

1

Free-time fun

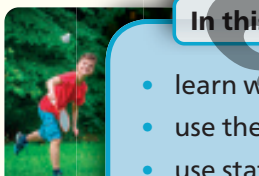
World of Wonder! Magazine

Welcome

Book Club

Culture

Over to you!



In this unit I will...

- learn words for sports and hobbies
- use the Present simple and Present continuous tenses
- use state verbs
- read a cartoon story
- learn about sports and hobbies in different countries
- work in a group to make a library of mini-books
- learn how to make and respond to suggestions
- read and write an interview about a sport

Lots of you wanted to talk about free-time activities. Take a look at the sports and hobbies here. How many do you know?

Arlo has a question for you. Can you think of some answers?

WOW! Question



Arlo 3 minutes ago

Why do we do sports and hobbies?

8 eight

Unit objectives

Talk about sports and hobbies

Language

Vocabulary	<p><i>Sports go skiing, go snowboarding, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do yoga, do gymnastics, do athletics</i></p> <p><i>Hobbies do photography, do puzzles, do the gardening, sing in a choir, put on shows, go to concerts, play musical instruments, make models, make videos, collect cards, watch cartoons, write a diary</i></p>
Grammar	<p><i>Present simple and Present continuous</i></p> <p><i>State verbs</i></p>
Functions	<p><i>You could play hockey.</i></p> <p><i>Why don't you sing in the school choir?</i></p> <p><i>How about going to the video club at school?</i></p>
Phonics	can

Key competences

Linguistic competence: use language as an instrument for communication (L. 1-7)

STEM: research a project on the internet (L. 6)

Digital competence: use Presentation tool (L. 1-7)

Personal/Social competences: learn to make suggestions (L. 7)

Cultural and artistic competences: learn to be creative (L.1, 2, 7 and 9); raise awareness of cultural similarities and differences (L. 6)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1-10) using: previous knowledge (L. 1-10); following instructions (L. 1-10); personalisation of language learnt (L. 7, 8 and 9)

Entrepreneurial competence: choose topic for the project (L. 6)

Future Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2 and 4); Logical thinking (L. 2 and 5); Defining and describing (L. 1-9); Finding information (L. 1-9); Planning (L. 3 and 5); Reflecting on learning (L. 1-9)
Creativity	Play a guessing game about sports (L. 2)
Communication	Talking about sports and hobbies (L.1 and 3); Making and responding to suggestions (L.6); Functional dialogue (L. 6)
Collaboration	Project groupwork (L.6); Acting out (L.7)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 18; Activity Book p. 25
- Unit 1 Extra practice: Activity Book p. 112
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, Culture, English in Action
- Unit 1 Test

External exams

Pupil's Book

A2 Flyers Reading and Writing Part 4
A2 Key for Schools Speaking Part 2

Activity Book

A2 Flyers Listening Part 1
A2 Flyers Reading and Writing Part 1

Objectives

- **Lesson aims:** to talk about sports and hobbies
- **Target language:** *go skiing, go snowboarding, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do yoga, do gymnastics, do athletics*

Materials

- sheets of A4 paper, enough for each student
- ten slips of paper, enough for each pair of students
- Resource 1A

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can take part in basic games that use fixed expressions or rhymes (GSE 22). Can talk about familiar topics using a few basic words and phrases (GSE 29). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; Thought-provoking questions technique; portfolio

Starting the lesson

- Ask ss to say a few things they remember from the Starter unit.
- On the board, write *Free-time fun*. Use the Thought-provoking questions technique to have a class discussion on how much free time the ss have and what they enjoy doing during their free time.

Presentation

- Explain that in this lesson ss will learn about sport and hobbies.
- Have ss tell you what they think they will learn in this unit. Direct ss to the unit objectives at the bottom of the page and have them read them. Ask ss if they think this unit will be interesting.

Practice

Pupil's Book

1 **Think!** Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

- Ask ss to look at the hobbies and sports on page 8 and name as many as they can. Ask ss if they do any of these.
- Use the Lollipop stick technique to have a student read the sidebar content.
- Place ss in pairs and have them discuss the question for two minutes. Have ss say their ideas to the class.

- **Extension** Place ss in groups of four. Have them write a few sentences on whether sports and hobbies should be done in groups or individually and say why. Ss present their ideas to the class.

Extra activity Critical thinking

- Have a class discussion on whether we should spend our free time doing things like watching TV or being active, e.g. playing a sport. Encourage ss to explain their ideas.

2 1.4 Look and match. Then listen, check and repeat.

- Have ss stand up. Using the Lollipop stick technique ask different ss to read the words in the box. As they do so, the class mime them.
- Ss then complete the activity.
- **Extension** In pairs, one student points to an activity for their partner to say what it is.

Diversity

Support

- Place ss in pairs and give them ten slips of paper. Have ss write the new vocabulary on each slip. Have ss cut the slips in half after the words *do*, *go* and *play*. Ss then mix up the slips and form the words again. When they have formed the words, they say them to their partners. Keep slips of paper for Activity 3.

Challenge

- Give each student a sheet of A4 paper. Have ss write a few sentences about three of these activities they like and don't like. Ss read their work to the class at the end of the lesson. Place work in portfolio.

3 1.5 Listen and read. Do the WOW! Quiz and guess the sports.

- After ss read along to the text, they find the answers and check with their partners.
- **Extension** Place ss in pairs. Have them choose two characters from the text and write four false statements about them. They swap statements with another pair who have to correct them.

4 **Think!** Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.

- Ss work individually to complete the activity.
- **LA** Monitors ss for proper use of language and pronunciation.

5 **Communicate** Play a guessing game about sports. Describe a sport. Can your partner guess the answer?

- Bring a student to the front and do the activity with them, using a sport of your choice. Have the ss look in their books if necessary.
- Use the Lollipop stick technique to have ss do the activity in front of the class.

Activity Book

1 Read and choose the correct words.

- Do a quick revision on collocations with *do*, *play* and *go*.
- Check answers as a class.

Answer key 2 play, 3 do, 4 play, 5 do, 6 go

1 **Think!** Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 **1.4** Look and match. Then listen, check and repeat.

go skiing 4 go snowboarding 9 go ice skating 6 go cycling 10 go scooting 5 play volleyball 8
play table tennis 7 play hockey 11 play badminton 3 do yoga 12 do gymnastics 1 do athletics 2



3 **1.5** Listen and read. Do the WOW! Quiz and guess the sports.

WOW! Quiz

1 I love sports. I go scooting every day. I sometimes go snowboarding and ice skating, but my favourite sports are basketball... and another team sport. We play indoors in the gym in the winter and outdoors on the beach in the summer. What is it?

volleyball

2 I play football and hockey, but can you guess my favourite sport? It's a winter sport. I do it in the mountains. I wear warm clothes and a helmet. I wear big boots and two long things on my feet.

skiing

3 I do yoga in the gym after school and do another sport every day on the way to school. I don't come to school by car, but I use wheels. I wear a helmet because the roads are dangerous.

scooting

4 I do athletics outdoors in the summer, but I do my favourite sport indoors. I play with a partner. We use small bats, a small ball and a big table.

table tennis

4 **Think!** Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.

- Which sports have wheels? *rollerskating, scooting, cycling*
- Which sports do we usually do indoors? *usually indoors: gymnastics, badminton, table tennis*
And outdoors? *usually outdoors: snowboarding, cycling, hockey both: yoga, volleyball, ice skating*
- Which are winter sports? *skiing, ice skating, snowboarding*
- Which are team sports? *volleyball, hockey*

5 **Communicate** Play a guessing game about sports. Describe a sport. Can your partner guess the answer?

This is a winter sport. You wear warm clothes and a helmet.

Is it skiing?

No, it isn't.

Is it snowboarding?

Yes, it is. Your turn.

nine 9

2 Look at the pictures. Read and complete the messages.

- Give ss time to complete the activity individually.

