

3

Free Time



Unit plan

- Reading:** multiple choice, understanding what reference words refer to
- Vocabulary:** words related to free time and hobbies, word formation, phrasal verbs, collocations & expressions
- Grammar:** present perfect simple, present perfect continuous, past perfect simple, past perfect continuous
- Listening:** multiple choice, predicting what you will hear
- Speaking:** decision making, talking about your free time, asking for someone's opinion, agreeing and disagreeing with them
- Writing:** email, dealing with notes when replying to an email, accepting an invitation and making arrangements

Unit Opener (SB page 31)

- Ask students to look at the main picture and ask them what the people are doing (*karate/martial arts*). Ask students to read the title of the unit and say how it relates to the four smaller pictures (*The title is 'Free Time' and we see people doing four different free-time activities.*). Then ask them how they are similar and how they are different (*The first three activities are sports, but the last one is an art.*).
- Ask students to work in pairs or small groups to come up with as many free-time activities as they can think of.

1

- Ask students to read the instructions and check that they understand what they have to do.
- 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 individually to label the photos.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------|-------------|
| 1 skateboarding | 3 karate |
| 2 jogging | 4 sculpture |

2

- Ask students to read the instructions and check that they understand what they have to do. If you have a map, ask students to show you where the countries listed in the task are located.
- Students work individually to match the activities to the countries.
- They then check their answers in pairs before checking as a class.

Answers

- 1b 2d 3c 4a

Background information

Skateboarding first started in the early 1950s when California surfers came up with the idea of trying to surf the streets. No one really knows who made the first skateboard and it is likely that several people came up with similar ideas at the same time. →

We don't know when *jogging* first began as a form of exercise, but the words 'jog' and 'jogging' originated in England in the mid-17th century. It began to gain popularity in the USA in the 1960s following the publication of a book called 'Jogging'. The first form of *karate* was developed in Japan in the 1300s. Since then, a variety of different types have been developed, most of them in the 1920s-1930s, in Japan.

Sculpture has existed for thousands of years, but the type developed by the ancient Greeks was the most naturalistic in antiquity. It reached its most popular point during the Classical period (5th and 4th centuries BC).

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TOP TIP

Whenever possible, encourage students to talk about things they are familiar with. Ask them to tell you which activities are popular in their country or which began there.

Let's talk about it!

- Have you tried any of these activities? If so, which one(s) did you enjoy? If not, which one(s) would you like to try?
- How do you spend your free time?
- Do you prefer to spend time alone or with friends and family?

DVD 3

Summary of DVD 3: The video is titled 'Skateboarding prodigies at Red Bull 7 City Hustle 2011'. It is about the third year of the Red Bull 7 City Hustle. In this competition, skateboarders (aged 7 to 17) from seven skate parks in surrounding East Los Angeles cities (Compton, Montebello, Hawaiian Gardens, Bell Gardens, Downey, Huntington Park and Lynwood) competed at an all-day skate contest at Bell Gardens Skate Park to find out which city had the best skaters. There were nine competitors from each city. Judges looked for style, consistency and difficulty of the tricks. Huntington Park were declared the winners of the competition.

DVD link: http://www.redbull.com/cs/Satellite/en_INT/Video/skateboarding-red-bull-7-city-hustle-2011-video-021243084540188

Answer

Competitors are aged between 7 and 17 years old.

Reading (SB pages 32-33)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to identify the icons and say what they mean.
- They then check their answers as a class.
- As a class, ask students which other icons they know.

Answers

Icons include: WiFi = wireless signal, mobile phone = mobile call, bird = twitter, at (in email addresses), telephone = call, satellite = GPS, home = home page.
Students' own answers

2

- Ask students to look at the title of the article and say what they think 'digital social lives' means (*socialising online or through mobile devices*).
- Ask students to skim read the text and look for the answer to the question. 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. Tell them to ignore the phrases highlighted in blue in the article for now.
- Students do the task individually, but check answers as a class.

Answer

It's real, it's more fun, it's easier to understand people, you can be more serious and discuss more personal matters.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students the importance of reading in context when trying to figure out what a word (often a pronoun) or phrase refers to or means.
- Point out to students that there will always be information in the text to help them decide what a word or phrase refers to or means. In the case of pronouns, this is usually before the pronoun. In the case of a phrase, the context will make the meaning clear.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Remind students to read in context when asked what a word or phrase refers to or means.
- Students work individually to choose the best answers.
- They then check their answers in pairs before checking as a class.

