

# Unit 1, A

## New language

**Grammar:** Present simple and present continuous – positive, negative, *wh-* questions

**Vocabulary:** Appearance, Personality adjectives

**Preparation:** Exercise 1: Bring a map of the USA showing Chicago and one of the UK showing Cambridge. Exercise 8: Ask students to bring a family photo. Book a computer room. **Ending the lesson:** Bring a small piece of blank paper for each student.

## Culture notes

**Chicago**, the third biggest city in America, is on Lake Michigan in the American Midwest. **Cambridge** is a historic university city in the east of England. Students in the UK sometimes go on exchange trips. They live with a student in a different country and go to his/her school.

## Warm-up

- (Books closed) Introduce yourself to the class and have students do the same.
- (Books open) Draw students' attention to the unit title. Have them predict what it's about. Give them a few minutes to look through the unit. They tell you their ideas.

## Lead-in

- (Books open) Invite a volunteer to read the Rockport Academy note and the letter's heading. Students say what they think Rockport Academy is. (*A school*)
- Ask the class why a student may write to another family. Teach *exchange programme*. Explain/ elicit that students stay with *host families*.
- Use the photos to generate interest. Ask the class to predict what they show.

### 1 Listen and read. Which country is Tom from?

- Play the recording. Students listen and read.
- Check the answer and students' lead-in predictions. (*A family*)

### Answer

Tom's from the USA.

- Invite a student to point out Chicago and Cambridge on the maps you've brought.
- Draw students' attention to *Dear, Mr/Mrs + surname* and *Yours sincerely*. Point out/ elicit this is how to begin/end a more formal letter or email.

# 1 On the move

## A I live in Chicago.

**Lesson aims:**

- talk about appearance and personality
- talk about routines
- talk about things happening now

**Rockport Academy**  
CHICAGO, USA

Write to your host family. Introduce yourself and write about:

- where you live
- your family
- what you do in your free time

### USA UK Exchange Programme

Host family: Mr and Mrs Jones, Cambridge, UK

Dear Mr and Mrs Jones,  
My name is Tom Harper. I'm thirteen and I go to Rockport Academy in Chicago.

My family and I live in Beverly, a suburb of Chicago. My dad is a doctor. He works in a children's hospital and he's very hard-working. My mum makes birthday cakes and sells them. She's really creative and she's patient too. Right now, she's making a pirate ship cake! She works from home but she never works at weekends.

My brother, Greg, is older than me. He's a bit bossy but I don't mind. He's very clever and he wants to be a web designer. He's at college so he isn't living at home at the moment.

In my free time, I usually play basketball. I'm good but I'm not very tall! I'm sending you photos of me and my family with this letter. I've got dark curly hair but my brother's got straight fair hair.

I'm really looking forward to staying with you.

Yours sincerely,  
Tom Harper

### Presentation

1 Listen and read. Which country is Tom from?

### Comprehension

2 Read again and write Tom (T), Mum (M), Dad (D) or Greg (G).

Who ...

- 1 is thirteen?  T      4 is a doctor?  D  
2 goes to college?  G      5 is creative?  M  
3 likes making cakes?  M      6 works with children?  D

### Memory check: Appearance

3 Describe Tom and his family. Use the words in the box or other words you know.

Hair: curly dark fair long straight  
Age: old young  
Size: short slim tall  
General: attractive good-looking

Tom is thirteen. He's got ... He's ...  
Greg is ...

### 2 Read again and write Tom (T), Mum (M), Dad (D) or Greg (G).

- Give students time to read the letter again and to do the exercise.

### Answers → student page

**Suggestion:** Have students tell you if they've ever been on an exchange programme. Would they like to? Why/Why not?

### 3 Describe Tom and his family. Use the words in the box or other words you know.

- Students point out Tom in the photo.
- Pairs take turns to make sentences describing the family members. Remind them to use *have got* to describe hair and *be* to talk about other categories.

**Tip:** Work with the whole class if students are weak.

### Vocabulary: Personality adjectives

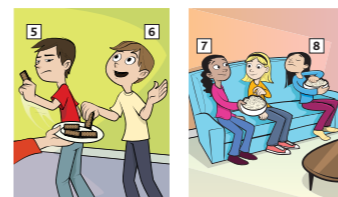
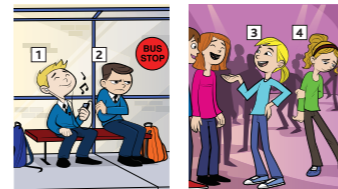
4 Listen and repeat. Which adjectives are in the text in Exercise 1? Find and underline them. Who do they describe?

bossy cheerful clever creative generous  
grumpy hard-working honest lazy  
patient polite rude selfish shy sociable

hard-working – Dad

5 Describe the people below. Use the adjectives in Exercise 4.

1 He's cheerful.



### Grammar

**Present simple**  
I usually play basketball in my free time.

Mum never works at weekends.

We live in Chicago.

We don't live in New York.

What do you do in your free time?

**Present continuous**

Right now, Mum's making a pirate ship cake!

Greg isn't living at home at the moment.

What are you doing now?

6 Complete the letter from Dylan Jones. Use the present simple or present continuous.



Hi Tom,  
Thanks for your letter. Here's a photo of my family at home in Cambridge. We're all smiling. (all smile!) My mum is a teacher. She teaches Art at our school. Dad is an engineer. Tara, my sister, is very bossy. She stands next to Mum. She's not singing in the photo but she usually sings! (usually sing) all day! She goes to choir practice every day. The girl in the green T-shirt is her friend, Fran. She lives next door but she's always at our house! I love computers and science. Unfortunately, I don't know much about basketball because we never play it at my school. (you/ know) anything about rugby? That's my favourite sport. We're really looking forward to meeting you!  
Best wishes,  
Dylan Jones

### Speaking

7 Ask and answer about the Jones family.

1 A: Where do they live?

B: They live in Cambridge.

2 Where / they / live?

3 What / Mr and Mrs Jones / do?

4 What / Dylan and Tara / do / in their free time?

5 What / they / do / in the photo?

### About you

8 A student from another country is coming to stay with your family. Write and tell him/her about your family. Use the letter in Exercise 6 to help.

> Now turn to Unit 1A in the Activity Book.

## Grammar

- Give students time to read the information.
- Point out the underlined key words. Say/ elicit which adverbs of frequency are used with the present simple and which with present continuous.
- Students find more examples of the present simple and the present continuous in the text in Exercise 1 and underline them in different colours.

