

# 1 | HAVING FUN

## Objectives

FUNCTIONS	talking about routines and everyday activities; expressing likes and dislikes; giving warnings and stating prohibition
GRAMMAR	present simple review; like + <i>-ing</i> ; adverbs of frequency
VOCABULARY	hobbies; collocations with <i>have</i>

### Student's Book page 12–13

## READING

- 1 If there is an interactive whiteboard (IWB) available in the classroom, the picture description would best be done as a heads-up activity with the whole class. Say *sleeping*, and nominate a strong student to point to the correct picture on the board. The rest of the class check and confirm or reject answers. There may be some pictures that students disagree about. Remind them that each word should only be used once, so they should try and work out the best answer through elimination. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to check and confirm or reject answers.

### Answers

1 C 2 G 3 H 4 B 5 A 6 E 7 F 8 D

### Optional extension

Students work in pairs to test each other about the activities. They look at the photos, cover the exercises and take turns to point to a photo at random and ask: *What's this?* Monitor the activity, and conclude things when most pairs have gone through all the images.

- 2 Check comprehension of *fun* by asking students to name activities they consider fun. Also check if students understand the difference between *always*, *sometimes* and *never*. Draw a line with 0% at one end and 100% at the other end on the board, and ask students to situate each adverb at the appropriate place on the line. Then students go through the list and complete the statements. Ask for a show of hands to find out which activities students find the most fun (they could raise both hands for *always* and one hand for *sometimes*).
- 3 **SPEAKING** Give groups two minutes or so to compare their ideas.

- 4 **SPEAKING** Do the activity as a contest between groups: which group will be the first to come up with at least ten activities? Ask the winning group to tell the class their ten activities and write any new phrases on the board. The other students should cross off all the words they also have on their lists as they hear them, and tell you any other words they have thought of to be added to list on the board. Then give the groups a couple of minutes to discuss which activities they think are and aren't fun. They have to try to find activities that they agree about. Monitor and check the use of the new vocabulary. Ask a student from each group to report back on activities they all agreed on, and activities that caused disagreement. How many activities do all the students in the class agree on?
- 5 **▶▶ 1.17** Ask students to cover up the text on page 13 and look at the title only, or display the page on the IWB if you use one, and zoom in to the title. Ask students what they think the text is about and write their ideas on the board. Prediction helps motivate students to read and find out if they're right. Check that students understand the meaning of *take (good) care of* (to look after) then ask them to read the introductory paragraph quickly to check their ideas. Elicit which predictions were correct. Then ask the class to look at the pictures and elicit what the person is doing in each case. This is a good opportunity to teach the words *smile*, *relax*, *crossword puzzle* and *hobby* if students don't already know them. Play the audio for students to listen, read and match the pictures with the questions. Students compare answers in pairs before you check with the whole class.

### Answers

A 2 B 5 C 3 D 1 E 6 F 4 G 7

## THINK VALUES

### Taking care of yourself

- 1 Ask the class: *Why is it important to take care of yourself?* Elicit some simple ideas in response, such as: because it's important to be healthy; you can't enjoy life if you aren't healthy, etc. Then give students a minute to go through the list and match the questions with the items in the list.

- 2 **SPEAKING** Allow two or three minutes for the pair-work activity. Monitor the conversations. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Check answers with the class.

**Answers**

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

**Optional extension**

Ask students to rank the ways of being healthy in order of importance and compare their ideas with their partner. Encourage them to try to give reasons for the ideas but stress that there are no right or wrong answers. Pairs should try to agree on the top three most important ways to take care of themselves. Monitor and help with vocabulary as needed. Conduct whole-class feedback to find out what different pairs think are the most important things they should do to take care of themselves.

**Student's Book page 14–15****GRAMMAR****Present simple review**

- 1 Students complete the sentences individually, then check back in the quiz. Ask them to compare answers in pairs before you check them as a class. Point out that *Does* and *Do* should take an initial capital letter in 3 and 4 because they come at the beginning of the sentence. Try to elicit this information from the class before you tell them. Ask: *How do the words 'does' and 'do' change when you write them in the sentence?*

**Answers**

1 says 2 don't 3 Does 4 Do

- 2 While the students are completing 1, you could copy the table with the different forms of *do* and *does* on the board with the verb forms gapped, then elicit the missing words from the class. Students work individually to complete the rules and compare answers in pairs before you check with the whole class. Elicit the rules through concept-checking questions, for example: *What's different about the verb after he, she or it?* (We add an -s in positive sentences, we use *doesn't* instead of *don't* in negative sentences, and we use *Does*, not *Do* in questions.)