Answer key 2 go cycling, 3 play football, 4 do gymnastics, 5 go snowboarding, 6 go scooting

3 **Think!** Read the *I'm learning* box. Complete the lists with sports from Pupil's Book page 9. Then add more sports you know.

- Ss work individually to complete the activity.
- Check answers as a class.

Answer key play: volleyball, table tennis, hockey, badminton; go: skiing, snowboarding, ice skating, cycling, scooting; do: yoga, gymnastics, athletics

4 **Think!** Write five sentences about your favourite sports.

- Have ss read their sentences to their partners.

Finishing the lesson

- Use the Summative questions technique to ask ss what they have enjoyed about today's lesson.

Objectives

- **Lesson aims:** to understand a dialogue about sports and hobbies
- **Target language:** *I don't believe it! Really? You're so funny!*

Materials

- sheets of A4 paper, enough for each student
- three sheets of paper, enough for each student

Global Scale of English (GSE)

- **Reading:** Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33). Can identify specific information in a simple story if guided by questions (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. *every Monday, twice a month*) (GSE 37). Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Thumbs up/down technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolio

Starting the lesson

- Place ss in small groups and have them play a game of charades, miming the new vocabulary for their group members to guess.
- Ensure all group members have a go at miming an action.

Presentation

- Explain that in this lesson ss will read a dialogue about different sports and hobbies and learn new expressions.
- On the board, write *I don't believe it! Really? You're so funny!*
- Ask ss if they have used these expressions and if so, when.

Practice

Pupil's Book

- 1 **Think!** **1.6** Listen and read. Who does most sports?
 - Ask ss how many sports they do in their free time.
 - Play audio for ss to read along to. Elicit answer.
 - **Extension** Ask ss if they do any of the activities mentioned in the text. Encourage ss to say why they like them and how often they do them.
- 2 **Work in pairs. Read the dialogue again and answer the questions.**
 - Using the Thumbs up/down technique, say different statements about the story, e.g. *Arlo does tennis (down)* *Arlo goes to school by scooter (up)*.

- Ss complete the activity in pairs. Check answers as a class.
- **Extension** Ss write three false statements about the dialogue on strips of paper. They hand them to their partners who have to correct them.

3 Create Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.

- Ask ss to raise their hands when they have found all the expressions. Choose random ss to read the exchange using the expressions, e.g. *Oh! I do yoga too. I don't believe it!*
- Use the Lollipop stick technique to have pairs come to the front and act out their sentences.

Diversity

Support

- To help with fluency, repeat audio for first part of the dialogue only, with pauses for ss to repeat. Then in pairs, have ss choose a part and read the dialogue. Invite ss to the front of the class to read and act out the dialogue.

Challenge

- Give each student a sheet of A4 paper. Ss write a mini dialogue with themselves as the main characters. Ss read their work to the class. Place work in portfolio.

4 Communicate Which sports do you do? How often do you do them? Make a list and compare with your partner. Are your lists the same or different?

- Ask ss to say as many sports and hobbies as they can from Lesson 1.
- Ss complete the activity and compare lists with their partners.
- **LA** Monitors ss as they work, prompting ss to tell them the differences in their lists.
- Have volunteer ss tell the class how their lists differ from their partners.

Extra activity Collaborative work

- Divide class into small groups. Have each group rewrite the dialogue using different sports and hobbies. Groups choose two ss to act out their dialogue.

Activity Book

1 1.7 Read and complete the sentences from the dialogue on Pupil's Book page 10. Then listen and check.

Answer key 2 Do you, 3 scooting, 4 How often, 5 sometimes, 6 don't go

2 Read the dialogue on Pupil's Book page 10 again and answer the questions. Use complete sentences.

Answer key 2 Because he wants to keep healthy., 3 Lara goes cycling at the weekends., 4 She does gymnastics once a week.

3 Order the words to make questions. Then write true answers for you.

- Have ss read their sentences to their partners.
- Answer key** 2 What sports do you do?, 3 How often do you go cycling?, 4 Do you often go scooting? (Students' own answers)

WOW! Team Talk

Arlo: What are you doing, Lara?
Lara: I'm reading the WOW! Quiz. Do you really do all those sports?
Arlo: Yes, I do. It's important to be healthy. You know, I play basketball and volleyball every week.
Lara: Yes, but what about scooting, snowboarding...?
Arlo: Well, I go scooting every day.
Lara: Really?
Arlo: Yes, because I go to school by scooter.
Lara: OK, but how often do you go snowboarding?
Arlo: I sometimes go snowboarding indoors at the winter sports centre and I'm learning to ski, but I don't go very often. What about you?



Lara: Well, I go cycling at the weekends, but I prefer indoor sports like gymnastics and yoga.
Arlo: How often do you do them?
Lara: I do gymnastics once a week and yoga every Monday... That's today! I have to go.
Arlo: Oh! I do yoga, too.
Lara: I don't believe it!
Arlo: Yes, it helps me relax. Look! I'm doing it now! I'm sitting straight and breathing! Ommmm!
Lara: Oh Arlo! You're so funny!

1 **Think!** Listen and read. Who does most sports? **Arlo**

2 **Work in pairs.** Read the dialogue again and answer the questions.

- 1 How does Arlo get to school? **by scooter** 3 How often does Arlo go snowboarding? **sometimes**
 2 Which sports does Lara do? **cycling, gymnastics, yoga** 4 Can Arlo ski well? **No. He's learning to ski.**

3 **Create** Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.

I don't believe it! Really? You're so funny!

- 1 I'm learning to ski. 2 I do four sports every day. 3 I'm doing yoga now. Ommmm!
 (...) (...) (...)

4 **Communicate** Which sports do you do? How often do you do them? Make a list and compare with your partner. Are your lists the same or different?

10 ten

4 **1.8** Complete the dialogues with the correct expressions. Then listen and check.

- Ss check answers with their partners.

Answer key 2 Really?; 3 I don't believe it!; 4 You're so funny!

5 **Create** Work in pairs. Write another dialogue for each expression in your notebook. Then act out the dialogues with a partner.

- Ss read their work in pairs to the class.

Finishing the lesson

- Use the Summative questions technique to have ss discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

Objectives

- **Lesson aims:** to learn the Present simple and Present continuous
- **Target language:** Present simple and Present continuous: *I play volleyball after school. I'm doing yoga now.*

Materials

- Resources 10 and 46

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30). Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. every Monday, twice a month) (GSE 37).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Use the Lollipop stick technique to have ss say a sport or hobby for you to point at.
- As you point, intentionally make a mistake for ss to correct.

Presentation

- Explain that in this lesson ss will learn the difference between the Present simple and Present continuous.
- On the board, write *I play volleyball after school. I'm learning to ski now.*
- Ask ss if they can say how the sentences are different.

Practice

Pupil's Book

- 1 **Work in pairs. Look back at the dialogue in Lesson 2 and say True or False. Then say why.**
 - **Extension** Ask ss how item 2 is different from the other items (the sentence describes something happening now).
- 2 **Think! Look at the grammar table. Then read and choose the correct options to complete the rules.**
 - Ask ss if they remember the difference between the Present simple and Present continuous.
 - **Extension** Have ss write their own sentences using the two tenses and ask them to read them to the class.

Diversity

Support

- On the board, write ten sentences using the two tenses, mixing up when each tense is used. Have ss write in their notebooks what tense each sentence is in.

Challenge

- Write six sentences on the board incorrectly for ss to correct, e.g. *Is she run now? They doing yoga every day.*

- 3 **Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.**

- In pairs, one student finds examples of the Present simple and the other the Present continuous.

- 4 **Write three questions about Arlo and Lara's sports. Then work in pairs and ask and answer.**

- Ss say as many questions as they can and write them on the board. Ss can use them to help with the activity.
- Ss come to the front of the class and act out their sentences.

Extra activity Communication

- Ask ss to write six sentences about themselves using the two tenses. They read their sentences to the class.

