



# In your free time

## Objectives and key competencies

- Name and describe activities we do in our free time
- Listen and do a vocabulary quiz
- Ask and say what you and other people like doing
- Understand and practice grammar
- Learn the grammar tables for Unit 1
- Listen and use everyday language
- Talk about the difficult and easy aspects of learning a foreign language
- Read a report on a survey on what people like doing in their free time
- Use the Student's Practice Kit
- Predict what happens in the story
- Practice pronunciation: counting syllables and identifying sentence stress
- Review, assess and plan your own learning
- Understand and think about values
- Play the games
- Do a role play (how to invite a friend to a concert)
- Plan, prepare, write and present your project
- Listen, read and understand the story
- Read about language, music and sport in Wales
- Do a culture quiz about Wales
- Listen and find out about a sports and music venue in Dallas in the US
- Listen and read about differences and similarities in languages

## Active language

### Core vocabulary: free time activities

*collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet*

### Story vocabulary

*do somersaults, perform, street dance, stand on your hands, youth club*

### CLIL vocabulary: differences and similarities in languages

*bilingual, characters, conjugate verbs, gender, letters of an alphabet*

### Structures

*He/She likes (play)ing chess.*

*He/She doesn't like (play)ing soccer.*

*I/We/They like (go)ing to the youth club.*

*I/We/They don't like (go)ing to pop concerts.*

*Does he/she like (learn)ing ... ? Yes, he/she does./No, he/she doesn't.*

*Do you like (do)ing ... ? Yes, I do./No, I don't.*

*I'm learning (Welsh) because*

*I think it's easy/difficult.*

### Recycled language

*sometimes, often, never the time*

*champion, dance, go shopping, listen to music, perform, play soccer/board games/computer games, read a book, take photos, teach, watch movies/TV, work*

*It's bigger than ... Do you want to ... ?*

*That's great/fantastic/amazing!*

### Everyday chit-chat

*pop concert, extra ticket, stadium, three fifteen*

*Would you like to (see the concert)?*

*We have an extra ticket*

## Receptive language

*aspects, Japanese, progress, Welsh*

## Pronunciation

Counting syllables and identifying sentence stress

## Culture and CLIL

**Wales:** Welsh culture

**Wales:** Culture quiz

**The US:** AT&T Stadium – a venue for sport and music

Inviting a friend to a concert

**Language:** Differences and similarities in languages

## Values and attitudes

- Interest in activities people do in their free time
- Curiosity in reading a flyer
- Enjoyment in reading a success story
- Awareness that it's good to try new activities
- Interest in finding out about what people like doing in their free time
- Pleasure in learning about Welsh culture
- Confidence in using everyday language
- Awareness of the differences and similarities in languages
- Enjoyment in preparing, planning, writing and presenting your project
- Willingness to review, assess and plan your own learning

# 1 Lesson 1

## Objectives and key competencies

- to name and describe activities we do in our free time
- to ask and answer questions about the activities you do
- to listen and do a vocabulary quiz
- to use the Student's Practice Kit

## Active language

collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet

Do you ... in your free time? Yes, I very often do./Yes, I sometimes do./No, I never do.  
do my homework, listen to music, play basketball/soccer, play the guitar/piano, read a book/magazine, use a computer, watch movies/TV

## Materials

Flashcards and Word cards: collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet, Class Audio CD

## At a Glance Lesson Plan

### Starting the lesson

- Greet the Students.
- Explain the aims of Unit 1.
- Explain the aims of the lesson.

### Vocabulary presentation

- Present the vocabulary with the Unit 1 flashcards and word cards.

### Activity 1

- Listen and say.  
► CD 1 Track 7 p226

### Activity 2

- Listen and find out. Which activities does Ed do at the youth club?  
► CD 1 Track 8 p226
- Now ask and talk about you.

## Student's Book

**1 In your free time**

**In this unit:**

- I name and talk about free time activities.
- I listen to and read a success story A talented boy.
- I talk about what activities people like doing.
- I find out about Welsh and US culture.
- I act out inviting a friend to a concert in a role play.
- I read about different languages, and write and present a project.

**Lesson 1**

**1 Listen and say.**

**Tiger Tracks SLN**

Hi, I'm Ed. I live in Cardiff, the capital of Wales. I go to a youth club. Guess which activities I do at the club. Which activities do you do?

**2 Listen and find out. Which activities does Ed do at the youth club? Now ask and talk about you.**

**3 Listen and do the vocabulary quiz.**

**4 INTERNET TRACKS** Look at a map of the UK. Find Cardiff. How far is it from Cardiff to London?

### Activity 3

- Listen and do the vocabulary quiz.  
► CD 1 Track 9 p226

### Internet Tracks

- Look at a map of the US. Find Cardiff. How far is it from Cardiff to London?
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson and say goodbye.

## Class Audio for Lesson 1

### Student's Book

- Free time activities ► CD 1 Track 7 p226
- Activities that Ed does at the youth club ► CD 1 Track 8 p226
- Vocabulary quiz ► CD 1 Track 9 p226

## Activity Book

**1 In your free time**

**Lesson 1**

**1 Match. Check the things you do.**

|            |                    |        |              |
|------------|--------------------|--------|--------------|
| 1 collect  | the drums          | 5 make | the internet |
| 2 go       | things             | 6 go   | things       |
| 3 practice | a foreign language | 7 play | fishing      |
| 4 play     | to pop concerts    | 8 use  | chess        |

**2 Write questions. Answer Yes, I do or No, I don't. Ask and say.**

1 Do you play table tennis in your free time?

2

3

4

5

6

7

**3 Write about the activities.**

1 You do this at a river or lake. You need a rod and a net.

2

3

4

5

### Activity Book

#### Activity 1

- Match. Tick the things you do.

#### Activity 2

- Write questions. Answer Yes, I do or No, I don't. Ask and say.

#### Activity 3

- Write about the activities.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the Students.

- Welcome the Students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Explain the aims of Unit 1.

- Draw the Students' attention to the top of Student's Book page 4. Say **In this unit ...** and read the aims. Check understanding.

#### Explain the aims of the lesson.

- Say **Today we're going to find out about free time activities. We're going to ask and answer questions about what we do in our free time, and we're also going to do a vocabulary quiz.**

### Vocabulary presentation

#### Present the vocabulary.

- (Books closed.) The Students name the activities they know and do.
- Introduce the new activities by sticking the flashcards on the board. The Students repeat the words once or twice.
- Hold up the word cards in turn. The Students read the words. They then match the word cards and flashcards on the board.

### Student's Book Activity 1

#### Listen and say.

##### ► CD 1 Track 7 p226

- The Students look at the photo of Ed and the map.
- Ask **Where's Ed from?**
- Play the CD. The Students listen and repeat the new words.
- Check understanding of 'youth club'.
- The Students guess which activities Ed does at his youth club. (Don't say the answers yet.)
- The Students name other activities people do in their free time. (*Dance, read a book, watch movies, watch TV...*)

### Student's Book Activity 2

#### Listen and find out. Which activities does Ed do at the youth club? Now ask and talk about you.

##### ► CD 1 Track 8 p226

- Play the CD once or twice.
- The Students say which activities Ed does at the youth club.
- In pairs, the Students ask and answer questions about all the activities. Student A: *Do you (play chess) in your free time?* Student B: *Yes, I very often do. Yes, I sometimes do./No, I never do.*
- Ask a few pairs to report back to the rest of the class. *I (sometimes) (go to pop concerts). (David) (never) (does puzzles).*

**Answers:** Ed goes to pop concerts, does puzzles, juggles, uses the internet, makes things, plays chess and practices a foreign language at the youth club.

### Student's Book Activity 3

#### Listen and do the vocabulary quiz.

##### ► CD 1 Track 9 p226

- Divide the class into two teams.
- Draw attention to the recycle logo. Explain that the Students will be hearing familiar words, as well as practicing new vocabulary.
- If necessary, briefly review the vocabulary that's included in the quiz.
- Play the CD. Use the pause button. Members of each team take turns to answer. Keep score on the board.
- Extend the quiz by holding up the flashcards. The Students say and spell the words.
- The team with most points at the end wins the quiz.

**Answers:** (See answers in audioscript.)

### Internet Tracks

#### Look at a map of the US. Find Cardiff. How far is it from Cardiff to London?

- Read the instructions as a class.
- The Students research with a teacher on the internet how far Cardiff is from London, looking at a map of the US.

**Answer:** It is 211.69 kilometers from Cardiff to London. (The distance is 243.35 kilometers by car.)

### Activity Book

#### Activity 1

##### Match. Check the things you do.

- The Students match the two halves of each activity.
- The Students tick the things they sometimes do.

**Answers:** 1 collect things 2 go to pop concerts 3 practice a foreign language 4 play the drums 5 make things 6 go fishing 7 play chess 8 use the internet (Students' own ticks.)

#### Activity 2

##### Write questions. Answer *Yes, I do* or *No, I don't*. Ask and say.

- The Students look at the pictures and write the questions, adding their answers.
- The Students ask and say what they do.

**Answers:** 1 Do you play table tennis in your free time? 2 Do you listen to music in your free time? 3 Do you watch TV in your free time? 4 Do you play the guitar in your free time? 5 Do you paint (pictures) in your free time? 6 Do you play chess in your free time? 7 Do you use the internet in your free time?

#### Activity 3

##### Write about the activities.

- The Students look at the pictures and write about the activities.

**Possible answers:** 1 You do this at a river or lake. You need a rod and a net. 2 You can do these on a computer or in a newspaper. Crosswords are an example. 3 You can see this at the circus. It needs a lot of practice. 4 To do this, you need to be musical and have a good sense of rhythm. 5 To do this, you need a computer, a smartphone or a tablet.

