

4

Entertain me!



Unit plan

Reading:

related texts, eliminating answers which are definitely wrong

Vocabulary:

words related to entertainment, word formation, phrasal verbs, prepositions

Grammar:

present perfect simple: *have been* & *have gone*, time expressions

Listening:

multiple choice (pictures), making sure you choose the picture that answers the question correctly

Speaking:

discussion and decision making, talking about different kinds of entertainment, giving your opinion and agreeing or disagreeing with your partner's opinion

Writing:

note, saying thank you for a gift, saying why you liked the gift, using the present perfect simple to give some news

Unit Opener (SB page 43)

- Write *popcorn* and *3D glasses* on the board. Then ask students to look at the picture and tell you what they can see (*popcorn and 3D glasses to suggest watching TV*).
- Ask students to read the title of the unit and say how it relates to the pictures (*The title is 'Entertain me!' and the picture suggests watching TV, which is a form of entertainment.*).
- Ask them if they have ever watched a film in 3D and if they have, ask them if they enjoyed it.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the names of the TV programmes in the orange box and explain anything they don't understand.
- 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.
- Students work in pairs to complete the task.
- Time permitting, individual students can tell the class about their partner.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think of programmes on TV that are examples of the different genres in 1.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When students are ready, ask them for their answers.
- Time permitting, ask all the pairs to tell the class the examples they came up with.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to complete the task.

- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When students are ready, ask them for their answers.
- Time permitting, individual students can tell the class about their partner.

Answers

Students' own answers

Background information

Facts about TV:

- On 26 January, 1926, John Logie Baird was the first person to demonstrate a working television.
- The first television was sold in 1928.
- The first TV programmes and broadcasts were in black and white. Colour television sets didn't become common until the 1970s.
- Remote controls were developed in the 1980s.
- The average person in the UK watches just over four hours of television every day.
- Kids aged 6 and under spend as much time watching TV or looking at a computer screen as they do playing outside.
- In American homes, the television is on for an average of 7 hours and 40 minutes a day.
- By the age of 18, the average American child sees about 200,000 acts of violence on TV.
- The average American teenager spends 1,023 hours each year watching TV, but only 900 hours are spent in school.
- 56% of children aged 8 to 16 and children aged 6 and under have a TV in their room.
- 40% of Americans always or often have dinner while watching TV.



TOP TIP

Take full advantage of the picture on the opening page. In this unit, ask students to use their imagination and say what they think is on TV. They can use the vocabulary for different kinds of TV programmes from 1 and the programmes they discussed in 2 and 3. Ask them to justify their answers.

Let's talk about it!

- What do you do in your free time when you are at home?
- What do you like to do when you are out?
- Do you think you watch too much TV or spend too much time online?

DVD 4

Summary of DVD 4: The video is titled 'An Outlook to the Future of TV'. It's a story about the history and development of TV – how it began in the 1930s in black and white, then colour in the 1950s, and digital in the 2000s. Digital allows TV to be viewed anywhere and not only on TV sets. We are now able to watch TV on our computers and smartphones.

DVD link: <https://www.youtube.com/watch?v=zKoXA2tNA>

Answers

Television was born in 1936. We first had colour television in 1954.



Reading (SB pages 44-45)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that 'have in common' means to share a similar quality or characteristic.
- Ask students to read the items and tell you what they mean. Explain any that they do not know.
- Check pronunciation by saying each of the items to the students and asking them to repeat after you. Correct where necessary.
- Students work in pairs to complete the task, but check the answer as a class.

Answer

They all have screens.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss the items in pairs.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When students are ready, they can tell the class about their partner.

Answers

Students' own answers

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 articles.
- Ask students to skim read the texts 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

It's one week a year when people do not use anything with a screen, for example, TVs or computers.