- 5 **1.9 Listen and match the people to the sports.**

- Play audio with pauses for ss to answer the questions.
- See page 256 for audioscript.

- 6 **1.10 Listen again and answer the questions.**

- Ask ss to answer the questions before listening to the audio again.

- 7 **Communicate Make true and false sentences. Use the Present simple and Present continuous tenses. Can your partner guess which sentences are false?**

- **LA** Monitors and gently corrects ss as they work.
- **Extension** One student reads the sentences and the class say the tense.

Activity Book

- 1 **1.11 Listen and complete the sentences. Use the Present simple or the Present continuous.**

- See page 256 for audioscript.

Answer key 2 playing table tennis, 3 doesn't do gymnastics, 4 goes cycling, 5 plays volleyball

- 2 **Underline the mistakes and write the correct sentences.**


Answer key 2 We play, 3 Do you go, 4 Is Suzy wearing, 5 He doesn't do, 6 They aren't cycling

- 3 **Read and complete the sentences. Use the Present simple or Present continuous.**



Answer key 2 don't go; 3 Is, doing; 4 play; 5 Do, go; 6 are not/aren't wearing

- 4 **Make Present simple or Present continuous questions. Then write true answers for you.**

Answer key 2 What are you wearing today?; 3 Are you watching TV now?; 4 Does your teacher speak English?; 5 Is it raining at the moment?

- 1 Work in pairs. Look back at the dialogue in Lesson 2 and say *True* or *False*. Then say why. 

- 1 Arlo goes scooting every day. **True**
- 2 He's wearing a helmet. **True**
- 3 Lara plays volleyball, too. **False**
- 4 Arlo goes snowboarding outdoors. **False**

- 2  **Think!** Look at the grammar table. Then read and choose the correct options to complete the rules. 

Grammar

Present simple and Present continuous

Remember!

Present simple


I	play volleyball		after school. once a week. every Monday? every week?
She	doesn't	do yoga	
Do	they	do gymnastics	
Does	he	play hockey	

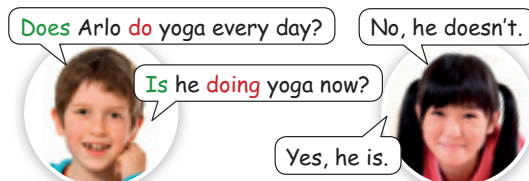
Present continuous



I	'm	sitting	straight	now.
We	aren't	doing	yoga	today.
Is	she	playing	tennis	at the moment?

We use the **Present simple** / **Present continuous** tense for habits and routines.

We use the **Present simple** / **Present continuous** tense for things that are happening at the moment.



- 3 Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.
- 4 Write three questions about Arlo and Lara's sports. Then work in pairs and ask and answer. 




- 5  Listen and match the people to the sports. 

Lily Robert Michael Mel Clara



- 6  Listen again and answer the questions. 

- 1 Where does it snow every day?
At the winter sports centre
- 2 When is athletics club?
Every Saturday
- 3 Which children are learning new sports?
Lily and Clara
- 4 What did Clara think of yoga?
She wasn't good at it. / She didn't like it.
- 5 How often does Michael do gymnastics?
Twice a week

- 7  **Communicate** Make true and false sentences. Use the Present simple and Present continuous tenses. Can your partner guess which sentences are false?

wear play do go learn

I play tennis every Saturday.

eleven 11

- 5 **Communicate** Work with your partner. Ask them your questions from Activity 4 and write their answers.

- Refer ss to the Grammar reference on page 112 and do activities 1 and 2.

Grammar reference


- 1 Read and complete.

Answer key 2 very often, 3 does, 4 wearing, 5 now, 6 doing

- 2 Make sentences with the correct form of the Present simple or Present continuous.

Answer key 2 Diana often watches cartoons after school., 3 We don't go cycling twice a week., 4 Tom is wearing his new boots today.

Finishing the lesson

-  Use the Summative questions technique to ask ss how confident they feel using the grammar.

Objectives

- **Lesson aims:** to learn about cartoon stories
- **Target language:** collocations with *do*
Why don't you practise playing the piano? Hmmm, no. I prefer dancing.

Materials

- sheets of A4 paper, enough for each student
- strips of paper, enough for each student
- a bag or a box
- cartoon strips from newspapers, magazines etc.

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Bring six ss to the front of the class and hand them a slip with unit vocabulary written on.
- Ss mime the sport or hobby they have for the class to guess.

Presentation

- Explain that in this lesson ss will learn about cartoons.
- Show ss the different cartoon stories. Ask how often they read cartoons and if they like them.
- **Extension** Ask ss how they think the writer of the cartoon manages to create a story with a few words and pictures (characters in the pictures have expressions, etc.).

Practice

Pupil's Book

- Before you read** Today's Book Club text is a picture story. Look and choose the words that describe a picture story. Then answer.
 - Do the activity as a class by reading the question and having ss answer. Write answers on the board.
 - **Extension** Ask ss why people enjoy reading cartoons.

Diversity

Support

- Have ss read the text quietly and underline words they don't understand. Have ss ask what the words are. Then ss read a text of their choice to their partners.

- 1.12** Listen and read. Then answer the questions.

- Place ss in pairs and play the CD.
- Use the Lollipop stick technique to elicit answers.

Diversity

Challenge

- Ss write three questions about the text to ask their partners.

- After you read** Activity Book, page 7.

- Refer ss to the Activity Book.

- Communicate** Discuss in groups.

- Have ss make notes of their answers. Have groups choose a member to read out their answers.
- **LA** Monitors as ss work.

- Team up!** Work in groups. Act out the picture story.

- Place ss in small groups. Have ss write the parts on strips of paper and place them in a bag. They then pick a strip from the bag and take that character's role.

Extra activity Critical thinking

- Ask ss to imagine that they have no wi-fi for a whole weekend. Have them think about how they would feel. Ask ss if having wi-fi is important to them and why. Challenge ss to go for a whole day without wi-fi and write about it.

Activity Book

- After you read** Read the story on Pupil's Book page 12 again. Who says these lines? Write.

- Ask ss to complete the activity quietly.
- Check answers with their partners.

Answer key 2 Roly, 3 Flora, 4 everyone, 5 Mo, 6 Pip

- Number the events in the story from 1 to 6.**

- Ask ss to say the story in their own words.
- Ss check answers with their partners.

Answer key 2 b, 3 f, 4 a, 5 c, 6 e

- Read the sentences and choose T (true) or F (false). Explain your answers.**

- Do the activity as a class. Encourage shy ss to give explanations.

Answer key 2 T, 3 F, 4 T, 5 F, 6 F

- Read the Work with words box. Write the questions. Then write true answers for you.**

- Write the answers on the board for ss to check against.
- Ss read their answers to their partners.

Answer key 2 Does your mum do Sudoku puzzles?, 3 Do you do athletics after school?, 4 Do your friends do gymnastics?

- Think!** Write sentences about you and your friends and family. Use expressions with *do*.

- Have ss read out their sentences to the class.

A rainy day

Welcome

Book Club

Culture

Over to you!

1

Flora: I'm bored. It's raining, so I can't do athletics or go scooting with my friends.

Mum: Why don't you do your homework... or do a puzzle, like we did when we were young?

Flora: It's OK. I'll just play some computer games or watch cartoons.

Mum: I think you spend too much time looking at that tablet.

Flora: I don't believe it! Now there's no wi-fi! What am I going to do?

Mum: Why don't you practise playing the piano?

Flora: OK, but I hate playing the piano.



2

Pip: I'm bored. We have no wi-fi. I heard music from next door.

Flora: Come in.

Pip: I can't play a musical instrument, but I sing in a choir every Friday.

Flora: Great! Do you want to sing while I play the piano?



3

Roly: Hey! That sounds good.

Mo: What are you all doing? I'm bored. There's...

ALL: ... NO WI-FI!