Answers

1d ... only seven percent said that it was their favourite way to communicate with their friends. →

- 2a *Despite a love of technology and the constant wish to get their hands on the latest gadgets ...*
- 3b *... teenagers still prefer face-to-face communication ... 'It is the only real way to be with each other ...'*
- 4a *A third of teenagers agreed that using social media takes up time that they could otherwise spend with their friends ...*
- 5b *... surrounded by technology and social media ... it's not surprising when a quarter say they wish they could 'unplug' themselves from the Internet and go back to a time when Facebook did not exist.*
- 6d *Research carried out by Common Sense Media looked at how teenagers in the US experience social media in their social lives.*

EXTENSION ACTIVITY

Students work in pairs to create a 'pros and cons' list of a form of social media such as Facebook. Help with vocabulary if necessary. Once students are ready, draw up a table and list the pros and cons on the board.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the phrases and explain anything they don't understand.
- Students work individually to match the phrases with the percentages.
- They then check their answers in pairs before checking as a class.

Answers

1g 2d 3c 4b 5a 6e 7f

5

- Ask students to read the instructions and check that they understand what they have to do (*a class survey for which they need to come up with three more questions of their own*).
- Students can work in pairs to come up with three more questions.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- Once students are ready, ask the questions included in the task and write the results on the board. Then ask the questions provided by the students and write down those results as well. Ask individual students to report the results using the language in 4.

Answers

Students' own answers
Suggested questions:
Have you ever used social media such as Facebook or Twitter?
Would you prefer that Facebook didn't exist?
Do you prefer to use your phone to talk or to text?

▶ EXTENSION ACTIVITY

Ask students to compare the results of their class survey with the results for US teenagers in the article. Are they similar or different? If they are different, have a short class discussion about the possible reasons for the differences.

A-Z Vocabulary 1 (SB page 34)

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.
- 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 individually to label the pictures.
- They then check their answers in pairs before checking as a class.

Answers

- 1 video games
- 2 photography
- 3 collection
- 4 chess
- 5 martial arts
- 6 social media

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find words that are related to the words in 1.
- Explain to students that the words in the wordsearch will be presented vertically or horizontally.
- Ask students to work in pairs before checking answers 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 chessboard | 4 console |
| 2 camera | 5 computer |
| 3 stamps | 6 belt |
- * in any order

3

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to match the words with the free-time activities in 1.
- They then check their answers in pairs before checking as a class.

Answers*

- 1 video games: console, computer
 - 2 photography: camera
 - 3 collection: stamps
 - 4 chess: chessboard
 - 5 martial arts: belt
 - 6 social media: computer
- * in any order

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words in the first column are verbs, the words in the second column are nouns for activities, and the words in the third column are nouns for places. Elicit that the three words in each set are connected to the same activity.
- Ask students to work in pairs before checking answers 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 camp – camping – camp site (given)
- 2 draw – drawing – studio
- 3 jog – jogging – park
- 4 cook – cookery – kitchen
- 5 act – drama – theatre

▶ EXTENSION ACTIVITY

Ask students to work in pairs or small groups. They must choose three free-time activities – they can be from the pages of the unit that they have already looked at, or ideas of their own – write them down on a piece of paper and draw a wordsearch in which two words per activity are hidden. Help with vocabulary if necessary. When students are ready, ask them to swap with another pair or group and locate the words in the wordsearch grid.

Extra Task (for early finishers)

See photocopiable material on page 145.

Grammar 1 (SB page 35)

Before you read the Grammar box

- Revise the different forms (affirmative, negative, question) and short answers of these two tenses (present perfect simple & present perfect continuous) with the class. Then elicit some time expressions that are used with each tense.
- Ask students to give you some examples of the tenses by telling you about activities they have or haven't tried, how long they have been doing a particular activity, etc.
- Revise the difference between the past simple and the present perfect simple by asking students when they met their best friend (past simple) and how long they have known this person (present perfect simple).