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **How many new activities have you learned to say today?**
- The Students clean up, put their books away and say goodbye.

# 1 Lesson 2

## Objectives and key competencies

- to remember and write information from the text
- to express a personal opinion
- to read a flyer
- to answer the questions

## Active language

collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet

competitions, explore the wilderness, go on trips, go to museums, youth club  
I think ... because ...

## Materials

Flashcards and Word cards: collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet, Class Audio CD

## At a Glance Lesson Plan

### Starting the lesson

- Greet the Students.
- Review the Unit 1 flashcards.
- Explain the aims of the lesson.

### Activity 4

- Listen and read.  
► CD 1 Track 10 p226

### Activity 5

- Answer the questions.

### Activity 6

- Work in groups.  
Remember and write.

### Activity 7

- Talk about it! Think and say.

## Student's Book

**Lesson 2**

**1 Listen and read.**

**THE STREETWISE YOUTH CLUB**

Are you between 10 and 16 years old?  
Do you have a lot of free time?  
Do you like doing a lot of different activities?  
If your answers are YES, YES, YES, then the Streetwise Youth Club is the place for you.

**At the club, you can meet a lot of children. And you can choose from a variety of activities.**

**Playing sports and games**  
You can play chess, cards and many other games. You can play soccer, table tennis and many other sports. We organize competitions with other youth clubs in the area.

**Collecting and making things**  
Many of our members are very creative. We collect old magazines, plastic bottles and old clothes, and we make things from these recycled objects.

**Learning new skills**  
At the Streetwise Youth Club you can learn new computer skills. You can also practice a foreign language or learn to play a musical instrument.

**Going on trips**  
On the weekend, we sometimes go on trips. We go to interesting museums and great pop concerts. We explore the wilderness around our town.

**2 Use the headings to help you find information quickly.**

**3 Answer the questions.**

- How old are members of the youth club?
- How many sports are named in the text?
- When is the youth club open?
- Can you go to the youth club on Sunday?
- How much does it cost to be a member of the youth club?

**4 Work in groups. Remember and write.**

**5 Think and say.**

I think going to a youth club is a good idea because you can meet other children.

**6 Internet Tracks** Find out what you can see at the National Museum, Cardiff.

## Internet Tracks

- Find out what you can see at the National Museum, Cardiff.
- Go to the Activity Book. See Activity Book activities to the right.

## Ending the lesson

- Review the lesson and say goodbye.

## Class Audio for Lesson 2

## Student's Book

- 'The Streetwise Youth Club'  
► CD 1 Track 10 p226

## Activity Book

- Activity 6 ► CD 1 Track 11 p226

## Activity Book

**Lesson 2**

**1 Read and write. (See Student's Book page 5.)**

**1 Sports and games** play soccer

**2 Going on trips**

**3 Learning new skills**

**2 Read. Write correct sentences. (See Student's Book page 5.)**

- The club is open every day. The club isn't open on Sunday.
- Membership is \$1 a week.
- You can't play table tennis at the club.
- Club members are between 6 and 12 years old.
- The club never goes on trips.
- The club collects glass bottles.
- The club organizes competitions around the world.
- There aren't any computers at the club.

**3 Listen and complete. Write.**

**1** I think youth clubs are great because you can go on trips.

**2** I think youth clubs are a good idea because \_\_\_\_\_.

**3** I think youth clubs are a good thing because \_\_\_\_\_.

**4** I think youth clubs are fantastic because \_\_\_\_\_.

What do you think? I \_\_\_\_\_.

## Activity Book

### Activity 4

- Read and write. (See Student's Book page 5.)

### Activity 5

- Read. Write correct sentences. (See Student's Book page 5.)

### Activity 6

- Talk about it! Listen and complete. Write.  
► CD 1 Track 11 p226



## Detailed Lesson Plan

### Starting the lesson

#### Greet the Students.

- Welcome the Students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review the Unit 1 flashcards.

- Give the Unit 1 flashcards to individual Students, without the other Students seeing the pictures.
- The Students take turns to mime or define the activities on the flashcards, for example *To do this activity, you need a musical instrument. You need to be musical.* The rest of the class guesses the activity. *Play the drums.* Hold up the corresponding word card.

#### Explain the aims of the lesson.

- Say **Today we're going to read some information about a youth club and answer questions, then write about it. We're also going to give our opinions.**

### Student's Book Activity 4

#### Listen and read.

##### ► CD 1 Track 10 p226

- Read Ed's post and the title of the flyer.
- Play the CD. The Students listen and read.
- Clarify meaning, as necessary.
- Play the CD again.
- Ask **Is the Streetwise Youth Club the place for you? Why?**

### Student's Book Activity 5

#### Answer the questions.

- To help the Students complete this task quickly and efficiently, draw their attention to the *Reading Tip*. The headings in the text (Activity 4) help the reader find information quickly.
- The Students read and answer the questions.

**Answers:** 1 (Youth club members are) between 10 and 16 years old. 2 (There are two sports named in the text:) soccer and table tennis. 3 (The youth club is open) every afternoon after school and all day on Saturday. 4 No, you can't (go to the youth club on Sunday). 5 (Membership costs) \$10.00 a month.

### Student's Book Activity 6

#### Work in groups. Remember and write.

- Draw the Students' attention to the thinking skill: Remembering. Point out that it is a useful study skill to try to remember information learned. In this way, they are less likely to forget it in the future.
- In pairs, the Students take turns to say and write an activity that they can do at the Streetwise Youth Club; for example Student A: *go to museums*, Student B: *play soccer*, and so on.
- If the Students can't remember all the activities, they can refer to the text in Activity 4. Remind them again of the *Reading Tip* about using headings to help find information quickly.

### Student's Book Activity 7

#### Talk about it! Think and say.

- Read the model sentence. Ask **Do you agree?**
- The Students take turns to express their opinions. *I think going to a youth club is a good idea because (you can meet other children).*

### Internet Tracks

#### Find out what you can see at the National Museum, Cardiff.

- Read the instructions as a class.
- The Students research with a teacher on the internet what can be seen at the National Museum in Cardiff, Wales.

**Answers:** Art collections, paintings, sculptures, crystals and minerals, etc.

### Activity Book

#### Activity 4

##### Read and write. (See Student's Book page 5.)

- Read the speech bubble. The Students read the text again on Student's Book page 5, Activity 4, and write the activities in the correct columns.

**Answers:** 1 **Sports and games:** play soccer, play table tennis, play chess 2 **Going on trips:** go to museums, go to pop concerts, explore the wilderness 3 **Learn a new skill:** use a computer, practice a foreign language, play a musical instrument

#### Activity 5

##### Read. Write correct sentences. (See Student's Book page 5.)

- The Students read the sentences and identify the incorrect information. They can refer to Student's Book page 5.
- The Students write correct sentences.

**Answers:** 1 The club isn't open on Sunday. 2 Membership is \$10.00 a month. 3 You can play table tennis at the club. 4 Club members are between 10 and 16 years old. 5 The club sometimes goes on trips. 6 The club collects old magazines and clothes and plastic bottles. 7 The club organizes competitions. 8 There are some computers at the club.

#### Activity 6

##### Talk about it! Listen and complete. Write.

##### ► CD 1 Track 11 p226

- Play the CD. The Students listen and complete the speech bubbles.
- The Students write a sentence expressing their opinion.

**Answers:** (See answers in audioscript.)

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What do you know about the Streetwise Youth Club? Do you want to be a member?**
- The Students clean up, put their books away and say goodbye.

# 1 Lesson 3

## Objectives and key competencies

- to learn everyday phrases used in the story
- to use the Student's Practice Kit
- to predict what happens in the story
- to give a personal response and think about values
- to listen to and read the story
- to answer questions about the story

## Active language

make things, play chess  
do somersaults, perform, stand on your hands, street dance, youth club

## Materials

Class Audio CD

## At a Glance Lesson Plan

### Starting the lesson

- Greet the Students.
- Review the Streetwise Youth Club.
- Explain the aims of the lesson.

### Pre-story activities

- Predict what happens in the story.
  - Listen to the story (books closed).
- CD 1 Track 12 p227

### Activity 8

- Listen to and read the story.
- CD 1 Track 12 p227

### Activity 9

- Read and say *True* or *False*.
- Correct the false sentences.

## Student's Book

**Lesson 3**

**A talented boy**

What activity is David good at? What does David's brother do?

1 David is at the Streetwise Youth Club for the first time.

2 Tom and Lucy like playing chess. They play together every Thursday.

3 My name's Liz and this is Benny.

4 David, what do you like doing?

5 David dances for Tessa and the other children. They are amazed.

6 David, Liz and Benny work with David's brother. They work very hard for many months.

7 One year later, the children perform in the streets of Cardiff. They are a great success.

8 David's brother is a successful dancer. He can do somersaults.

9 David can stand on his hands. He can do somersaults.

10 You're really good. I want to dance like you.

11 Let's form a dance group. My brother can help us. He's a dance teacher.

12 Jump to the left. Put your hands in the air and bend your knees.

13 Wow! Look at them! They're great.

14 They're fantastic.

15 Well done, David. And thank you. Because of you, Liz and Benny have an activity they like doing.

16 I love dancing.

17 Me too. And we love going to the youth club.

**Do you know...?** There are many street dance groups in Wales. Some of the groups compete in the World Street Dancing Championship every year.

**Tiger Values** Think about it! Is it important to try new activities? Why? Do you like trying new activities?

**Ask and say.**

- 1 Do you like the story? Why? / Why not?
- 2 What's your favorite part of the story?
- 3 Do you think it's easy to be a street-dance champion?
- 4 Do you like dancing?

**Everyday phrases: learn and use!**

Did you hear that?  
That's amazing!  
You're really good!  
That's incredible!

