1 Teen Life

Unit plan

Reading: multiple choice, choosing the option that is closest to the answer in the text
Vocabulary: words related to family members and other people, word formation, prepositions, collocations & expressions
Grammar: present simple & adverbs of frequency, present continuous & stative verbs
Listening: multiple choice, listening to complete sentences before choosing the answer
Speaking: speaking cards, talking about brothers and sisters and free-time activities, asking questions
Writing: information sheet, filling out forms, using the present simple and adverbs of frequency to talk about your habits

Unit Opener (SB page 5)
• Ask students to look at the picture and tell you what they can see *(two teenage girls who are riding bicycles, perhaps in the countryside)*.
• Ask students to read the title of the unit and say how it relates to the picture *(The title is 'Teen Life' and the picture shows two teenage girls.)*.
• Ask them if they can ride a bike, and if they can, ask them where they usually ride their bikes and with who.

1
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to think about two things – *who* they spend time with and *what* they do when they are together.
• Ask students to read the activities and tell you what they mean. Explain any that they do not know.
• Students discuss in pairs before discussing as a class.
• Monitor and help with vocabulary and grammar if necessary.
• Make a note of any mistakes to go over with the class afterwards.

Answers
Student's own answers

TOP TIP

Make the most of the material in the Opener by using it to build on students' vocabulary. For example, here, ask students to expand on their answers by saying what they talk about, which cafés they go to, which video games they play, what they watch on TV, which sports they play and what they go shopping for.

Let's talk about it!

• How much TV do you watch in a week?
• How much time do you spend with your friends?
• Do you prefer to be outside or inside when you have free time? Why?

DVD 1
The DVD activity is optional and can be done if time permits. The videos can be accessed by teachers from the IWB software, and students can access them from their e-book. There is a DVD question in the Student's Book at the bottom of the opening page in each unit. Don't worry if your students don't understand everything they hear on the video. They will be able to grasp the gist of the content.
Summary of DVD 1: The video is titled 'Leisure activities in Britain'. Many different activities are shown including surfing, rally driving, white water rafting, snowboarding, paragliding and rock climbing. Teenagers are asked what they do in their free time and all of them mention sports that they play.

DVD link: https://www.youtube.com/watch?v=94kCN1CX1H8

Answer
They spend their time doing sports.

Reading (SB pages 6-7)

1
• Ask students to read the instructions and check that they understand what they have to do. Elicit that the 'simple things' in life are the things that are more important than money or possessions.
• Ask students to read the items in the list and tell you what they are. Explain any that they do not know.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Suggested answers
1, 2, 6, 7, 8

2
• Ask students to read the instructions and check that they understand what they have to do.
• Students work individually to complete the task.
• They then discuss their answers in pairs before discussing as a class.
• Take a class survey to see what's most important to the students.

Answers
Students' own answers

HAMILTON HOUSE

EnglishJourney5_DownloadA1_Teachers_pg8-70.indd 8 09/02/2022 15:47

3
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think about their answer before they read the article.
• Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
• Students work individually to complete the task.
• They then check their answer in pairs before checking as a class.

Answer
fruit and vegetables every day

DOWNLOAD
• Point out the *Download* box next to the comprehension questions to the students and tell them that these boxes appear throughout the book to give advice about how to approach the tasks.
• Ask students to read the information in *Download*.
• Choose a student to explain the tip in his/her own words.
• Explain to students that when dealing with multiple-choice questions, it's a good idea to read the question and look for the answer in the text before reading the answer options. Explain that the answer options can distract them and cause confusion. Once they think they have the answer, they can then compare it to the options and choose the best one.

4
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the questions and explain anything they don't understand.
• Remind students to read the question and look for the answer in the text before reading the answer options, and then to compare it to the options and choose the best one.
• Students work individually to answer the questions.
• They then check their answers in pairs before checking as a class.