Flora: We know! Come in. Do you like singing?

Roly: Hmm, no. I prefer dancing.

Pip: Hey! Let's put on a show!

Mo: Wait! I don't like singing or dancing, but I love making things.

Pip: Well, you can make the invitations.



4

ALL: It's time to play the music, It's time to sing our songs, We don't need any wi-fi To put on a good show!

Mum: That was fantastic!

- 1 **Before you read** Today's Book Club text is a picture story. Look and choose the words that describe a picture story. Then answer.

- 1 **Pictures** / Photos tell the story.
- 2 Usually, there is only a narrator, there are many characters in a picture story.

- 2 **1.12 Listen and read. Then answer the questions.**

- 1 Why is there no wi-fi? **Because it's stormy.**
- 2 What is Pip's good idea? **To put on a show.**

- 3 **After you read** Activity Book, page 7.

- 4 **Communicate** Discuss in groups.

- 1 Do you think the children were happier before or after the bad weather?
- 2 What do you do when the weather is bad and there is no wi-fi?

- 5 **Team up!** Work in groups. Act out the picture story.

12 twelve

Finishing the lesson

- Place ss in small groups and give them a sheet of A4 paper each. Have ss make a cartoon story and illustrate it as best they can.
- Groups present their work to the class. Make a classroom display.
- Using the Summative questions technique, have ss reflect on the lesson and say what they found difficult and easy to do.

Objectives

- **Lesson aims:** to learn how to use state verbs
- **Target language:** *He / She likes, prefers doesn't like ... I hate, love, don't like ... It sounds / looks ... Do you know this song?*

Materials

- sheets of A4 paper, enough for each student
- Resources 1B and 11

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures (GSE 33).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about their hobbies and interests, using simple language (GSE 34).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Three facts and a fib technique

Starting the lesson

- Ask ss to say different types of hobbies and write them on the board.
- Have a short class discussion on why having hobbies is good.

Presentation

- Explain that in this lesson ss will learn more hobbies and how to use state verbs.
- Have ss look at the pictures in Activity 1 and name any hobbies they know.

Practice

Pupil's Book

- 1 **1.13 Look and match. Then listen, check and repeat.**
 - Upon completing the activity, have ss quiz each other on new vocabulary by pointing at a picture for their partners to say what it is.
- 2 **Read the story in Lesson 4 again. How many hobbies can you find?**
 - Ask ss to tell you what they remember from the story in Lesson 4.
 - Check answers as a class.

- **Extension** Place ss in pairs. Have them choose a text from Lesson 4 and rewrite with a new hobby from this lesson. Ss read their work to the class.

3 Read the story again. Then answer the questions.

- Give ss a short time to complete the activity.
- **Extension** Ask volunteer ss to take on different roles from the story and have them read it aloud.

4 Think! Look at the grammar table. Then read and choose the correct options to complete the rules.

- Explain to ss that state verbs describe feelings.
- **Extension** Write state verbs on the board and have ss make sentences with them.

Diversity

Support

- On the board, write six sentences using state verbs in the Present continuous for ss to correct in their notebooks. Use the Lollipop stick technique to have ss give the correct answers.

Challenge

- Ss write a short dialogue using only state verbs in the interrogative, positive and negative.

5 1.14 Listen to three children. Which hobbies do they talk about?

- Do a quick revision of new hobby words.
- Check answers as a class. Ask if they do any of the hobbies mentioned.
- See page 256 for audioscript.

6 Communicate Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?

- Do activity as a class first, by making statements and having volunteer ss give you a suggestion.
- Place ss in pairs to complete the activity.
- **LA** Monitors for correct language and pronunciation.

Extra activity Creativity

- Place ss in small groups and give each group two sheets of A4 paper. Explain that ss have to make a collage about their favourite hobbies. Ss illustrate their work and join the two sheets of paper to make a poster. Groups present their work to the class. Make a classroom display.

Activity Book

1 1.15 Complete the hobbies. Then listen and number them in order.

- See page 256 for audioscript.

Answer key a 4; b make videos, 3; c write a diary, 1; d play musical instruments, 2; e collect cards, 5; f do photography, 2

2 Read and complete the sentences.

Answer key 2 concerts, 3 cartoons, 4 gardening, 5 models, 6 choir

3 Look, read and complete the sentences with affirmative or negative state verbs.

Answer key 2 hate/don't like, 3 doesn't like, 4 prefers, 5 love/like, 6 hates

- 1 ^{1.13} Look and match. Then listen, check and repeat.

do photography 11 do puzzles 1
do the gardening 12 sing in a choir 5
put on shows 8 go to concerts 2
play musical instruments 3 make models 9
make videos 10 collect cards 4
watch cartoons 6 write a diary 7



- 2 Read the story in Lesson 4 again. How many hobbies can you find? *do athletics, go scooting, do a puzzle, play computer games, watch cartoons, play a musical instrument, sing in a choir, dance*
- 3 Read the story again. Then answer the questions.

- How does Flora feel about playing the piano? *She hates playing the piano.*
- Can Pip play a musical instrument? *No, she can't.*
- What does Roly think about singing and dancing? *He doesn't like singing. He prefers dancing.*
- What does Mo like doing? *He likes making things.*
- What does Pip tell Mo? *She tells him that he can make the invitations.*

- 4 **Think!** Look at the grammar table. Then read and choose the correct options to complete the rules.

Grammar

State verbs

He/She	likes prefers doesn't like	music. doing photography. making models.
I	hate love don't like	sports. playing outdoors.
It	sounds looks	good. interesting.
Do you	know	this song?

State verbs say how we think or feel.

We often / never use state verbs in simple tenses.

We often use / don't often use these verbs in continuous tenses.

We say / don't say 'I'm not believing it' and 'Are you knowing this song?'

- 5 ^{1.14} Listen to three children. Which hobbies do they talk about?
1 watching cartoons and reading comics,
2 doing the gardening
3 walking dog in the park, doing photography
3 writing a diary
- 6 **Communicate** Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?

like enjoy prefer hate love

I like music. I don't like playing musical instruments. I prefer listening to music.

You could go to concerts.



thirteen 13

- 4 **Think!** Write about yourself. Use hobbies from this lesson and your own ideas. Then compare with your partner.

- Refer ss to the Grammar reference on page 112 and do activities 3 and 4.

Grammar reference

- Read and complete with examples.
 - Write sentences about people and their free time activities. Use state verbs.
- Ss read their sentences to their partners.

Extra activity Fast finishers

- Have ss write two activities, like the Activities 1, 2 and 3 in the Activity Book for other fast finishers to complete.

Finishing the lesson

- Do a dictation of new words learnt. Ss correct each other's work.
- Use the Three facts and a fib technique for ss to do an activity about what they've learnt in class for their partners to correct.

Objectives

- **Lesson aims:** to learn about international sports and hobbies
- **Target language:** *rugby, cross-country skiing, singing, choir*

Materials

- two A4 or A5 sheets, enough for each group of students
- stapler
- coloured pencils or markers
- pictures of golf clubs, balls and people playing golf
- Resource 55

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions (GSE 37).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: True/False response cards technique; Stop/Go technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: learning diary

Starting the lesson

- Explain that when you say *Go* ss have to write as many words as they can from the previous lessons in one minute.
- Have ss say their words to their partners.

Presentation

- Explain that in this lesson ss will learn about sports and hobbies around the world.

Practice

Pupil's Book

1 Before you read What free-time activities are popular in your country?

- Ask ss to say what activities are popular in their country in summer and winter. Write answers on the board.
- **Extension** Ask if there is any particular sport they are fans of and who their favourite team is.

Culture notes

- Rugby is played with an oval-shaped ball and usually with no headgear to protect the players. The game is rough and players can break their bones and easily get hurt.
- Singing in Wales is very popular and there are even competitions between different choirs.
- Cross-country skiing is popular in Europe and it is a winter Olympic sport.