### 6 Complete the letter from Dylan Jones. Use the present simple or present continuous.

- Point to the photo. Ask *Who are they?* Students predict.
- Students quickly read the letter. Remind them this will help them understand the context and choose the correct answers. Check their predictions. (*The Jones family and a friend, Fran.*)
- Students read and complete in pairs.
- Check answers.

### Answers

2 teaches 3's standing 4 isn't singing  
5 usually sings 6 lives 7's always 8 love  
9 don't know 10 never play 11 Do you know

### 7 Ask and answer about the Jones family.

- Pairs take it in turns to ask and answer.

### 8 A student from another country is coming to stay with your family. Write and tell him/her about your family. Use the letter in Exercise 6 to help.

- Elicit how to start and end the letter.
- Give students plenty of time to write, referring to the photo they've brought. Move round the class prompting and checking.

**Suggestion:** Have them write on a computer in class or at home and upload their photo.

## Ending the lesson

Students use appearance and personality adjectives to write two or three lines about themselves (but *not* their name) on the paper you've brought. Collect their work and read out the descriptions. Students guess who they are.

## Learning difficulties

Help students with learning difficulties with Exercise 4 by telling them how many adjectives to find in the text (the example and four more). This will help them focus on the essential, will save them time and increase their chances of successful task completion.

Photocopiable Resource 1A. You can use this resource any time after Exercise 7.

# Unit 1, B

## New language

**Grammar:** Present continuous for future arrangements – positive, negative, questions and short answers, *wh-* questions, future time expressions; present simple for fixed timetables

**Vocabulary:** Transport, Travel expressions

## Warm-up

- (Books closed) Students tell you what they can remember about Tom and Dylan. Have them tell you what they look like. Brainstorm the personality adjectives from Unit 1A. Students say which adjectives they think describe each of the boys.

## Lead-in

- (Books open) Use the photo to generate interest. Ask the class *Where are they? (At home in the kitchen.) What's Tara doing? (She's singing and eating a biscuit.) Does she often sing? (Yes, she does.)* Students predict what they're talking about.

**Tip:** Stretch a strong class. Use the photo to teach them extra words, e.g. *mug*.

## 1 Listen and read. Choose the correct words.

- Remind students to use the context to help them understand.
- Play the recording. Students listen, read and choose.
- Check students' predictions. (*They're talking about Tom's arrival.*)

Answers → student page

## English today

- Draw students' attention to the English today box.
- Have them repeat each word/phrase after you in chorus. Encourage them to use appropriate intonation.
- Students find and underline the expressions in the dialogue in Exercise 1.

## 2 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of four. Allocate roles. Play the recording again. Students repeat their lines during the pauses.

**Suggestion:** Invite groups to act out the dialogue for the class.

## B When's Tom arriving?

**Lesson aims:**  
• talk about transport and travel  
• talk about future arrangements

### Presentation

**1** Listen and read. Choose the correct words.

Dylan: Mum, remind me. When's Tom arriving?  
Tara: (singing) Tara, ssh! Stop singing for a moment! I'm talking to Mum!  
Tara: Don't be so bossy/lazy!  
Mrs Jones: Tom's arriving next week, on 3rd September.  
Dylan: That's next Tuesday (Thursday). What time?  
Mrs Jones: His plane lands at 10.05.  
Tara: Cool. Are we meeting him at the airport?  
Mr Jones: Yes, we are. We're going by car.  
Tara: Can Fran come, too, Dad?  
Mr Jones: Sorry, but I don't think there's enough room. There's you, Dylan, your mum, me, Tom and lots of luggage. After all, he's staying for three/two months.  
Mrs Jones: Well, I want to cook a nice welcome lunch for him, anyway. Fran can go in my place.  
Tara: Thanks, Mum!  
Dylan: OK, but Tara, please, do us a favour?  
Tara: Sure, what?  
Dylan: Please don't talk/sing all the way to the airport!



### Memory check: Transport

Match the words with the descriptions.

boat bus car coach helicopter plane underground train

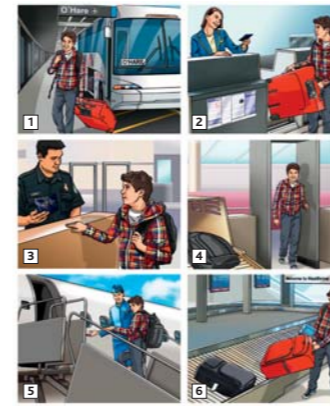
- 1 They've got four wheels. *bus, car, coach*
- 2 We use them for air travel. *helicopter, plane*
- 3 We use it for sea travel. *boat*
- 4 It runs under the city. *underground train*

### Vocabulary: Travel expressions

Listen and repeat. Look at the pictures. What's Tom doing? Ask and answer.

arrive – leave  
catch – miss (the bus/plane)  
check in – collect (your luggage)  
get on – get off (the bus/train)  
go through security  
show (your passport)  
take off – land

- 1 A: What's Tom doing in picture 1?  
B: He's arriving at the airport and getting off the bus.



### Grammar

Present continuous for future arrangements  
Remember and complete.

Positive Negative  
Tom's arriving *next week*. Tom ..... tomorrow.

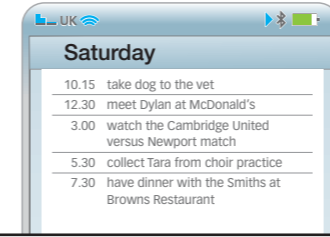
Questions  
When's Tom .....? On 3rd September.  
Are we meeting him at the airport?  
Yes, we ...../No, we .....

Future time expressions  
tomorrow, the day after tomorrow, at the weekend, next week/Tuesday, in three days

### Speaking

Tomorrow is Saturday. What's Mr Jones doing? Ask and answer.

- A: What's he doing at 10.15?  
B: He's taking the dog to the vet.



### Grammar

Present simple for fixed timetables  
Remember and complete.  
What time *does* the train leave?  
The train *leaves* at 14.03 (fourteen oh three).

Read the travel information and complete the questions and answers.

Dep.	From	To	Arr.	Dur.
09.15	London Kings Cross	Cambridge	10.03	48m

1 What time *does* the train to Cambridge *leave*... (leave)? When *does* it arrive? The train *leaves* (leave) at *09.15*... and *arrives* (arrive) at *10.03*...

