

## Lesson

## 1

## New friends

**Lesson aim:** By the end of this lesson students will be able to:

- ask about others

**Grammar:** Negative statements, Questions with the verb *be*

**Vocabulary:** Names, Age, Country of origin, Likes

## 1 Vocabulary review

This exercise reviews and practises vocabulary and expressions for introducing oneself.

A  CD1, Track 2

- Have students quickly look through their Student's Book. Explain that, as in Student's Book 1, there are 8 units and that each unit contains 4 lessons. There is a *Get Connected* lesson (reading, listening and writing practice), a Review, a Game and a Project at the end of each unit. Also, after every other unit there is a special *Get It Right!* lesson focusing on the typical mistakes made by Polish students. Tell them that there are six new characters in this level. Encourage students to ask any questions they may have about *Let's Connect 2*.
- Have students read the instructions and the title and then look at the photos. Ask: *Who are the people in the photos?* (New students at Kent International School.)
- Have students read the captions. Then have them close their books. Say the characters' names, one by one and ask students what they remember about each character.
- Play the recording. Students listen and read along.

**Audio script**

Same as the captions in the Student's Book.

- Play the recording again or read the captions aloud. Students listen and repeat.
- **Optional** Ask volunteers to stand and introduce themselves to the class. Ask them to limit their introductions to name, country of origin, age and interests. Students may also do the introductions in pairs.

## B

- Have students read the instructions. Ask: *Where is the information for the blanks in the chart?* (In the captions in Exercise A.) Students work individually to complete the chart. While they are doing this, copy the chart onto the board. Then circulate, monitoring and helping students fill in the chart.
- Check answers with the class. Invite volunteers to fill in one blank each in the chart on the board.

**Answers**

- Billy; 11; football and video games
- Zach; 11; baseball and volleyball
- Kate; 12; Canada
- Ana; 12; films and concerts
- Tommy; Australia; music and comic books

**Teaching Tip**

Conduct as much of your lesson in English as possible. Start using classroom commands on the first day of class. Tell students not to worry if they do not understand completely. Encourage them to guess by paying attention to the context of the language.

This unit reviews and introduces vocabulary and expressions for introducing oneself, asking about others and sharing information about personal likes and abilities.

## 2 Language focus review

This exercise reviews and practises negative statements and questions with the verb *be*.

### A

- Have students study the examples in the language chart. Focus students' attention on the negative statements and the use of *not*.
- Focus students' attention on the question-and-answer patterns. Remind them that the verb *be* comes at the beginning of the question in *Yes / No* questions and after the question word: *who, when, what, where*, in information questions. Tell students to look at the answers. Remind them that the verb *be* comes after *he / she / it*, etc.
- Write the contractions from the table on the board: *she's, who's, they're, name's, what's, it's, when's, where's, I'm, he's*  
Invite volunteers to give the full forms.
- Focus students' attention on the question words. Write *Who, What, When, Where* and *How old* on the board. Point to each question word and ask what kind of information it calls for. (*Who*: people; *What*: names, objects, colours, animals, etc.; *When*: time; *Where*: places; *How old*: ages.)
- Read the examples aloud, pausing for students to repeat.
- **Optional** Invite three volunteers to come to the front of the classroom. Give each student a piece of chalk or a whiteboard marker. Tell the students to listen and write *Who, What, When, Where* or *How old*. Say: *She's my mother*. The first student to write *Who* becomes the 'teacher'. Ask that student to invite three new students to the front to continue the activity.

### B CD1, Track 3

- Focus students' attention on the dialogue. Have them read the first two lines. Ask: *Are Zach and Ana meeting for the first time?* (Yes.)
- Remind students that in this type of task, they should pick the correct answer from the choices in brackets.
- Explain *actually*.
- Have students read the dialogue. Students work individually to complete the task.
- Have students check their answers in pairs.
- Play the recording. Students listen and check their answers.

#### Audio script

Same as the dialogue in the Student's Book.

- Check answers with the class. Invite volunteers to read one sentence aloud each.

#### Answers

Ana: I'm  
Zach: where's; Is  
Ana: it isn't  
Zach: are  
Ana: When's  
Zach: who's  
Ana: She's  
Zach: Are  
Ana: I'm not  
Zach: Is  
Ana: he's

- Play the recording again or read the dialogue aloud. Students listen and repeat.
- Have students practise the dialogue in pairs.