Answers
1C *... a good home life ... make children happy.*
2C *... children who spend lots of time online aren't very happy. This is because they don't have time for other activities that can make them happy.*
3B *Children who have their own bedroom are happier.*
4A *... the older girls start to worry about how they look.*

5
• Ask students to read the instructions and check that they understand what they have to do. Explain that the words in bold on the left are verbs and that they go with the nouns on the right. Elicit that the phrases are in the article and that they should find them because seeing them in context will help them to complete the task.
• Ask students to read the sentences and explain anything they don't understand.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1b **2**e **3**c **4**a **5**f **6**d

6
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must solve a puzzle.
• Ask students to read the dialogue and explain anything they don't understand.
• Students discuss the puzzle in pairs.
• Monitor and help with vocabulary and grammar if necessary.
• Make a note of any mistakes to go over with the class afterwards.
• If students need help, refer them to pages 13 and 14 of their Student's Book.
• When students are ready, ask them for their answer.

Answer
The Hunger Games, like all books, has odd-numbered pages on the right. So pages 13 and 14 are the front and back of the same page, and nothing can be placed between them.

EXTENSION ACTIVITY

Ask students if they know of any puzzles or brain teasers like the one in 6. Or ask students to solve the following puzzle: Rearrange the following letters so as to form one word: NEW DOOR. [Answer ONE WORD]

Vocabulary 1 (SB page 8)

1
• Ask students to read the instructions and check that they understand what they have to do. Elicit that a family tree is a drawing or a diagram that contains the names of everyone in a family and shows the relationship between them. Explain that the sentences in the letter are about Sam's family members, and that in order to complete the sentences with the words in the orange box, they need to look at the family tree.
• Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
• Tell students to read the whole text first to get a general understanding before writing their answers.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.
• Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

1	grandmother	**6**	sister
2	uncle	**7**	brother
3	married	**8**	parents
4	mother	**9**	aunt
5	father	**10**	cousins

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to look at the letter and the family tree in 1 in order to circle the correct words.
• Ask students to read the sentences and explain anything they don't understand.

HAMILTON HOUSE

EnglishJourney5_DownloadA1_Teachers_pg8-70.indd 9 09/02/2022 15:47

• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers

1	grandchild	**5**	grandma
2	son	**6**	granddaughters
3	surname	**7**	Mr
4	husband	**8**	grandparents

3
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the words in the orange box and the dialogues, and explain anything they don't understand.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.
• Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers
1 guy, neighbour
2 teenager, group
3 guest, pen friend

EXTENSION ACTIVITY

Ask students to draw their own family tree and write the names of their family members. Tell them also to label each member with the word that shows their relationship to the student.

Extra Task (for early finishers)
See photocopiable material on page 114.

Grammar 1 (SB page 9)

Before you read the Grammar box
• Revise/Introduce the different forms of the present simple (affirmative, negative, question) and short answers with the class. Then elicit some adverbs of frequency and time expressions that are used with the tense.

1
• Read through the grammar theory with the class.
• Ask students to look back at the text in Reading and to identify the tense that is mainly used throughout *(present simple)*. Ask them why *(because the text is about facts and general truths)*.
• Ask individual students to give you sentences to show the different uses of the tense. Elicit that adverbs of frequency come before the main verb, but after the verb *to be*.

Suggested answers
habits and things that happen regularly: *I often go out with my friends.*
things and situations that are always or usually true: *I have two brothers.*
facts and general truths: *It's always cold here in December.*

2
• Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory to help them answer the question.
• Check answer as a class.

Answer
We add *–s* or *–es* in the 3rd person singular (with *he*, *she* and *it*).

Read 1.1-1.2 of the Grammar Reference on page 135 with your students.

3
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the sentences and explain anything they don't understand.
• Elicit that they will use all forms of the present simple (affirmative, negative, question).
• Students work individually to complete the sentences.
• They then check their answers in pairs before checking as a class.

Answers

1	doesn't make	**5**	don't meet
2	Does your cousin live	**6**	start
3	Do you play	**7**	doesn't wear
4	don't share	**8**	Does it rain

4
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the present simple tense, as they did in 3, but they must also put the adverbs of frequency in the correct place. Remind students that adverbs of frequency come before the main verb, but after the verb *to be*.
• Ask students to read the prompts and explain anything they don't understand.
• Students work individually to write the sentences.
• They then check their answers in pairs before checking as a class.

Answers
1 The Internet café usually opens at nine o'clock.
2 My aunt is hardly ever sad or angry.
3 My grandparents never play video games.
4 Dad often talks to his sister on his mobile phone.
5 It always gets cold in Canada in the winter.
6 Do they sometimes ride their bikes in the park?