25	Oxford Circus	2 min
86	Stratford Station	7 min

2 When *does* the next bus to Oxford Circus *arrive*... (arrive)? The next bus *arrives* (arrive) in *two minutes*

### Speaking

A: You're Tom's friend, Lizzie. B: You're Tom. Ask and answer about Tom's trip to the UK.  
A: When are you leaving for the UK, Tom?  
B: I'm leaving in two days.

E-TICKET NO:	FLIGHT:	FROM:	TO:	DATE:	Dep:	Arr:
678945039	BA1540	Chicago (O'Hare) IL	London (Heathrow) UK	12th Sept	20.35	10.00

Lizzie: When / leave / for the UK?  
Tom: I / leave / in two days.  
Lizzie: How / you / travel?  
Tom: By plane / from Chicago O'Hare airport.  
Lizzie: What time / your flight / leave?  
Tom: It / leave / 20.35.  
Lizzie: What time / it / arrive / in London?  
Tom: It / arrive / 10.00 in the morning.

Student A: go to page 100.  
Student B: go to page 104.  
Now turn to Unit 1B in the Activity Book.

## 3 Read again and answer True (T) or False (F). Correct the false statements.

- Students silently read questions 1–6.
- They read the dialogue in Exercise 1 again, underlining relevant parts of the text. They answer True/False and correct the false statements.

Answers → student page

### Answers

Corrections to False statements:  
4 The Jones family can meet/are meeting Tom at the airport.  
6 Mrs Jones is cooking dinner on Thursday.

## 4 Match the words with the descriptions.

- Pairs read and match.

Answers → student page

## 5 Listen and repeat. Look at the pictures. What's Tom doing? Ask and answer.

- Give students time to read the words in the box. Check words they may find difficult, e.g. *take off/land* (use gesture).
- Play the recording. Students listen and repeat each word/phrase.

- Different students ask and answer in open pairs. Check answers as you go.

### Answers

2 He's checking in. 3 He's showing his passport.  
4 He's going through security. 5 He's getting on the plane. 6 He's collecting his luggage.

### Grammar

- Give students time to read and complete.
- Check answers. Remind students that short forms are usual in everyday English.
- Students find and underline all the examples in the dialogue in Exercise 1.

### Answers

Tom isn't arriving tomorrow.  
When's Tom arriving?  
Yes, we are./No, we aren't.

## 6 Tomorrow is Saturday. What's Mr Jones doing? Ask and answer.

- Students silently read the diary.
- Ask a confident pair to read the example.
- Remind students we usually use the 12-hour clock to talk about personal arrangements, so we need to say *a.m./p.m./in the morning*

*in the evening*, etc. unless the context makes the time of day clear.

- Pairs take it in turns to ask and answer.

### Grammar

- Students read the information in the Grammar box and complete.
- Check answers.
- Students find and underline the example in Exercise 1. (*His plane lands at 10.05.*)
- Tell students we use the 24-hour clock to speak about timetables.

Answers → student page

## 7 Read the travel information and complete the questions and answers.

- Students look at the information panels. Ask *Where do we see these? (1 train stations, 2 bus stops/bus stations)*
- Have them guess what *Dep.*, *Arr.* and *Dur.* mean (*Departure, Arrival and Duration*). Point out *m* and *min* are abbreviations for *minute(s)* and that 25 and 86 are bus route numbers.
- Students read and complete individually or in pairs.
- Check answers. Draw students' attention to *in two minutes (= two minutes from now)*.

Answers → student page

## 8 A: You're Tom's friend, Lizzie. B: You're Tom. Ask and answer about Tom's trip to the UK.

- Point to the e-ticket. Say *This is Tom's. What does he need it for? (His flight)*
- Give students time to read the information.
- Pairs ask and answer, then swap roles.

## 9 Student A: go to page 100. Student B: go to page 104.

- Have students go to the correct page and look at the information there. Students work in pairs to complete the information. Check in open pairs.

Answers → page 103

## Ending the lesson

Tell students it's Saturday tomorrow/in two days, etc. Working in pairs, students each imagine and note what they're doing at the times shown in Mr Jones' diary (Exercise 6), then ask and answer about their arrangements.

### Learning difficulties

Help students with learning difficulties with Exercise 8 by telling them to take Lizzie's role. This means they only have to process the prompts. A stronger partner plays Tom.

Photocopiable Resource 1B. You can use this resource any time after Exercise 6.

# Unit 1, C

## New language

**Grammar:** *going to* for future plans – positive, negative, questions and short answers, *wh-* questions

**Vocabulary:** Free time activities

**Preparation:** Exercise 6: Book a computer room.

## Culture notes (Exercise 6)

The Lake District is in north-west England. It's England's biggest National Park (see <http://www.lakedistrict.gov.uk>). Chessington World of Adventures has a theme park, a zoo and a sea life centre (see <http://www.chessington.com>).

## Warm-up

- (Books closed) Student A imagines he/she is waiting at a bus stop/train station and thinks of a destination. Student B is a passer-by. A asks when the next train/bus leaves/arrives; B imagines an answer. They swap roles.

## Lead-in

- (Books open) Use the photo to generate interest. Ask the class *Who can you see? (Fran, Dylan, Tara and Tom) Where are they? (Heathrow airport)*
- Students predict what they're talking about.

**Tip:** Use photos to recycle language, e.g. ask *Whose is the luggage? (It's Tom's.) What are they wearing? (Tom's wearing ...)*

## 1 Listen and read. What are the children going to do?

- Remind students to use the context to help them understand. Check *raft-building*.
- Play the recording. Students listen and read.
- Check students' predictions. (*They're talking about what they're going to do.*)
- Check the answer (any/all of the activities in the dialogue).

## English today

- Draw students' attention to the English today box.
- Have them repeat each sentence after you in chorus.
- Get students to find and underline the expressions in the dialogue in Exercise 1.

## 2 Listen and repeat the dialogue.

- Play the recording. Students listen and repeat each line in chorus during the pauses.
- Divide the class into groups of three. Allocate roles. Play the recording again. Students repeat their lines during the pauses.

## C We're going to do lots of things!

### Presentation

#### 1 Listen and read. What are the children going to do?

Tara: Dad's getting the car. Let's wait here.  
 Tom: Are we going to drive through London?  
 Dylan: No, we aren't. But we're going to go sightseeing in London at the weekend.  
 Tom: Awesome!  
 Dylan: We're going to do lots of things while you're here, Tom!  
 Tom: Like what?  
 Tara: Well, there's a great outdoor centre near us. You can do things like kayaking and other water sports.  
 Dylan: Or things like mountain biking and climbing.  
 Tom: Wow! Can you do orienteering – you know, finding places with a map and a compass? It's my favourite.  
 Dylan: We can see. We're going to take you there tomorrow.  
 Tara: Anyway, I hope you're hungry. You're going to have your first British meal when we get home.  
 Tom: What's that?  
 Dylan: Mum's making fish and chips!