1

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

Present perfect simple

My parents have started karate lessons! → something that happened at an indefinite time in the past

The students have sat a test and now they're tired. → something that happened in the past and has a result in the present

I've lived in the same house for ten years. →

something that started in the past and continues in the present

Sarah hasn't tried skateboarding. → experiences and things we have or have not done in our lives

Present perfect continuous

They've been playing video games all morning. → something that started in the past and continues until now

My face is red because I've been jogging. → something that has just finished and has a result that we can see in the present

2

- Ask students to look at the sentences and tell you how 'in 2008' differs in meaning from 'since 2008'. Elicit that sentence **a** is an example of a completed past action and that sentence **b** is an example of something that started in the past and continues in the present.
- Then ask them to complete the sentences and check the answers as a class.

Answers

a lived

b have lived

We can also use the present perfect continuous in sentence b.

Read 3.1-3.4 of the Grammar Reference on pages 163-164 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 text and explain anything they don't understand.
- Ask students to look at the first gap and elicit what clue will help them to choose the correct tense, and that they will need the present perfect simple here (*Have you ever had*). Elicit that it is an example of the present perfect simple being used to talk about experiences.
- Ask students to read the rest of the text carefully and to underline any time expressions or other clues that will help them to choose the correct tense.
- Students work individually to complete the text.
- They then check their answers in pairs before checking as a class.

Answers

1 Have you ever had

2 Did you collect

3 played

4 has shown

5 have joined

6 has it been

7 did

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rewrite a part of the second sentence so that it means the same as the first sentence, but must only use the present perfect simple or present perfect continuous.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the gaps with the correct tense.
- They then check their answers in pairs before checking as a class.

Answers

1 has been playing

2 hasn't texted

3 have been

4 has been sleeping

5 has been cooking since

6 hasn't finished

7 has gone to

8 have lived in Leeds for

EXTENSION ACTIVITY

Write the following sentences on the board and ask students to complete them with the correct tense (past simple, present perfect simple or present perfect continuous). Do not provide a word for students to use. They should be able to identify the tense that is required by looking at the clues in the sentences.

1 Jason has been playing chess for five years.

Jason _____ chess five years ago. (*started/began playing; learnt to play*)

2 My mum went to work at nine o'clock. It's two o'clock and she's still there.

My mum _____ five hours. (*has been at work for*)

3 We started walking three hours ago and it's now six o'clock.

We _____ three o'clock. (*have been walking since*)

Extra Task (for early finishers)

See photocopiable material on page 145.

Vocabulary 2 (SB page 36)

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 table and explain anything they don't understand.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Once the table has been completed and checked, students can complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

1 participant

2 bore

3 educational

4 response

5 entertainer

6 entertaining

7 bored

8 respondent

9 education

10 participate

2

- Ask students to read the instructions and check that they understand what they have to do (*circle the word that goes with the verb to form a phrasal verb*).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

Answers

- | | | |
|-------|-------|------|
| 1 out | 3 off | 5 in |
| 2 in | 4 on | 6 up |

3

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that in this exercise they will be looking at expressions with verbs.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------|--------|
| 1 pass | 4 make |
| 2 do | 5 get |
| 3 go | |

EXTENSION ACTIVITY

Individually, students write two gapped sentences using a phrasal verb from 2 and an expression from 3. Explain that for the phrasal verb, they must include the preposition in the sentence and place a gap for the verb; for the expression, they must include the verb in the sentence and place a gap for the noun. They then swap with a partner and complete the sentences.

Extra Task (for early finishers)

See photocopiable material on page 145.

Grammar 2 (SB page 37)

Before you read the Grammar box

- Write the following sentence on the board: *Harold had learnt chess as a boy and had been playing for twenty years before he won a competition.*
- Ask a student to come to the board and underline the verb tenses (*had learnt, had been playing, won*).
- Explain that the first verb is in the past perfect simple tense and that we use it to talk about something that happened before another action in the past. Explain that the second verb is in the past perfect continuous tense because it is about an action that lasted for a long time before another action in the past. Elicit that 'won' is the most recent past action and is in the past simple.
- Revise the affirmative, negative, question forms and short answers of the past perfect tenses as a class.

1

- Read through the grammar theory with the class.
- Make sure students understand the difference between the past perfect simple and the past perfect continuous. Ask them to write two sentences using the tenses and to use time expressions. They may look at the sentences in the grammar theory to help them. Check the students' sentences to make sure they understand fully before moving on to 2.