## 3 Speaking

This exercise reviews Student's Book 1 vocabulary, and questions and answers with the verb *be*.

- Have students read the instructions and the example dialogue. Demonstrate the task with two volunteers.
- Invite three other volunteers to demonstrate the task for the class with a version of their own (other than the Student's Book example).
- Have students work in groups of three. Students do the task three times so that each student has a chance to ask and answer questions.
- Invite volunteers to tell the class the things they were thinking about.

#### Workbook

*Note:* Explain that the Workbook provides extra practice of the language studied in the Student's Book. All Workbook tasks can be done either in class or for homework.

Have students complete the tasks on Workbook page 2. (Workbook answers begin on page 132.)

## Lesson 2

# Neighbourhoods

**Lesson aim:** By the end of this lesson students will be able to:

- describe their neighbourhood

**Grammar:** *There is / There are . . . , Is there a / Are there any . . . ?*

**Vocabulary:** Recreational, commercial and public places: *basketball court, bookshop, library, music shop, park, school, swimming pool, video arcade*

### Review of Lesson 1

- Write five statements on the board:

*I'm twelve. It's in May. I'm from Portugal. My favourite sport is tennis. I like comic books.*

Invite volunteers to make *Wh-* questions for the statements. Write them on the board. (How old are you? When's your birthday? Where are you from? What's your favourite sport? What do you like?)

- Ask a volunteer, Classmate 1, to come to the front and face the board. Ask another volunteer, Classmate 2, to stand up at his or her desk. Classmate 1 guesses the identity of Classmate 2 by asking questions like the ones on the board. Classmate 2 may use a disguised voice when answering. Classmate 1 asks up to five questions and then guesses Classmate 2's identity. Play once more with two new volunteers.
- Invite volunteers to introduce themselves to the class using four or five statements about name, age, month of birth and favourite activities. Correct the statements as necessary.

## 1 Language focus review

This exercise practises and reviews *There is / There are . . . and Is there a / Are there any . . . ?* with places in the neighbourhood.



### CD1, Track 4

- Focus students' attention on the pictures. Explain that many students in the UK live either in the city or in the suburbs. Explain *suburbs*. Have students name the places and facilities they already know from Luke's and Johnny's neighbourhoods. Write the singular nouns in one column and the plural nouns in a second column on the board.
- Ask: *Is there a shopping centre in Luke's neighbourhood?* (No.) *Are there shops in Johnny's neighbourhood?* (Yes.)
- **Language Chart** Have students study the examples in the language chart on the left-hand side. Focus students' attention on the statements. Ask: *Why do we use is in the first sentence?* (Because *a park* is a singular noun.) *Why do we use are in the second sentence?* (Because *basketball courts* are plural.) Point out that the negative statements use *not* (singular) or *not any* (plural) before the place or facility.
- Draw students' attention to the language chart on the right-hand side. Remind them that we use *is* with shopping centre (singular) and *are* with shops (plural).
- Focus students' attention on the contractions in the negative responses. Ask: *What is the full form of isn't?* (Is not.) *And aren't?* (Are not.)
- Read the examples aloud, pausing for students to repeat.

- Focus students' attention on the activity at the bottom of the page. Copy the incomplete sentences onto the board. Above the sentences on the board, write *There is a / There isn't a* and *There are / There aren't any*. Explain to students that these are the phrases they should use to begin the sentences with.
- Have students work individually to fill in the blanks.
- Have students check their answers in pairs.
- Play the recording. Students listen and check their answers.

### Audio script

See page 142.

- Check answers with the class. Invite volunteers to come to the board to write their answers.

### Answers

2. There are two
3. There aren't any
4. There isn't a
5. There are
6. There's a

- Ask: *Is your neighbourhood like Luke's or Johnny's?* Invite volunteers to make both a positive and a negative statement about their own neighbourhoods using *There is / There are*.

## 2 Listening

In this exercise, students listen for the places and facilities in a neighbourhood.

### CD1, Track 5

- Have students read the instructions and the captions. Ask students to say what you can buy or do at each of the eight places listed.
- Tell students that they will listen to a dialogue between Luke and Johnny about other things in Johnny's neighbourhood. They should tick the places that they hear.

*Note:* Remind students that in the Listening section of a lesson you will usually play the recording three times: first for them to listen only, a second time for them to do the task and a third time for them to check their answers.

- Play the recording. Students only listen at this stage.

### Audio script

See page 142.

