class reads the words together.
- 2 Read the first question. Make sure the class understands that they must find a root word that is part of one of the words in the box, not one of the words in the box. Elicit the answer. Check with the class.
- 3 Ask the next question, making sure the class knows that the answer is a word within a word. Elicit the answer. Check with the class.

**Answers** 1 discuss 2 press

### Activity 2

- 1 Read out the task.
- 2 Ask volunteers to read out the definitions.
- 3 Students work in pairs or groups. Give them a short time limit. Encourage them to try to match the words to the definitions first, then to check in their dictionaries if they need to.
- 4 Check answers together in the usual way.

**Answers** 1 impression 2 discussion 3 procession  
4 mission

### WB: Working with words (WB p6)

This page should be completed independently for homework. Check briefly that students understand what is required for each exercise.

**WB answers**

**Exercise 1** 1 portrait 2 volunteer 3 session  
4 decide 5 present 6 include 7 get on

**Exercise 2** 1 equipment 2 invitation 3 presentation  
4 imagination 5 argument 6 animation

**Exercise 3** 1 invitation 2 animation 3 imagination  
4 argument 5 equipment 6 presentation

**Exercise 4** 1 mission 2 fashion 3 cushion  
4 discussion 5 impression 6 rushing 7 Russian  
8 brushes

**Exercise 5** 1 cushion 2 brushes 3 discussion  
4 rushing 5 Russian 6 fashion 7 mission  
8 impression

## Lesson 4 Grammar SB p12

### Lesson aims

- to read and understand a short text using present tenses
- to understand and practise correct use of present simple and present continuous tenses

**SB skills:** reading; grammar accuracy; talking about the present

**WB practice:** sentence completion using present simple/present continuous; writing long/short forms

**Time division:** a rough guide to a 40-minute lesson

- |                  |                   |                 |
|------------------|-------------------|-----------------|
| ▶ Warm-up – 3    | ▶ Activity 3 – 7  | ▶ Remember! – 5 |
| ▶ Activity 1 – 5 | ▶ Activity 4 – 5  |                 |
| ▶ Activity 2 – 5 | ▶ Activity 5 – 10 |                 |

### Warm-up

Ask questions of different students using the present simple and present continuous. Choose questions that students can answer easily, e.g.:

*What time do lessons begin every day?*

*What time do lessons end?*

*Who teaches you Science/Maths?*

*Do you learn Spanish in school?*

*What language are you studying in this lesson?*

*Which book are we using today?*

*How many students are sitting in the classroom now?*

### Activity 1

- 1 **Pre-reading questions** Point out the picture of the three people. Ask:

*Where did you see these people before? in the Reading text:*

#### The portrait project

*Who are they? two reporters and the professor (who is organising the project)*

- 2 Ask two students to read a paragraph each of the text.  
3 After reading, ask about the verbs:  
*What tense are the verbs in paragraph 1? present simple*  
*What tense are the verbs in paragraph 2? present continuous*  
4 Point out: paragraph 1 says what Will and Patsy do every day; paragraph 2 says what they are doing today.

### Activity 2

Ask the literal questions to check understanding and to practise correct use of the tenses. The answers can be found in the text.

### Answers

- 1 Will and Patsy are reporters and they work for *Teen Talk* magazine.
- 2 They report on sport, fashion, music, books and films.
- 3 They often meet interesting people.

- 4 Today they are interviewing Professor John Brown.
- 5 They are interviewing Professor John Brown because he is running the project *A portrait of our town*.
- 6 Professor Brown works at the university.
- 7 He teaches English.
- 8 Professor Brown is explaining the *portrait* project to Will and Patsy.

### Activity 3

- 1 If you wish, go through the whole activity together.
- 2 Alternatively, or as well, let students work in pairs, taking turns to ask questions using the prompts and answering.
- 3 Go around as students work and listen so you can check their questions and answers for accuracy.
- 4 Ask a few pairs to stand up and say one or two of the questions and answers.