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 one way to approach multiple-choice questions is to cross out the answer options that they think are obviously wrong. Once they do this, they can then focus on the remaining options to find the correct answer.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the questions are about both articles.
- Ask students to read the questions and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task and to cross out the answer options that they think are obviously wrong and focus on the remaining options to find the correct answer.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- 1A *They don't use anything with a screen. This means they don't ... surf the Net ...*
- 2C *... children who spend a lot of time in front of screens have problems – they don't do well at school ...*
- 3B *It was very hard!; It was the worst week of my life! Never again!*
- 4B *I rode my bike and played sport with my friends. It was great to get out of the house, ... and to do healthy activities.*
- 5A (Text A) *... spend more time with family and friends., There are other activities that are more important for children and teenagers, like doing sport or meeting their friends., Screen-Free Week is a chance for us to reconnect with the world and the people around us. (Text B) I ... played sport with my friends.*



EXTENSION ACTIVITY

Students work in pairs. Ask them to imagine they are taking part in Screen-Free Week and to tell their partner how they feel about it, what activities they are doing, what they like and dislike about it.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words in bold belong in other sentences.
- Explain that the words in bold form collocations with the words after them.
- 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 go | 5 take |
| 2 send | 6 watch |
| 3 surf | 7 use |
| 4 waste | |

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will play a guessing game in which they must describe a TV programme to their partner without mentioning its name.
- Refer them back to the Opener on page 43 for the different types of TV programmes listed in 1.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When students have finished, ask them to describe their TV programme for the class to guess.

Answers

Students' own answers

Vocabulary 1 (SB page 46)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that a compound noun is a noun formed from two other nouns or words.
- Give students an example, eg *tennis court*.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Students work individually to complete the compound nouns.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|--------------|-------------|
| 1 game | 5 article |
| 2 ticket | 6 station |
| 3 player | 7 magazine |
| 4 instrument | 8 programme |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use all of the compound nouns from 1 to complete the dialogues.
- Ask students to read 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.

Answers

- | | |
|----------------------|------------------------|
| 1 teen magazine | 5 DVD player |
| 2 musical instrument | 6 television programme |
| 3 radio station | 7 concert ticket |
| 4 board game | 8 newspaper article |

3

- Ask students to read the instructions and check that they understand what they have to do. Explain that the words in each question are connected by the same theme or topic.
- Ask students to read the words and 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.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- | |
|-------------------------------|
| 1 festival, band, songs, rock |
| 2 cinema, actor, film |
| 3 theatre, plays, costumes |
| 4 artist, pictures, galleries |

EXTENSION ACTIVITY

Books closed. Ask students to work in pairs. Read out the first part of a compound noun from 1; the students must write down the word you say and the second part of the compound noun. Continue until all eight compound nouns have been covered.

Extra Task (for early finishers)

See photocopiable material on page 117.

Grammar 1 (SB page 47)

Before you read the Grammar box

- Revise/Introduce the different forms (affirmative, negative, question) and short answers of the present perfect simple with the class.
- Write the following adapted sentence from the Reading text on the board: *Scientists have discovered something important about children and screens*. Ask a student to come to the board and underline the tense (*have discovered*), and ask students if it means this happened in the past (*yes*), and if we know when it happened (*no*).

1

- Read through the grammar theory with the class.
- Write the following sentences on the board (in mixed up order) in one column and the uses of the tenses in another column. Ask students to match the sentences with the uses of the tenses.

Answers

Present perfect simple
Max has read that book. (something that happened in the past, but we don't know or say when)
I have bought a new phone, so I can text you now. (something in the past that has a result in the present)
They have watched two episodes of 'Game of Thrones' today. (something that happened during a period of time that is not finished at the time of speaking)

- Write the following sentences on the board and ask students to tell you which one means Tom is at home now, and which means he isn't.

1 *Tom has been to the music festival. (at home now)*

2 Tom has gone to the music festival. (isn't at home now)

2

- 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.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Sentence *b*, because we use *have gone* to say that somebody has gone to a place and has not returned.

Read 4.1-4.2 of the Grammar Reference on pages 138-139 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Remind them to use the present perfect simple and also that some verbs are irregular.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------------|-------------------|
| 1 haven't seen | 5 haven't bought |
| 2 has Tina created | 6 Have they shown |
| 3 hasn't spent | 7 have visited |
| 4 Have you written | 8 has planned |

4

- 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.
- Remind them to look for clues in the sentences to help them complete the sentences.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------|---------------|
| 1 has gone | 4 hasn't gone |
| 2 have ... been | 5 has been |
| 3 haven't been | 6 have gone |



EXTENSION ACTIVITY

Ask students to work in pairs and to tell their partner what they have or haven't done today.

Extra Task (for early finishers)

See photocopiable material on page 117.