#### 2 Listen and repeat the dialogue.

**English today**  
 • You can do things like (kayaking).  
 • You know ...

### Comprehension

#### 3 Read again and complete the sentences.

- Mr Jones is getting the car.
- They're going to visit London .....
- Dylan and Tara are planning to do ..... while Tom's in the UK.
- They're going to take Tom to the ..... tomorrow.
- You can do ..... there, like kayaking.
- They're going to eat ..... when they get home.

**Lesson aims:**  
 • talk about free time and after-school activities  
 • talk about future plans



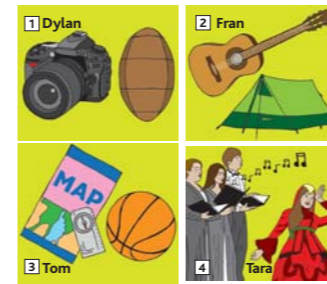
### Vocabulary: Free time activities

#### 4 Listen and repeat. Label the activities Indoor (I), Outdoor (O) or both (I + O).

do	a (cooking) course / drama / judo/karate / mountain biking / orienteering / photography / water sports
go	camping / dancing / kayaking / sightseeing / the cinema / the park
go to	a chess/drama/reading club/the choir / chess/computer games / an instrument (the guitar) / sports (basketball, rugby, volleyball)
join	sign up for a (climbing) course / sing (in a choir)
play	

## 5 Look at the pictures. What are their favourite activities?

- A: Dylan likes doing photography. He also likes ...
- B: Fran ...



### Grammar

*going to* for future plans

Remember and complete.

Positive

We're going to do lots of things while you're here.

Negative

We ..... drive through London.

Yes, we ...../No, we .....

Questions

..... we ..... drive through London?

What ..... you ..... do tomorrow?

## 6 What plans have Dylan and Tara got for Tom's visit? Look at their list. Ask and answer.

- A: Are they going to go camping in the Lake District?  
 B: Yes, they are.  
 A: Are they going to buy season tickets ...?  
 B: They're not sure.

**Plans for Tom's trip**  
 go camping in the Lake District ✓  
 buy season tickets for Cambridge Rugby club ?  
 go sightseeing in London ✓  
 spend a week in London X  
 visit Chessington World of Adventures ✓  
 do a kayaking course at the outdoor centre ?  
 join the chess club at school X

### Listening

#### 7 Dylan and Fran are deciding what after-school activities they want to do this year. Listen and choose the correct answers.

- Dylan's going to do ..... this year.  
 a a cooking course b photography c drama
- Fran's going to enter a ..... competition on TV.  
 a drama b singing c cookery
- .....'s going to join the school choir.  
 a Fran b Dylan c Tom
- Miss Barnes is .....  
 a a drama student b the drama teacher  
 c the choir teacher
- Basketball is ..... in the UK.  
 a not very popular b very popular  
 c everyone's favourite sport
- Dylan's going to be in the ..... team this year.  
 a school rugby b UK rugby c school football

### Speaking

#### 8 You're starting a new school with lots of after-school activities. Look at the information and tick (✓) the activities you want to do. Then ask and answer.

- A: What after-school activities are you going to do this year?  
 B: I'm going to ... I'm also going to ... What about you?

### After-school activities

Please find a selection of activities that we offer.  
 art, chess club, choir, cookery, dance club, drama, film club, karate, learn to play an instrument, photography, reading club, football, basketball, rugby

### Writing

#### 9 Read the email from your cousin and write a reply.

Hi!  
 I'm not sure yet what after-school activities I'm going to do this year. What about you and your friends?  
 What are you going to do? Maybe your ideas can help!  
 Cheers,  
 ...

> Now turn to Unit 1C in the Activity Book.

## 3 Read again and complete the sentences.

- Students silently read sentences 1–6.
- They read the dialogue in Exercise 1 again, underlining the answers. Then they complete.
- Check answers.

### Answers

2 at the weekend 3 lots of things 4 outdoor centre 5 water sports 6 fish and chips

## 4 Listen and repeat. Label the activities Indoor (I), Outdoor (O) or both (I + O).

- Students read the words.
- Play the recording. They listen and repeat each word.
- Give them time to label in pairs.

Answers → student page

**Suggestion:** Help students become independent learners. Encourage them to look up words they don't understand in a bilingual dictionary.

## 5 Look at the pictures. What are their favourite activities?

- Pairs take it in turns to say what the children's favourite activities are. With a weak class, do this in open pairs.

### Answers

1 (doing) photography, playing rugby 2 playing the guitar, camping 3 orienteering, playing basketball 4 singing in a choir, doing drama

**Suggestion:** Have students ask and answer about their own favourite activities, using frequency adverbs, e.g. A: *What do you like doing?* B: *I like swimming. I usually go swimming on Saturdays.*

### Grammar

- Students read and complete.
- Check answers.
- Students find and underline all the examples in the dialogue in Exercise 1.

### Answers

We aren't going to drive through London.  
 Are we going to drive through London?  
 Yes, we are./No, we aren't.  
 What are you going to do tomorrow?

## 6 What plans have Dylan and Tara got for Tom's visit? Look at their list. Ask and answer.

- Students silently read the plans. Have them guess what *season ticket* means.
- A confident pair reads the example.
- Students take it in turns to ask and answer.

**Suggestion:** Pairs use the Internet at school or at home to find out more about the Lake District or Chessington World of Adventures. They imagine they're going there and tell the class what they're going to do.

## 7 Dylan and Fran are deciding what after-school activities they want to do this year. Listen and choose the correct answers.

- Invite different students to tell you what after-school activities they do.
- Students read questions 1–6.
- Play the recording. Students listen and choose.
- Play the recording again, pausing to check answers.

Answers → student page

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## 8 You're starting a new school with lots of after-school activities. Look at the information and tick (✓) the activities you want to do. Then ask and answer.

- Students look and tick.
  - A confident pair reads the example.
  - Pairs take it in turns to ask and answer.
- ## 9 Read the email from your cousin and write a reply.
- Tell students their cousin needs help. They quickly read the email and tell you why.
  - Point out the beginning and ending.
  - Give students time to write. Move round the class prompting and correcting.