### Do you know...? fact

- Read the information.

### Activity 10

- Talk about it! Ask and say.

### Tiger Values

- Think about it! Is it important to try new activities? Why?
- Do you like trying new activities?

### Everyday phrases

- Learn and use!
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson and say goodbye.

## Class Audio for Lesson 3

## Student's Book

A talented boy ► CD 1 Track 12 p227

## Activity Book

### Lesson 3

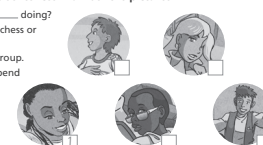
#### 7 Read the story and match. (See Student's Book page 6.)

- 1 David goes to the Streetwise Youth Club
- 2 He meets Liz and Benny. They think the youth club is boring.
- 3 David likes
- 4 He can stand on his hands and
- 5 Benny and Liz want to
- 6 Benny, Liz and David form
- 7 They work with
- 8 One year later, they perform
- 9 They are very

David's brother. successful. dancing. is boring. for the first time. do somersaults. in the streets of Cardiff. a dance group. dance like David.

#### 8 Who says what? Complete the sentences. Number the pictures.

- 1 David, what do you like doing?
- 2 We don't like chess or making things.
- 3 Let's form a group.
- 4 Put your hands in the air and bend your
- 5 I love



#### 9 Read and circle. Write a review of the story. Tell your family about the story.

- 1 The story is a legend / a success story.
- 2 The story takes place in Wales / Scotland.
- 3 The story is about three children at a youth club / a sports club.
- 4 At the start of the story Benny and Liz think dancing is cool / not cool.
- 5 At the end of the story, all three children perform a dance / stop dancing.

The story is a success story. It takes place in Wales. It's about three children.

At the start of the story, Benny and Liz think dancing is cool.

At the end of the story, all three children perform a dance.

My favorite character in the story is David.

My favorite part of the story is when they perform.

I think this story is great because I give the story 10/10.

## Activity Book

### Activity 7

- Read the story and match. (See Student's Book page 6.)

### Activity 8

- Who says what? Complete the sentences. Number the pictures.

### Activity 9

- Read and circle. Write a review of the story. Tell your family about the story.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the Students.

- Welcome the Students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review the Streetwise Youth Club.

- Ask **What can you remember about the Streetwise Youth Club? What's your opinion of the youth club?**

#### Explain the aims of the lesson.

- Say **Today we're going to listen to, read and discuss a success story about some people that Ed knows at the Streetwise Youth Club.**

### Pre-story activities

#### Predict what happens in the story.

- Read Ed's post. Check comprehension of 'a success story' and 'I hope you like it'.
- Read the title of the story. Check comprehension.
- Draw the Students' attention to the first frame. Ask the Students to predict what happens in the story (in English or L1).

#### Listen to the story (books closed).

##### ► CD 1 Track 12 p227

- Say **Let's listen and find out if you're right.**
- Read the focus questions to the Students: *What activity is David good at? What does David's brother do?*
- Play the CD. The Students listen to the story.
- Check the answers to the questions. (*David is good at dancing. David's brother is a dance teacher.*) Were the Students' predictions right?

### Student's Book Activity 8

#### Listen to and read the story.

##### ► CD 1 Track 12 p227

- Play the CD. The Students listen to and read the story. Pause to check understanding or clarify meaning, as necessary.
- The Students take turns to read the story, with or without the CD.
- (Optional) The Students might be interested in watching a video of street dancers in action. There are many on the internet. Simply search 'street dance championship'.

### Do you know ... ? fact

- Read and discuss the information with the Students. Check comprehension.

### Student's Book Activity 9

#### Read and say **True or False**. Correct the false sentences.

- The Students read the sentences and say whether they are true or false. They correct the false sentences.

**Answers:** 1 False. David joins a youth club. 2 False. Liz and Benny don't like making things. 3 False. David likes dancing. 4 False. David's brother is a dance teacher. 5 True. 6 False. One year later the children give a performance.

### Student's Book Tiger Values

- Say **Think about it! Is it important to try new activities? Why?** Listen to the Students' answers (in English or L1). Establish that it is important to try new activities. You can't say you don't like an activity if you haven't tried it.
- Ask the Students if they like trying new activities, prompting them if necessary with questions such as **What are you interested in doing? Do you try new activities to develop new skills? Which new activities have you tried and enjoyed?** If you have a confident class, ask them to discuss the questions further (in L1).

### Student's Book Activity 10

#### Talk about it! Ask and say.

- Read the questions. The Students say their opinions and give reasons.

### Everyday phrases

#### Learn and use!

- Read the phrases. The Students find them in the story.
- Elicit or give examples of when to use the phrases every day.
- Encourage the Students to use the phrases whenever appropriate from now on.

### Activity Book

#### Activity 7

#### Read the story and match. (See Student's Book page 6.)

- The Students read the story again. They match the two halves of each sentence.

**Answers:** 1 for the first time. 2 is boring. 3 dancing. 4 do somersaults. 5 dance like David. 6 a dance group. 7 David's brother. 8 in the streets of Cardiff. 9 successful.

#### Activity 8

#### Who says what? Complete the sentences. Number the pictures.

- The Students complete the sentences from the story.
- The Students match the sentences to the characters by writing the number.

**Answers:** Tessa David, what do you like doing? Benny We don't like playing chess or making things. David Let's form a dance group. David's brother Put your hands in the air and bend your knees. Liz I love dancing. 3, 5, 1, 2, 4

#### Activity 9



#### Read and circle. Write a review of the story. Tell your family about the story.

- The Students read the five sentences and circle the correct words.
- The Students write their reviews, completing the sentences and adding their opinions.
- The Students read and compare their reviews.
- Encourage the Students to tell their family about the story.

**Answers:** 1 a success story 2 Wales 3 a youth club 4 not cool 5 perform a dance (**Possible review**) The story is a success story. It takes place in Wales. It's about three children at a youth club: David, Benny and Liz. At the start of the story, Benny and Liz think dancing is not cool. But then they meet David. David is good at dancing. They form a dance group. At the end of the story, Liz, Benny and David perform a dance in the streets of Cardiff. (Students' own opinions will follow.)

### Ending the lesson

#### Review the lesson and say goodbye.

- Say **Think of ten words that are important in the story.**
- The Students clean up, put their books away and say goodbye.



# 1 Lesson 4

## Objectives and key competencies

- to listen and learn the grammar tables
- to use the Student's Practice Kit
- to be a 'grammar detective'
- to read about two youth club members
- to talk about the activities people like doing

## Active language

collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet  
Do you/they like ...ing?  
I/You/We/They (don't) like ...ing.  
Does he/she like ...ing?  
Yes, she/he does./No, she/he doesn't./It doesn't say.  
He/She likes ...ing. He/She doesn't like ...ing.

## Materials

Class Audio CD

## At a Glance Lesson Plan

## Student's Book

### Starting the lesson

- Greet the Students.
- Review the *A talented boy* story.  
► **CD 1 Track 12 p227**
- Explain the aims of the lesson.

### Activity 11

- Listen and read.  
► **CD 1 Track 13 p227**
- Who does more sport?

### Activity 12

- Ask and answer.

### Activity 13

- Listen, repeat and learn.  
► **CD 1 Track 14 p227**

### Activity 14

- Be a grammar detective! Look at page 7 in the AB.

**GRAMMAR TRACKS**

**Lesson 4**

**11 Listen and read. Who does more sports?**

**Anthony** I think the youth club is great.  
Anthony is 12. He goes to the Streetwork Youth Club with his brother every Friday after school. They like juggling, and playing board games, soccer and table tennis at the club. Anthony doesn't like playing computer games, but he likes using the internet to find out about science. Anthony is also learning Chinese at the club with a boy from China. He likes learning foreign languages.

**Julia** I like going to the youth club.  
Julia is 15 years old and she's a member of the Streetwork Youth Club. She likes going to the club because she can see her friends. They like using the club computers to do their homework. Julia doesn't like playing table tennis, but she sometimes plays soccer. And she's learning to play the drums at the club. She loves playing the drums.

**12 Ask and answer.**

Does Julia like juggling?  
It doesn't say.

No, she doesn't.  
Yes, she does.

**13 Listen, repeat and learn.**  
**like + ...ing (review and extension)**

|                     |       |                                    |
|---------------------|-------|------------------------------------|
| I / You / We / They | like  | swimming, juggling, playing chess. |
| He / She            | likes | swimming, juggling, playing chess. |

Do you like swimming?  
Does he / she like juggling?  
Yes, I do.  
No, he / she doesn't.

**14 Be a grammar detective! Look at page 7 in the AB.**  
When there is a verb after *like*, what form of the verb do we use?  
What are the short answers to questions beginning with *Do you like...*?

**FAST TRACK GRAMMAR** Write five sentences about what you and your family like doing.

## Fast Track Grammar

- Write five sentences about what you and your family like doing.
- Go to the Activity Book. See Activity Book activities to the right.

## Ending the lesson

- Review the lesson and say goodbye.

## Class Audio for Lesson 4

## Student's Book

- A talented boy ► **CD 1 Track 12 p227**
- 'Who does more sport?' ► **CD 1 Track 13 p227**
- Grammar tables ► **CD 1 Track 14 p227**

## Activity Book

- Activity 12 ► **CD 1 Track 15 p227**

## Activity Book

**Lesson 4**

**10 Read and answer the questions. Write two more questions. (See Student's Book page 8.)**

1 Does Anthony like playing board games? Yes, he does.  
2 Does Julia like playing table tennis?  
3 Does Julia like playing soccer?  
4 Does Anthony like juggling?  
5 Yes, she does.  
6 No, he doesn't.