Key words search

Cross-country, Olympic games, rugby, Aussie rugby, Welsh choir festival

Diversity

Support

- As ss read along to the text, have them make a note of words they think are difficult to pronounce. Then have ss come to the board one by one and write the words on the board for the class to pronounce. If pronounced incorrectly, pronounce the word for ss to repeat after you.

Challenge

- Choose five words from the text and have ss write sentences with them. Ss say their sentences to their partners.

2 1.16 Listen and read.

- After audio, use the True/False response cards technique to ask ss different questions about the text.

3 After you read Activity Book, page 9.

- Explain that ss can refer to their Pupil's Books as they need.

4 Communicate Work in pairs. Find things in the text that are the same and different.

- Have ss work in pairs and invite them to share their answers.

Find out more! Watch the video.

- After the video, have ss write three things they found interesting about it to share with the class.

Team up! Project

- Tell ss they are going to make a mini-book about different free-time activities from around the world.
- Ask ss what key words they think they will use to search the internet. Write them on the board.
- Place ss in small groups, making sure there is an expert in each group. Ask a volunteer to read through the steps.
- Ss present their work to the class. Use the Two stars and a wish technique to have ss comment on the books presented.

Extra activity Critical thinking

- Ask ss to say the names of international sports stars and the sport they are famous for. Have ss think about whether sports stars should make so much money.

Activity Book

1 After you read Read the text on Pupil's Book page 14 again. Then complete the sentences.

Answer key 2 rugby, children; 3 Wales, festival; 4 sing, poetry; 5 skiing, snowy; 6 don't, downhill

2 Answer the questions. Use complete sentences.

Answer key 2 The players often don't wear shoes., 3 They practise singing in choirs., 4 They celebrate it in a different place every year., 5 It helps you keep fit., 6 You need cold and snowy weather.



14 fourteen



Culture

Sports and hobbies around the world

People do all kinds of different things in their free time! Read about some activities that people love doing in three different countries.

Rugby is a very popular sport in New Zealand. Lots of people enjoy playing it and watching it. But it can be dangerous! Many children play a special kind of rugby called Rippa Rugby. It's great fun and it keeps you fit. Rippa Rugby players often don't wear shoes!



In Wales, singing is a very popular activity. It's fun and it makes people feel happy! Lots of adults and children sing in choirs. Every year, there are many music festivals and competitions all around the country. The *Eisteddfod* is a very big festival of music and poetry that is in a different place in Wales every year.

Have you ever tried cross-country skiing? It is a very popular sport in Canada and other snowy countries. Cross-country skiing helps you keep fit, and it's a very good way of travelling in the snow. Lots of families enjoy skiing together.



Wow! fact!
Cross-country skiing is different from downhill skiing – you can ski uphill too!

Team Up! Project

Make a class library of mini-books about popular free-time activities.

- 1 In groups, research to find out about popular free-time activities in your country.
- 2 Choose the activities that you would most like to include.
- 3 Decide who will research each activity to find out more about:
 - where people do the activities.
 - when people do the activities.
 - what people have to do in the activities.
- 4 Make your mini-books. Include photos, pictures and interesting facts.
- 5 Present your mini-books to the rest of the class.
- 6 Take a class vote to decide which activity you would most like to do.

- 1 **Before you read** What free-time activities are popular in your country?
- 2 **1.16** Listen and read.
- 3 **After you read** Activity Book, page 9.
- 4 **Communicate** Work in pairs. Find things that are the same and different.

In New Zealand, lots of children play Rippa Rugby. In our country...

- Find out more! Watch the video.**

3 **1.17** Listen and complete the sports review.

- See page 256 for audioscript.

Answer key 2 play, 3 enjoy, 4 Scotland, 5 500/five hundred, 6 hundreds/100s, 7 British, 8 July/the summer

4 **Connect!** Choose one of the sports in the box or another sport. Use the internet to find answers to the questions. Share your ideas with the class.

- Place ss in small groups and give each group a sheet of paper to take notes from the internet. Try to cover the four sports.

Finishing the lesson

- Allocate a section in the ss' notebooks as the Learning diary. Tell ss to make a few notes about each lesson so far and what they have learnt in them. Ss read their sentences to the class.

Objectives

- **Lesson aims:** to learn how to make and respond to suggestions; to pronounce *can*.
- **Target language:** *You could ... Why don't you ... ? How about ...ing ... ? That's a good idea. That sounds good. Yes, I could do. But ... I don't think so.*





Materials

- sheets of A4 paper, enough for each student
- photocopy of dialogue with key vocabulary blotted out, one per pair
- Resource 64

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Speaking:** Can make suggestions about what to do, using a few basic fixed expressions (e.g. *Let's, Why don't we ... ?*) (GSE 42).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique

Starting the lesson


- Give ss a sheet of A4 paper each. Have ss write ten words they have learnt in this unit.
- Explain that you will say all the new words from this unit in a random order. Each time they hear a word on their list they cross it off. The first person to cross off all their words calls out *Bingo!*

Presentation


-  Explain that in this lesson ss will learn how to make and respond to suggestions.
- Say *It's raining outside and I'm bored. What can I do?* Ask ss how they would respond using polite language and elicit suggestions.

Practice


Pupil's Book

- 1  **1.18 Listen and read. Answer the questions.**
 - Play the audio once for ss to listen to and read. Ask ss what the dialogue is about.
 - Play again with pauses for ss to answer the questions.
 - **Extension** Divide the class in half and assign each side the role of the boy or girl. Ss read the dialogue chorally.

- 2 **Read the dialogue again. Find and write four suggestions that use language from the *Say it!* box.**


- Refer ss to the *Say it!* box. Explain that the verb after *How about* is followed by the gerund.
- **LA** Monitors to make sure ss are doing the activity correctly.
-  Using the Lollipop stick technique, elicit answers.

- 3 **Create Say new dialogues with your partner. Use the *Say it!* box to help you.**

-  In pairs, ss complete the activity. Use the Lollipop stick technique to have ss act out their dialogues in front of the class.
- **LA** Helps weaker ss as they work, gently correcting them and answering any queries.

Diversity


Support

-  Place ss in pairs and give each pair the dialogue, making sure key vocabulary structures have been blotted out. Ss complete the dialogue from memory and then check against their Pupil's Books.

Challenge


- Ss rewrite the dialogue using different hobbies and activities.

Extra activity Collaborative work

-  Place ss in small groups. Have them write dialogues where there are three incorrect exchanges. Groups assign a leader who acts out the dialogue. When the class hears an incorrect exchange they must correct it.


Pronunciation

- 4  **1.19 Listen and read. Do the coloured words sound the same or different? Then listen again and repeat.**

-  Ask ss to read the sentences aloud to their partners and see if they sound the same or not.
- Play the audio for ss to check their answers.
- **Extension** Replay the audio with pauses for ss to read after each sentence.


Activity Book

- 1  **1.20 Match sentences 1–6 to answers a–f. Write. Then listen and check**

-  Ss complete the activity in pairs before listening to the audio.
- They check answers as they listen to the audio.
- Have ss read the sentences and exchanges to each other.

Answer key 2 a, 3 c, 4 e, 5 d

- 2 **Create Read the dialogues. Write suggestions. Then act out with your partner.**

-  Ss complete the activity individually and then work in pairs to act out the dialogue.
- Invite ss to act out their dialogues in front of the class.

Answer key (Suggested answers) 1 read a book, 2 playing tennis, 3 go to a concert, 4 do gymnastics, 5 sing in a choir



- 1** I want to start a new hobby, but I don't know what to do!
- 2** Why don't you sing in the school choir? Can you sing?
- 3** Yes, I can. But I already play the guitar. I want to do something different – not music.
- 4** Well... you could play hockey.
- 5** No, I don't think so. I don't like team sports.
- 6** OK. How about going to the video club at school?
- 7** That sounds good! When is it?
- 8** It's at half past three on Wednesdays. You could go this week!
- 9** That's a good idea. What time does it finish?
- 10** At five o'clock.
- 11** Great. I'll ask my parents!