- Play the recording again. Students listen and tick the places they hear.
- Play the recording once again. Students listen and check their answers.
- Check answers with the class.

### Answers

video arcade, library, bookshop

## 3 Speaking

This exercise practises *Is there a / Are there any ... ?*

### A

- Focus students' attention on the chart in Exercise B. Write *Is there a ... ?* and *Are there any ... ?* on the board.
- Drill students by calling out a series of plural and singular nouns. Students respond with *Is there a* or *Are there any*.
- Have students work individually to complete questions 2 to 6 with *Is there a / Are there any*. Invite volunteers to give ideas for questions 7 and 8.
- Check answers with the class. Invite volunteers to come to the board to write one question each.

### Answers

- Are there any
- Is there a
- Is there a
- Is there a
- Are there any
- Is there a
- (Students' own questions)
- (Students' own questions)

### B

- Have students answer the questions about themselves in the *You* column.
- Have students work in pairs. Students take turns asking and answering questions to complete the survey about their partner.

### C

- Divide students into groups of four. Have students tell the other students in their groups about their own neighbourhoods using at least one singular and one plural statement. They may use either the positive or negative form. Encourage students to elaborate, making use of the adjectives provided.
- **Optional** Play 'Gossip'. Divide students into four or five groups with an equal number of students in each. Whisper a lengthy statement to Classmate 1 in each group – for example, *There are T-shirts on the bed, socks in the chest of drawers and a lamp on the desk.* (Have the statements written down so that you can check them later.) Tell students that they are not allowed to write down the sentence. Classmate 1 whispers the statement to Classmate 2, Classmate 2 to Classmate 3 and so on. The last student in each group comes to the board and writes what he or she heard. Write the original statement on the board.

### Workbook

Have students complete the tasks on Workbook page 3. (Workbook answers begin on page 132.)

## Lesson 3

# Talents

**Lesson aim:** By the end of this lesson students will be able to:

- describe someone's talents

**Grammar:** *be good at*

**Vocabulary:** Talents: *artistic, athletic, friendly, funny, musical, smart*

**Pronunciation:** Stress

### Review of Lesson 2

- Say: *There are books on the desk.* Classmate 1 repeats the sentence and adds a noun – for example, *There are books and a pen on the desk.* Classmate 2 repeats Classmate 1's sentence and adds a third noun, and so on. Tell students that they are not allowed to take notes. Continue until one student is unable to remember the complete sentence. That student is 'out'. Continue play until only one student is left. Some other suggested starter sentences are: *There are basketball courts in my neighbourhood.* *There are students in the classroom.* *There are apples in the supermarket.*

*Note:* For large classes, divide the class into four or five groups. Each group plays as above.

## 1 Vocabulary

This exercise presents and practises adjectives for describing people and verbs for special abilities with *can*.

### CD1, Track 6

- Have students read the instructions. Ask them to suggest an equivalent for the word *talents*. (Things you are good at.)
- On the board, write the six vocabulary words in the box. Say: *Look at photo number 1. He's funny.* Say the name of a famous comedian or a comedy character. Ask: *Is he funny?* (Yes, he is.) Continue in this way until you have taught the meanings of all the vocabulary words.
- Mime the actions of someone who has one of the six talents. The first student to guess the talent correctly comes to the front and continues the activity.
- Have students work individually to write the sentences under the correct photos.

- Play the recording. Students listen and check their answers.

### Audio script

Same as the sentences in the Student's Book.

- Check answers with the class.

### Answers

2. She's friendly.
3. He's smart.
4. She's athletic.
5. He's musical.
6. She's artistic.

- Play the recording again or read the sentences aloud. Students listen and repeat.

## 2 Listening

In this exercise, students listen for people's abilities.

### A CD1, Track 7

- Have students read the instructions and the sentences next to each name.
- Tell students that they will listen to four short dialogues about what people are good at. They should decide which of the abilities fits each person.
- Play the recording. Students only listen at this stage.

### Audio script

See page 142.

- Play the recording again. Students listen and tick the correct sentences.
- Play the recording once again. Students listen and check their answers.
- Check answers with the class.

### Answers

1. He can play basketball.
2. She can play the guitar.
3. He can speak a lot of languages.
4. She can draw.



**B**

- Have students read the instructions.
- Have students look back at Exercise A and write the adjectives in the blanks.
- Check answers with the class.

**Answers**

2. musical
3. smart
4. artistic

**3 Language focus**

This exercise presents and practises *be good at*.