## Ending the lesson

Students imagine a foreign exchange student is going to stay with them. They think of some things to do, then ask and answer, e.g. A: *What are you going to do?* B: *We're going to go to ...*

## Learning difficulties

Closed pairwork gives students with learning difficulties time to process language. After such activities (e.g. Exercises 6 and 8), use the opportunity for them to show they can do well by asking them for examples.

Photocopiable Resource 1C. You can use this resource any time after Exercise 6.

# Unit 1, D

## New language

**Functions:** Speaking: Buy a train ticket; Writing: Describe travel plans

**English today:** *Can I have a single/return ticket to (London)? Have you got a Railcard? Here's your change. When does the next train leave? The next train is at (9.40). What platform does it leave from?*

**Preparation:** **Lead-in:** Use the Internet to check how much £1.00 (one pound) (GBP) is worth in your currency. **Exercise 3:** Bring a prop for grandma. **Exercise 6:** Book a computer room.

**Learning difficulties:** Find real/online photos of the other places mentioned.

## Culture notes

Railcards (e.g. for families or students) reduce the price of train tickets.

**Birmingham**, in the West Midlands of England, is one of the biggest cities in the UK.

**Oxford**, on the River Thames in south-east England, is famous for its ancient university and attracts many tourists.

**The National Maritime Museum** is in Greenwich, London. You can visit The Cutty Sark there, a famous old sailing ship (see photo, Exercise 4).

**Stonehenge** (3,100 BC) is a famous stone circle in Wiltshire, south-west England (photo, Exercise 5).

## Warm-up

- (Books closed) Race! Pairs write down as many free time activities as they can in two minutes. The winners are those with the longest (correctly spelt) list.

## Lead-in

- (Books open) Ask the class *Do you like travelling by train? Why/Why not?*
- Ask the class about the photos, e.g. (Photo 1) *Where are they? (At a railway station) What are they doing? (Buying tickets)* Remind students that people in the UK use pounds (£) and pence (p) and tell them how much £1.00 is worth in your currency.
- Have the class guess (L1) where they're going.

## 1 Listen and read.

- Play the recording while students listen and read.
- Check students' predictions (L1). (They're going to London.)

See Introduction page iv.

If you have an interactive whiteboard or a DVD player, students can watch and listen to the video of the communication dialogue.

- Play the video all the way through. Then play it again, pausing after each section to ask comprehension questions.

## Communication

### Speaking: Buy a train ticket

1 Listen and read. Tom, Dylan and Mr Jones are taking the train to London.

1 Dylan: Can we have three return tickets to London King's Cross, please? One adult and two children.

Woman: Cambridge to London King's Cross. Are you returning today?

Dad: Yes, we are.

Woman: Have you got a Railcard? It's cheaper with a Railcard.

Dad: Oh yes. Here you are.

2 Woman: OK, that's £23.90, please. Are you paying by credit card?

Dad: Yes, just a moment.

Woman: Thank you, remove your card, please.

Dylan: When does the next train leave?

Woman: The next train is at 9.40. It's a fast train.

Tom: Thanks.

3 Dylan: Dad, what platform does the train to London leave from?

Dad: Let's see... platform 4. It leaves in three minutes.

Dylan: Ah no! We're going to miss the train.

Dad: Quick boys, run! We can catch it.

2 Put the dialogue in the correct order. Then listen and check.

- Mum: Can I have two return tickets to Birmingham, please? One adult and one child.
- Man: Thank you. Here's your change.
- Mum: No, I'm afraid I haven't.
- Man: Platform 3.
- Mum: Here you are.
- Man: The next train is at 11.10.
- Mum: No, we're returning on Sunday.
- Man: London to Birmingham. Are you returning today?
- Mum: Thanks. When does the next train leave?
- Man: Have you got a Railcard?
- Mum: What platform does it leave from?
- Man: Oh, it's cheaper with a Railcard. That's £55.10, please.

### English today

- Can I have a single/return ticket to (London)?
- Have you got a Railcard? • Here's your change.
- When does the next train leave?
- The next train is at (9.40).
- What platform does it leave from?

### Your turn

3 Imagine you and your grandma are going to Oxford for the day. Use the information below to help you write a dialogue. Then act it out.

A: *Can I have two return tickets to Oxford, please? One adult and one child.*

B: *OK. Have you got a Railcard?*

Dep.	From	To	Arr.	Dur.	Return
10.06	London Paddington	Oxford	11.04	58m	£19.90*

\* based on 1 adult, 1 child and Railcard

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- Tell students (L1) there is another version of the video with a different ending. Ask for suggestions for another ending. Then play the alternative version. Ask how many students guessed correctly. (Answer: They miss the train. The next train leaves at 10.40 so dad suggests they get a coffee and wait.)

**Suggestion:** Have students choose either the first or alternative dialogue and act it out in groups.

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## 2 Put the dialogue in the correct order. Then listen and check.

- Pairs read and order the sentences. Tell them to use the dialogue in Exercise 1 to help.
- Play the recording. Students listen and check.
- Play the recording again, pausing to check answers.

Answers → student page

## English today

- Draw students' attention to the English today box.
- Have them repeat each sentence after you in chorus. Remind them about intonation.

## Writing: Describe travel plans

4 Read the email and answer the questions.

Subject: Saturday in London

Hi Keira,

How are you? My cousin from Canada is staying with us at the moment. We're going to London on Saturday to do some sightseeing. Would you like to meet us?

We're going to visit Buckingham Palace and then we're going to take a riverboat to Greenwich. I'm doing a project about ships at school at the moment so I want to go to the National Maritime Museum.

We're catching the 9.35 train. I'm not sure what time it arrives in London. I can text you when I'm on the train.

I'm looking forward to seeing you on Saturday.

Ronnie

- When are they going to London?
- What are they going to do in London?
- What project is Ronnie doing at school at the moment?
- What train are they catching?

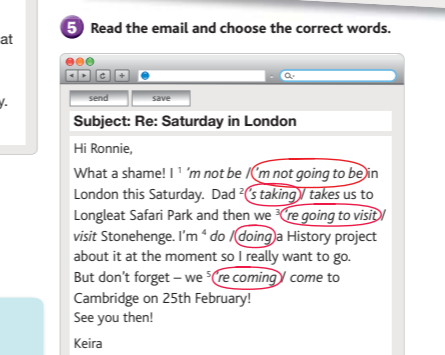
### Writing tip

Check your tenses.