Vocabulary 2 (SB page 48)

1

- Ask students to read the instructions and check that they understand what they have to do. Point out that some nouns, like those in the table, have two forms – one for a person and another for a thing, and also that some nouns have more than one form for people.
- Students work individually to write the nouns for people.
- 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 actor/actress
- 2 dancer
- 3 painter
- 4 photographer
- 5 singer

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that all of the options are from the table in 1.
- 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 dancer
- 2 singing
- 3 photography
- 4 actress
- 5 painting

3

- Ask students to read the instructions and check that they understand what they have to do (*match the phrasal verbs in bold with their meanings*).
- Remind students what a phrasal verb is (*a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts*).
- Before students do the task, ask them to cover column a-e and see if they can work out the meanings of the phrasal verbs by looking at them.
- Ask students to read the meanings 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. Ask if any of the meanings they came up with were correct.

Answers

- 1d 2a 3b 4e 5c

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use all of the phrasal verbs from 3 to complete the sentences.
- 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 turn off
- 2 log off
- 3 get out of
- 4 get away from
- 5 log on/in

5

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

Answers

- | | | |
|------|------|------|
| 1 at | 3 at | 5 in |
| 2 in | 4 on | 6 on |

▶ EXTENSION ACTIVITY

Books closed. Students work in pairs to ask and answer questions using the prepositional phrases from 5. Help them by writing question stems on the board, eg *Where is/did ...? / What's ...?*

Extra Task (for early finishers)

See photocopiable material on page 117.

Grammar 2 (SB page 49)

Before you read the Grammar box

- Explain to students that we can use a number of time expressions with the present perfect simple, just as we do with other tenses, such as the present simple, present continuous, past simple and past continuous.

1

- Read through the grammar theory with the class.
- Explain the differences between indefinite past (we don't know or don't say when), unfinished past (the activity or state continues from the past to now, and into the future), recent past (something that happened in the past, but very close to now).
- Make sure students understand the differences and the time expressions that are used with each type of past time. Ask them to give you examples using the time expressions.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentence and explain

anything they don't understand.

- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Recent past because we use the time expression 'just' for recent past.

Read 4.3 of the Grammar Reference on page 139 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 read the whole sentence before they choose the correct word.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|-----------|
| 1 for | 6 already |
| 2 just | 7 for |
| 3 already | 8 since |
| 4 yet | 9 yet |
| 5 since | 10 just |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that more than one answer is possible in some cases.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to read the whole sentence before they choose the correct word(s).
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------|----------------|
| 1 already/just | 6 yet |
| 2 for | 7 since |
| 3 since | 8 just |
| 4 for | 9 just/already |
| 5 just | 10 yet |

▶ EXTENSION ACTIVITY

Ask students to write five sentences that are true for them using *already*, *yet*, *for*, *since* and *just*.

Extra Task (for early finishers)

See photocopiable material on page 117.

Listening (SB page 50)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the task and the questions, and explain anything they don't understand.
- Explain that the questions will help them to understand the task.
- Ask them to look at the pictures and to tell you what they can see (*a sun, a sunny day / a cloud and rain*).
- Students work individually to answer the questions.
- They then discuss their answers in pairs before checking as a class.

Answers

1a 2b 3b 4a

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that they will hear a conversation about the weather and that they should look at the questions in 1 as they listen.
- Play the recording and ask students if their answers in 1 were correct.

Answers

Students' own answers

But dialogue includes: *sunny ... today / yesterday ... raining ... cold*

See the recording script on page 111.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to choose the picture that answers the question in 1 (*What was the weather like yesterday?*).
- Play the recording again and ask students to choose their answer. Then ask students to discuss their answer with a partner and to justify it if their answer is different.
- Play the recording again if necessary, and check answer as a class.

Answer

Picture B (*I went with my brother yesterday and when we got there it started raining.*)

See the recording script on page 111.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in picture-based listening tasks, they will listen to short conversations and then answer a question by choosing the correct picture. Tell them they should read the question and look at the pictures before the recording starts so that they have an idea what it will be about. Remind them that they will hear information about both pictures, but that only one answer is correct and that they must listen carefully to decide which answers the question correctly.

4

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the questions and look at the pictures, and explain anything they don't understand.
- Encourage students to think about the question and the pictures before they listen, and to be careful when choosing their answers as they will hear information about both pictures.
- 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

- 1B ... *this one is about animals which live in really cold places – like the Arctic and Alaska. It was on TV last night.*
- 2B ... *he's gone to play football.*
- 3A ... *I saw a tablet there for 70 pounds.*
- 4A *What about a skateboard?; That's a great idea. He'll love it!*

See the recording script on page 111.