**A**  CD1, Track 8

- Focus students' attention on the photo. Ask: *Where are the students?* (At the football pitch.) Explain that the boys in the background are Tommy and Zach. Elicit from students the names of the girls in the foreground. (Marta and Kate.)
- Play the recording. Students listen and read along.

**Audio script**

Same as the dialogue in the Student's Book.

- Ask: *Who's good at football?* (Marta.) *Is Tommy good at football?* (No.) *How about Zach, is he good at football?* (Yes. He's pretty good at football.) Explain that *pretty good at* is not as good as *good at*, but it still has a positive meaning.
- Play the recording again or read the dialogue aloud. Students listen and repeat.
- Have students practise the dialogue in pairs.
- **Language Chart** Have students read the sentences in the top part of the language chart. Focus students' attention on the bottom part of the chart. Demonstrate the difference between *good at*, *pretty good at* and *not good at* by saying *I'm good at English* (hold both thumbs up and nod your head), *I'm pretty good at Maths* (hold one thumb up), *I'm not good at Art* (hold one thumb down and shake your head).
- Read the examples aloud, pausing for students to repeat.

**B**


- Have students read the instructions and look at the words in the categories of *Subjects* and *Sports*. With students, brainstorm other words that could be used with the phrases *good at*, *pretty good at* and *not good at*. Write them on the board.
- Have students work individually to complete the task.
- Have students read their sentences in pairs.

**C**

- Have students read the instructions and the example in the speech bubble.
- Give students several minutes to think about their classmates and some positive things they can say about their abilities.
- Invite volunteers to talk about what different students are good at.

**4 Pronunciation Stress**

In this exercise, students practise the pronunciation of stressed words.

 CD1, Track 9

- Tell students that just as syllables within a word have different stress, the words within a sentence have different stress.
- Say: *I'm **good** at teaching English.* Ask: *Where's the stress in the sentence?* (Good.) Follow the same pattern with the sentences: *I'm an **English** teacher.* *I'm **not** good at Science.* *I'm **not** a Science teacher.* (English, not, not.)

- Focus students' attention on the sentences in the chart. Play the recording. Students listen, paying special attention to the stressed words.

**Audio script**

Same as the sentences in the Student's Book.

- Play the recording again. Students listen and repeat.

**Workbook**

Have students complete the tasks on Workbook page 4. (Workbook answers begin on page 132.)

# Lesson 4

# Our pets

**Lesson aim:** By the end of this lesson students will be able to:

- talk about likes and dislikes

**Grammar:** *like + a lot / very much / a little, don't like + very much / at all*

**Vocabulary:** Animals: *cat, dog, parrot, rabbit, snake, spider*

Adjectives to describe animals: *active, boring, cute, dangerous, interesting, messy*

## Review of Lesson 3

- Ask two students to come to the front. Give each a piece of chalk or a whiteboard marker. Ask another student to stand and make a sentence using the *I'm good at . . .* pattern – for example, *I'm good at (Science)*. Students at the board listen to the statement and write the appropriate adjective. (Smart.) The first student to answer correctly continues the activity with another student at the front.
- Have students work in pairs. Tell them to ask their partner several *Are you good at . . . ?* questions. Have two or three volunteers report their findings to the class. Encourage them to describe things their partners are *good at, pretty good at* and *not good at*.

## 1 Vocabulary

This exercise presents and practises the names of common and unusual pets, and adjectives to describe them.

### Culture Note

More than 40 per cent of UK households own a pet. Dogs, cats, rabbits and birds are the most popular pets. The Labrador is the most popular dog. The British Shorthair is the most popular cat. Sometimes owners give their pets silly names, like Fluffy and Spot and sometimes they give them people's names, like Max and Samantha.

- Check answers with the class.

### Answers

Binky and Cleo: 6  
Daisy: 3  
Max: 5  
Hans and Terry: 2  
Ollie: 4

### A CD1, Track 10

- Focus students' attention on the picture. Explain that the students have brought their pets to school to show and talk about.
- Ask students to raise their hand if they have a pet. Ask some of the students who own pets to tell the class the names of their pet(s).
- Have students read the texts below the picture. On the board, draw simple illustrations of the six different animals. Elicit the names of the animals from students. Give any names that they do not know. Ask students to suggest equivalents for the adjectives in the texts. Explain their meaning if necessary.
- Have students work individually to write the number of each student next to the corresponding text.
- Play the recording. Students listen and check their answers.