**11 Read and write. Be a grammar detective!**

**like + ...ing**  
• *Like* is a verb. When there is another verb after *like*, we use the *...ing* form.  
e.g. I like playing cards. I don't like writing emails.  
• When a short verb ends consonant + vowel + consonant, we double the final consonant e.g. run → running – stop → stopping.

play swim eat sit play watch go

1 I like playing chess. I don't like the drums.  
2 David likes to the movie theater. He doesn't like horror movies.  
3 Kate likes in the ocean. She doesn't like on the beach.  
4 We like healthy food. We like ice cream and chocolate, too!

**12 Order the sentences. Listen and check.**

1 free / swimming / I like / in / time / my  
I like swimming in my free time.  
2 likes / My / sister / to / her / friends / chatting  
3 music / My / likes / to / listening / brother  
4 magazines / likes / reading / mom / My  
5 likes / My / taking / dad / photos  
6 Saturdays / We / going / like / on / trips / on

## Activity Book

### Activity 10

- Read and answer the questions. Write two more questions. (See Student's Book page 8.)

### Activity 11

- Read and write. Be a grammar detective!

### Activity 12

- Order the sentences. Listen and check.  
► **CD 1 Track 15 p227**



## Detailed Lesson Plan

### Starting the lesson

#### Greet the Students.

- Welcome the Students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review the *A talented boy* story.

- Ask **What can you remember about the story?**
- Play the CD. The Students listen and follow in their books. Pause before key words; for example, in frame 2: *Tom and Lucy like playing ... (chess). They play together every ... (Thursday).* The Students supply the words that follow.

#### ► CD 1 Track 12 p227

#### Explain the aims of the lesson.

- Say **Today we're going to read and talk about the things that members of the Streetwise Youth Club do. We'll then review and learn more about how to say what we like and don't like doing. We'll also be grammar detectives!**

### Student's Book Activity 11

#### Listen and read. Who does more sports?

#### ► CD 1 Track 13 p227

- Play the first part of the CD. Pause after each sentence. The Students repeat the sentences.
- Draw attention to the words highlighted in bold.
- At the end of the first paragraph, ask questions such as **What does/doesn't Julia like doing?** (*Julia likes going to the youth club. She doesn't like playing table tennis ...*)
- Play the second part of the CD without pausing.
- Ask **What does Anthony like doing?**
- Ask **Who does more sport?**
- (Optional) The Students read the text aloud in pairs, with Students reading alternate sentences.

**Answer:** Anthony does more sports.

### Student's Book Activity 12

#### Ask and answer.

- Read the speech bubbles.
- The Students take turns to ask more questions and respond with one of the three possible answers. *Does (Julia) like (juggling)? It doesn't say./No, she doesn't./ Yes, she does.*

### Student's Book Activity 13

#### Listen, repeat and learn.

#### ► CD 1 Track 14 p227

- Play the CD. The Students listen and repeat the sentences in the grammar tables.
- The Students learn the grammar tables and use them for reference and review. They can copy the grammar tables into their notebooks.

### Student's Book Activity 14

#### Be a grammar detective! Look at page 7 in the AB.

- Read the 'grammar detective' questions. The Students answer in English or L1. The Students can look at Activity Book page 7, Activity 11, for a summary of the answers.
- The Students find five examples of *like + ...ing* in the story on Student's Book pages 6 and 7. (In frame 2: *like playing chess; likes making things.* In frame 3: *We don't like playing chess or making things.* In frame 4: *what do you like doing? I like dancing. He likes dancing.*)

### Fast Track Grammar

#### Write five sentences about what you and your family like doing.

- Ask the Students to write five sentences in their notebooks about what they and their family like doing.

**Possible answers:** I like swimming. My mom likes playing table tennis. My dad likes going to concerts. My brother likes doing puzzles. My sister likes learning foreign languages.

### Activity Book

#### Activity 10

#### Read and answer the questions. Write two more questions. (See Student's Book page 8.)

- The Students read the information again about Anthony and Julia on Student's Book page 8, Activity 11.
- The Students read the questions and answer orally.
- The Students write the answers and two more questions.

**Answers:** 1 Yes, he does. 2 No, she doesn't. 3 Yes, she does. 4 Yes, he does. (Possible questions:) 5 Does Julia like using the computers? 6 Does Anthony like playing computer games?

#### Activity 11

#### Read and write. Be a grammar detective!

- Read the first part of the 'grammar detective' summary. Elicit other examples of the sentence structure (*I like + ...ing*).
- Read the second part of the summary. Remind the Students that they saw this spelling rule when they studied comparatives (hot/hotter, big/bigger).
- The Students write the missing words using the verbs in the word box.

**Answers:** 1 playing, playing 2 going, watching 3 swimming, sitting 4 eating

#### Activity 12

#### Order the sentences. Listen and check.

#### ► CD 1 Track 15 p227

- The Students put the words in order and write the sentences.
- Play the CD. The Students listen and check their answers.

**Answers:** (See answers in audioscript.)

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **Can you remember three things that Julia and Anthony like doing?**
- The Students clean up, put their books away and say goodbye.

# 1 Lesson 5

## Objectives and key competencies

- to talk about what you and your friends like doing
- to listen to what people like and don't like doing
- to practice pronunciation: counting the syllables and identifying sentence stress
- to play *Who am I thinking about?*

## Active language

*collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet*

*dance, listen to music, paint, read, take photos*  
*Does he/she like ...ing? Yes, he/she does./No, he/she doesn't.*  
*Are you thinking about ... ? Yes, I am./No, I'm not.*

## Materials

Flashcards: *collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet*,  
 Class Audio CD

## At a Glance Lesson Plan

### Starting the lesson

- Greet the Students.
- Review the Unit 1 flashcards.
- Explain the aims of the lesson.

### Activity 15

- Sound track: Listen and count the syllables.
- **CD 1 Track 16 p227**
- Identify the sentence stress.

### Activity 16

- Listen and say *True* or *False*.
- **CD 1 Track 17 p227**
- Correct the false sentences.

### Activity 17

- Play *Who am I thinking about?*

### Activity 18

- Talk about you and your friends.

## Student's Book

**Lesson 5**

**15** Listen and count the syllables. Identify the sentence stress.

**16** Listen and say *True* or *False*. Correct the false sentences.

| Julia | Sarah | Anna | Ben | Jake | Billy |
|-------|-------|------|-----|------|-------|
|       |       |      |     |      |       |
|       |       |      |     |      |       |
|       |       |      |     |      |       |

**17** Play *Who am I thinking about?*

**18** Talk about you and your friends.

**FAST TRACK GRAMMAR** Write five sentences about what your friends like or don't like doing.

### Fast Track Grammar

- Write five sentences about what your friends like or don't like doing.
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson and say goodbye.

## Class Audio for Lesson 5

### Student's Book

- Sound track ► **CD 1 Track 16 p227**
- True or False? ► **CD 1 Track 17 p227**
- Activity Book
- Activity 13 ► **CD 1 Track 18 p227**

## Activity Book

**Lesson 5**

**15** Dictation. Listen and write the answers. Identify the sentence stress.

Do you like reading magazines? No, I don't. I like reading books.

1 Do you like reading magazines? No, I don't. I like reading books.

2 Do you like listening to classical music?

3 Do you like playing computer games?

4 Do you like learning English?

**16** Look and write sentences. (See Student's Book page 9.)

1 Sarah Sarah doesn't like painting. She likes reading.

2 Julia Julia likes reading.

3 Anna Anna likes playing chess.

4 Ben Ben likes playing basketball.

5 Jake Jake likes listening to music.

6 Billy Billy likes reading.

**17** Write about you, your friends or your family. Tell your family about your friends at school.

1 My grandfather likes playing chess after lunch.

2

3

4

5

6

**8** Home-School Link

### Activity Book

#### Activity 13

- Sound track: Dictation. Listen and write the answers. Identify the sentence stress.
- **CD 1 Track 18 p227**

#### Activity 14

- Look and write sentences. (See Student's Book page 9.)

#### Activity 15

- Write about you, your friends or your family. Tell your family about your friends at school.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the Students.

- Welcome the Students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review the Unit 1 flashcards.

- Hold up the Unit 1 flashcards in turn. Ask **Who likes ...ing? Who loves ...ing?** If the Students like doing the activity, they say *I do*. If they don't like doing the activity, they say nothing. Which activity gets the loudest response?
- Ask **Can you remember what Julia and Anthony like doing at the youth club?**

#### Explain the aims of the lesson.

- Say **Today we're going to listen and count syllables and identify sentence stress. We're also going to listen and say whether sentences are true or false, then play a game and talk about what we like doing.**

### Student's Book Activity 15

#### Sound track: Listen and count the syllables. Identify the sentence stress.

##### ► CD 1 Track 16 p227

- Remind the Students of syllables and word stress. The words 'basketball' and 'reading', for example, have two syllables, and the stress is on the first syllable.
- Play the CD, pausing after each sentence. The Students say how many syllables each sentence has.
- Remind the Students that when we say a sentence, one syllable is always more important than the others. For example, 'Would you like to go shopping?' This syllable is the main stress in a sentence.
- Play the CD again. The Students repeat the sentences and identify the sentence stress in each one.

**Answers:** Do you like playing soccer? (= seven syllables). No, I like playing basketball (= eight syllables). Do you like listening to pop music? (= nine syllables). No, I like listening to classical music (= twelve syllables). (See sentence stress in audioscript.)

### Student's Book Activity 16

#### Listen and say **True** or **False**. Correct the false sentences.

##### ► CD 1 Track 17 p227

- The Students look at the table showing what Julia, Sarah, Anna, Ben, Jake and Billy like and don't like doing.
- Play the CD. The Students listen. They say if each sentence is true or false and correct the false sentences.
- The Students say a few more sentences. The other Students say **True** or **False** and correct the sentence if it's false.