### Answers

- 2 Who do they often interview? They often interview interesting people.
- 3 What do they write about? They write about (all sorts of things such as) sport, fashion, music, books and films.
- 4 Does Patsy report on fashion? Yes, she does.
- 5 Who do they meet? They meet Professor Brown.
- 6 Where does Professor Brown teach? He teaches at the City University.
- 7 Does he teach Russian? No, he doesn't.
- 8 What does he teach? He teaches English.

### Activity 4

- 1 Students use the picture to correct the sentences. They may do this work in pairs. They take turns to read a sentence then let their partner decide if it is correct or not. If incorrect, the second student must correct it.
- 2 Give them a time limit to do this work.
- 3 Go around listening to check for accuracy.
- 4 Ask different pairs to read each sentence and correct it while the rest of the class listens. After each pair of sentences, ask the other students whether the corrected sentence is right.

### Answers

- 1 The reporters are interviewing Professor Brown.
- 2 Will Jones is recording the interview.
- 3 Professor Brown is speaking.
- 4 Patsy Parker is making notes.
- 5 Professor Brown is not wearing glasses.
- 6 Professor Brown is wearing a jacket.
- 7 Patsy is holding a notebook.
- 8 Will is looking at Professor Brown.

### Activity 5

**Discussion:** Students write answers individually then discuss in pairs or small groups, asking questions and listening to the answers.

**Class/group game:** Students write their answers on paper (with their name on). The teacher collects the papers then gives a description of the person based on the answers, e.g. *This person gets up early every day.*

**Remember!**

Point out the box and go through the rules, asking volunteers to read the example sentences. Remind the class that the Grammar reference at the back of their Workbooks has all the grammar rules together and they can check anything they are not sure of in those pages.

Divide the class into pairs or groups. Ask them to think of one sentence for each tense. Explain that the sentences must include other words or phrases that show whether the action is a regular event or something that is happening now. Give them a time limit. Elicit sentences from the groups. Ask other groups whether each sentence is correct or not. Ask them if they can correct any mistakes.

**WB: Grammar (WB p7)**

These exercises are for independent homework. Check that the class understands what they have to do in each exercise.

WB answers	
<b>Exercise 1</b>	1 is interviewing 2 Is ... making 3 is recording 4 are smiling 5 are holding 6 is ... reporting
<b>Exercise 2</b>	1 work 2 Do ... meet 3 wears 4 teaches 5 does ... go 6 do ... live
<b>Exercise 3</b>	1 are learning 2 am trying 3 goes 4 do ... speak 5 is winning 6 Does ... enjoy
<b>Exercise 4</b>	1 am 2 is 3 are 4 does not 5 're 6 don't 7 'm 8 don't

**Lesson 5 Grammar in use SB p13**

**Lesson aims**

- to listen to, read and understand a short conversation about planning a project
- to understand and practise using stative verbs
- to understand and practise phrases with *make* and *do*

**SB skills:** listening, reading, speaking, grammar accuracy; talking about favourite activities; understanding and using colloquial expressions

**WB practice:** sentence completion with stative verbs; using *have got*; sentence completion using *make* or *do*

**Time division:** a rough guide to a 40-minute lesson

- |                  |                  |                     |
|------------------|------------------|---------------------|
| ▶ Warm-up – 4    | ▶ Activity 3 – 5 | ▶ Grammar extra – 6 |
| ▶ Activity 1 – 6 | ▶ Activity 4 – 8 |                     |
| ▶ Activity 2 – 5 | ▶ Remember! – 6  |                     |

**Warm-up**

Play *Who is it?* Write on the board: *is good at, likes, hates, is interested in.*

Divide the class into 4–6 groups. Each group chooses a person in the next group and completes statements using the verbs and phrases, e.g. *This person is good at sport. He/She likes English but hates Maths. He/She is interested in music and computer games.*

Give groups a short time limit. They take turns to read out their sentences. Other groups guess who the person is.

