

1 It's a challenge!

The adventure starts here

Lesson profile

Speaking	Say which activities you would like to try
Listening	A teacher talks about a school challenge
Reading	Students' letters about themselves
Vocabulary	Adjectives describing personality
Grammar	Present simple and present continuous
Writing	Write a paragraph about yourself

Warmer

If the students did Level 2 together, this activity gets them using simple English again after the break; if they didn't, it helps them get to know each other.

Write the words *food*, *sport*, *city*, *animal* and *colour* on the board. Give the students one minute to write down their favourite thing in each category. Start by giving them an example for each, e.g. *ice cream*, *basketball*, *Milan*, *elephant* and *green*.

In pairs, the students then compare and discuss their answers. Demonstrate with a stronger student:

Teacher: What's your favourite food, Mario?

Student: I love sushi. There's a great sushi place near my house. What about you?

As a variation, all the students should walk around the class asking and comparing answers to see which items in each category are the most popular.

About you

1 Ask the students *Would you like to try flying a plane?* Get some answers and ask them what other activities they would like to try. Pre-teach *award* (a prize you give to someone for something good they did), then arrange the students in groups and tell them to look at the poster. Ask some questions about things on the poster and tell them any words they don't know.

The students then discuss the questions in the book.

When they have finished, you ask the questions to students from different groups to compare answers.

LISTENING

2 **1.02** Ask the students *Do you think Mr Jackson will say sport? Why? / Why not?* (Yes, it's in the pictures.) *Will he say fast food? Why? / Why not?* (No, this award is about doing healthy things.)

Arrange the students into small groups and ask them to do the same task for the words in the box. Then the students listen for the first time, tick the words they hear and compare this with their predictions.

Answers

camp; exercise; hiking; hobby; students; subject; talk

Audioscript

Mr Jackson: Good afternoon, everyone. Thanks for coming to the meeting. Now, I'm going to tell you about the Merrydown Award. A very special man called John Merrydown started it 50 years ago. He was a head teacher here, and he wanted to help his students have fun, make friends and learn new things. Those first students had a great time, and I hope you do too.

There are four parts to the award. You do something different in each part, but they are all very useful in your lives. The first part is 'public speaking'. You need to think of a subject and prepare to talk about it for three minutes. You do this in front of a big group of people. It sounds easy but it's not!

The next part is 'fitness'. It's all about getting fit! You can choose any kind of exercise. It can be sport, or dance, or something else.

Then, there's the 'skills' part. For that, you need to choose a hobby or activity and get better at it. Maybe you can learn to play the piano or the guitar. Or, if you know what job you want to do when you're older, you can find out about that.

And finally – the expedition! You're going to go hiking in the countryside. You have to camp for one night and do all your own cooking. It's hard, but it's great fun.

Now, if you want to do the award, I would like you to write me a letter. Tell me about yourself and why you want to do it. Give that to me next week. OK, are there any questions?

3 **1.02** Ask two or three general questions to see how much the students understood the first time, for example *Who started the award?* (John Merrydown) *How many parts are there to the award?* (four) *Who does the cooking?* (the students)

Arrange the students into pairs. Pre-teach *public speaking*, *skill* and *expedition* and ask the students to read the information and predict the answers: *Before you listen again, think what kind of word it could be, like a noun or adjective, and give a possible answer. For example, (1) is a number – it could be two.*

Play the recording for the students to write the missing information.

Play it again, pausing after each question, for the students to check their answers. When you check through the answers, stop the recording after each question so that weaker students don't get lost.

Answers

1 three/3 2 sport 3 guitar 4 hiking 5 letter

Extension activity

In pairs, the students discuss which of the four parts of the award is the most interesting and which is the most difficult.

READING AND VOCABULARY

- 4 Ask the students questions about the photos, for example, *What is the boy's name? Who likes painting?*
 The students match the letters. Ask some comprehension questions afterwards, for example, *What instruments does Dylan play? (guitar and keyboard) How old is Gabby's neighbour? (85)*

Fast finishers

Ask fast finishers to choose a birthday present for Gabby's neighbour. Give a few fun examples like 'a cake with 85 candles', 'Dylan's old hockey stick'.