**Answers:** (See answers in audioscript.)

### Student's Book Activity 17

#### Play **Who am I thinking about?**

- Student A chooses a child from Student's Book Activity 16. Student B asks questions to identify the child. *Is it a boy or a girl? / It's a (boy). / Does (he) (like doing puzzles)? / No, (he) doesn't. / Does (he) (like playing chess)? / Yes, (he) does. / Are you thinking about (Billy)? / Yes, I am.*
- Play the game with the whole class.
- The Students play the game in pairs.

### Student's Book Activity 18

#### Talk about you and your friends.

- In pairs, the Students say true sentences about themselves and their friends. *I don't like (playing computer games), but I love (using the internet). My friend (Paul) likes (taking photos).*

### Fast Track Grammar

#### Write five sentences about what your friends like or don't like doing.

- Ask the Students to write five sentences in their notebooks about what their friends like or don't like doing.

### Activity Book

#### Activity 13

#### Sound track: Dictation. Listen and write the answers. Identify the sentence stress.

##### ► CD 1 Track 18 p227

- Explain that the Students are going to hear some questions and answers. They should write down the answers.
- Play the CD. Pause after each answer for the Students to write it.
- The Students identify the sentence stress. Check the answers.
- (Optional) The Students act out the dialogue in groups of three.

**Answers:** (See answers in audioscript.)

#### Activity 14

#### Look and write sentences. (See Student's Book page 9.)

- The Students look at the pictures relating to Sarah, Julia, Anna, Ben, Jake and Billy and write sentences.

**Answers:** 1 Sarah doesn't like painting pictures. She likes reading. 2 Julia doesn't like listening to music. She likes dancing. 3 Anna doesn't like reading. She likes listening to music. 4 Ben doesn't like doing puzzles. He likes taking photos. 5 Jake doesn't like swimming. He likes painting pictures. 6 Billy doesn't like doing puzzles. He likes playing chess.

#### Activity 15

#### Write about you, your friends or your family. Tell your family about your friends at school.

- The Students write true sentences about themselves, their friends or their family, using the picture prompts.
- The Students read one or two of their sentences to the class.
- Encourage the Students to tell their family about their school friends.

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What sounds have we practiced?**
- The Students clean up, put their books away and say goodbye.

# 1 Lesson 6

## Objectives and key competencies

- to read about language, music and sport in Wales
- to do a culture quiz about Wales
- to listen and find out what other countries are famous for

## Active language

bilingual, male voice choirs, national sport, rugby, score a try/goal, road signs, Welsh

## Materials

Class Audio CD

## At a Glance Lesson Plan

### Starting the lesson

- Greet the Students.
- Review what people like doing on the weekend or after school.
- Explain the aims of the lesson.

### Activity 19

- Listen and read.  
► **CD 1 Track 19 p228**
- Answer the questions.

### Activity 20

- Read and guess.
- Listen and say the answers.  
► **CD 1 Track 20 p228**
- Go to the Activity Book. See Activity Book activities to the right.

## Student's Book

**Lesson 6**  
Listen and read.

**Welsh Culture**  
LANGUAGE  
About 20% of Welsh people are bilingual. They speak English and Welsh. Welsh is a very old language, and people are making an effort to keep the language alive. At schools in Wales, all children have Welsh lessons. And most of the road signs in Wales are in both English and Welsh.

**MUSIC**  
Wales is sometimes called 'the land of song'. Music is an important part of Welsh culture. Many pop stars and opera singers come from Wales, like Stereophonics, Tom Jones and Charlotte Church. But the country is especially famous for its male voice choirs. Many boys and men of all ages join choirs. They meet every week to practice. They sing songs in Welsh and in English.

**SPORTS**  
People in Wales play many kinds of sports, but the national sport is rugby. Rugby is a very physical sport. In rugby, you can score goals and tries. You score a goal when you kick the ball between the other team's goal posts. You score a try when you put the ball on the ground behind the other team's goal line. There are men's rugby teams and women's rugby teams, too.

**What is your country famous for?**  
Are people bilingual in your country?

**Read and guess. Listen and say the answers.**

**Culture quiz time: Wales**

- What's the capital of Wales? a) Cardiff b) Edinburgh c) Dublin
- What's on the flag of Wales? a) a blue bird b) a yellow flower c) a red dragon
- Which languages do many people speak? a) English and Welsh b) English and Spanish c) English and French
- Which famous writer is from Wales? a) J.K. Rowling b) Enid Blyton c) Roald Dahl
- Who is the patron saint of Wales? a) St George b) St David c) St Andrew
- Which vegetable is the national symbol of Wales? a) the leek b) the carrot c) the potato

## Ending the lesson

- Review the lesson and say goodbye.

## Class Audio for Lesson 6

## Student's Book

- 'Welsh Culture' ► **CD 1 Track 19 p228**
- Culture quiz time: Wales ► **CD 1 Track 20 p228**

## Activity Book

- Activity 17 ► **CD 1 Track 21 p228**

## Activity Book

**Lesson 6**  
Read and answer the questions. (See Student's Book page 10.)

- What percentage of people in Wales speak Welsh? About 20%.
- Is Welsh a young language?
- What is special about most road signs in Wales?
- What is Wales sometimes called?
- What type of choir is Wales famous for?
- What is the national sport of Wales?

**Listen and number. Write the countries. Complete the sentence.**

The Tiger Tracks SLN tell Ed about things their country is famous for.

baseball reggae music being bilingual the All Blacks  
New Zealand

My country is famous for \_\_\_\_\_

**Lesson 7**  
Everyday chat-chat

**Read and complete the dialogue in your own words. Act out.**

You: I'm calling to see if you are free on (1) \_\_\_\_\_ night.  
Friend: Yes, I am. Why?  
You: Well, my family has tickets to see (2) \_\_\_\_\_ at (3) \_\_\_\_\_.  
Friend: Wow! You're so lucky! (4) \_\_\_\_\_ is my favorite (5) \_\_\_\_\_.  
You: Well, would you like to see the concert with us? My brother has (6) \_\_\_\_\_, so we have an extra ticket.  
Friend: Oh yes. Wow! I'd love to see it. Just let me ask my (7) \_\_\_\_\_.

## Activity Book

### Activity 16

- Read and answer the questions. (See Student's Book page 10.)

### Activity 17

- Listen and number. Write the countries. Complete the sentence.  
► **CD 1 Track 21 p228**



## Detailed Lesson Plan

### Starting the lesson

#### Greet the Students.

- Welcome the Students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review what people like doing on the weekend or after school.

- The Students say sentences about what they and their friends like doing on the weekend or after school. *I like (listening to music) on (Sunday). I like (sending emails) after school.*

#### Explain the aims of the lesson.

- Say **Today we're going to listen, read and answer questions about Wales and Welsh culture. We're also going to do a culture quiz about Wales.**

### Student's Book Activity 19

#### Listen and read. Answer the questions.

##### ► CD 1 Track 19 p228

- Ask the Students if they know anything about Wales. What is the country famous for?
- Read Ed's post. Check comprehension of 'rich and varied'.
- Play the CD. The Students listen and read.
- Ask questions about the text (see Activity Book page 9, Activity 16). The Students answer orally. Explain new vocabulary, as necessary.
- Ask **What is your country famous for? Are people bilingual in your country?** The Students answer.

**Answers:** (See answers to Activity Book page 9 Activity 16.)

### Student's Book Activity 20

#### Read and guess. Listen and say the answers.

##### ► CD 1 Track 20 p228

- Read Ed's post.
- Read the quiz questions. The Students guess the answers.
- (Optional) The Students write the numbers 1 to 6 in their notebooks. They write a), b) or c) to make a note of their guesses.
- Play the CD. Use the pause button for the Students to say their answers before they hear them on the CD.
- The Students compare the answers with their guesses and say which facts they think are particularly interesting or surprising.

**Answers:** (See answers in audioscript.)

### Activity Book

#### Activity 16

#### Read and answer the questions. (See Student's Book page 10.)

- The Students read the questions and write the answers, referring to the text in the Student's Book if necessary.

**Answers:** **1** About 20% of people in Wales speak Welsh. **2** No, Welsh is a very old language. **3** Most road signs in Wales are in English and Welsh. **4** Wales is sometimes called 'the land of song'. **5** Wales is famous for its male voice choirs. **6** Rugby is the national sport of Wales.

#### Activity 17

#### Listen and number. Write the countries. Complete the sentence.

##### ► CD 1 Track 21 p228

- Read the introductory sentence. The Students predict which English-speaking country each picture refers to. *I think (the US) is famous for (baseball).*
- Play the CD. The Students listen and number the pictures in the order they hear them.
- The Students write the countries under the corresponding pictures.
- The Students complete the sentence about their own country.

**Answers:** **1** The All Blacks, New Zealand **2** reggae music, Jamaica **3** being bilingual, Canada **4** baseball, the United States

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What do you know about Welsh culture?**
- The Students clean up, put their books away and say goodbye.

# 1 Lesson 7

## Objectives and key competencies

- to listen and repeat a dialogue showing how to invite a friend to a concert
- to do a role play
- to use the Student's Practice Kit
- to listen and find out about AT&T Stadium in Dallas

## Active language

*pop concert, extra ticket, quarter past three, stadium*  
*Would you like to ...*  
*We have a ...*  
*... at (quarter past three)*

## Materials

Class Audio CD

## At a Glance Lesson Plan

### Starting the lesson

- Greet the Students.
- Review Welsh culture.
- Explain the aims of the lesson.

### Activity 21

- Listen and read. Say *True* or *False*.
- **CD 1 Track 22 p228**

### Activity 22

- Everyday chit-chat: Listen and repeat.
- **CD 1 Track 23 p228**

### Activity 23

- Everyday chit-chat: Listen and read.
- **CD 1 Track 24 p228**
- Repeat.