**Activity 1**

- Pre-listening questions** Point out the characters and the project note. Ask:  
*What are the names of the four characters? (If they have forgotten, let them look back to pages 4 and 5.)* **Laura, Holly, Ross, Jack**

*What are the characters going to work on together in a group?*

**The portrait project**

*Why are they meeting together now? They are planning what they are going to do.*

- Play track 1.2. Students listen and follow in their books.
- Point out the verbs in bold. Explain that these are usually used in the present tense and less often in the present continuous.

**Activity 2**

- Ask the literal questions to check understanding and practise using stative verbs.
- Elicit answers from different individuals and ask the rest of the class if they agree. If there is disagreement, make sure students find the correct part of the text and check the answer carefully.

**Answers**

- The teenagers are in the City Hall and they are planning their project.
- Jack and Laura think that the project is a great idea.
- They need to make a list (of things they are going to include).
- Laura likes computers and photography. She has got a video camera.
- Ross loves sport.
- Holly hates sport.

**Activity 3**

- Read out the task and ask a volunteer to read the verbs.

- 2 Make sure the class understands that these verbs are some of those that are normally used only in the present simple form.
- 3 Let students complete this work in pairs. Give them a time limit.
- 4 Elicit answers from different pairs. Others listen and check their own work.

**Answers** 1 sounds 2 knows 3 thinks 4 like, prefer  
5 does, mean 6 need

#### Activity 4

- 1 Ask different students to read out the questions.
- 2 Ask what tense the verbs are in: **the present simple**.
- 3 Students work in groups of six or fewer. They take turns to ask one question each and to give one answer each. Go around listening as they speak.
- 4 If there is time, ask different groups to ask a question for one group member to answer while the rest of the class listens.

#### Remember!

Go through the stative verbs. Ask a volunteer to read the example.

Either, give students time to think of some sentences working in pairs or groups, or simply elicit sentences from around the class. Alternatively, set this up as an independent written task in addition to the WB exercises, asking students to choose a certain number of verbs and to compose a sentence for each one.

### Grammar extra (SB p127)

Explain that some object phrases use *make* and some use *do*. It is necessary to learn these and become familiar with the correct use.

#### Activity 1

- 1 Students should be able to make good guesses at the answers as the phrases were used in the Reading text. Give students time to look at the first sentence. Ask a volunteer to suggest the correct complete sentence.
- 2 Continue with the other sentences.

**Answers** 1 make 2 do 3 make 4 do 5 make

#### Cartoon

- 1 Point out the cartoon. Ask a pair to read the two speech bubbles.
- 2 Ask for a suggestion for a sentence about the situation in the picture using *make* or *do*, e.g. *She's making a decision about ice cream / about choosing an ice cream*, etc.

#### Activity 2

- 1 Give students a few minutes in pairs or groups to think of and write down a sentence for each word.

- 2 Elicit sentences from as many pairs/groups as possible.

### WB: Grammar in use (WB p8)

These exercises should be completed independently as a homework task.

#### WB answers

**Exercise 1** 1 thinks 2 do ... remember 3 sounds  
4 includes 5 does ... cost 6 understands

#### Exercise 2

Read it through with the class asking volunteers to read all the bubbles, or read them yourself except for the two bubbles with the example sentences. Make sure students understand that all the sentences are grammatically correct but they will hear *have got* being used by speakers of British English.

#### Exercise 3

1 have, has, has, have, have, Have 2 have got, has got,  
Has ... got, has ... got, has got, have ... got

**Exercise 4** 1 make a list 2 do a project  
3 make friends 4 make a decision 5 does ... homework

## Lesson 6 Writing SB p14–15

### Lesson aims

**SB**  
**Stage 1:** to check understanding of the features of an interview

**Stage 2:** to write an interview as a whole class

### WB

**Stage 3:** to prepare in class for writing an interview independently

**SB skills and WB practice:** interview writing

**Time division:** a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Stage 2 – 20

▶ Stage 1 – 12

▶ Stage 3 – 5

### Warm-up

Ask students what they know about reporters:

*Where can you read, see or hear work done by reporters?*

Elicit, e.g. **newspapers, magazines, radio, TV, the internet.**

*What kind of things do reporters write or talk about?*

Elicit, e.g. **news events, sports, film stars, famous people, scientific discoveries, travel**, etc.