English in action

Making and responding to suggestions

1 Listen and read. Answer the questions.

- 1 What hobby does the boy already do?
He plays the guitar.
- 2 What club is he going to go to, and when?
Video club, on Wednesday.

2 Read the dialogue again. Find and write four suggestions that use language from the Say it! box.

Say it!

Making suggestions:

You could...

Why don't you...?

How about ...ing ...?

Responding to suggestions:

✓ That's a good idea.

That sounds good.

Yes, I could do.

✗ But...

I don't think so.

3 Create Say new dialogues with your partner. Use the Say it! box to help you.

I'm bored. I don't know what to do.

Why don't you...



Pronunciation

4 Listen and read. Do the coloured words sound the same or different? Then listen again and repeat.

I can't play the piano.
But I can play the drums!

Can you sing?
No, I can't.

Can you dance?
Yes, I can! Look at me!



fifteen 15

3 Communicate 1.21 Listen and circle can if it's stressed and underline can if it isn't stressed. Then practise with your partner.

- Check answers as a class.
- Have ss read the sentences to each other. Monitor for correct pronunciation.

Answer key 1 unstressed, 2 unstressed, 3 unstressed, 4 unstressed, 5 stressed, 6 unstressed

Finishing the lesson

- Use the Summative questions technique to ask ss to tell you what they have learnt today and how the lesson has helped them improve their English.

Objectives

- **Lesson aims:** to read a text about cycling
- **Target language:** *freedom, altitude, oxygen, energy, hostel, route*

Materials

- sheets of A4 paper, enough for each student
- Resource 37

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the main points of a short, informal interview on a familiar topic (GSE 43).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; True/False response cards technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: Summative questions technique; portfolio

Starting the lesson

- Have ss stand up. Explain that you will say a sport or a hobby and mime it. They also have to mime it, but must be careful as you could mime incorrectly.
- As you play, mime a few sports and hobbies incorrectly.
- Ss who mime incorrectly lose a turn.

Presentation

- Explain that in this lesson ss will read a text about cycling.
- On the board, write *Adventures on two wheels*. Ask ss what they think the text will be about.

Practice

Pupil's Book

Diversity

Support

- Look at the *Words in context* box and explain any unknown words. Have ss look for the words in the text and copy the sentences in their notebooks. Ss read the sentences to each other.

Challenge

- Ss make their own sentences with the words in the box. Use the Lollipop stick technique to have ss read their sentences to the class.

1 Before you read Look quickly at the interview. Which questions and answers mention these things?

- Refer ss to the *Reading tip* box. Explain that the questions can help us find the answers we are looking for.

- Ask ss to read the words in the box. Have ss make sentences with them.
- Give ss one minute to complete the activity.
- Use the Lollipop stick technique to elicit answers.
- **Extension** Ask ss what helped them decide on an answer.

2 1.22 Listen and read.

- Use the True/False response cards technique to ask ss different questions about the text.

3 After you read Read and answer the questions.

- Have ss work individually to answer the questions.
- Check answers as a class.
- **Extension** Have ss tell you where they got their answers from.

4 Communicate Act out activities from the interview. Guess what your partner is doing.

- Have ss look at the text quickly and note different activities from it.
- Elicit answers and write them on the board (*cycling, meeting people, cycling over the mountains, eating lots of food, reading, writing a diary, eating, planning the route, washing clothes, writing blog posts/emails*).
- Place ss in pairs and have them complete the activity.
- Use the Lollipop stick technique to have ss come to the front and act out their dialogues.

Activity Book

1 Read the definitions and write the words.

- Use the Expert envoy technique to have stronger ss help weaker ss through all the activities.
- Check answers as a class.

Answer key 2 hostel, 3 energy, 4 route, 5 freedom, 6 altitude

2 Read the text on Pupil's Book page 16 again. Then read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.

- Have ss say what they remember from the text.
- Ss check work with their partners.

Answer key 2 F, They're cycling from Argentina to Chile.; 3 T, Tonight they're sleeping in a hostel.; 4 F, He's washing some clothes.; 5 T, They cycled 8,000 kilometres.; 6 DS, They don't mention when.

3 Read the sentences. Which question from the interview do they help to answer? Write.

- Refer ss to the *Reading tip* box again. Have ss underline key words in each sentence that will help them find the answer.
- Check answers as a class.

Answer key 2 Question 2, 3 Question 7, 4 Question 6, 5 Question 3, 6 Question 1, 7 Question 4

4 Team up! Plan a long cycling trip in your country. Discuss the questions and make notes. Then share your ideas with the class.

- Place ss in small groups and have them complete the activity.
- Groups elect a leader who will read their work to the class.

Literacy: Interviews

Reading

- 1 Before you read** Look quickly at the interview. Which questions and answers mention these things?

camping eating relaxing clothes being outdoors
blog posts mountains sleeping

tip Reading

Read the interview questions to help you decide where to look for the information.

camping - 4
eating - 3, 5
relaxing - 5
clothes - 5
being outdoors - 1
blog posts - 5
mountains - 2
sleeping - 4

- 2 Listen and read.**



Helen Wilson is a keen cyclist. She loves going on long cycling trips. She and her husband, Rob, are cycling in Argentina now. We phoned Helen to ask her a few questions...

1 Why do you like long cycling trips?

I love the feeling of freedom, and being outdoors. Also, we meet a lot of interesting people!

2 What's the most difficult thing about this trip?

The altitude. We're going to cycle over the Andes mountains to Chile. It isn't easy cycling above 4,000 metres because there isn't much oxygen!

3 Do you eat a lot of food when you're cycling?

Yes, we're always hungry! Cycling uses a lot of energy.

4 Where do you sleep?

Tonight we're sleeping in a hostel. We usually carry a tent so we can camp if there aren't any hostels.

5 What do you do in the evenings?

We read, write our diaries, eat, relax, plan our route... At the moment, Rob is washing some clothes, and I'm talking to you! We also write blog posts and emails to tell people at home about our adventures.

6 What other trips have you done?

We've cycled in lots of countries: Spain, Italy, Slovenia, Iceland... Ten years ago we cycled from Ecuador to the very south of Argentina. We cycled about 8,000 kilometres in eight months!

7 Are you planning any more trips?

No, but we have lots of ideas! I want to cycle in the Himalayas, Central Asia and North America!

Words in context

freedom altitude oxygen
energy hostel route

Activity Book, page 11

- 3 After you read** Read and answer the questions.

- What two countries are Helen and Rob visiting?
Argentina and Chile
- Why will cycling over the Andes be difficult?
because there isn't much oxygen / it's above 4,000 metres
- What do they do when they can't find a hostel?
they camp
- How do they communicate with people at home?
they write blog posts and emails

- 4 Communicate** Act out activities from the interview. Guess what your partner is doing.

Are you relaxing?

Yes, I am!

16 sixteen

Extra activity Critical thinking

- Place ss in pairs. Ask ss to think about why spending time outdoors is fun and healthy. Have them make a list of the advantages to present to the class.

Extra activity Fast finishers

- Give ss a sheet of A4 paper and have them write a paragraph about their favourite outdoor activity. Have ss illustrate their work. Put work in portfolio.

Finishing the lesson

- Using the Summative questions technique, ask ss if they enjoyed the lesson and what they learnt from it. Explain that you will give them each a piece of paper on which they have to draw what they learnt and write a few sentences.
- Have ss present their work to the class. Make a classroom display.

Objectives

- **Lesson aims:** to write an interview
- **Target language:** unit vocabulary

Materials

- sheets of A4 paper, enough for each student
- a wig and dark glasses

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write a single basic sentence about daily routines and activities. (GSE 28)

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Thought-provoking questions technique; portfolio

Starting the lesson

- Divide the class into small groups and hand each one a sheet of paper. On the board, write eight vocabulary words from the unit without their vowels, e.g. *hcky* (hockey).
- Explain that vowels are missing from each word, which ss have to find. The group that finishes first comes to the board and writes eight more words, without vowels, for the class to find.