Answers

1 Dylan 2 Gabby

- 5 Ask the students to underline these words in the two letters. Explain that they are adjectives like *intelligent* and *nice*, which describe people. See if the students can work out the meaning from the context by concept-checking:
Someone who says please and thank you is ... (polite)
Someone who does good things is ... (kind)
When you feel happy about something, you are ... (pleased)
Someone who doesn't like to work hard is ... (lazy)
Someone who is happy to see you is ... (friendly)
Someone who has many things to do is ... (busy)
Someone who makes you laugh is ... (funny)
Someone who has many friends is ... (popular)

Do the first written sentence together, then the students work individually. Note that *pleased* is the only adjective in the list which only goes *after* the person it describes: *the lazy boy / the boy is lazy* but *the boy is pleased* not *the pleased boy*.

Answers

1 lazy 2 pleased 3 kind 4 popular 5 funny 6 polite
 7 friendly 8 busy

Mixed ability

Mime, or ask stronger students / fast finishers to mime the answers for each sentence. For example, for 1 put your hands behind your head and yawn.

Extension activity

Arrange the students into pairs. They have to think of someone they know for each word and explain why. Demonstrate with a stronger student.

Teacher: Do you know a busy person?

Student: My mother is very busy.

Teacher: Why?

Student: She works and helps me at school. Do you know someone like this?

GRAMMAR Present simple and present continuous

- 6 Books closed, read out (some of) these sentences from the letters and see if the students can remember who they are about, Dylan or Gabby:
 I usually work hard. (Dylan)
 I love school. (Gabby)
 At the moment I'm painting a picture of the sea. (Gabby)
 I'm learning to play the keyboard now. (Dylan)
 I do a lot of sport. (Dylan)
 I like to be busy. (Gabby))
 Books open, the students complete the verb table.

Answers

Present simple	Present continuous
I usually work hard	I'm learning to play the keyboard
I do a lot of sport	I'm teaching my brother to swim
I play hockey twice a week	He's really enjoying it
I go swimming every Tuesday	I'm painting a picture of the sea
I love school	My mum and I are planning a party
I also like helping other people	
I often go shopping with her	
She always tells me	

- 7 Ask the students to underline the time expressions in the sentences, for example *at the moment*. This is revision but they will probably still have trouble with the form as well as meaning, especially the third person *s* (*She always tells me*) in the present simple and the forms of *be* in the present continuous.
 Elicit from the students the positive, negative and question forms for each tense.
 Language note: the present simple is the most common verb tense in English.

Fast finishers

The students write four sentences about what they *always, usually, sometimes* and *never* do.

Answers

- We use the *present continuous* to talk about things happening now, at the moment.
- We use the *present simple* to talk about things that are always true or happen regularly.

→ Grammar reference Student's Book page 147

- 8 With **weaker groups**, go through the exercise and highlight the time expressions which help students decide which tense to use (in brackets in the Answers).

Fast finishers

Fast finishers write two more sentences for the other students to do. For example:

I get up / am getting up at seven o'clock every day.

It's hot. *Why do you wear / are you wearing* a sweater?

Answers

- | | |
|--------------------------------|-------------------------------|
| 1 watch (every week) | 4 are learning (now) |
| 2 do you usually eat (usually) | 5 I don't always do (always) |
| 3 I'm practising (now) | 6 is teaching (at the moment) |

Corpus challenge

Ask the students to think of one country where it rains a lot, one where it rarely rains, one where it snows a lot, one where it never snows. The students write a sentence for each and compare answers.

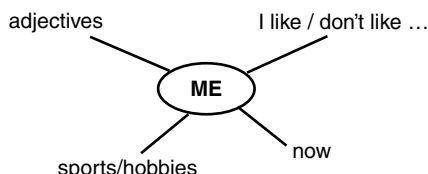
Next write the corpus sentence on the board and, if necessary, underline the time phrase *at the moment* to help the students find the mistake.

Answer

It is raining a lot at the moment.

WRITING

- 9 Present this as a mind map on the board and ask the students to think of examples for each category. The students should use Exercise 4 to help them with ideas and language.



The students write their paragraphs individually on a piece of paper. Tell them not to write their names. When they have finished, put the paragraphs on the walls around the classroom. The students then walk around the room, read the paragraphs and guess who wrote them. Alternatively, read (some of) the paragraphs aloud.

Cooler

Dictate this. The students listen and draw it.