Explain to the class that reporters find out facts and they often conduct interviews as a way of getting facts and writing them down for people to read.



## Stage 1 Features of interviews

Tell the class that they are going to learn about writing an interview. First, they are going to look at what is in an interview and how it is written.

Ask a volunteer to read the information in the box at the top. Wherever possible, ask volunteers to read sections of information to the class. Tell the class they must follow this part of the lesson carefully, otherwise they will find the next tasks more difficult.

### ► The people in an interview

- 1 Read, or ask a student to read, the two sentences then ask the questions in the Activity box. Students may look back to the magazine article if they have forgotten the names.
- 2 Check that everyone agrees with the answers.

**Answers** interviewer: Patsy; interviewee: Laura

### ► Interview questions

- 1 Read, or ask a student to read, the two sentences about question words then point out the Activity box below and read the instructions.
- 2 Ask a volunteer to read each descriptor on the left and another to read the information on the right.
- 3 Students work in pairs or groups and write the correct question to produce each piece of information. If necessary, do the first one together.
- 4 Give the class a time limit then elicit a question for each piece of information.
- 5 Students write the questions in their copy books.

#### Answers

- 1 What is your name?
- 2 How old are you?
- 3 Where do you live?
- 4 Have you got any brothers or sisters?
- 5 What school do you go to?
- 6 What are you interested in?
- 7 What things do you like?
- 8 What things do you dislike?

### ► Layout

- 1 Ask a volunteer to read about how an interview is set out. Make sure the class understands. Point out the short extract and go through how it is set out.
- 2 Ask two volunteers to read out Patsy's questions and Laura's answers. Remind the class that plays and interviews do not use speech marks, even though the actual words spoken are on the page.

## Stage 2 Writing together

Explain to the class that you are going to write an interview together on the board. Read the task in the box.

## Activity 1

- 1 Ask two volunteers to read each descriptor and each piece of information in Holly's profile.
- 2 Remind the class that the information is in note form and there are no complete sentences.

## Activities 2 and 3

- 1 Read all the instructions for the interviewer and the interviewee.
- 2 Remind the class of the questions they wrote from Jack's profile on SB p14. Ask a volunteer to read the first one. Ask what Holly's answer should be.
- 3 Start the interview on the board with this first question and answer. Continue in the same way for questions 2–5.
- 4 Ask the class what question Patsy should ask about interests/hobbies. Write it on the board. Elicit the answer: **design, doing puzzles and quizzes.**
- 5 Point out Patsy's question in the bubble and ask a student to read it. Tell the class to look at Holly's profile and find extra information about her hobbies and interests. Students should be able to say that she is interested in design and especially designing clothes. Ask what the answer to Patsy's question is: **I like designing clothes.** Explain that you are going to include this extra question and answer in the interview. Write them on the board. Elicit any other extra questions and answers.
- 6 Ask what the next two questions should be and write them on the board: *What things do you like? What things do you dislike?* Elicit the answers from Holly's profile.
- 7 Point out what Holly says in the speech bubble. Tell the class to look back at SB p9 and p13 to see what Holly said about what she loves and hates. Include this extra information in her interview answers.
- 8 Ask a pair to read the interview to the class. Ask: *Are all the replies correct? Should anything be added to them? Are more questions needed?*
- 9 Make any changes or corrections then re-read. See Introduction p23 for detail of the editing and proofreading process in class. See below for an example outcome.

## Writing together example outcome

Examples of additional ideas are in italics.

Patsy: What is your name?

Holly: My name is Holly.

Patsy: How old are you?

Holly: I'm 14.

Patsy: Where do you live?

Holly: I live in Hampton town centre

Patsy: Have you got any brothers or sisters?