**Answers**

1 don't 2 doesn't 3 do 4 does

- 3 Look at the example with the class and check students understand why these verb forms are used (point to the relevant column on the table). Elicit or explain the meaning of *roller coaster* (say that you find them at amusement parks and fairs and it's a kind of fast train that goes up and down a lot – you can do a rough drawing on the board to illustrate) and *scared* (make an appropriate facial gesture). You may also like to do number 1 together as a class. Students complete the sentences individually, then check in pairs before checking as a whole class.

**Answers**

1 doesn't sleep, needs 2 Do ... study, do  
 3 cooks, doesn't enjoy 4 Does ... play, doesn't  
 5 don't like, prefer 6 watches, doesn't do

**Fast finishers**

Students rewrite the sentences in Exercise 3 so they are true for them and their families.

Workbook page 10 and page 122

**PRONUNCIATION**

For practice of /s/, /z/, /ɪz/ sounds, go to Student's Book page 120.

**VOCABULARY****Hobbies**

- 1 To lead into the activity, ask students to look through pages 12–14 and find any hobbies mentioned so far. Stronger students could try and answer from memory. Elicit and write them on the board or ask students to come to the board to write them. Try to elicit phrases rather than single words, e.g. *play football*, *do crossword puzzles*. You could also elicit examples of students' own hobbies. Students match the verbs with the nouns in the exercise individually, then check in pairs before a final check with the whole class. When checking answers, students may come up with other acceptable alternatives, for example: *keep a blog*, *collect photos* or *write things*. If they do, say that these answers are possible but ask: *What other things do we keep/collect/write?* and elicit the preferred alternative from another student.

**Answers**

1 be 2 write 3 take 4 keep 5 collect

**Fast finishers**

Students try to think of further hobbies where they *write*, *take*, *keep* or *collect* things, and make a list.

**Optional extension**

Test how well students remember the collocations. Call out either the verb or the noun, and nominate a student to say the whole phrase. For example, you say: *play* or *instrument*, they say: *play an instrument*. Alternatively, put students in pairs to take turns to test each other in the same way.

- 2 **SPEAKING** Look at the example with the class so the task is clear to students: they must first ask a *yes/no* question, then follow it up with a *wh*-question, asking for more details. Students take turns to ask and answer questions about their hobbies in pairs, using the phrases from Exercise 1. Ask them to find at least two interesting things they could share with the rest of the class about their partners. Monitor students' use of the various forms of the present simple. Make a note of any grammar errors to go over at the end of the activity, but avoid interrupting conversations. Input any unfamiliar vocabulary (e.g. names of

instruments) that students need. Ask two or three students to report back to the class on something interesting they found out about their partners.

Workbook page 12

## LISTENING

- 1 1.20 As a warm-up, ask students to look at the pictures for 30 seconds to try to memorise its details, then ask them to close their books. If there is an IWB available, do this on the screen with books closed. Point out the lettering A–C before you hide the picture so students can refer to the pictures more easily. Ask students: *Which picture shows: a piano player? (B); a footballer? (A); a sofa? (C); two adults? (A); a TV? (C); no girls? (C); somebody sitting? (B).* Students then open their books to check their answers – how many did they get right? Direct students' attention to the sentences and check they understand *headache*. Then play the audio, pausing after each conversation so students can decide, in pairs, which picture they think it goes with. Check answers as a class.

### Answers

1 B 2 A 3 C

### Audio Script Track 1.20

#### Conversation 1

Tom Carla! Please stop. I've got a headache. ... Carla!  
 Carla What is it, Tom?  
 Tom Can you stop playing, please. I've got a headache.  
 Carla You've always got a headache when I play the piano.  
 Tom Maybe your piano playing gives me a headache!  
 Carla I need to practise. I need to find a new talent. I know it's there. One day when I'm famous ...  
 Tom You! Famous! Don't make me laugh.  
 Carla And that's why I need to practise more.

#### Conversation 2

Lisa Mum, can I join the football club?  
 Mum: I'm not sure, Lisa. What do you think, Bob?  
 Dad Football. It's not really for girls, is it?  
 Lisa Don't be so silly, Dad. Lots of girls play football these days.  
 Mum She's right Bob. Don't be so old-fashioned.  
 Dad Hmmm. Can't you just play in the garden with your brother?  
 Lisa It's not the same. I want to be in a team and meet new people.  
 Mum It is a good way to meet new people and for Lisa to make new friends.  
 Dad Oh, OK.  
 Lisa You're the best, Dad!