EXTENSION ACTIVITY

Ask students to write their own sentences about things they *always, usually, often, sometimes, hardly ever* and *never* do. Refer them to the grammar theory if they need help. When students are ready, they may swap with a partner to read each other's sentences.

Extra Task (for early finishers)
See photocopiable material on page 114.

HAMILTON HOUSE

EnglishJourney5_DownloadA1_Teachers_pg8-70.indd 10 09/02/2022 15:47

Vocabulary 2 (SB page 10)

1
• Ask students to read the instructions and check that they understand what they have to do. Ask students to give you examples of verbs, nouns and adjectives. Elicit that they must write nouns or adjectives to complete the task.
• Ask students to read the words in the table and explain anything they don't understand.
• Explain that in item 3 there are two adjective forms – one to explain how we feel about something else and the other to explain how we feel personally. Explain that in item 6 there are two noun forms – one for the person and one for the thing.
• Students work individually to complete the table.
• They then check their answers in pairs before checking as a class.
• Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers
1 friendly
2 happiness
3 interested
4 active
5 healthy
6 neighbourhood
7 married
8 life

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the dialogues with some of the words from the table in 1.
• Ask students to read the dialogues and explain anything they don't understand.
• Tell them to look for clues in the sentences that will show them what kind of word they need in the gap (verb, noun or adjective) before they choose their answer.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 healthy, active
2 live, neighbourhood
3 married, friendly
4 interesting, happiness

3
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the sentences and explain anything they don't understand.
• Tell them to look carefully at the words before the preposition in order to make the correct choice.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1c **2**a **3**a **4**c **5**b **6**b

4
• Ask students to read the instructions and check that they understand what they have to do. Explain/Elicit that 'sb' means 'somebody'. Explain that a collocation is two or three words that are used together, like 'do your homework'. Elicit that they must cross out the word that cannot be used with the verb to form collocations.
• Ask students to read the words and explain anything they don't understand.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 surprised
2 joke
3 a laugh
4 a fun
5 party

5
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with some of the collocations from 4 and that they must be in the correct form.
• Ask students to read the sentences and explain anything they don't understand.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 makes fun of
2 have a chat
3 made me cry
4 have time
5 made me angry
6 had a fight

EXTENSION ACTIVITY

Ask students to write a sentence with a word from the table in 1, a prepositional phrase from 3 and a collocation from 4. For example: *My neighbour is friendly with everyone and she always makes me smile.*

Extra Task (for early finishers)
See photocopiable material on page 114.

Grammar 2 (SB page 11)

Before you read the Grammar box
• Revise/Introduce the different forms of the present continuous (affirmative, negative, question) and short answers with the class. Then elicit some time expressions that are used with the tense.
• Revise/Introduce stative verbs. Write the following sentences on the board and ask students if they are grammatically correct (*no*). Then explain that the verbs in the sentences are stative and cannot usually be used in continuous tenses.
I'm knowing the answer.
She's having two sisters.

1
• Read through the grammar theory with the class.
• Ask students to look back at the text in Reading and to find an example of the present continuous *(Are you eating something bad for you now?)*.
• Ask individual students to give you sentences to show the different uses of the present continuous.

HAMILTON HOUSE

EnglishJourney5_DownloadA1_Teachers_pg8-70.indd 11 09/02/2022 15:47

Suggested answers
something that is happening now, at this moment: *I am listening to the teacher at the moment.*
temporary situations: *We are staying with our cousins this week.*

• Point out that many common verbs we use are stative.
• Ask students to look back at the text in Reading and to find an example of a stative verb *(… they don't have time for other activities … / Children who have their own bedroom are happier. / Boys don't usually have this pressure.)*.
• Ask individual students to give you sentences with stative verbs.

Suggested answers
This cake tastes great!
I realise that I am wrong.
I love my family!
You seem sad.

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that there are three parts to the task. First, they must decide if both sentences are about something that is happening now. Then they must say which tense is used in each sentence and also explain why.
• Refer them to the grammar theory to help them answer the questions.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
Yes, they both talk about something that is happening now.
Sentence 1 uses the present simple because *realise* is a stative verb and we do not use stative verbs in continuous tenses, even when we want to talk about something that is happening now.
Sentence 2 uses the present continuous because *get* is describing an action in this sentence.