Speaking (SB page 51)

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

Time permitting, these pair work tasks can be turned into a class discussion, especially when the topic is one that appeals to all students. In this unit, for example, the topic of free-time activities can be discussed and a class survey taken to see which activity or activities are the most popular with the class.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the task, read the dialogue and then answer questions about the dialogue.
- Explain that the dialogue is about the three activities in the pictures.
- Ask students to tell you what the activities in the pictures are (*A – a board game; B – a DVD or CD; C – bike riding/cycling*).
- Ask students to read the dialogue and explain anything they don't understand.
- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs, but check answers as a class.

- Once answers have been checked, ask students if they think the dialogue is a good example of people discussing options and making a decision (*no*).

Answers

- 1 No, they don't.
- 2 'I think' and 'What do you think?'
- 3 No, they don't.
- 4 No, they don't.

3

- Ask students if they know of any ways we can give our opinion and ask someone for their opinion. Ask them how we can show that we agree and disagree with someone. Write students' answers on the board.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rewrite the dialogue in 2 using different phrases to do so.
- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Ask them if any were similar to the ones they came up with.
- Students work in pairs to rewrite the dialogue.
- Check answer as a class.

Suggested answer

Ali I think we should stay at home and play a board game. Do you agree?
 Matt In my opinion, board games are boring. If you ask me, we should watch a DVD. What do you think about that?
 Ali I don't think that's a very good idea. Personally, I think that we should go out to the park and ride our bikes. Is that a good idea?
 Matt Of course, that's a brilliant idea. Let's go to the park.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that they must discuss all of the options. Tell them also that they need to use a variety of phrases when they give their opinion, and that they should avoid repeating the same phrase.
- Remind them to ask their partner for his/her opinion, too.

4

- Go through the *Language Bank* again with the students and make sure they understand the phrases and how to use them. Ask them to look back at 3 to see which phrases they used.
- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining that they must discuss all of the pictures within the context of the task (... *which programmes are suitable for young children*) and that they are not being asked to describe the pictures. Elicit that there is a second part to the task which requires them to reach a decision about the programme they will watch.
- Go through the different types of TV programmes and explain anything students don't understand.
- Point out that there are no right or wrong answers, and that they only need to justify what they say.
- Students work in pairs to do the exercise.
- 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.

Answers

Students' own answers

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 52-53)

Note: Saying thank you

- Ask students to read the information on notes and saying thank you.
- Explain to students that when they receive a gift, it is considered polite to write a note saying thank you. Tell them also that the note should also say what they liked about the gift and to give some news to the recipient of their note.

1

- 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 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 board game | 3 concert tickets |
| 2 DVD player | 4 tablet |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the comments with words from 1.
- Explain that the words from 1 complete comments in thank-you notes.
- Ask students to read the comments 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.
- Once answers have been checked, point out how the comments add a more personal touch to the note.

Answers

- | | |
|-------------------|--------------|
| 1 concert tickets | 3 tablet |
| 2 DVD player | 4 board game |

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to write sentences to say thank you for gifts received, and to add comments about the gifts.
- Ask students to read the items and explain anything they don't understand.
- Ask students to look back at the comments in 2 for ideas on comments and how to write them.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

Answers

Students' own answers

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 a (thank-you) note
- 2 your/my aunt
- 3 Students should underline: Thank her for the gift, say why you like it, give her your news

5

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that the note in 5 has been written in answer to the writing task in 4.
- Ask students to read the note 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 Dear Aunt Lily
- 2 Students should underline: Now I can phone my friends and be on Facebook at the same time! (NB: The underlining in the second paragraph of the note relates to exercise 6 below.)
Students' own answers
- 3 He had a birthday party.

6

- 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 must underline the examples of the present perfect simple and circle the time expressions. Then they must use the prompts to write sentences with the present perfect simple and the time expressions in the correct place.
- Students work individually to complete the first part of the task.
- They then check their answers in pairs before checking as a class.

- Ask them to tell you which is an example of the recent past and which is an example of the indefinite past (*recent past: I've just put them on Facebook! / indefinite past: I've already taken lots of photos with my new phone.*).
- Students then complete the second part of the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline: I've already taken lots of photos with my new phone / I've just put them on Facebook!

Students should circle: already, just

- 1 I've just opened your gift.
- 2 My friends and I have already played the game.
- 3 It's been my favourite band since I was seven years old.
- 4 We haven't been to the theatre yet.
- 5 I've wanted a tablet for a long time.