Read your work and make sure you use your tenses correctly.

- We use the present simple for ...
  - habits and routines.
  - fixed timetables in the future.
- We use the present continuous for ...
  - things happening now.
  - future arrangements.
- We use *going to* for future plans.

Look at the email in Exercise 4 and find five sentences using a present tense and one sentence using a future tense.



5 Read the email and choose the correct words.

Subject: Re: Saturday in London

Hi Ronnie,

What a shame! I'm not going to be in London this Saturday. Dad (is taking) takes us to Longleat Safari Park and then we (are going to visit) visit Stonehenge. I'm (doing) a History project about it at the moment so I really want to go. But don't forget – we (are coming) come to Cambridge on 25th February! See you then!

Keira

> Now turn to page 13 in the Activity Book.

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## Answers

- They're going to London on Saturday.
- They're going to do some sightseeing – Buckingham Palace, the National Maritime Museum.
- He's doing a project about ships.
- They're catching the 9.35 train.

## Writing tip

- Give students time to read.
- They find and underline five sentences in a present tense and one in a future tense in Exercise 4.

## 5 Read the email and choose the correct words.

- Ask the class *Is Keira going to meet Ronnie?* Students quickly read the email and answer. (No. *She's going to Longleat Safari Park and Stonehenge with her dad.*) Show students the photo of Stonehenge.
- They read again and circle the correct words/phrases.

Answers → student page

## 6 Imagine you're planning a family trip to London. Use the information below to write an email to a friend. Invite him/her and tell him/her your plans. Use Exercise 4 to help.

- Give students plenty of time to read the information and to write.
- Move round the class prompting and checking.
- Remind students to check their use of tenses when they finish.

**Suggestion:** Alternatively, students use a computer to write and email their work to a partner, who replies, accepting or refusing.

## Ending the lesson

Game. Choose six to eight sentences/questions from this unit. Divide the class into two teams. Ask/say different sentences to each team in turn. A volunteer responds appropriately to win a point. For instance, *Have you got a Railcard? (Yes, I have./Here you are.)*

## Learning difficulties

Photos make texts more meaningful/memorable, which is especially beneficial for students with learning difficulties. Exploit them to the full as suggested in Exercises 4 and 5 and/or find more photos of the places mentioned.

Photocopiable Resource 1D. You can use this resource any time after Exercise 3.

Unit 1, E

New language

New words: appear, cable, distances, eco-friendly, electricity, engine, ferry, line, pull along, to run on, speed, steady, system

Preparation: Lead-in and Exercise 3: Bring a map of the USA showing San Francisco, Manhattan/New York, Chicago, Los Angeles and, ideally, Route 66. Exercise 1: Bring a map of the London Underground system.

Exercise 6: Book a computer room.

Ending the lesson: Prepare six to eight True/False questions about the lesson, e.g. Cable cars are popular in London. (False)

Culture notes

San Francisco is in California in the USA. The Golden Gate Bridge (1937) is very famous. One ton = approximately 1,000 kilos.

Warm-up

- Students imagine they're going to have a busy weekend. Say, e.g. *I'm going to go to a museum.* Invite a student to repeat your sentence and to add another using *going to*. The next student repeats both sentences and adds another. Students who forget the order are 'out'.

Lead-in

- (Books open) Use the text titles and photos to generate interest. Students tell you what they know about the two cities (see Culture notes). Have a volunteer point out San Francisco on your map.
- Have the class tell you what means of transport they can see in each photo. Teach *cable car*.
- Find out if any students have been on the Tube/a cable car. They tell the class about it.

1 Listen and read. Find these numbers in the text. What do they refer to?

- Draw students' attention to New words. Explain they should use the context and photos to help them understand them.
- Play the recording. Students listen and follow the text.
- Students read the example and questions 2–5.
- Play the recording again. Students underline the numbers as they listen and read.
- They note their answers.
- Check answers. Then show your map of the London underground system, if you have one.

Getting around in the UK and the USA



London

People in London use their bikes a lot. Bikes are eco-friendly and also good exercise.

But in London, people usually take public transport for long distances, not their cars or their bikes. Fortunately, London has got a great underground train system. British people call it 'the Tube' and it's their favourite means of transport around London. 'The Tube' is the oldest underground system in the world. The first Tube line opened in 1863. It's very easy to use, it's fast and it can take you all around the city.

The London Underground ('the Tube')

- There are **11** lines and about **270** stations.
- Today more than **3** million people travel by Tube every day.
- Only around **45 percent** of the London Underground is actually under the ground.



San Francisco

In San Francisco people use buses, trains, ferries, streetcars (they're similar to buses but they run on electricity) and cable cars.

Cable cars look really beautiful! They are a piece of San Francisco's history and they first appeared in 1873. The amazing thing about cable cars is that they haven't got an engine. The cars run on rails. Inside the rails there's a cable. This cable moves all the time at a steady speed. The cable pulls the cable car up and down hills and along the streets!

San Francisco cable cars

- Cable cars weigh between **7** and **7.6** tons.
- They run at a steady speed of **14.5 km/ph**.
- There are **three** cable car lines.

New words

appear cable distances eco-friendly electricity engine ferry line pull along to run on speed steady system

1 Listen and read. Find these numbers in the text. What do they refer to?

- 270 the number of Tube stations in the London Underground
- 11
- 3 million
- 4 1873
- 5 1863

Comprehension

2 Read again and answer.

- What's people's favourite form of transport around London?
- How old is the London Underground system?
- Is all 'the Tube' underground?
- What's a streetcar?
- How old is the cable car system in San Francisco?
- What makes a cable car move?

Listening

3 Diana, Matt and Kelly are presenting their class project. Listen and match the captions (1–3) with the photos (A–C).

- The Staten Island Ferry
- The Greyhound
- Route 66



4 Listen again and match the sentences with the photos from Exercise 3.

- It travels all over North America.
- You don't have to pay for it.
- It is a very famous road.
- It's got a picture of a dog on it.
- It first opened in 1926.
- It carries 20 million people a year.

Think about it

How important is public transport where you live? Explain your answers.

Speaking

5 Ask and answer about getting around your city/town. Use the ideas below.

- A: What means of public transport are there in ... ?  
 B: There are buses ...  
 A: Do people ... ?
- means of public transport in this city/town
  - whether people use cars
  - people's favourite type of public transport
  - why they like this (e.g. fast, easy, cheap)

Project: Transport in my city/town

6 Write about the means of public transport in your city/town. Answer these questions in your text.

- What means of public transport are there?
- Do many people use cars and bikes?
- Which means of public transport is your favourite?
- When did it start?
- How many people use it?
- Does it have a name?
- Why do people use it?