Holly: I've got a brother called Micky. He's nine. My sister, Nancy is 9, too. They're twins. I've got a little sister called Tammy. She's 6.

Patsy: Which school do you go to?

Holly: I go to Central High School.

Patsy: What are you interested in?  
 Holly: I'm interested in design and I like puzzles and quizzes.  
 Patsy: What do you like designing?  
 Holly: I like designing clothes for girls, especially dresses and shoes.  
 Patsy: What things do you like?  
 Holly: I like fashion and I like shopping. *And I love making new friends!*  
 Patsy: What things do you dislike?  
 Holly: I don't like cold weather at all and I really don't like wet, cold weather. *And there's one more thing.*  
 Patsy: What's that?  
 Holly: I really hate sport!

### Stage 3 WB: Individual writing (WB p9)

Students should now be able to complete the same writing task working on their own. Look through the Workbook page with the class. Briefly point out the things they need to take note of following the numbered stages below, if you wish. This page should not need detailed explanation to the class and should only require a few minutes of class time.

- 1 Point out Ross's profile.
- 2 If you wish, let a student read it out.
- 3 Point out the question words.
- 4 Tell the class to think of eight interview questions. They can be different to the SB interview. Remind able students to think of extra questions.
- 5 Remind the class to think about how to set out the interview. They should look at SB p14 again if they need a reminder.
- 6 Tell the class they may do a first draft in their copy books or on paper and then re-read and make corrections. They should give in a neat, checked copy on paper for marking and to be kept in a writing folder.

#### Writing folders

It is a good idea to give students folders in which to keep their marked work. This encourages them to see their writing as something of value which is to be kept and not lost or discarded. It also helps both teacher and student to keep track of progress, and allows the student to look back and learn from previous mistakes.

#### Assessment

In assessing the work, look for an interview which:

- has at least eight questions
- has sensible replies using the profile information
- is correctly set out as a play

Higher level students should include different and/or extra questions and answers based on other information in the profile or from the unit.

## Lesson 7 Listening and speaking SB p16

### Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in pairs/groups
- to listen to a monologue for gist and detail
- to prepare and present a monologue about plans for a future career

**SB skills:** listening for gist and detail; listening and speaking in groups; individual speaking

**WB practice:** completing a dialogue; planning framework for individual speaking task

**Time division:** a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ Listening comprehension – 10

▶ Conversation practice – 18

▶ Individual speaking – 7

### Warm-up

Ask one or two pairs of students to read the interviews they wrote between Patsy and Ross as Stage 3 of the Writing lesson.

### Conversation practice

#### Activity 1

- 1 Point out the photo and ask which characters are having a conversation: **Jack and Ross**.
- 2 Give the class time to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do you think Jack and Ross are talking about?* Explain that the words in the box will help them to answer. Elicit, e.g. **They are talking about where they live / about their brothers and sisters / about their families**, etc.

#### Activity 2

Play track 1.3. Students listen to the conversation between Jack and Ross to check their ideas in Activity 1.

### Audioscript

#### Track 1.3 Activities 2 and 3

Jack: Do you live in an apartment or a house?

Ross: I live in a new apartment. It's between the park and the river.

Jack: It sounds great. Have you got any brothers or sisters?

Ross: Yes. I've got a brother and a sister.

Jack: Are there many people in your family?

Ross: I've got a grandma and grandpa, two aunts, four uncles and eight cousins.

Jack: Eight cousins? Lucky you! I've only got one. Are you interested in sport?

Ross: Yes, I go swimming every week.  
 Jack: Me, too! Are you good at it?  
 Ross: I'm quite good at it. But I'm better at drawing.  
 Jack: What do you draw?  
 Ross: Animals and birds mostly. I like all kinds of creatures.  
 Jack: I'd love to see some of your drawings. Hmm ...  
 Do you ever draw spiders?  
 Ross: Spiders? No, not usually!  
 Jack: Good, because I really don't like them at all.