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 notes.
- Remind them to use words and phrases from all of the sections in the *Language Bank*.

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- Read the task out to students and explain anything they don't understand. Elicit that they must write a thank-you note.
- Go over the *Plan* with the students. Remind them to begin and end their note in a suitable way. Remind them also to write two short paragraphs in which they address all three points in the task.
- 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 tip in his/her own words.
- Remind them to use suitable phrases to thank their reader, and also to say why they liked their gift.
- Remind them to use the present perfect simple and time expressions to talk about the recent and indefinite past.

EXTENSION ACTIVITY

Time permitting, students can make brief notes about why they like their gift and the news they will give their reader. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

Reload 4 (SB page 54)

Objectives

- To revise vocabulary and grammar from Unit 4.

Revision

- Tell them that Reload 4 revises the material they saw in Unit 4.
- 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 compound nouns by writing all 16 words on the board and asking individual students, one by one, to come to the board and match them (*article, board, concert, DVD, game, instrument, magazine, musical, newspaper, player, programme, radio, station, teen, television, ticket*) (*board game, concert ticket, DVD player, musical instrument, newspaper article, radio station, teen magazine, television programme*).
- 3: Read out the words, one by one, and ask individual students to come to the board, write the word and say what it means (*band, birthday party, disco, DJ, music, music festival, rock music, song, actor, cinema, costume, film, theatre, artist, gallery, picture, play*).

Vocabulary 2

- 1 and 2: Practise word formation. Write the nouns for people on the board and ask students to write the verb forms and the nouns for things.
- 3 and 4: Practise phrasal verbs. Write the phrasal verbs on the board and then read out the meanings, one by one. Ask individual students to match the meanings with the phrasal verb (*get out of, get away from, log on/in, log off, turn off*).
- 5: Practise prepositions. Write these words and prepositions on the board: *an article, the cinema, a disco, a film, the radio, TV / at, in, on*. 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.

Grammar Revision

Grammar 1

Practise the present perfect simple.

- Revise all forms of the tense. Then write the following gapped sentences on the board and ask students to complete them. Then ask individual students to give you their own examples using *have been* and *have gone*.
 - 1 I ____ (see) that film. (have seen)
 - 2 Danny ____ (not buy) the concert tickets. (hasn't bought)
 - 3 ____ (Tim / call) you? (Has Tim called)
 - 4 Sam ____ (lose) his ticket, so he can't go to the concert. (has lost)
 - 5 I ____ (read) two books this week. (have read)Practise *have been* and *have gone*.

- Write the following sentences on the board and ask students the questions about them.

- 1 Dave has gone to the café. / Is he there now? (yes)
- 2 She's been to Disneyland. / Is she there now? (no)
- 3 The girls have gone to the party. / Are they there now? (yes)
- 4 My parents have been to the new gallery. / Are they there now? (no)

- Ask individual students to give you their own examples using *have been* and *have gone*.

Grammar 2

Practise time expressions used with the present perfect simple.

- Write the time expressions on the board: *yet, already, for, since, just*. Then write the following gapped sentences on the board and ask students to complete them with the time expressions.
 - 1 I haven't finished the book _____. (yet)
 - 2 He has _____ bought the DVDs. (already/just)
 - 3 That shop has been here _____ twenty years. (for)
 - 4 I have known Maria _____ we were very young. (since)

- Students are now ready to do Reload 4.
- 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

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

Grammar

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



Progress Review (SB pages 55-56)



Objectives

- To revise vocabulary and grammar from Units 3 and 4.

Revision

- Tell students that Progress Review 2 revises the material they saw in Units 3 and 4.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress 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 40 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

Revise sports.

- Unit 3, Vocabulary 1, Exercise 1: Write the sports on the board (*American football, basketball, football, handball, table tennis, volleyball*) and then read out the following descriptions, one by one. Ask students to tell you which sport you are describing.

- 1 You can run with the ball, but you must bounce it. (*basketball*)
- 2 You throw the ball up high and hit it over a net with your hand to start playing. (*volleyball*)
- 3 You have to kick the ball or hit it with your head to move it. (*football*)
- 4 You have to hit a small white ball over a net with a bat. (*table tennis*)
- 5 You throw and catch the ball, and you must wear a helmet to protect your head. (*American football*)
- 6 You must throw the ball into a net, past a goalkeeper to score. (*handball*)

Revise sports words.