Transport in Madrid  
 People in Madrid use buses, taxis and the Underground. A lot of people use cars but not very many use bikes ...



Answers

2 The number of lines in the London Underground. 3 The number of people who travel by Underground/Tube every day. 4 The year when cable cars first appeared in San Francisco. 5 The year when the first London Underground/Tube line opened.

2 Read again and answer.

- Students read questions 1–6.
- They read and answer. Encourage them to use their own words.
- Check answers.

Sample answers

1 It's 'the Tube', London's Underground system. 2 It's the oldest in the world. The first line opened in 1863. 3 No, only 45 percent of 'the Tube' is underground. 4 A streetcar is similar to a bus but it runs on electricity. 5 Cable cars first appeared in 1873. 6 A cable car runs on rails. Inside the rail there's a cable that pulls it along the street.

Go to the Culture video for this lesson. (See Introduction page v.)

- Play the video. Pause at 00:07. Students tell you how they get to school. Check *traffic jam*.
- Play the video. Pause at 01:00. Students watch and tell you how Lauren, Eric and Deepal go to school. Check answers.
- Write these sentences on the board:
  - Lauren is worried today because she's in a \_\_\_\_\_.
  - Eric's underground train is always really \_\_\_\_\_.
  - Deepal is happy because it isn't \_\_\_\_\_ today.
- Play the video to the end. Students watch and note answers. Check.
- Students tell you how the teenagers feel about their mornings. Play again if necessary.
- Different students imagine they are Lauren, Eric and Deepal. The class interviews them.

Answers

Transport to school: Lauren – by car with mum, Eric – by bus and tube, Deepal – by bike. 1 traffic jam 2 busy 3 raining, too hot

3 Diana, Matt and Kelly are presenting their class project. Listen and match the captions (1–3) with the photos (A–C).

- Students look at the photos and captions.
- Play the recording. They listen and match.
- Play the recording again, pausing to check answers.
- Volunteers point out Route 66 and New York/Manhattan/Staten Island on your map.

Answers → student page

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4 Listen again and match the sentences with the photos from Exercise 3.

- Students read sentences 1–6.
- Pairs predict the answers.
- Play the recording again. Students listen and match.

Answers → student page

AUDIOSCRIPT PAGE 104

Think about it

How important is public transport where you live? Explain your answers.

- Pairs discuss how important public transport is to people living near your school.
- They tell you their ideas.

5 Ask and answer about getting around your city/town. Use the ideas below.

- Pairs ask and answer in open or closed pairs.

6 Write about the means of public transport in your city/town. Answer these questions in your text.

- Students read the questions.
- Remind them it's important to plan their writing. Tell them to note their answers first.
- They use the Internet to download a photo to illustrate their project and to find out extra information, e.g. to help them with question 4.
- Give them time to write. Tell them to use the example about Madrid to help them start.
- Remind them to follow the Writing tip in Unit 1D on page 11.

Ending the lesson

(Books closed) Divide the class into two teams. Ask each team in turn the True/False questions you've prepared.

Learning difficulties

Copy audioscripts for students with learning difficulties so they can listen and read at the same time. This would help with Exercise 4.

# Unit 1, F Revision

## New language

**Grammar:** Present simple; present continuous; present continuous for future arrangements; present simple for fixed timetables; *going to* for future plans

**Vocabulary:** Personality adjectives, Transport, Travel expressions, Free time activities

**Functions:** Speaking: Buy a train ticket. Writing: Describe travel plans

**Pronunciation:** Falling intonation in *wh-* questions

## Warm-up

- Pairs choose the three means of transport they think are the most eco-friendly and the one they think is the least eco-friendly. Different pairs tell the class and explain their choices. Take a class vote on the most and the least eco-friendly.

## Lead-in

- (Books closed) Quiz! Divide the class into two teams. Teams take it in turns to answer questions using language from the unit. Possible questions: 1) *Who is creative in Tom's family? (His mum)* 2) *What are Dylan, Tara and Tom going to do? (Lots of things./Go to an outdoor centre.)*

## 1 Unscramble the words and complete the sentences.

- Give pairs time to read the sentences. They order the words to make personality adjectives.
- Check answers.

### Answers

2 clever 3 generous 4 lazy 5 hard-working 6 rude 7 creative 8 patient

## 2 Complete the chat. Use the present simple or present continuous. Then act it out.

- Ask *What does Sara want to know?* Have students quickly read the chat. (*She wants to know what Tom is like.*)
- Students read the chat again and complete it individually.
- Check answers.

### Answers

2 doesn't play 3 don't usually play 4 Does he play 5 's teaching 6 's sleeping 7 often falls

**Fast finishers:** They think of another question to ask Dylan about Tom.

## F Revision

### 1 Unscramble the words and complete the sentences.

- My big sister always tells me what to do. She's very *bossy* (ysbos).
- My brother helps me with my Maths homework and knows all the answers. He's very *generous* (evrice).
- My grandad and grandma gave me a bike for my birthday. They're very *generous* (uregneso).
- My cat sleeps all the time. It's very *lazy* (yzal).
- My dad goes to work early in the morning and comes home at eight o'clock in the evening. He's very *hard-working* (drah-gwrkoin).
- You mustn't talk when your teacher is talking. It's very *rude* (duer).
- My best friend is very good at Art. Her pictures are always the best. She's very *creative* (evitacre).
- I always want to do things quickly. I'm not very *patient* (tipatne).

### 2 Complete the chat. Use the present simple or present continuous. Then act it out.

Hey, Dylan, <sup>1</sup> *is Tom staying*. (Tom/stay) with you now? What's he like?  
SARA

He's cool, very cheerful. But he <sup>2</sup> *doesn't play* rugby.  
DYLAN

Well, kids <sup>3</sup> *don't usually play* rugby in the USA. <sup>4</sup> *Does he play* basketball?  
SARA

Yes, he's brilliant. He <sup>5</sup> *teaches* me to play at the moment. Well, not now, right now he <sup>6</sup> *is sleeping*.  
DYLAN

Really? Why?  
SARA

He <sup>7</sup> *falls* (often fall) asleep at this time. It's night time in the USA!  
DYLAN

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### 3 Lisa is going on an exchange trip to Chicago. Put her travel notes in the correct order.