## Student's Book

**Lesson 7**

**21** Listen and read. Say *True* or *False*.

- 1 AT&T Stadium is in Arlington, Texas.
- 2 It is the smallest American football stadium in the US and can seat 20,000 people.
- 3 It is the home field for the Dallas Cowboys.
- 4 In 2009, the stadium set a record for the most people to attend a concert.
- 5 The stadium hosts American football games for colleges and soccer games, too.
- 6 Famous singers such as Beyoncé, Taylor Swift, and the Jonas Brothers sometimes give concerts in the stadium.

**Everyday chit-chat**

**22** How to invite a friend to a concert

**23** Listen and repeat.

**24** Listen and read. Repeat.

Carrie: Hello?  
 Becky: Hi, Carrie. It's Becky.  
 Carrie: Hi. How are you?  
 Becky: I'm fine, thanks. I'm calling to see if you're free on Saturday night.  
 Carrie: Yes, I am. Why?  
 Becky: Well, my family has tickets to see the Jonas Brothers, at AT&T Stadium.  
 Carrie: Wow! You're so lucky. The Jonas Brothers are my favorite pop group.  
 Becky: Well, would you like to see the concert with us? My brother has a bad cold, so we have an extra ticket.  
 Carrie: Oh yes. Wow! I'd love to! Just let me ask my dad.

Carrie: Hi, Becky. My dad says I can go. I'm so excited!  
 Becky: Good. We can pick you up from your house at three fifteen on Saturday afternoon.  
 Carrie: OK. That's great. Thank you, Becky.

**Do a role play.**

### Activity 24

- Do a role play.
- Go to the Activity Book. See Activity Book activities to the right.

### Ending the lesson

- Review the lesson and say goodbye.

## Class Audio for Lesson 7

- AT&T Stadium ► **CD 1 Track 22 p228**
- Everyday chit-chat: How to invite a friend to a concert – vocabulary ► **CD 1 Track 23 p228**
- Everyday chit-chat: How to invite a friend to a concert – dialogue ► **CD 1 Track 24 p228**

## Activity Book

**Culture**

**Lesson 6**

**16** Read and answer the questions. (See Student's Book page 10.)

- 1 What percentage of people in Wales speak Welsh? About 20%.
- 2 Is Welsh a young language?
- 3 What is special about most road signs in Wales?
- 4 What is Wales sometimes called?
- 5 What type of choir is Wales famous for?
- 6 What is the national sport of Wales?

**17** Listen and number. Write the countries. Complete the sentence.

The Tiger Tracks SLN tell Ed about things their country is famous for.

baseball reggae music being bilingual the All Blacks New Zealand

My country is famous for \_\_\_\_\_

**Lesson 7**

**Everyday chit-chat**

**18** Read and complete the dialogue in your own words. Act out.

You: I'm calling to see if you are free on (1) \_\_\_\_\_ night.  
 Friend: Yes, I am. Why?  
 You: Well, my family has tickets to see (2) \_\_\_\_\_ at (3) \_\_\_\_\_.  
 Friend: Wow! You're so lucky! (4) \_\_\_\_\_ is my favorite (5) \_\_\_\_\_.  
 You: Well, would you like to see the concert with us? My brother has (6) \_\_\_\_\_, so we have an extra ticket.  
 Friend: Oh yes. Wow! I'd love to see it. Just let me ask my (7) \_\_\_\_\_.

### Activity Book

#### Activity 18

- Everyday chit-chat: Read and complete the dialogue in your own words. Act out.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the Students.

- Welcome the Students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review Welsh culture.

- Ask the Students questions about Welsh culture, such as **What's the capital of Wales? Who is the patron saint of Wales? What is the national sport of Wales?**

#### Explain the aims of the lesson.

- Say **Today we're going to learn some facts about AT&T Stadium in Dallas. We're also going to listen to and repeat a dialogue showing how to invite a friend to a concert, and then do a role play.**

### Student's Book Activity 21

#### Listen and read. Say **True** or **False**.

##### ► CD 1 Track 22 p228

- Read Ed's post.
- Ask the Students if they know anything about AT&T Stadium.
- Read the sentences. Explain vocabulary, as necessary.
- The Students predict if the sentences are true or false.
- Play the CD. The Students listen carefully. Use the pause button after each statement for the Students to say whether the sentences in the Student's Book are true or false.

**Answers:** 1 True 2 False 3 True 4 False 5 True 6 True

### Student's Book Activity 22

#### Everyday chit-chat: Listen and repeat.

##### ► CD 1 Track 23 p228

- Play the CD. The Students listen, look at the pictures and repeat the words.

### Student's Book Activity 23

#### Everyday chit-chat: Listen and read. Repeat.

##### ► CD 1 Track 24 p228

- Play the CD. The Students listen and follow the dialogue in their books.
- Divide the class into two groups (Ed, Carrie).
- Play the CD again, pausing for the Students to repeat their lines in their groups.
- The groups change roles and repeat.

### Student's Book Activity 24

#### Do a role play.

- The Students practice the dialogue from Activity 23 with a partner.
- The Students take turns to come to the front of the class in pairs and act out a role play based on the dialogue.

### Activity Book

#### Activity 18

#### Everyday chit-chat: Read and complete the dialogue in your own words. Act out.

- The Students read the dialogue and suggest options for the gaps.
- The Students complete the dialogue in their own words.
- The Students act out their dialogues in pairs.

**Possible answers:** 1 Friday/Saturday 2 a pop concert 3 AT&T Stadium 4 The Jonas Brothers/One Direction 5 pop group 6 flu/a cold/a stomach ache 7 mom/dad/aunt

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What do you know about AT&T Stadium? What do you say when you want to invite a friend to a concert?**
- The Students clean up, put their books away and say goodbye.

# 1 Lesson 8

## Objectives and key competencies

- to talk about learning English and what you find easy and difficult
- to play *Read and change*
- to listen and read 'Differences and similarities in languages'
- to answer questions on the text

## Active language

*bilingual, characters, conjugate verbs, gender, letters of an alphabet*

*I'm learning ... because ...*

*I think it's ...*

*difficult, easy*

## Materials

Class Audio CD

## At a Glance Lesson Plan

### Starting the lesson

- Greet the Students.
- Review how to invite a friend to a concert.
- Explain the aims of the lesson.

### Activity 25

- Listen and read.  
► *CD 1 Track 25 p228*

### Activity 26

- Read and answer.

## Student's Book

**Language**  
Lesson 8  
Listen and read.

**Differences and similarities in languages**  
There are more than 6,000 different languages in the world. Some of these languages have similar vocabulary and grammar, but many are completely different.  
For example:  
• Some languages give nouns a gender. The nouns can be masculine, feminine or neutral. Other languages don't give nouns a gender.  
• Some languages use letters of the Roman alphabet to write words. Other languages use symbols or characters instead of the Roman alphabet.  
• Some languages don't conjugate verbs. Other languages have many different conjugations.

**People learning foreign languages**  
Harry: I'm learning Japanese because my brother lives in Japan. Some aspects of Japanese are easy. For example, there aren't any verb conjugations and nouns don't have a gender. But reading and writing in Japanese is very difficult for me. There are thousands of different characters to learn. And when you read a sentence, you don't read it from left to right. You read it from top to bottom.  
Vanessa: I'm English, but I live in Wales. I'm learning Welsh because I want to speak to my Welsh friends in Wales. In English, nouns don't have a gender, so it's difficult for me to remember the gender of nouns in Welsh. And spelling Welsh words isn't easy. But I love speaking the Welsh language, and I'm very happy with my progress.

**THINKING SKILLS**  
Comparing and contrasting

**25 Read and answer.**  
1 Which language is written in characters?  
2 Which language doesn't conjugate verbs?  
3 Which language gives nouns a gender?  
4 Which language do you read in a different direction?  
5 What things do Harry and Vanessa think are difficult about learning a language?

**26 Play Read and change.**  
There are more than 6,000 different languages in Europe.  
Stop! It doesn't say Europe. It says the world.

**27 Think and say.**  
What do you like about learning English?  
What do you think is easy and difficult?

**My words to remember**  
letters of the Roman alphabet characters gender conjugate verbs Japanese Welsh

**28 INTERNET TRACKS** Find out how to write the numbers 1 to 10 in Japanese characters.

### Internet Tracks

- Find out how to write the numbers 1 to 10 in Japanese characters.
- Go to the Activity Book. See Activity Book activities to the right.

### Activity 27

- Bridge to ESO: Play *Read and change*.

### Activity 28

- My world: Think and say.

### My words to remember

- Make sentences using the words.

### Ending the lesson

- Review the lesson and say goodbye.

## Class Audio for Lesson 8

### Student's Book

- 'Differences and similarities in languages'  
► *CD 1 Track 25 p228*

### Activity Book

- Activity 21 ► *CD 1 Track 26 p229*

## Activity Book

**Language**  
Lesson 8

**19 Read the questions. Write Harry or Vanessa. (See Student's Book page 12.)**  
1 Who thinks some aspects of the foreign language are easy? Harry  
2 Who wants to learn the language before visiting family? \_\_\_\_\_  
3 Who thinks spelling words is difficult? \_\_\_\_\_  
4 Who thinks reading and writing is difficult? \_\_\_\_\_  
5 Who loves speaking in the foreign language? \_\_\_\_\_  
6 Who thinks it is difficult to remember the gender of nouns? \_\_\_\_\_  
7 Who wants to talk to friends in the foreign language? \_\_\_\_\_

**20 Read and check or cross. (See Student's Book page 12.) Say.**

| English                  | Japanese                            | Welsh                    |  |
|--------------------------|-------------------------------------|--------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ...conjugates verbs                                |
| <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | ...gives nouns a gender                            |
| <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | ...uses characters to write                        |
| <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | ...uses the letters of the Roman alphabet to write |

**21 Listen and circle.**  
Ed is asking Becky about learning a foreign language.  
1 Becky is learning a) French b) Spanish  
2 She thinks the language is very a) beautiful b) strange  
3 She thinks the speaking and writing are a) difficult b) easy  
4 She thinks it is difficult to remember a) the gender of nouns b) the verb conjugations  
5 She is making a) good progress b) slow progress

**22 Write about learning English. Tell your family.**  
I am learning \_\_\_\_\_  
I think \_\_\_\_\_  
I think \_\_\_\_\_  
I am making \_\_\_\_\_

**10** = Home-School Link

### Activity Book

- **Activity 19**  
• Read the questions. Write *Harry* or *Vanessa*. (See Student's Book page 12.)