#### Conversation 3

Mum James. It's time for dinner.  
 Mum Come on, James. Dinner is ready.  
 James Sorry, Mum. What do you want?  
 Mum I want you at the table. It's dinnertime.

James OK.  
 James I love music. It's great just having some time to do nothing – just listening to music.  
 Mum Is it? I never have any time to listen to music. I'm too busy with my work ... And looking after you lot.  
 James And that's why I love you, Mum.

- 2 1.20 Before you play the audio again, give students the opportunity to complete the sentences with the details they remember from the first listening and check ideas in pairs. Drill the pronunciation of the names in the box (students repeat in chorus after you) so students will recognize them when they hear them. Play the recording, pausing after each conversation to allow time for students to note their answers. As you check answers, play the audio again, pausing at the relevant parts.

### Answers

1 Lisa 2 James's mum 3 James  
 4 Carla 5 Lisa's dad

## THINK SELF-ESTEEM

### Why it's good to have a hobby

- 1 Refer students back to the people on top of the page and elicit their names before asking them to match the statements with the correct person. Students check answers in pairs before you check with the whole class. Give students 30 seconds to decide which of the three statements they agree with the most or is closest to their own experience. Ask students to tell the class which statement they agree with the most and why.

### Answers

1 B 2 C 3 A

- 2 Students copy and enlarge the diagram so there is enough room to write all the items in it. Put the diagram up on the board, or on the IWB and discuss as a class *why playing the piano* is in the position it is and where you would put *joining a tennis club*. Students complete the activity individually whilst you monitor and help with ideas as necessary. Move on to Exercise 3 when most students have completed their diagrams.

### Fast finishers

Encourage students to add other hobbies to the diagram. They should include their own hobbies – this will help them later in Exercise 4.

- 3 **SPEAKING** Write *It helps me/you to...* on the board, then ask students to read the example. Check comprehension by eliciting a translation in L1. Pairs then compare and discuss their diagrams. Encourage them to give each other reasons, e.g. *Playing the piano helps you to relax because music helps you to forget your problems*. Monitor and help with vocabulary as necessary. Encourage students to try to express their real ideas and opinions but to use English to do so. Avoid error correction unless it really impedes

comprehension. The focus of this task is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on practice of structures or lexis. Make a note of any nice expressions in English that students use during the activity. At the end write them on the board for the whole class to copy, and praise the student who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks.

- 4 Students add their own hobbies to the diagram. Tell them to think about why their hobbies are good for them and to make notes about this to help them with the discussions in Exercise 5. Allow about a minute or so for this stage before returning to the pair-work activity.
- 5 Students discuss their hobbies with their partner. Extend the activity by asking students to stand up and walk round the class asking as many people as possible what their hobbies are and their reasons for liking them. Tell students to make notes and see how many people have the same hobbies and if they give the same reasons for liking them or not. Monitor as before. At the end, ask for volunteers to report back to the class on what they found out.

#### Optional extension

In stronger classes or if students are motivated by this topic, they could do a survey among students in other classes or members of their extended families about what hobbies they have, and why they enjoy them. Ask them to write up their findings on a poster, illustrate it with suitable pictures then present it to the class. For example: *In class 7C, fifteen students play sport. It helps them to be fit. Four students play an instrument: three play the piano, and one plays the guitar. It helps them to relax – and so on. Students can do the project individually, in pairs or in small groups.*

question. As you check answers with the class, also ask students to match the three photos with the people (Lewis: bottle tops; Chloe: clouds; Izzy: milkshake).

#### Answers

- 1 two: Nathan (autographs), Lewis (bottle tops)

#### Optional extension

To check comprehension of key vocabulary, ask students in pairs to scan the text for the following words, and try to work out their meaning from the context: *autograph, invent, pass the time, imaginary, library, poem*. Elicit definitions, explanations or examples – and only teach the word overtly if students are unable to work out their meanings. Encourage students to take risks, even if they sometimes get it wrong, and don't forget to praise their efforts.

- 2 Read the example, and ask students to find the part of Adam's comment that is connected to it (*I try to think of ... for every letter of the alphabet*). You may also like to do number 1 together as a class. Students study each statement first, then scan the paragraphs to find and underline any information that link them to these statements. Remind them not to look for specific words but for similar ideas. During feedback, ask students to read out the parts of the paragraph that support their answers.

#### Possible answers

- 1 Jasmine 2 Izzy 3 Nathan 4 Liz 5 Chloe

#### Optional extension

Students invent and write similar quotes for the remaining people: Rebecca, Lewis, Dylan, Kuba and Daisy, then ask another student to try and match these to the paragraphs.