2

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

need to determine which action happened first and which happened second in each sentence. Explain that the order of the appearance in the sentences does not necessarily reflect the order of events.

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

Answers

- a Underline 'had tidied up' and circle 'got'. Past perfect simple, past simple.
- b Underline 'had been cooking' and circle 'arrived'. Past perfect continuous, past simple.

Read 3.5-3.6 of the Grammar Reference on page 164 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that for each pair of sentences, they must use the same verb, but with different tenses.
- 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 so as to write the correct tense.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------------|------------------------|
| 1a had played | 3a had been collecting |
| 1b had been playing | 3b had collected |
| 2a had been looking | 4a had been taking |
| 2b had looked | 4b had taken |

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.
- Explain to students that in this exercise they have to keep the same meanings of the first sentences when they rewrite them, but they must only use one of three tenses each time. Tell them to look for clues in the sentences that will help them to decide the order of the events.
- Remind students to look back at the grammar theory as they do the task and to ask themselves what the correct order of events is.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 after the chef had shown
- 2 when she had joined
- 3 had been sitting
- 4 had put on
- 5 had been waiting
- 6 had finished his project when
- 7 after it had stopped
- 8 had been looking

▶ EXTENSION ACTIVITY

Ask students to write a few sentences about the experiences of their grandmother, grandfather or other elderly relative. Tell them to use past simple + past perfect simple or past perfect continuous. Write this on the board as an example:
Grandpa Joe had never been to a football match before I took him to see my team.

Extra Task (for early finishers)

See photocopiable material on page 145.

🎧 Listening (SB page 38)

1

- Ask students to read the sentences and the meanings and answer any queries they may have about them.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to match the words to their meanings.
- They then check their answers in pairs before checking as a class.

Answers

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

2

- Ask a strong student to explain the instructions to the class in L1 and check that they understand what they have to do.
- Go through the items together and explain any unknown words to them.
- Look at question 1 as a class and elicit the key words (*free time, problem; too much free time; not use, free time, good way; aren't enough activities; too many dangerous places*).
- Students work in pairs to find and underline the key words.
- Once the keywords have been underlined, ask the class what they think the talk will be about (*how to use free time positively*).

Suggested answers

- 1 free time, problem
A too much free time
B not use, free time, good way
C aren't enough activities
D too many dangerous places
- 2 parents ... support ... children
A Ask ... what chores
B come home early
C do housework
D Set ... rules
- 3 What ... teenagers learn
A work together with others
B earn money
C work part-time
D Never ... late →

- 4 participate ... community programs
A important lessons
B form of entertainment
C enjoy ... more ... usual hobbies
D help ... school work
- 5 mainly about
A take up new hobbies
B use ... time positively
C earn money
D make new friends
- 6 speaker mean
A Many people say
B Some people don't agree
C Everybody knows
D Sometimes teens don't talk about

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 reducing the information in the questions and options to its most basic elements by underlining keywords. Elicit that this will help them to concentrate on what they need to hear in order to choose the correct answers to the questions.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Allow students time to read the items again, focussing on the underlined keywords in the questions and the options.
- Play the recording and ask students to circle 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 *Not all teenagers are able to find suitable activities for themselves.*
- 2D *It's important to lay down some guidelines for your teen as to what you expect ...*
- 3A *... this will teach them about ... team work ...*
- 4A *... will teach them ... life skills ...*
- 5B overall impression; examples are given of how teens can benefit from using their free time wisely and responsibly
- 6C *It goes without saying* = It is a well-known fact; everybody knows this.

See the recording script on page 136.

🗣️ Speaking (SB page 39)

1

- Ask students to read the four 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

Take the opportunity to expand the initial Speaking questions into whole class discussions, particularly when opinions are likely to differ. This gives students a chance to practise justifying their opinions.

2

- Ask students what sort of language can be used to agree and disagree with what someone is saying. Make a list on the board (*I see what you mean, I'm afraid I don't agree, etc.*).
- 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 students to underline any words and phrases that show whether the speaker is agreeing or disagreeing.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Ask students to explain why the other options are not suitable.

Answers

1a 2b 3b

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Emphasise the importance of listening carefully in order to be able to respond appropriately. Stress also the fact that there are no 'right' or 'wrong' answers, only appropriate or inappropriate responses.