- **Activity 20**  
• Read and check or cross. (See Student's Book page 12.) Say.

- **Activity 21**  
• Listen and circle.  
► *CD 1 Track 26 p229*

- **Activity 22**  
• Write about learning English. Tell your family.



## Detailed Lesson Plan

### Starting the lesson

#### Greet the Students.

- Welcome the Students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review how to invite a friend to a concert.

- The Students read or act out the everyday chit-chat dialogue from Lesson 7.

#### Explain the aims of the lesson.

- Say **Today we're going to listen and read about differences and similarities in languages, then answer questions and play a game. We're also going to think about learning English and say what we think is easy and difficult.**

### Student's Book Activity 25

#### Listen and read.

##### ► CD 1 Track 25 p228

- Read Ed's post and the title of the article.
- The Students predict what some of the differences and similarities in languages might be. They could think about English and their own language.
- Play the first part of the CD. The Students listen and read.
- Ask **Which differences and similarities are mentioned?** (*Gender/no gender; alphabet/characters; many different verb conjugations/verbs not conjugated.*) Compare these with the Students' predictions.
- Play the second part of the CD. The Students listen and read.
- Ask questions, such as **Do Harry and Vanessa like learning foreign languages? Is it easy for them?**

### Student's Book Activity 26

#### Read and answer.

- Draw attention to the thinking skills: Comparing and contrasting. Explain that the school magazine article and these questions help the Students to compare and contrast the different languages.
- Read the questions. The Students write the answers in their notebooks.

**Answers:** 1 Japanese is written in characters. 2 Japanese doesn't conjugate verbs. 3 Welsh gives nouns a gender. 4 You read Japanese in a different direction. 5 Harry thinks reading and writing in Japanese is difficult. Vanessa thinks remembering the gender of nouns and spelling are difficult in Welsh.

### Student's Book Activity 27

#### Bridge to ESO: Play Read and change.

- Read the first part of the school magazine article to the Students. Change some of the words. The Students identify the words you change, as in the speech bubbles.
- The Students play the game in pairs, taking turns to read the text sentence by sentence.

### Student's Book Activity 28

#### My world: Think and say.

- Read the questions. The Students talk about learning English and say what they like and what they think is easy or difficult.

### My words to remember

- Read the words to remember as a class.
- The Students make sentences using the words.

**Suggested answers:** Some languages use the letters of an alphabet to write words. Some languages use characters. Some languages don't conjugate verbs. You read sentences in Japanese from top to bottom. Nouns have a gender in Welsh.

### Internet Tracks

#### Find out how to write the numbers 1 to 10 in Japanese characters.

- Read the instructions as a class.
- The Students research with a teacher on the internet how to write the numbers 1 to 10 in Japanese characters.

**Answers:** 1 one *ichi* 一 2 two *ni* 二 3 three *san* 三  
4 four *shi* 四 5 five *go* 五 6 six *roku* 六 7 seven *shichi* 七  
8 eight *hachi* 八 9 nine *kyu* 九 10 ten *ju* 十

### Activity Book

#### Activity 19

##### Read the questions. Write *Harry* or *Vanessa*. (See Student's Book page 12.)

- The Students read the questions and write *Harry* or *Vanessa*, referring to the text on Student's Book page 12, Activity 25, if necessary.

**Answers:** 1 Harry 2 Harry 3 Vanessa 4 Harry 5 Vanessa 6 Vanessa 7 Vanessa

### Activity 20

#### Read and tick or cross. (See Student's Book page 12.) Say.

- The Students look at the table. They then find the relevant information from the text on Student's Book page 12, Activity 25, and tick or cross the boxes.

#### Answers:

| English | Japanese | Welsh |  |
|---------|----------|-------|--|
| ✓       | ×        | ✓     | ... conjugates verbs                         |
| ×       | ×        | ✓     | ... gives nouns a gender                     |
| ×       | ✓        | ×     | ... uses characters to write                 |
| ✓       | ×        | ✓     | ... uses the letters of an alphabet to write |

### Activity 21

#### Listen and circle.

##### ► CD 1 Track 26 p229

- Read the introductory sentence to establish the context.
- Read the sentences and their possible endings. The Students predict what Becky will say.
- Play the CD once or twice. The Students listen and circle the answers.

**Answers:** 1 a 2 a 3 a 4 b 5 a

### Activity 22

#### Write about learning English. Tell your family.

- The Students write a paragraph about learning English, using Activity 21 as a model.
- Encourage the Students to share their opinion with their family.

### Ending the lesson

#### Review the lesson and say goodbye.

- Say **Name a language that gives nouns a gender. Name a language that uses the letters of an alphabet to write words. Name a language that uses characters instead of an alphabet. Name a language that doesn't conjugate verbs.**
- The Students clean up, put their books away and say goodbye.



# Project: Free-time survey

## Objectives and key competencies

- to present your project
- to listen and read an example project
- to plan your project
- to prepare and write your project

## Active language

collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet  
Do you like ...ing in your free time?  
Here are the results of my survey.  
Everyone/Nobody likes ...ing.  
A lot of people/Some people like ...

## Materials

Class Audio CD

## At a Glance Lesson Plan

### Starting the lesson

- Greet the Students.
- Review differences and similarities in languages.
- Explain the aims of the project.

### Activity 29

- Look at the graph.
  - Listen and read.
- CD 1 Track 27 p229

### Activity 30

- Plan your project.
- Go to the Activity Book. See Activity Book activities to the right.

## Student's Book

**Project: Free-time survey**

28 Listen to Ed's project and make notes.

Look at the graph. Listen and read.

I asked 20 people at my school about the activities they like doing in their free time. Here are the results of my survey.

My Survey: What people like doing in their free time

29 Yesterday, I presented this project in class. Which activities are very popular? Which activities are not popular?

I wasn't surprised to find out that our favorite activities are using the internet and watching movies. But I was very surprised to find out that nobody juggles in their free time. I love juggling. It's one of my favorite activities.

30 Plan your project.

- 1 Write questions.
- 2 Interview people.
- 3 Draw your results.
- 4 Write and present your results.

THINKING SKILLS Analyzing

You can also present your results using a pie chart.

AB page 12

Do the Unit 1 Review and self-assessment (Activity Book page 12). Complete your Progress Journal for Unit 1.

## Ending the lesson

- Review the lesson and say goodbye.

## Class Audio for the Project

### Student's Book

Free-time survey ► CD 1 Track 27 p229

### Activity Book

Activity 23 ► CD 1 Track 27 p229

## Activity Book

**Project: Free-time survey**

23 Listen to Ed's project and make notes.

A lot of people like watching movies.

Nine people like

Some people like

Some people like

Two people like

One person likes

Nobody likes

Everyone likes

Get ready for your Project

24 Write the questions for your survey.

My survey is about

My questions:

- 1 Do you ?
- 2 ?
- 3 ?
- 4 ?
- 5 ?

Prepare your Project

Now carry out your survey!

25 Choose a format. Draw your graph. Present your project.

Think!

• How can you show the results of your survey in a graph?

Remember!

• Use: People like + ...ing

Writing and presentation tips

• Use: Everyone..., A lot of people..., Some people..., Nobody...

Write and Present your Project

## Activity Book

### Activity 23

- Get ready for your project. Listen to Ed's project and make notes.
- CD 1 Track 27 p229

### Activity 24

- Prepare your project. Write the questions for your survey.
- Now carry out your survey!

### Activity 25

- Write and present your project. Choose a format. Draw your graph. Present your project.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the Students.

- Welcome the Students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review differences and similarities in languages.

- Ask questions, such as **What are some of the differences and similarities in languages? Can you name a language that uses the letters of an alphabet to write words or that uses characters instead of words? Can you name a language that gives nouns a gender, or a language that doesn't conjugate verbs?**

#### Explain the aims of the project

- Say **Today we're going to read an example project. We're then going to plan, prepare, write and present our own free-time surveys.**

### Student's Book Activity 29

#### Look at the graph. Listen and read.

##### ► CD 1 Track 27 p229

- Read Ed's post.
- Play the first part of the CD.
- Ask the Students to interpret the graph. Ask **How many people like collecting stickers/learning a foreign language, etc?**
- Play the second part of the CD.
- Ask if the results of the survey surprise the Students. Why?

### Student's Book Activity 30

#### Plan your project.

- Draw the Students' attention to the thinking skill: Analysing. Explain that in this project, the Students will carry out a survey and analyse the results.
- Read the four stages of the project plan in the flowchart.
- The Students think about the aim of their survey. Ask **What do you want to find out?** The Students think about who they will interview and how they can represent the results of the survey. They also think about how they want to present their project. Alternatively, you may wish to determine this (varying the format in different units).

### Activity Book

#### Activity 23

#### Get ready for your project. Listen to Ed's project and make notes.

##### ► CD 1 Track 27 p229

- Play the CD. The Students listen and make notes.