- Unit 3, Vocabulary 1, Exercise 2: Write the words on the board (*champion, coach, first place, gold medal, race, runner, sports centre, stadium*) and then ask students the following questions.

- 1 Where do athletes compete in the Olympic Games? (*stadium*)
- 2 What is a marathon? (*a race*)
- 3 What do we call a winner? (*a champion*)
- 4 Which is the best prize? (*a gold medal*)
- 5 Which kind of athlete is Usain Bolt? (*a runner*)
- 6 Where do you and your friends go to keep fit? (*a sports centre*)
- 7 Where do winners finish? (*in first place*)
- 8 Who teaches an athlete? (*a coach*)

Revise sports, equipment and people.

- Unit 3, Vocabulary 1, Exercise 3: copy the table from page 34 of the Student's Book on the board, with the

three headings, *Sports, Equipment, People*. Then read out the words, one by one, and ask individual students to come to the board and write the word in the correct column.

(Sports: *badminton, cricket, rugby, sailing* / Equipment: *bathing suit, bicycle, boat, surfboard* / People: *captain, fan, gymnast, referee*)

Revise sports verbs.

- Unit 3, Vocabulary 1, Exercise 4: Write the verbs on the board (*catch, give, race, score, throw, win*) and then ask students the following questions.

- 1 What do players do with the ball in handball? (*throw it*)
- 2 What do football players try to do? (*score goals*)
- 3 What do Formula 1 cars do? (*race*)
- 4 What does a referee do with a red card? (*gives it to players*)
- 5 In basketball, what must you do when another player passes the ball to you? (*catch it*)
- 6 What do you want to do when you compete? (*win*)

Revise compound nouns.

- Unit 4, Vocabulary 1, Exercises 1 and 2: Write the words on the board in two columns and ask students to pair them to form the compound nouns. Then ask them to tell you what they mean.

(*board, concert, DVD, musical, newspaper, radio, teen, television* / *article, game, instrument, magazine, player, programme, station, ticket*) (*board game, concert ticket, DVD player, musical instrument, newspaper article, radio station, teen magazine, television programme*)

Revise words for entertainment.

- Unit 4, Vocabulary 1, Exercise 3: Write all of the words on the board. Then ask individual students to pick a word, tell you what it means, and then use it in a sentence. (*band, music festival, rock music, song, disco, DJ, music, party, actor, cinema, film, costume, play, theatre, artist, gallery, picture*).

Revise word formation.

- Unit 3, Vocabulary 2, Exercises 1 and 2: Copy Table A below onto the board, without the words in brackets, and ask students to fill in the word forms. Then ask students to give you sentences using the words from the table.

TABLE A

Verb	Noun	Adjective
cycle	(cycling) / (cyclist)	-
-	sport	(sporty)
-	(possibility)	possible / (impossible)
enjoy	(enjoyment)	(enjoyable)
-	danger	(dangerous)
save	(safety)	(safe)

- Unit 4, Vocabulary 2, Exercises 1 and 2: Ask individual students to come to the board. Give them a verb and ask them to write the verb, the person noun and the thing noun. Then ask them to give you a sentence using one of the words.
(*act, actor, actress, acting / dance, dancer, dancing / paint, painter, painting / photograph, photographer, photography / sing, singer, song, singing*)

Revise phrasal verbs.

- Unit 3, Vocabulary 2, Exercise 3: Write these phrasal verbs on the board. Then write these gapped sentences and ask students to complete them with the correct form of the phrasal verb.

catch up with, fill up, get up, give up, show up, take up
1 You should ____ junk food. It's really bad for you. (give up)

2 I couldn't believe my eyes when Messi ____ at my sports centre! (showed up)

3 Why don't you ____ a team sport like basketball to make friends? (take up)

4 Jack ____ the other runners, passed them, and won the race! (caught up with)

5 Is there a tap in the park so I can ____ my water bottle? (fill up)

6 Don't sit on the sofa all day. ____ and go outside! (Get up)

- Unit 4, Vocabulary 2, Exercises 3 and 4: Write these phrasal verbs on the board. Then write these gapped sentences and ask students to complete them with the correct form of the phrasal verb.

get out of, get away from, log on/in, log off, turn off
1 I ____ to a sports site to check the football scores. (log on/in)

2 We need some fresh air. Let's ____ the city this weekend. (get away from)

3 Don't forget to ____ the radio when you go to school. (turn off)

4 Andy checked his Facebook page then ____ quickly. (logged off)

5 This room is too hot – let's ____ here and go to the beach. (get out of)

Revise collocations and expressions.