### Activity 3

- 1 Read out the two questions.
- 2 Play track 1.3 again. Elicit the answers to the questions.

#### Answers

Ross has eight cousins but Jack only has one.  
 Jack and Ross both go swimming.

### Activity 4

- 1 Students speak in pairs. One student asks questions using the pictures and word prompts and the other answers. Then they change over.
- 2 Give them a time limit. Go around listening as they work then ask a few pairs to ask and answer while the class listens.

## Listening comprehension

### Activity 1

- 1 Explain that Ross is going to talk about people in his family. Students should listen carefully and write down the family members he mentions.
- 2 Play track 1.4. Students write.

#### Audioscript

#### Track 1.4 Activities 1 and 2

There are five people in my family. We live in an apartment next to the park. My mum is a teacher and my dad is a dentist. My brother, Harry, is 16. He is very interested in planes but he doesn't want to be a pilot. He wants to be a space engineer and build rockets! He likes sport and so do I. We play basketball together. My sister Amy is 10. She is very good at languages and she is learning English and French. She wants to be a reporter. She likes writing stories and poems.

At the moment my cousin, Jim, is living with us. He's 18 and he is studying at the university. He's really good fun and I like him a lot. He's working very hard this term because he's got lots of exams. He's studying science and he wants to be an astronaut.

**Answers** mum, dad, brother, sister, cousin

### Activity 2

- 1 Give the class time to look at the small pictures.
- 2 Play track 1.4 again. Students tick the pictures of the jobs they hear mentioned.

**Answers** teacher, pilot, reporter, astronaut, dentist, space engineer

### Activity 3

Ask, e.g.: *Does Ross's family sound interesting? Why or why not? Would you like to do any of the jobs Ross mentioned?*

## WB: Individual speaking (WB p10)

### Exercise 1

- 1 Explain that students are going to talk about their own families, like Ross did.
- 2 Ask a volunteer to read out the words for family members.

### Exercise 2

- 1 Ask a volunteer to read the questions.
- 2 Tell the class they should use these questions to help them write notes.
- 3 Explain that the ideas are given to help them but they may use their own ideas if they wish.
- 4 If they would like help, they should follow the questions and note one or two words for each answer for each person.
- 5 Explain that if they make all the notes, they will find it easy to write sentences about their family.

### Exercise 3

Students write sentences in their copy books as a homework task. Make sure they understand that this work will form their presentation and they will read it to the rest of the class.

### Exercise 4

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about their families. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

**Note:** Teachers may wish to create their own scheme for Individual speaking and set aside a significant part of a few lessons to make sure all students get an equal chance to speak.

- 2 Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 1* as a complete lesson, p37).

- If you do not plan to run a Check-out lesson, set the Homework task.

## WB: Listening and speaking (WB p10)

### Exercise I

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the blue box. The gaps with a grey line are for the expressions in the grey box.

#### WB answers

##### Exercise I

Holly: live  
 Laura: Have ... got  
 Holly: have got  
 Laura: Lucky you, do ... go  
 Holly: go, think, have got  
 Laura: It sounds, Are ... interested  
 Holly: ... at all, go, like  
 Laura: do ... like  
 Holly: Hmm ... like  
 Laura: me too!

## WB: Check-out I (WB p11)

Students complete this page as an independent task when they have completed the work for the unit. The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

### Check-out I without using an additional lesson

- Students complete the Check-out page for homework.
- Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.

- Ensure that all students have presented their Individual speaking task. Make plans for any that have missed doing this activity.

### Check-out I as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task

#### Check-out I answers

**Reading** 1 a The portrait project b A portrait of our town 2 a Patsy, Laura b Laura c Patsy

**Vocabulary** 2 the end 3 a presentation b excitement c argument d imagination 4 a session b fashion c impression d mission e cushion

**Grammar** live, is, works, is working, is, living, thinks, am, like, like

**Writing** 1 play, left, right, asks, answers

#### Homework after Check-out 1

Students read the Check-in page for Unit 2 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.