Four teenagers are camping by the river, two boys and two girls. They are all wearing jeans and T-shirts. The two girls are playing football and the two boys are sitting down and watching them. A bird is flying in the sky and there are some fish swimming in the river. A cat is trying to catch the fish but they are swimming too fast.

The students can then draw their own pictures and dictate them to each other.

Fill in the form with your details

Lesson profile

- | | |
|----------------------|--|
| Reading | An application form for the Merrydown Award |
| Vocabulary | Contact details |
| Pronunciation | The alphabet |
| Listening | Gabby and Dylan meet Finn and talk about their public speaking project |
| Speaking | Give your contact details; say what you do in your free time (Key Speaking Part 1) |

Warmer

To revise the grammar from the last lesson, read out five sentences, some present simple and some present continuous, about yourself. The students must decide if they are true or false. For example,

- I get up at six o'clock every day.*
- My husband/wife plays the guitar.*
- I am reading 'Romeo and Juliet' at the moment.*
- My grandmother speaks English very well.*
- I am wearing green socks.*

The students do the same in pairs.

READING

- 1 Books closed, on a projector show the students, or just name, some websites you like or use a lot and tell them why. (*It's clear and easy to use, there's lots of useful information about ...*) Ask the students to show each other their favourite websites on their mobile devices, or just name them, and ask and answer questions about them, for example *How do you know about this website? – My friend told me about it.*

Then ask the students to make a list of what should go on the Merrydown Award website, for example, photographs of activities, useful links.

Elicit or pre-teach *form*, 'a document with spaces for you to write information'. Books open, the students read the letter which gives information about the Merrydown Award and answer the questions. Give an oral example: *Everyone does the same activities* (wrong, you choose your activities). In the feedback, the students must correct the wrong answers.

Fast finishers

Fast finishers write a message from Mr Jackson on the website, for example, 'Good news! There is a great new activity – dressmaking.'

Answers

- 1 ✓ 2 X (the students do it themselves)
 3 ✓ 4 ✓
 5 X (the students can make a book but it costs 20 pounds)

- 2** Books closed, ask the students what information Merrydown students would need to give on the form, for example *age*, and pre-teach *contact details* (information you need so that you can write or speak to someone).
 Books open, the students do the matching task.
 Then drill the questions.

Answers

1 e 2 d 3 b 4 a 5 c

VOCABULARY

- 3** **1.03** Books closed, ask the students to look up the following London addresses on Google Maps, or similar, and use the internet to find who lives/lived there:
 22A Baker St (Sherlock Holmes)
 10 Downing St (the Prime Minister)
 Buckingham Palace (the Queen)
 155 Norman Road (David Beckham)
 Read each address aloud and get the students to repeat it.

The students then listen to and repeat Gabby's details. Make sure that they break the phone numbers into groups of digits, with a pause between, as this is easier to say, hear and remember.

After playing the recording several times, see if the students can read Gabby's details by themselves and then, books closed, remember and say them.

Language note: 0 is pronounced in different ways: 'oh' in telephone numbers, 'zero' in temperatures and 'nil' in team games.

- 4** Drill the questions: *What's your email address? Where do you live? What's your phone/mobile number?* Words like *you* and *do you* are unstressed and the intonation is falling. Also teach *Can you repeat that, please?* as the students will need this.
 Arrange the students into pairs and demonstrate the task with a stronger student.

Extension activity

The students make up the contact details of a famous person, for example Frankenstein or Jennifer Lawrence, and go round the class asking for one another's contact details.

PRONUNCIATION The alphabet

- 5** There are many alphabet songs on YouTube for a fun introduction. Tell the students to read out the letters of the alphabet. Ask them *Does B sound like E or F? (E) Which sound have they both got? (i:)*. Tell the students to complete the table.

1.04 Then play the recording for them to check.

Answers

A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
V						

Extension activity

The students stand in a circle and in turn repeat the letters of the alphabet forwards (A–Z) and backwards (Z–A). You then say a common sound like /eɪ/. The students continue saying the letters but the student who has to say a letter with that sound (for /eɪ/ it would be letters A/H/J/K) sits down.

If the student doesn't sit down, or sits down for the wrong letter, that student is out of the game and leaves the circle. Continue until there is one student left.

LISTENING

- 6** **1.05** Ask the students to look at the photo and think of three questions to ask Finn. For example:
How do you know Gabby and Dylan?
Why do you want to do this award?
What activities do you want to do?