Read 1.3-1.4 of the Grammar Reference on pages 135-136 with your students.

3
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the sentences and explain anything they don't understand.
• Ask students to look at the first sentence and elicit that *Look!* and *are playing* show that the action is happening now.
• Ask students to read the rest of the sentences carefully before they choose the answers.
• Encourage students to look back at the grammar theory in order to help them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1HN **2**HN **3**HN **4**TS **5**HN **6**HN **7**TS **8**HN

4
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to use the present simple or the present continuous to complete the sentences.
• Ask students to read the sentences and explain anything they don't understand.
• Remind them to look for clues in the sentences, such as time expressions.
• Encourage students to look back at the grammar theory in order to decide which tense to use.
• Students work individually to complete the sentences.
• They then check their answers in pairs before checking as a class.

Answers
1 Are you reading
2 doesn't believe
3 is staying
4 don't remember
5 Are the students learning
6 aren't talking
7 Is Frank working
8 Does this ball belong

EXTENSION ACTIVITY

Ask students to choose a stative verb and an active verb, and to use them in two gapped sentences. They then swap with a partner and complete each other's sentences.

Extra Task (for early finishers)
See photocopiable material on page 114.

Listening (SB page 12)

1
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the words and the descriptions, and explain anything they don't understand.
• Explain to them that the descriptions are ways of expressing the four words without actually using them.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1c **2**d **3**a **4**b

2
• Ask students to read the instructions and check that they understand what they have to do.
• Play the recording and ask students to write their answer. Then ask students to discuss their answer with a partner and to justify their answer if it is different.
• They then check their answer as a class.

Answer
She feels sad. *Why are you crying?*

See the recording script on page 110.

HAMILTON HOUSE

EnglishJourney5_DownloadA1_Teachers_pg8-70.indd 12 09/02/2022 15:47

3
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they will now listen to a longer extract from the same recording as in 2. Point out that they need to answer question 1 in 4.
• Play the recording and ask students to choose their answer. Then ask students to discuss their answer with a partner and to justify their answer if it is different.
• They then check their answer as a class.
• Ask students as a class if they changed their mind after listening to the longer extract.

Answer
A *She makes me really angry!*

See the recording script on page 110.

DOWNLOAD
• Ask students to read the information in *Download*.
• Choose a student to explain the tip in his/her own words.
• Explain the importance of listening to whole sentences and paragraphs before choosing an answer. Remind them how the answer in 2 changed once they heard the longer extract in 3.

4
• Ask students to read the instructions and check that they understand what they have to do.
• Ask students to read the answer choices and explain anything they don't understand.
• Encourage students to listen to the whole sentence or paragraph before choosing their answer.
• Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
• Play the recording again if necessary, and check answers as a class.

Answers
1A *She makes me really angry!*
2A *… she's younger than you.*
3B *… the oldest child in a family likes to be first at everything …*
4A *I don't think my sister's selfish, but she is lazy ... She's funny though and we have a lot of fun together.*
5B *Maybe she doesn't know how you feel.*

See the recording script on page 110.

Speaking (SB page 13)

1
• Ask students to read the three questions and answer any queries they may have about them.
• Students work in pairs to ask and answer the questions.
• Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
• Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
• Deal with any language mistakes and pronunciation problems that come up.

Answers
Students' own answers

TOP TIP

Exploit material that you have already seen in the unit. In this lesson, for example, after students have discussed the questions in 1, ask them to describe themselves using the adjectives they have learnt so far.

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they need to decide which questions can be answered with *Yes* or *No*. Then they need to match the questions to the answers.
• Ask students to read the questions and answers, and explain anything they don't understand.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
Yes / No questions: 2 and 6
1c **2**e **3**a **4**b **5**f **6**d

DOWNLOAD
• Ask students to read the information in *Download*.
• Choose a student to explain the tip in his/her own words.
• Explain to students that they need to be able to form questions correctly, and that they should practise asking and answering questions.
• Tell them also that they need to be able to form *Wh-* questions and *Yes / No* questions with the present simple.