### Student's Book page 16–17

#### READING

- 1 A recording of this text is available with your digital resources. Ask students to look at the three photos. If you use an IWB, show the page on the screen, and use two panels to cover up the text and exercise (you may need to set this up before the start of the lesson). Ask students to describe what's in the three photos. If they don't know the words, point to the corresponding pictures and say: *clouds, milkshake and bottle tops*. Ask: *What shape can you see in the clouds? What kind of milkshake is it? What kind of bottle tops are they?* and elicit ideas. Read the first paragraph of the text with the class and ask students for their ideas on what clouds, milkshakes and bottle tops have to do with how people spend their free time. Write their ideas on the board. Then ask students to read the two questions so they know what information they are looking for in the text. Students read the blog to check their predictions and answer the questions. They can tick or underline any comments that refer to collecting things. Students check their answer to the first question and discuss the second question in pairs. There is no correct answer to the second

#### GRAMMAR

##### like + -ing

- 1 This exercise introduces verbs used for expressing likes and dislikes. Demonstrate the task by saying two things about yourself, one positive and one negative, for example: *I like pizza. I don't like coffee*. Use exaggerated facial expressions to convey meaning and write the corresponding smiley for each statement on the board. Then give students a minute to go through the sentences and mark them in a similar way. Ask them to compare answers in pairs before you check as a class. Clarify that *love* is stronger than *like* and that *can't stand* is similar to *hate*.

#### Answers

- 1 and 4 are positive. 2 and 3 are negative.
- 2 Elicit the form we use after each verb expressing a like or dislike, and complete the rule together. Ask students to write down the base forms for the verbs in Exercise 1: *collect, walk, be, write*. Ask them which of the three spelling rules each of them follow.



### Rules

1 *-ing* 2 *-ing*

- 3 Students complete the sentences, and compare answers in pairs before you check with the whole class. In weaker classes, and/or to check that students have retained and understood the spelling rules, ask them to write the *-ing* forms for *run, visit, swim, eat, ride* and *talk* first. Check these with the class, then move on to the gap-fill task.

### Answers

1 eating 2 talking 3 swimming 4 riding 5 visiting

- 4 **WRITING** Students write some sentences about things they like and dislike doing themselves and compare them in pairs. Monitor as they are doing this and make a note of common errors. Write these up on the board, ensuring anonymity, and ask students to correct them during whole-class feedback. Ask two or three students to tell the class something interesting they learnt about their partners. If you're short on time, you can set this exercise for homework.



Be aware of common errors related to *like + -ing*, *go to* Get it right on Student's Book page 122.

### Adverbs of frequency

- 5 Ask students to find and underline the four adverbs of frequency in the blog on page 16, then with the help of the contexts, work out the answers for the task and label the diagram with *never, occasionally, often* and *always* in the correct position. Check answers with the whole class. If you're using an IWB, nominate students to label the diagram on the screen.

### Answers

1 never 2 occasionally 3 often 4 always

- 6 Give students two minutes or so to complete the sentences. (The answers will be used later in Exercise 9.) Ask them to compare answers in pairs by trying to predict which adverb of frequency their partner has used for each situation.
- 7 First, ask students if they can remember who made these comments from the blog. Then ask them to look back at the text to check and complete the sentences. Working individually, students choose the correct alternatives to complete the rules referring to the sentences in both Exercise 6 and 7 for help. Ask them to compare answers in pairs before you check with the whole class.

### Answers

1 Once a week (Izzy) 2 every day (Dylan)

### Rules

1 after 2 before

- 8 Write *every day, three times a week* and *once a year* on the board and give some examples of your own, e.g. *I drink coffee every day; I go to the supermarket three times a week; I go on holiday once a year to get*

students started. Then give the class a minute or two to complete the sentences with their ideas.

- 9 **SPEAKING** Read the example with the class to introduce the questions *How often do you ...?* Refer to the examples you wrote on the board for Exercise 8 and turn them into questions – *How often do you drink coffee/go to the supermarket/go on holiday?* etc. – and elicit answers from individual students. Use their answers to build up the formula *once/twice/three/four times a ... day/week/month* etc. and write this on the board. Ask students to compare their ideas in small groups for two or three minutes and find the person who gave the most similar answers to them. Invite feedback from each group.

Workbook page 11 and page 122



Be aware of common errors related to adverbs of frequency, *go to* Get it right on Student's Book page 122.

### WRITING

Students complete the sentences for homework. At the start of the next class, put them in groups again to compare their answers, then feed back, as in Exercise 9. Ask students to find out who gave the most similar responses to them.