- Unit 3, Vocabulary 2, Exercise 4: Ask individual students the following questions.

1 What do you choose when you want to have a drink?

2 What do you do when you take a break?

3 When do you do your best?

4 When was the last time you got upset?

5 When should you pay attention?

(Students' own answers)

Revise prepositions.

- Unit 4, Vocabulary 2, Exercise 5: Write the following gapped sentences on the board and ask students to complete them with the correct prepositions. Only write the prepositions on the board if students struggle to complete the sentences on their own.

1 Tina is ____ the cinema. (at)

2 It's ____ this article. (in)

3 Tom's ____ a disco. (at)

4 Dad's talking ____ the radio! (on)

5 I've been ____ a film! (in)

6 Is there anything good ____ TV? (on)

Grammar Revision

Revise past continuous.

- Write these sentences on the board, with the

underlining. Ask individual students to identify the tense and say why it is used. Then ask students to come to the board and write their own sentences using the past continuous. Remind them to use *when* and *while* where appropriate.

1 It was raining and people were hurrying home. (set the scene in a story)

2 They were playing tennis at 6 o'clock yesterday. (an action in progress at a particular time in the past)

3 Suzy was running when she fell. (an action in progress in the past interrupted by another action)

4 I was watching the match while Bob was talking to his friends. (two actions happening at the same time in the past)

Revise countable and uncountable nouns.

- Ask each student to give you an example of a countable noun and an uncountable noun. Write these on the board in two columns. Then point to different uncountable nouns on the board and ask students how they can be made countable. Prompt them to use words like *bottle, carton, piece, loaf, kilo*, etc.

Revise articles.

- Write the following gapped sentences on the board and ask students to complete them with *the, a, an* or *-*.

1 He is from ____ USA and she is from ____ China. (the, -)

2 I saw ____ good film last night. ____ film was a comedy. (a, The)

3 They went to ____ theatre on ____ Saturday night. (the, -)

4 He plays ____ piano and he's also got ____ electric guitar. (the, an)

5 In ____ afternoon, he helps ____ poor as a volunteer. (the, the)

6 ____ Maria is ____ Greek and she lives in ____ Athens. (-, -, -)

Revise present perfect simple and time expressions.

- Write these prompts on the board and ask individual students to write complete sentences using the present perfect simple.

1 He / already / see / that film (He has already seen that film.)

2 She / just / win / the race (She has just won the race.)

3 They / not buy / the costumes / yet (They haven't bought the costumes yet.)

4 I / live / here / five years (I have lived here for five years.)

5 We / know / them / 2012 (We have known them since 2012.)

Revise *have been* and *have gone*.

- Write *have/has been* and *have/has gone* on the board. Read out the following situations, one by one, and have students rephrase the situation with *have been* or *have gone* in the correct form.

1 Mary is at the cinema. (Mary has gone to the cinema.)

2 Mary was at the cinema, but she isn't now. (Mary has been to the cinema.)

3 Tom isn't at the match. (Tom hasn't gone to the match.)

- Students are now ready to do Progress Review 2.
- 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.

Vocabulary

Answers

1

- 1 take, have
- 2 log, get
- 3 give, take
- 4 do, win
- 5 Pay, catch

2

- 1 cyclist
- 2 safety
- 3 singer
- 4 sporty
- 5 actor
- 6 possibility
- 7 photography
- 8 enjoyable
- 9 dancer
- 10 dangerous

3

- 1 in
- 2 at
- 3 festival
- 4 Rugby
- 5 on
- 6 films
- 7 boat
- 8 in
- 9 referee
- 10 stadium

Grammar

Answers

1

- 1 hasn't been to
- 2 have known Sam since
- 3 have already seen
- 4 hasn't finished yet
- 5 has just started
- 6 has gone to
- 7 for half an hour / thirty minutes

2

- 1 -, the
- 2 a
- 3 the, -, the
- 4 -, an, the
- 5 the, -, -
- 6 Is this, -
- 7 Was, the
- 8 is
- 9 The, wasn't
- 10 The, has

3

- 1 hasn't started
- 2 was playing
- 3 Was Bill watching
- 4 has been
- 5 was talking
- 6 weren't carrying
- 7 haven't seen
- 8 Have you found
- 9 have seen
- 10 Has she gone out