Ask the students what the first part of the Merrydown Award is (public speaking – see Student's Book page 10). Tell them to read the questions before they listen so they know what to listen for.


Answers

- (getting to know your) neighbours
- homework (the students shouldn't have any)
- He will ask his mum. (She teaches public speaking at college.)

Audioscript

- Dylan:** So, Gabby, what subject are you going to choose for your public speaking?
Gabby: I'm not sure! Maybe something about getting to know your neighbours. People don't talk to each other enough! What about you?
Dylan: I want to talk about homework.
Gabby: Really? Sorry, Dylan, but that doesn't sound very interesting!
Dylan: Wait till you hear my idea. No more homework! We should study at school and then go home and enjoy ourselves in the evenings.
Gabby: What?!
Mr Jackson: Excuse me, you two. This is Finn. He's a new student and he's going to do the award with us. Can he work with you?
Dylan: Of course! Hi, Finn. I'm Dylan and this is Gabby.
Gabby: Pleased to meet you!
Finn: Hi!

Dylan: We were just talking about the public speaking. Do you know what you are going to do for that?
Finn: Not yet, but my mum teaches public speaking at college. So she's got lots of ideas.
Dylan: Brilliant! Hey, can she give me some tips for my talk about homework?
Gabby: Dylan!
Finn: It's fine – I'll ask her.
Dylan: OK then! Can I text or email you tonight?
Finn: Sure, here's my number. It's 07342 667 378.
Dylan: Got that. And what's your email address?
Finn: f.townsend56@gt.com
Dylan: f dot ... How do you spell Townsend?
Finn: T-O-W-N-S-E-N-D.
Dylan: OK ... f dot townsend fifty-six at gt dot com. Thanks

- 7**  **1.05** Play the recording again and stop it after *Gabby: Dylan!* to check the answers to Exercise 6. The answers to Exercise 7 come after this. For extra speaking practice, arrange the students into groups of four and give them each a copy of the recording script and get them to act out the conversation.

Answers

07342 667 378
 f.townsend56@gt.com

Extension activity

Arrange the students into groups and ask them to think of three possible topics for public speaking. They should then say what their ideas are and why they are interesting. For example: *Our first idea is parks. The parks in our town are very boring and teenagers don't want to spend time there.*

SPEAKING

Prepare for Key for Schools

Speaking Part 1

Task description

In Speaking Part 1, students are in pairs. The examiner will ask each student questions about the student's family, school, hobbies, home, etc. The examiner will speak to both students but will ask each one different questions.

Exam tips

Tell students that the examiner can only mark what the students say, so it is important for them to answer the questions as fully as they can. They usually have to spell their name, so it is important they know the alphabet.

→ See Exam Profile 1, Student's Book page 120.

- 8** Ask the questions to the students first and get them to answer in full sentences. Then arrange them into pairs to fill in the form.

- 9** Ask the questions to the whole class and get some sample answers. Do not accept answers of single words; they must be at least two sentences long. For example:

Teacher: Tell me about your family.

Student: I have quite a small family. There're me, my parents and my little brother, Alex. He's four and very funny!

Drill the questions before you arrange the students into pairs to choose three questions and ask each other.

Stronger students can ask all the questions and then find a new partner.

- 10** Have a brief class discussion. Stronger students can do it in English, weaker ones in L1. If you do this after each of the exam tasks, you can find out where students have problems and help them work towards overcoming them. They will also benefit from each other's ideas.

Project

Use an English-learning website

The students should find the British Council LearnEnglish teens site and sign up. They need to go to <http://learnenglishteens.britishcouncil.org/> and then click on 'Sign up for a free account' at the top of the page. They will have authentic practice in giving contact details and the site is a terrific resource for teenagers (and their teachers).

Cooler

Write this sentence on the board, teach *fox*, and ask the students what is special about it:

The quick brown fox jumps over the lazy dog.

If the students don't know, go through the alphabet, crossing off the letters in the sentence until they understand that it uses every letter of the alphabet.

Arrange the students into groups. They must write their own sentence which uses as many letters of the alphabet as possible. The winner is the group with a grammatical sentence with the most different letters.

Teacher's resources

Student's Book

Grammar reference and practice page 147
 Vocabulary list page 138

Video

Speaking Part 1

Workbook

Unit 1 pages 4–7

Go online for

- Speaking test video worksheets
- Corpus tasks