**Trip to Chicago:**

- 11.00 get on the plane
- 8.20 check in my luggage (32 kilos only)
- 8.00 arrive at London Heathrow Airport
- 11.20 take off (flight time 7 hours and 55 minutes)
- 10.00 go through security
- 15.00 meet Milton family
- 14.15 land O'Hare International Airport (five-hour time difference)

### 4 Complete the email with the words in the box.

doesn't going 're leave meeting arriving

Hi Jasmine,  
I'm <sup>1</sup> *arriving* at Heathrow airport at 8.00 tomorrow morning. We're going to <sup>2</sup> *leave* home at 6.00 in the morning to drive to the airport. Are you <sup>3</sup> *going* to be there? The plane <sup>4</sup> *doesn't* leave until 11.20. We <sup>5</sup> *are* getting there three hours early! People always arrive early for flights to the USA. Are your host family <sup>6</sup> *meeting* you at the airport in Chicago? I'm feeling really nervous. What about you?  
Love,  
Lisa

### 5 Ask and answer about Lisa's trip.

- A: What time is Lisa arriving at Heathrow airport?  
B: She's arriving at eight o'clock in the morning.

### 3 Lisa is going on an exchange trip to Chicago. Put her travel notes in the correct order.

- Use the photo to introduce Lisa. Pairs read and order the notes.

Answers → student page

### 4 Complete the email with the words in the box.

- Students quickly read the email. They tell you who they think Jasmine is. (A friend who's also going on an exchange trip to America.)
- Students read the email again and complete. Remind them to use key words to help, e.g. *always, at 6.00 in the morning.*

Answers → student page

**Suggestion:** Students imagine they are Jasmine. They write a reply to Lisa either in class or for homework.

### 5 Ask and answer about Lisa's trip.

- A confident pair reads the example.
- Pairs take it in turns to ask and answer, using the information in Exercise 3.

### 6 Look at the pictures. What after-school activities are they going to do this year? Ask and answer.

- 1 A: What's he going to do?  
B: He's going to do photography and he's going to ... He isn't going to do karate.

### 7 Complete the dialogue with phrases a-f. Then act it out.

Fran: Can I have <sup>1</sup> *two return tickets* to Leeds, please? One adult and one child.  
Woman: London to Leeds. Sure. Have you got <sup>2</sup> *d* .....?  
Fran: Yes, we have. Just a minute.  
Woman: Thank you. And when <sup>3</sup> *f* .....?  
Fran: Next Saturday.  
Woman: Saturday 25th. OK. <sup>4</sup> *e* .....  
Fran: Here you are. When does <sup>5</sup> *a* .....?  
Woman: The next train is at 10.15.  
Fran: <sup>6</sup> *b* ..... it leave from?  
Woman: Platform 4.  
Fran: Thanks.

a the next train leave  
b What platform does  
c two-return-tickets  
d a Railcard  
e That's £82.45, please.  
f are you returning

### 6 Look at the pictures. What after-school activities are they going to do this year? Ask and answer.

- Students look at the pictures.
- A confident pair reads the example.
- Pairs take it in turns to ask and answer.
- Check answers.

### 7 Complete the dialogue with phrases a-f. Then act it out.

- (Books open) Ask the class *Where's Fran? Where's she going?* Students quickly read the dialogue answer. (*A station in London. She's going to Leeds.*) Tell them Leeds is a city in the north of England.
- Pairs read the dialogue again and complete.

Answers → student page

- Give pairs time to practise acting out the dialogue.

**Suggestion:** Invite different pairs to perform for the class.

### 8 Read the email in Exercise 4 again. Find an example of each of these tenses.

- present continuous for future arrangements  
*We're getting there three hours early!*
- present simple for fixed timetables  
*going to* for future plans
- present continuous for something happening now
- present simple for habits and routines

### Pronunciation: falling intonation in *wh-* questions

1 Listen and repeat.

Who's your favourite singer?  
Do you like TV?  
What's your favourite hobby?  
Do you like me?

### 10 Listen to the questions. Draw arrows to show rising or falling intonation.

- Do you like watching TV?
- What are your favourite programmes?
- When do you watch TV?
- Do you have a TV in your bedroom?
- What do you do in your free time?

### My progress

#### 11 Read and tick (✓).

I can:	
talk about appearance and personality. <i>I've got dark curly hair. I'm very polite.</i>	<input type="checkbox"/>
talk about routines. <i>Mum never works at weekends.</i>	<input type="checkbox"/>
talk about things happening now. <i>My brother isn't living at home at the moment.</i>	<input type="checkbox"/>
talk about transport and travel. <i>Our train leaves at 9.00 (in the morning).</i>	<input type="checkbox"/>
talk about future arrangements. <i>Tom is arriving on 3rd September.</i>	<input type="checkbox"/>
talk about free time and after-school activities. <i>I like doing photography.</i>	<input type="checkbox"/>
talk about future plans. <i>I'm going to join the choir.</i>	<input type="checkbox"/>
buy a train ticket. <i>Can I have two return tickets to London, please?</i>	<input type="checkbox"/>

> Turn to Unit 1 Check in the Activity Book on page 14.

1

### 8 Read the email in Exercise 4 again. Find an example of each of these tenses.

- Students re-read the email and find the examples.

### Sample answers

2 the plane doesn't leave until 11.20. 3 We're going to leave home at 6.00 in the morning. 4 I'm feeling really nervous. 5 People always arrive early for flights to the USA.

**Fast finishers:** They write more examples of their own.

### 9 Listen and repeat.

- Play the recording. Pause the recording for long enough for students to read and repeat each question in chorus.
- Play the recording again, indicating the direction of intonation by raising/lowering your hand.

Play the Pronunciation video for this lesson. Play it again and have students say the rhyme along with the video.

### 10 Listen to the questions. Draw arrows to show rising or falling intonation.

- Play the recording. Students listen and draw.
- Play the recording again, pausing to check answers.
- See if students can work out a rule. (Intonation usually rises in questions, but falls in *wh-* questions.)

Answers → student page

### 11 Read and tick (✓).

- (Books closed) Ask the class (L1 or English) what they've learned in Unit 1. Ask them why it's important to think about this (e.g. so they know what they're good at or need to work harder at).
- (Books open) Tell students the table will help them think. Give them time to look at the examples individually, reflect and tick.

### Learning difficulties

Set a time limit for longer exercises. This will help students who find it difficult to focus to concentrate.

Tests on Teacher's eText for IWB (see Introduction page vi).

You can now use Unit Test 1.

After grading the test, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.