3
• As this will probably be the first time students have attempted this particular exam task, allow plenty of time to explain the mechanics of it.
• Ask students to read the instructions and check that they understand what they have to do.
• Explain that the task involves asking and answering questions. Tell them that Student A will have a card with information about something *(free-time activities and clubs)* and that Student B will have a different card with questions to ask about it. Remind students that the questions may just be a few words and that they will need to use them to form complete questions, as in 2.
• Go through the *Language Bank* with the students and make sure they understand the question forms. Ask them to look back at 2 to see how questions were formed there.
• Explain to students that the person answering the questions should give complete answers, and not just repeat the words on their card.
• Students work in pairs to ask and answer the questions.
• Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
• Ask one pair to demonstrate the task in front of the class.
• Time permitting, repeat until all pairs have had a turn.

HAMILTON HOUSE

EnglishJourney5_DownloadA1_Teachers_pg8-70.indd 13 09/02/2022 15:47

Suggested answers
Are the free-time activities and clubs for teenagers? Yes, they are for anyone aged from 11 to 15 years old.
Where are the activities and clubs? They're at Greenfields leisure centre.
What are the opening days and times? They're open on Saturdays and Sundays from 3 pm to 8 pm.
What activities can you do there? You can choose two activities from basketball, skateboarding, fashion design, website design and also learning how to look after your pet.
How much does it cost? / What's the price? It's free!

4
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they will now swap roles and that Student A will ask questions about cooking classes while Student B will give answers.
• Remind students that the questions may just be a few words and that they will need to use them to form complete questions, as in 2. Remind them also to give complete answers.
• Remind them to use the *Language Bank* to help them form their questions.
• Students work in pairs to ask and answer the questions.
• Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
• Ask one pair to demonstrate the task in front of the class.
• Time permitting, repeat until all pairs have had a turn.

Suggested answers
Where are the cooking classes? They are at the Harlow Youth Club.
What do/can you learn? You (can) learn how to cook snacks, cakes and lots of other things.
When are the classes? They're on Thursdays at 6 pm.
Are the classes for children? Yes, they're for children from 12 to 16 years old.
How much does it cost? It's €20 per month.

5
• Ask students to read the questions and explain anything they don't understand.
• Students work in pairs to ask and answer the questions.
• Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
• Time permitting, you may want to discuss the questions more extensively as a class.

Answers
Students' own answers

Writing (SB pages 14-15)

Information sheet: Filling out forms
• Ask students to read the information on information sheets and filling out forms.
• Explain to students that when they fill out a form they need to give personal information and that they need to understand what kind of information they need and how to write it.

1
• Ask students to read the instructions and check that they understand what they have to do. Elicit that there are categories and information for them to match.
• Ask students to read items 1-10 and a-j, and explain anything they don't understand.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1f **2**h **3**j **4**b **5**c **6**e **7**g **8**i **9**a **10**d

2
• Ask students to read the instructions and check that they understand what they have to do. Elicit what a capital letter is. Ask them what words have capital letters in their own language and why.
• Students discuss in pairs before checking answers as a class.

Answers
All the words have capital letters. We use capital letters for the following: months, nationalities and the names of people, streets, towns/cities and countries. Also, post codes are all capitals.

3
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to answer the questions with the information in a-j in 1.
• Ask students to read the questions and explain anything they don't understand.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 a, b, i, j
2 c
3 d
4 f
5 e
6 h
7 g

4
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and answer the questions about it.
• Ask students to read the writing task and answer any queries they might have about it.
• Point out that the questions they need to answer will help them to analyse the task.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
1 his nationality
2 Students' own answers

5
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to compare their answers in 4 with those in 5.
• Elicit that the form in 5 was filled out in answer to the question in 4.

HAMILTON HOUSE

EnglishJourney5_DownloadA1_Teachers_pg8-70.indd 14 09/02/2022 15:47

• Ask students to read the information and explain anything they don't understand.
• They then compare their answers with the writer's before checking as a class.

Answers
Students' own answers
It could be pointed out that all the words appear on the form.

6
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find the five examples of the present simple in the model form.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
Students should underline:
2nd question: use, take
3rd question: want, meet, want

7
• Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find two adverbs of frequency in the form in 5.
• Students work individually to complete the task.
• They then check their answers in pairs before checking as a class.

Answers
usually, *never* in the 2nd question

LANGUAGE BANK
• Quickly go through the words and phrases in the *Language Bank*.
• Explain that students can use words and phrases from the *Language Bank* as well as their own phrases in their forms.
• Remind them to use words and phrases from all of the sections in the *Language Bank*.