Student's Book page 18–19

### PHOTOSTORY: episode 1


#### Olivia's new hobby

- 1 Students look at the photos, but cover up the dialogues. If you use an IWB, zoom into the pictures and cover up the text, and do the activity on the screen with books closed. Ask students to describe the photos in as much detail as they can. Ask: *Where are the people? How many girls and how many boys are there? What is the relationship between them, (e.g. friends, brothers and sisters, etc.)? How old are they? Where are they? What are they doing? Are they having fun?* At this point, they have not covered the present continuous, so don't worry too much about its use. Then read the questions with the class and tell them that the people they can see are four friends: Luke, Ryan, Olivia and Megan, who are in the playground at the moment. The girl with the lighter hair is Olivia, and the boy with the lighter hair is Luke. Elicit students' ideas in answer to the questions and write them on the board. Don't give away correct answers at this point, as students are going to check their answers in the next exercise.
- 2 **1.21** Before you play the audio, pre-teach/ elicit the meaning of *worried* (unhappy because you are thinking about problems or bad things that might happen). Students read and listen to the story and check the predictions on the board.

### Answers

- 1 Taking photos of Megan (reading in strange places).  
 2 Olivia is very close to the water.

## DEVELOPING SPEAKING

- Ask students what they think happens next and ask them to brainstorm possible endings for the story. They could do this in groups with one student in each group acting as secretary and taking notes. Take feedback with the whole class and write the ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
-  EP1 Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- Students select the alternatives individually, then compare answers in pairs before checking with the whole class.

## Answers

1 help 2 doesn't cry 3 doesn't laugh 4 is  
 5 doesn't tell 6 gives

## Optional extension

You could ask students to role-play the story in groups of four. You could either ask students to memorise the lines from the story and imitate the intonation, or you could ask them to re-tell the story using their own words as much as they can. They can use their camera-equipped mobile phones as props. Invite groups of volunteers to perform in front of the class, then vote on the best performance.

## PHRASES FOR FLUENCY

- Students work in pairs to first match each of the expressions to the person who said them and then to use the context to help them match with the meanings. Stronger classes could try completing the task from memory first, without looking at the text, then check their answers. In weaker classes, you might like to stage this by first instructing students to find and underline the expressions in the story, then check in pairs. Then, next to each expression, they write the name of the person who said it. Feed back on this before students match to the definitions. Students compare answers in pairs before you check with the whole class.

## Answers

1 f Luke 2 d Olivia 3 b Olivia 4 a Megan 5 c Ryan

- Ask students to read the gapped conversation, then ask: *What do Sarah and Nicole want to do?* (walk); *Does Sarah like Mike Smith?* (no). Students complete the gaps individually, then compare answers in pairs. You could ask pairs to practise the dialogue together, and invite one or two pairs to perform in front of the class.

## Answers

1 That's right 2 Cool! 3 Look out! 4 Come on  
 5 Hurry up

## WordWise

## Collocations with have

- Write *have +* on the board and tell students that there are lots of expressions in English with the verb *have*. Give the class 30 seconds to read the sentence parts and match the first item as a class – *I'm not sure what they're doing + e but they're having a good time*. Students complete the matching individually, then compare answers in pairs. You may like to replay the video as a way of checking answers. Stop after each answer is given and get the students to repeat it in chorus to reinforce correct stress and intonation.

## Answers

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

- To practise the meaning of the phrases, students take turns to ask and answer the questions in pairs. Monitor their use of the collocations, paying special attention to the use of articles. Allow up to five minutes for the conversations. Ask two or three students to share with the class something interesting they have learnt about their partner. Alternatively, you could do this as a mingle activity. Students draw a blank table, and interview at least four other students to get their answers to all the questions, and make a note in their tables. Ask one or two students to report back on their findings.

Workbook page 12

## FUNCTIONS

## Giving warnings and stating prohibition

- Students order the sentences individually. Check answers as a class. Point out that we don't use a subject in the imperative form (*Don't do that!* **not** *You don't do that!*).

## Answers

1 Be careful, Dan! 2 Look out, Lucy!  
 3 Don't do that! 4 Don't push too hard.

- Students match the pictures and sentences individually, then compare ideas in pairs before you check answers with the class.

## Answers

1 B 2 A 3 D 4 C

## Optional extension

Students use search engines on the Internet to find a suitable photo to illustrate each of the four expressions. If they have their smartphones or tablets with them in class, or if you have access to internet-linked computers, you could do this as a class activity. Students then test each other in pairs by showing the photo and eliciting which expression it might match. Monitor that they are using English throughout.