3

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Ask them to look back at 2 to see which phrases were 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 (*... why these activities are important for school-age 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 two most popular activities with boys. Again, point out that there are no right or wrong answers.
- 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

4

- 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 40-41)

Email: Dealing with notes

- Ask students to read the information on emails and dealing with notes.
- Explain to students that when dealing with short notes they need to recognise the different functions of language (ie suggesting, apologising, etc) and use the appropriate words and phrases to express that function.
- Ask students for examples of phrases and expressions that they can use to appropriately express the eight functions in the box. Ask them how we thank someone, how we apologise, how we accept or refuse an invitation, and so on until all the functions are covered. Only one example per function is necessary at this point as students will see a longer list in the *Language Bank*. For now, it is important to make them realise that different functions are expressed in different ways.

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- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to underline the key words in the extracts and identify the function of each note.
- Ask students to read the extracts and answer any queries they might have about them.
- Ask a student to tell you what the key words for the first item are (*go sailing on the lake*) and which function is being expressed with the words *No, because ...* (*refuse an invitation*). Elicit that *because* indicates they would need to give a reason for refusing the invitation.
- Students work individually to complete the task.
- Check answers as a class.

Answers

- 1 go sailing on the lake; refuse an invitation and explain why
- 2 come to the drama club with me; accept an invitation and ask for more information
- 3 some good art classes; make a suggestion
- 4 Tae Kwon Do and guitar lessons; make a choice and give reasons

2

- Ask students to read the instructions and check that they understand what they have to do (*underline the key words that the notes refer to; state which functions will be needed*).
- Deal with the first note as a class. Ask students which part of the first paragraph *Yes!* could possibly refer to (*come and stay for the weekend soon*), and what function is being expressed (*accepting an invitation*).

- Remind them that some notes require two functions (as in Ex 1, item 1) and that this will be evident.
- Students work in pairs to answer the questions for each note.
- Check answers as a class.

Answers

- 1 Students should underline: [para 1] come and stay for the weekend soon, [para 2] play volleyball, [para 2] go to the cinema, [para 3] something else you'd prefer to do, [para 4] next weekend
- 2 **Yes!** – accept an invitation
Say which and why – make a choice and explain
Suggest ... – make a suggestion
No, but ... – refuse invitation and suggest another time

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the email in 3 is a reply to the one in 2 and that they must answer questions about the reply.
- Read out the reply or ask a strong student to do so.
- Ask students if they think it is a good reply. Then look at the questions in depth to analyse the task. Point out that they must respond to all the notes and should use a new paragraph each time to separate the information. Draw students' attention to the fact that in his reply, Nick uses his own words and does not repeat the same words from Jack's email. Explain that by coming up with their own words, they can show their range of language.

Answers

- 1 Yes
- 2 Yes
- 3 No

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that in addition to underlining the key words and identifying the functions, they must also write appropriate short replies.
- Ask students to read the sentences and the notes.
- Explain any unknown words.
- Students work individually 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.
- Once students are ready, ask them to read out their replies.

Suggested answers

- 1 forming a rock band with me; agree
What a great idea! I'd love to be in a band.
- 2 Friday evenings or Saturday mornings; make a choice and explain
Friday evenings are better for me because I have football practice on Saturday mornings.
- 3 a name for the band; make a suggestion
How about *Cool Notes*?
- 4 ready for a live performance in two months; disagree and suggest when
I don't think two months is long enough, but we might be ready by the summer.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the words and phrases and explain any unknown words. Point out that the phrases are grouped under functions.
- Make sure students know how to use the phrases by asking them to give you example sentences using them.
- Ask them to look at the model email in 3 again and to underline any expressions there that appear in the *Language Bank* (*Hi, Thanks a lot for, I'd love to, How about, I'm sorry, but ..., Let me know, Take care*).

EXTENSION ACTIVITY

Time permitting, students can write one or two of their own sentences and notes as in 4 and swap with a partner who must then write short replies. To check, ask each student in the pair to read out their sentences and notes, and the other student can read out their replies.