Presentation

- Explain that in this lesson ss will learn how to write an interview.
- Have ss refer to Lesson 8 and tell you what the interview questions are. Ask ss to think of any other questions.

Practice

Pupil's Book

Diversity

Challenge

- Before doing Activity 1 ss read the answers and guess the questions.

1 Read. Match the questions to the answers.

- Have ss read the questions and tell you what they expect the answers to be.
- Ss complete the activity individually. Check answers as a class.
- **Extension** Have ss answer the questions about themselves. In pairs, they ask and answer.

2 Read. Then answer the questions about the interviews on pages 16 and 17.

- Read the *Writing tip* box aloud as ss read along in their books. Ask ss if this tip box has helped them at all.
- Give ss a short time to find the answers. Then discuss the answers as a class.

Diversity

Support

- Before doing Activity 3 have ss make a list of words they can use in interview questions and answers. Write the words on the board. Tell ss they can refer to these words as they do Activity 3.

3 Create Interview someone about a sport or hobby. Use the *How to write...* box to help you.

- Refer ss to the *Writing tip* box. Ask if there are any other contractions they would like to add to it.
- Use the Traffic lights cards technique to ask ss if they are ready to do the activity.
- **LA** help ss as they work.
- Have ss work in pairs. First ask them to write six questions.
- Have pairs read their questions to the class.
- Then have ss swap partners and ask and answer the questions. Ensure both ss in the pairs ask and answer. Tell ss to note the answers in their notebooks.
- Finally, have ss write their interview and illustrate it on a sheet of A4 paper.
- Ss present their work to the class.
- Use the Two stars and a wish technique to have ss comment on each other's work.

Extra activity Collaborative work

- Place ss in small groups. Explain that they are paparazzi who have seen a famous star outside a restaurant. Have them write six questions to ask the star.
- Then choose a strong student to be the star. They wear the wig and dark glasses. The groups ask the star as many questions as they can in two minutes. The star has to answer as quickly as possible.
- Groups then write an article with the star's responses to present to the class.

Activity Book

1 Read and write the correct sentences. Use contractions.

- Refer ss to the *Writing tip* box.
- Check work as a class by writing answers on the board for ss to check against.

Answer key 2 don't, it's, They're; 3 We've, There's, It's; 4 Sam's, isn't, That's; 5 don't, They're; 6 aren't, that's, They've

2 Think! Plan some questions to interview someone about a sport.

- Ask ss what kind of questions they would ask their favourite sports star.
- Ss complete the activity in pairs. Have ss read their questions to the class.

1 Read. Match the questions to the answers. 

- a What is your biggest model? 2
 b When did you start this hobby? 6
 c Are you making any models at the moment? 4
 d Why do you like making models? 1
 e What other models have you made? 3
 f Who helps you? 5

Writing

MAKING MODELS

Jamie loves making models with wood. I asked him some questions about his hobby.

(1) Why do you like making models?

It's fun! And it's relaxing.

(2) ...

It's a model of a ship. It's nearly one metre long!

(3) ...

I've made lots of cars and planes. Last week I made a car for my little brother. He doesn't help me make models, but he likes playing with them!

(4) ...

Yes, I'm making a boat. It's bigger than most of my models.

(5) ...

Sometimes my dad helps me. He's good at making things with wood.

(6) ...

I made my first wooden model when I was three.

2 Read. Then answer the questions about the interviews on pages 16 and 17. 

How to write... a good interview

- Use lots of question words, e.g. *what, when, where, who, how, why*.
- Ask about *the biggest, the best, the most interesting...*
- Use questions that will find out interesting information!

- 1 Which question words do the interviewers use?
What, When, Why, What, Who
- 2 Which do you think are the most interesting questions?
What, When, Why, What, Who
- 3 Can you think of any more questions you would ask?

3  Create Interview someone about a sport or hobby. Use the **How to write...** box to help you.

- 1 Write some questions.
- 2 Ask and answer. Write the answers.
- 3 Write your interview neatly. Choose the most interesting questions and answers.

tip Writing

Make sure you form contractions correctly:
it is = it's
I have = I've
does not = doesn't
she is = she's

seventeen 17

3 Now write your interview questions.

- Have ss complete the activity individually.


4 Check your work. Tick (✓) the steps when you do them.

- Remind ss to use the checklist once they have completed the writing process.

Extra activity Fast finishers

- Have ss help classmates complete their activities.

Finishing the lesson

-  Use the Thought-provoking questions technique to ask how the literacy lessons will help ss with their English.
- Ask ss what else they expect to learn in the Literacy lessons.

Objectives

- **Lesson aims:** to review unit language and grammar
- **Target language:** unit vocabulary

Materials

- sheets of A4 and A5 paper, enough for each student
- strips of paper
- index cards
- a bag or a box

Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write short, simple personal messages giving information of immediate relevance, given prompts or a model (GSE 38).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Thumbs up/down technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: Summative questions technique

Starting the lesson

- Write sentences using Present simple and Present continuous on strips of paper, e.g. *I am cycling now*. Make enough strips for small groups to have at least eight sentences.
- Cut up the sentences and put them in a bag or a box.
- Divide the class into small groups and hand each group a bag or box with the strips of paper. Explain that they have to put the strips in the correct order to make sentences. The team that finishes first wins.

Presentation

- Explain that in this lesson ss will share their opinions about the unit so far.
- On the board, write one thing you liked about the unit, e.g. *I liked the lesson about hobbies in other countries. It was interesting.*
- Ss also write a sentence.
- Have ss read the sentences to their partners. Use the Lollipop stick technique to have ss read their sentences aloud.

Diversity

Support

- Give ss time to look through the unit before starting the review and query anything they haven't understood.
- **LA** Explains any unknown activity. Helps ss revise all of the unit content.

Challenge

- Ss make sentences with the vocabulary items or grammar from the unit to read to the class.

Practice

Pupil's Book

- 1 **Read the comments about the WOW! Magazine. Which comments are from children who are interested in sports?**
 - Ask ss to read the text quietly. Elicit answers.
 - **Extension** Have ss think about which text they liked best and why.
 - Use the Lollipop stick technique to elicit answers. Encourage ss to give explanations.
- 2 **Team up! Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**
 - Place ss in pairs and have them complete the activities. Have ss read their work to other pairs.
 - **LA** Monitors and asks ss the questions.
 - **Extension** Have ss think of other things in the unit they can comment on. Ss make notes and read them to the class.
- 3 **Communicate Think about WOW! Question again. Discuss in groups. Are your answers different now?**
 - Once ss have worked in groups have them discuss which answers they changed. Encourage ss to explain why.

Extra activity Critical thinking

- Ask ss why their opinions are important and why we should respect others' opinions even when we disagree with them.

Activity Book

- 1 **Complete the phrases for sports and hobbies.**
 - Explain to ss that they are now going to review what they have learnt.
 - Use the Expert envoy technique to have stronger ss help weaker ss through all the activities.
 - Ss raise their hands to show you their work. Check answers as a class.

Answer key 2 do athletics, 3 do the gardening, 4 go scooting, 5 go snowboarding, 6 make models, 7 play badminton, 8 watch cartoons
- 2 **Write sentences in the Present simple or Present continuous.**
 - Quickly revise how the Present simple and Present continuous are formed.
 - Ss complete the activity individually. Check answers as a class by writing them on the board for ss to check against.
- 3 **Write about your free-time activities. Compare with your partner.**
 - Ss read completed sentences to their partners.
 - Use the Lollipop stick technique to ask ss to read their sentences aloud.

WOW! Over to you!

This is YOUR page! We want to hear from YOU.
Send your comments and photos to WOW@WOWTeam.com

Welcome

Book Club

Culture

Over to you!