#### Answers:

A lot of people like watching movies.  
 Nine people like playing soccer.  
 Some people like doing puzzles.  
 Some people like learning a foreign language.  
 Two people like collecting stickers.  
 One person likes going fishing.  
 Nobody likes juggling.  
 Everyone likes using the internet.

#### Activity 24

#### Prepare your project. Write the questions for your survey.

- The Students work individually or in pairs.
- Ask what questions Ed asked the people who participated in his survey. (*Do you like juggling in your free time? Do you like learning a foreign language in your free time? ...*)
- The Students write what their survey is about and then similar questions to include in their own surveys.

#### Now carry out your survey!

- The Students carry out the survey at home or for homework.

#### Activity 25

#### Write and present your project. Choose your format. Draw your graph. Present your project.

- Draw the Students' attention to the *Think!*, *Remember!* and *Writing and presentation tips* boxes.
- The Students draw the results of their survey in a graph and write a rough draft explaining the results in their notebooks or on a computer.
- The Students prepare a final version of their project in the format of their choice.
- The Students present their projects. This can either be done as shown on Student's Book page 13 or following any of the suggestions for projects on Teacher's Book pages 32-33.
- The Students can exchange and read each other's projects.

### Ending the lesson

#### Review the lesson and say goodbye.

- Read out the activities in Student's Book page 13. Students put up their hands to show their favorite/least favorite activities. Ask **Which activities are very popular/not popular?**
- The Students clean up, put their books away and say goodbye.



# Unit review and self-assessment

## Objectives and key competencies

- to review vocabulary, grammar, culture and CLIL in the unit
- to self-assess your work in Unit 1
- to complete the Progress Journal for Unit 1

## Active language

collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet  
He/She likes (play)ing chess.

He/She doesn't like (play)ing soccer.  
I/We/They like (go)ing to the youth club.  
I/We/They don't like (go)ing to pop concerts.  
Does he/she like (learn)ing ... ? Yes, he/she does./No, he/she doesn't.  
Do you like ... ? Yes, I do./No, I don't.

## Materials

Flashcards and Word cards: collect things, do puzzles, go fishing, go to pop concerts, juggle, make things, play chess, play the drums, practice a foreign language, use the internet, Class Audio CD

## At a Glance Lesson Plan

### Starting the lesson

- Greet the Students.
- Review the Unit 1 flashcards.
- Explain the aims of the lesson.

### Activity 26

- Listen and number. Write the activities in the correct column for you. Ask and say.  
► CD 1 Track 28 p229

### Activity 27

- Look and write sentences.

### Activity 28

- Write questions and answers.

## Activity Book

**Unit review and self-assessment**

Listen and number. Write the activities in the correct column for you. Ask and say.

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

| I fairly often... | I sometimes... | I never... |
|-------------------|----------------|------------|
|                   |                |            |

Look and write sentences.

| Jessie | Rod | Sue | Rick |
|--------|-----|-----|------|
|        |     |     |      |
|        |     |     |      |

Write questions and answers.

1. Does Jessie like playing chess? No, she doesn't.

2. Does Rod like playing chess? Yes, he does.

3. Does Sue like playing chess? Yes, she does.

4. Does Rick like playing chess? Yes, he does.

5. Does Rick & Jessie like playing chess? Yes, they do.

Read and write the answers. (See Student's Book page 10.)

1. What's the capital of Wales? \_\_\_\_\_

2. What's on the Welsh flag? \_\_\_\_\_

3. What are the official languages of Wales? \_\_\_\_\_

4. Which children's author is from Wales? \_\_\_\_\_

5. Who is the patron saint of Wales? \_\_\_\_\_

6. What vegetable is a symbol of Wales? \_\_\_\_\_

Read and complete. (See Student's Book page 12.)

I'm learning Japanese.

I'm learning Welsh.

Some languages give nouns a gender (endreg). The nouns can be masculine or feminine or neutral.

Some languages use the letters of the Roman alphabet (phablet) for writing. Other languages use scratches for writing.

Some languages don't conjugate (jugoneat) verbs. Other languages have many different conjugations.

Assess your work in Unit 1.

Look and circle. ☹️ ☹️ ☹️ ☹️ ☹️

Complete your Progress Journal for Unit 1.

### Activity 29

- Read and write the answers. (See Student's Book page 10.)

### Activity 30

- Read and complete. (See Student's Book page 12.)

### Assess your work in Unit 1

- Look and circle.
- Complete your Progress Journal for Unit 1.
- Go to the Progress Journal. See Progress Journal activities to the right.

### Ending the lesson

- Review the lesson and the unit and say goodbye.

## Class Audio for the Review

### Activity Book

Activity 26 ► CD 1 Track 28 p229

## Progress Journal

### 1 In your free time

#### My learning review

1 Can you remember the story? Tell a friend or your family. Use the words and speech bubbles to help you. Then read and circle. Write.

Streetwise Youth Club form a dance group dance teacher work hard success

We think the youth club is boring.

I like dancing.

That's amazing.

Bend your knees.

Because of you, Liz and Benny have an activity they like doing.

What kind of story is it? A legend A screenplay A success story A biography

#### My story score and opinion

/10 I think the story is \_\_\_\_\_

2 Think about the CLIL (Language). Read and write True or False.

- 1 Nouns in English don't have a gender. True
- 2 There are a lot of verb conjugations in Japanese. HELLO
- 3 Spelling in Welsh is very difficult. 今日は
- 4 Some languages use the letters of an alphabet to write words. HELLO
- 5 There are thousands of characters to learn in Japanese. \_\_\_\_\_

My opinion I think learning about languages is \_\_\_\_\_  
I was surprised to find out that \_\_\_\_\_

### Progress Journal page 4

#### Activities 1 and 2

- See p63.

### Progress Journal pages 5, 6 and 7

- See the Progress Journal for pages 5, 6 and 7.

#### Activities 3–11

- See p63.



## Detailed Lesson Plan

### Starting the lesson

#### Greet the Students.

- Welcome the Students to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

#### Review the Unit 1 flashcards.

- Give the Unit 1 flashcards to pairs of Students. Ask the Students to hold up their flashcards and to say two sentences about their activity, for example *I like playing the drums. / My friend likes collecting stickers.* Hold up the corresponding word cards

#### Explain the aims of the lesson.

- Say **Today we're going to do the Unit 1 Review and self-assessment. We're also going to complete our Progress Journals for Unit 1.**

### Activity Book

#### Activity 26

**Listen and number. Write the activities in the correct column for you. Ask and say.**

► **CD 1 Track 28 p229**

- Play the CD. The Students number the pictures in the order they hear them. Check the answers.
- The Students think about how often they do the activities and write them in the appropriate columns.
- The Students ask and say what they do. *I very often (use the internet). I sometimes (play chess and go to pop concerts). I never (juggle).*

**Answers:** (See answers in audioscript.)

#### Activity 27

##### Look and write sentences.

- The Students look at the pictures. They read the model answer and then write similar sentences about Rod, Sue and Rick.

**Answers:** 1 Jessie likes playing rugby, but she doesn't like playing chess. 2 Rod likes doing puzzles, but he doesn't like playing table tennis. 3 Sue likes playing the drums, but she doesn't like going to pop concerts. 4 Rick likes swimming, but he doesn't like playing rugby.

#### Activity 28

##### Write questions and answers.

- The Students read the model question. They use the picture prompts to write similar questions.
- The Students read the model answer. They use the information in Activity 27 to write the answers.

**Answers:** 1 Does Jessie like playing chess? No, she doesn't. 2 Does Rod like playing table tennis? Yes, he does. 3 Does Sue like playing the drums? Yes, she does. 4 Does Rick like swimming? No, he doesn't. 5 Do Rick and Jessie like playing rugby? Yes, they do.

#### Activity 29

##### Read and write the answers. (See Student's Book page 10.)

- The Students read the culture quiz on Student's Book page 10 again and answer the questions.

**Answers:** 1 Cardiff 2 a red dragon 3 English and Welsh 4 Roald Dahl 5 St David 6 the leek

#### Activity 30

##### Read and complete. (See Student's Book page 12.)

- The Students read the CLIL text on Student's Book page 12 again and complete the sentences, reordering the letters in the words in parentheses.

**Answers:** gender, alphabet, characters, conjugate

#### Assess your work in Unit 1.

##### Look and circle.

- The Students circle the face that reflects how they feel about their work in Unit 1.

##### Complete your *Progress Journal* for Unit 1.

- The Students complete their *Progress Journal*, either during the lesson or for homework.

##### Progress Journal page 4

**Activity 1 answers:** (The story is a success story. Student's own scores and opinions.)

**Activity 2 answers:** 1 True 2 False 3 True 4 True 5 True (Students' own opinions.)

##### Progress Journal pages 5, 6 and 7

**Activity 3 answers:** 1 go fishing 2 do puzzles 3 practice a foreign language 4 play chess 5 juggle 6 collect things 7 make things 8 play the drums 9 go to pop concerts 10 use the internet

**Activity 4 answers:** Students' own answers.

**Activity 5 answers:** 1 Yes, she does. 2 Yes, he does. 3 Yes, she does. 4 No, he doesn't. 5 No, she doesn't.

**Activities 6–11 answers:** Students' own answers.

### Ending the lesson

#### Review the lesson and say goodbye.

- Ask **What have you learned in Unit 1? What have you enjoyed? What has helped you learn? How do you plan to remember what you've learned?**
- The Students clean up, put their books away and say goodbye.



## My teaching notes

A blank, lined page from a notebook, showing horizontal ruling lines across the page. The page is divided into two columns by a vertical line down the center, with spiral binding visible in the middle. A large, diagonal watermark reading "SAMPLE" is overlaid across the page.