5

- Read the task out to students and explain anything they don't understand.
- Ask them to underline the key words and then analyse the task by asking them which functions they will need to express (*key words – go on a cycling trip, accept an invitation; Where would you prefer to sleep?, make a choice and give a reason; ride by the river, disagree and give a reason; anything ... we should take with us, make a suggestion*).
- Go over the *Plan* with the students. Stress the importance of replying to all notes appropriately.
- Ask students to write short notes for each paragraph and go round checking as they write.
- 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.
- Explain to students the importance of using paragraphs to present their ideas in a clear and orderly way. Stress the importance of including some ideas of their own to show their range and command of the language by giving a short piece of news or expanding on a reason for something. Finally, remind them that in all correspondence, an appropriate ending is required.

Reload 3 (SB page 42)

Objectives

- To revise vocabulary and grammar from Unit 3.

Revision

- Tell students that Reload 3 revises the material they saw in Unit 3.
- 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 can 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: Revise the free-time activities by writing the first and last letters of each word and gaps for the letters in between on the board. Select a student to come to the board and ask him/her to complete the word. Continue until all words have been covered.
- 2 & 3: Ask individual students to think of an object associated with each activity in 1. Write the answers on the board next to the correct word from 1.
- 4: Write the five verbs on the board and ask students to work in pairs and come up with the name of each activity and where it is done.

Vocabulary 2

- 1: Practise word formation. Students work in groups. Write the five nouns (person) on the board and assign the noun (thing) category to one group, the verb category to another, and the adjective category to the smallest group. Once students have completed the words for their category, collate the answers on the board.
- 2: Practise phrasal verbs. Write the phrasal verbs on the board: *hang out, join in, turn off, turn on, sign in, take up*. Then ask students to answer the following questions:

Who do you hang out with?

We're singing. Would you like to join in?

When should you turn off the lights?

How do you turn on your TV?

What are you doing when you sign in?

Is there a sport you would like to take up?

(Students' own answers)

- 3: Practise collocations & expressions. Write these expressions on the board: *pass the time, do nothing, go online, make an effort, get a hobby*. Then write the following gapped sentences and ask students to complete them with the correct expression.

1 I only ____ when I need to check my emails. (go online)

2 I would like to ____, but I haven't got much free time. (get a hobby)

3 On Saturdays, I often ____ just watching TV. (pass the time)

4 Most people think chess is difficult, but it isn't if you _____. (make an effort)

5 I ____ in my free time; maybe I should play sport. (do nothing)

Grammar Revision

Grammar 1

Practise the present perfect simple and the present perfect continuous.

- Revise all forms of the two tenses. Then write the following gapped sentences on the board and ask

students which verb tense is required, and which use of the tense it shows:

1 I ____ (know) Sam for ten years. (have known; something that started in the past and continues in the present)

2 Julie ____ (buy) a new laptop. (has bought; something that happened at an indefinite time in the past)

3 The football team ____ (train) hard all year. (has been training; something that started in the past and continues until now)

4 Grandma ____ (never do) karate! (has never done; experiences and things we have or have not done in our lives)

5 Tim ____ (drop) the glass and now it's broken. (has dropped; something that happened in the past and has a result in the present)

6 My feet hurt! I ____ (walk) all day. (have been walking; something that has just finished and has a result that we can see in the present)

- Ask students to tell you which time expressions we use with each tense. Write them on the board in two columns. Or, write the time expressions on the board (in mixed up order) and ask students to tell you which are used with each tense.

- Ask students when we use the past simple and when we use the present perfect simple. Elicit that the past simple is used to talk about a definite time in the past, and that the present perfect simple is used for an indefinite time in the past. Ask for time expressions that are used with the tenses.

Grammar 2

Practise the past perfect simple and the past perfect continuous.

- Ask students when we use the past perfect tenses and when they are used when we want to show actions that happened before other actions in the past.

- Draw a timeline with NOW in the middle and ask individual students to show you where the past simple and past continuous go on the timeline and where the past perfect tenses go on the timeline.

- Ask students to tell you which time expressions we use with each tense. Write them on the board in two columns. Or, write the time expressions on the board (in mixed up order) and ask students to tell you which are used with each tense.

- Ask students to write an example sentence that requires the past simple and a past perfect tense. They write a gapped sentence with the verbs provided and swap with a partner who must complete the sentence.

- Students are now ready to do Reload 3.
- 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 2a 3c 4b 5c 6b 7d 8d 9a

Grammar

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