8
• Read the task out to students and explain anything they don't understand. Elicit that they must fill out a form.
• Go over the *Plan* with the students. Remind them to provide all the information they need to give on the form. Remind them also to use the present simple tense with adverbs of frequency when they answer the questions in Part 2.
• Assign the writing task for homework.

Answers
Students' own answers

DOWNLOAD
• Read out the information in the *Download* box.
• Choose a student to explain the tips in his/her own words.
• Tell students this box acts as a reminder for what they have to do when they complete their forms.
• Remind them to check that they understand what information they need to give, and also to use capital letters where necessary. Tell them to use the present simple tense with adverbs of frequency to talk about their free-time activities and how often they do them.
• Remind them to look back at 5 for an example of a completed form.

EXTENSION ACTIVITY

Time permitting, students can make brief notes for Part 2 of their form. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

Reload 1 (SB page 16)

Objectives
• To revise vocabulary and grammar from Unit 1.

Revision
• Explain to students that there will be a review at the end of each unit in *English Download*. Tell them that Reload 1 revises the material they saw in Unit 1.
• Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
• Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
• Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
• Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1
• 1 and 2: Revise the words for family relationships and family members by writing each word on the board and asking individual students to tell you what the word means.
• 3: Read out the words, one by one. Ask individual students to come to the board, write the word and tell you what it means.

Vocabulary 2
• 1 and 2: Practise word formation. Write the nouns on the board and ask students to write the verb and adjective forms, where they exist.
• 3: Practise prepositions. Write these words and prepositions on the board: *afraid, friendly, good, interested, ready, worried, about, for, for, in, of, with.* Then ask individual students to come to the board and match the words with the prepositions they are used with. Ask students to give you example sentences using the phrases. *(afraid of, friendly with, good for, interested in, ready for, worried about)*
• 4 and 5: Practise collocations and expressions. Write *make somebody* and *make* on the board. Then read out the following words, one by one, and ask students which one they go with or if they go with neither: *a friend*, *a laugh*, *a joke*, *angry, cry, fun of, happy, laugh, joke, sad, smile, surprised*. *(make somebody*

HAMILTON HOUSE

EnglishJourney5_DownloadA1_Teachers_pg8-70.indd 15 09/02/2022 15:47

angry, cry, happy, laugh, sad, smile; make a friend, a joke, fun of)
Write *have* on the board. Then read out the following words, one by one, and ask students if they go with *have* to form a collocation: *a chat, a fun, a fight, a laugh, coffee, fun, party, time*. *(have a chat, a fight, a laugh, coffee, fun, time)*

Grammar Revision

Grammar 1
Practise the present simple and adverbs of frequency.
• Read out, one by one, the uses of the present simple *(present simple – habits and things that happen regularly; things and situations that are always or usually true; facts and general truths)* and ask students to give you example sentences for each.
• Write the adverbs of frequency on the board (in mixed up order). Ask students to tell you the correct order for frequency, starting with *always (always, usually, often, sometimes, hardly ever, never)*.
• Ask students to tell you some time expressions we use with the present simple. Write them on the board. Then ask students to give you sentences using the present simple, adverbs of frequency and time expressions.

Grammar 2
Practise the present continuous.
• Read out, one by one, the uses of the present continuous *(something that is happening now, at this moment; temporary situations)* and ask students to give you example sentences for each.
• Ask students to tell you some time expressions we use with the present continuous. Write them on the board. Then ask students to give you sentences using the present continuous and time expressions.
Practise stative verbs.
• Remind students that stative verbs are used to talk about states and not actions, and that we do not usually use them in continuous tenses.
• Ask students to name some stative verbs. Write them on the board.
• Ask students for example sentences using the verbs.

• Students are now ready to do Reload 1.
• Set a time limit and let students know every so often how much time they have left to complete the questions.
• Check answers as a class.

Answers
Vocabulary
1b **2**a **3**c **4**a **5**c **6**a **7**b **8**c **9**b **10**a

Grammar
1c **2**a **3**b **4**c **5**b **6**b **7**b **8**a **9**c **10**c

HAMILTON HOUSE

EnglishJourney5_DownloadA1_Teachers_pg8-70.indd 16 09/02/2022 15:47