4 comments

Mark 3 minutes ago

Music makes me happy! I can play three musical instruments. I play in a band called the Mighty Band. We need more musicians so if you can play, come along.



1 comment

Alice 1 day ago

We read the story about the day without wi-fi and then we put on a show. It was so much fun! Lots of children in my class play musical instruments and we all sing at school, so I think our show was pretty good! I'm going to join the school choir now.



2

3 comments

Alex 22 minutes ago

I do karate. I wanted my friends to be healthy so I started teaching them at lunch time. First there were just three friends. Now there are thirteen and so we started a club. We go to classes every Saturday.

3

5 comments

John 4 days ago

I enjoyed reading the interview about cycling. It's a great way to travel and see the world. I found a book about cycling in the library and I'm reading it now.

5

2 comments

Aaron 1 week ago

I loved the text about skiing in Canada. It doesn't snow here often so we don't really do winter sports. After reading that article, I'd like to learn to ski, so I'm going to go to the winter sports centre. I think it's important to try something new.

- 1 Read the comments about the WOW! Magazine. Which comments are from children who are interested in sports? **Alex, John, Aaron**

- 2 **Team up!** Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- 1 What did you like best?
- 2 Did you learn anything new?
- 3 Are you going to do any new sports and hobbies?

- 3 **Communicate** Think about the WOW! Question again. Discuss in groups. Are your answers different now?



Ario 3 minutes ago

Why do we do sports and hobbies?

18 eighteen

Self-evaluation

- 4 Answer the questions about your work in Unit 1.

- Have a class discussion using the questions in this activity as a guide.
- Ask ss if there is anything else they would like to add to the discussion.

Extra activity Fast finishers

- Give ss a sheet of A4 paper and ask them to make a review test of their own. Explain they have to include an answer key to check answers. Keep it and hand it to other fast finishers to complete.

Finishing the lesson

- Place ss in small groups and give each group a sheet of A5 paper. Explain that they have to make their own comments page and illustrate their work.
- Ss write their ideas on index cards and stick them to the poster.
- Make a classroom display.
- Using the Summative questions technique, ask ss if they are happy with their progress so far. Then ask if this unit has helped them learn how to express themselves better in English.

Next lesson Unit 1 Test.

Get ready for...

Objectives

- **Lesson aims:** to practice for the A2 Flyers Reading and Writing Parts 1 and 4, Key for Schools Speaking Part 2 and A2 Flyers Listening Part 1
- **Target language:** unit vocabulary

Materials

- sheets of A4 paper, enough for each student

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique; portfolio

Starting the lesson

- Divide the class into two teams and have them line up at the front of the class.
- Explain that you will say a word from Lessons 1 and 5. The student at the front of the line has to spell the word correctly for their team to get a point.
- If a student makes a mistake the team loses a turn. If a student does not know a word they can give their turn to the next player, as weaker ss may not have the confidence to spell in front of their peers.
- The team with the most points wins.

Presentation

- Explain to ss that they are going to practise for the A2 Flyers Reading and Writing Exam in both the Pupil's Book and Activity Book. They will also practise for the A2 Key for Schools Speaking exam.
- Use the flashcard tool on the Active Teach to revise vocabulary from this unit.

Practice

Pupil's Book

- 1 **Read the text. Choose the right words.**
 - Invite a student to read the *Exam tip* box aloud. Ask ss why it's important to read the whole text first.
 - **Extension** Have ss work in pairs and write sentences with the multiple choice words. Have ss read their sentences to other pairs.
 - **LA** Monitors for correct use of language.
 - Look at the first set of words and ask when we use *which*, *who* and *where*. Continue with items 4, 5 and 6.

Extra activity Creativity

- Place ss in small groups of five and give them a sheet of A4 paper. Explain that they have to make a word cloud using different words from the unit.
- Groups read their words to the class.
- Make a classroom display.

- 2 **Look at the pictures and talk to your partner. Do you like these different hobbies? Say why or why not. Which of these hobbies do you like best?**

- Read the *Exam tip* box aloud and have ss give you more adjectives they can use when talking about hobbies.
- Have ss look at the prompts quietly and make sentences with them in their notebooks.
- Place ss in pairs for ss to complete the activity.
- Invite different pairs to act out their dialogues to the class.

Activity Book

A2 Flyers Listening Part 1

Think! 1 **Read the task carefully. Make sure you know what you have to do.**

- Tell ss this is the A2 Flyers Listening Part 1 Exam.

Try! 2 **1.23 Look at the picture. Which girl is Katy? Listen and tick (✓).**

- See page 256 for audioscript.

Answer key Katy is the blonde girl.

Do! 3 **1.24 Listen and draw lines.**

- Have ss tell you how this activity is done. If they don't know, explain the activity.
- See page 256 for audioscript.

Answer key William – tall boy wearing blue bike helmet; Emma – woman doing yoga; Holly – girl with fair hair taking selfie; Richard – boy with digital camera

A2 Flyers Reading and Writing Part 1

Diversity

Support

- Before doing the activity, have ss look at the words and define them as best they can. Then ss make sentences with them.

Challenge

- Give ss a set of words from the unit for them to define and make sentences with.

Think! 1 **Read the task carefully. Make sure you know what you have to do.**

- Tell ss that this is the A2 Flyers Reading and Writing Part 1 Exam.

Try! 2 **Read the definitions. Choose the correct words.**

- Ss complete the activity in pairs.

Answer key 2 c, 3 a

Try! 3 **Look and read. Choose the correct words and write them on the lines. There is one example.**

- Explain the activity and ask ss to use the Traffic lights cards technique to express how they feel about the activity.

A2 Flyers Reading and Writing Part 4

1 Read the text. Choose the right words.

tip Exam

Read the whole text first. Then try saying the sentence in your head to see which option sounds correct.

Music



Are you looking for a new hobby? Are you good (1) at music? How about learning to play a musical instrument? There are lots of different instruments (2) ... you can learn. The guitar is very popular, and it is easy to carry. Many children (3) ... guitar lessons at school. But if you like making music, you (4) ... have to play an instrument. You can sing! Singing with other people can be fun. Some people don't like (5) ... music – they prefer to listen to it. You can go to a music shop (6) ... buy CDs, or you can find lots of different kinds of music on the internet, and listen on your phone or your computer. Lots of people enjoy going to concerts (7) ... they can see people playing and singing. There are concerts in most big towns.

- 1 to / in / at
- 2 which / who / where
- 3 having / have / doing
- 4 don't / aren't / mustn't
- 5 play / played / playing
- 6 for / to / where
- 7 but / because / that

A2 Key for Schools Speaking Part 2

2 Look at the pictures and talk to your partner. Do you like these different hobbies? Say why or why not.

Which of these hobbies do you like best?

I like... because...

Do you think... is fun/interesting/
exciting/boring/difficult?

I don't like... because...

Why?/Why not?

Go to page 133

tip Exam

Use adjectives in your answers:
e.g. it's *interesting/boring/*
exciting/fun.
Think of other reasons, too:
e.g. *it helps me keep fit*.

nineteen 19

- Check answers as a class.
 - **Extension** Have ss make sentences with the words to read to their partners.
- Answer key** 1 table tennis, 2 gardening, 3 cycling, 4 a concert, 5 athletics, 6 a diary, 7 a helmet

Extra activity Fast finishers

- Have ss write different tips for learning vocabulary and grammar on a sheet of A4 paper. Ss read their tips to the class. Place work in portfolio.

Finishing the lesson

- Use the Thought-provoking questions technique to ask ss how successful their learning is. Have them rate how much they enjoyed this unit on a scale of 1 to 5.
- Ask ss to work in pairs to write what they learnt in each lesson of the unit, e.g. *In lesson 1 I learnt about sports and hobbies*. Explain that ss can look through the unit as they work.
- Congratulate ss on completing the unit.