### Audio script

Same as the texts in the Student's Book.

- Play the recording again or read the sentences aloud. Students listen and repeat.

### B

- Write *Good* and *Bad* on the board. Have students look at the texts again and tell you the adjectives from Exercise A that describe good qualities in pets. Write them under the word *Good* on the board. (Cute, active, interesting, not dangerous.) Encourage students to think of other positive adjectives from previous lessons. Follow the same procedure for *Bad*. (Boring, messy, dangerous.)
- Ask students to read the instructions and the example. Ask: *Do you agree with the example?* Explain that there are no correct or incorrect answers. Tell them that they may add the names of other animals, such as *fish, hamsters, lizards, etc.* Give any additional vocabulary students may need.
- Have students work individually to complete the chart.
- Write on the board: *Dogs are great pets. They're cute.* Tell students that we use the plural form of the noun when we talk in general about things in English.
- Ask volunteers to tell the class their 'pet opinions' using the sentence on the board as an example.

## 2 Language focus

This exercise presents and practises **like + a lot / very much / a little** and **don't like + very much / at all**

### A CD1, Track 11

- Have students look at the picture. Ask: *Who can you see in the picture?* (Ned, Dora and a boy with a cat on his shoulders.) *Is the cat dangerous?* (No, it isn't.)
- Play the recording. Students listen and read along.

#### Audio script

Same as the dialogue in the Student's Book.

- Write across the board:  
*like a lot, like very much, like a little, don't like very much, don't like at all*  
Explain that these phrases express different degrees of like and dislike.
- Demonstrate the difference between the phrases with some of your personal likes and dislikes. Use the above patterns. Say: *I like (pizza) a lot. I like (hamburgers) very much.* (hold both thumbs up and nod your head); *I like (hot dogs) a little.* (hold one thumb up); *I don't like (fish) very much.* (hold one thumb down); *I don't like (chocolate) at all.* (hold both thumbs down and shake your head).
- Invite volunteers to make several sentences using these patterns.
- Play the recording again or read the dialogue aloud. Students listen and repeat.
- Have students practise the dialogue in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold.
- Read the examples aloud, pausing for students to repeat.

### B CD1, Track 12

- Check students' understanding that *a lot* and *a little* are used in the positive form of the pattern, *at all* is used in the negative and *very much* is used in both. Call them out one by one. Students respond with *like, don't like* or both *like* and *don't like*.
- Have students read the instructions and the example.
- Have students work individually to complete the sentences.
- Play the recording. Students listen and check their answers.

#### Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to come to the front to write the answers on the board.

#### Answers

- a little
- very much
- a lot
- at all
- very much

## 3 Speaking

This exercise practises talking about pet preferences.

- Tell students that they are going to talk about the kinds of pets they like and do not like. Have students work individually to complete the chart.
- Role play the example dialogue with a volunteer. Then give another example using your own idea. Say: *I like \_\_\_\_\_ very much. How about you?* The student answers with his or her own opinion.
- Have students work in pairs and take turns saying the sentences about their pet preferences.
- **Optional** To conclude the activity, invite students to name the pets they like and do not like. Write the names of the pets on the board. Next to each pet, write the number of students who like it or do not like it. What's the class's favourite pet?

#### Workbook

Have students complete the tasks on Workbook page 5. (Workbook answers begin on page 132.)



# Unit 1

# Get Connected

**Lesson aim:** To practise vocabulary and grammar introduced in Lessons 1–4  
To develop reading, listening and writing skills

**Skills:** Reading about a famous band; Listening for information about singers and bands;  
Writing an article about a favourite band

**Vocabulary:** *backup, drum, lead, musical, special, typical*

**Materials needed:** Slips of paper with the sentences on

## Review of Lesson 4

- Play several rounds of 'Charades'. Divide the class into two or three teams. Ask one member from one team to come to the front. Hand the student a small slip of paper with the sentence written – for example, *I like spiders a lot* or *I don't like snakes at all*. The student in the front acts out the sentence for his or her group. Set a time limit. If the group guesses the sentence they win one point, if not the point goes to the other group. Then repeat the game with the other groups. Record the points in a chart on the board.
- Ask students to write down a sentence about an animal that they like or dislike. Tell them to walk around the classroom repeating their sentence until they find a classmate with the same sentence.

## Read

This exercise practises reading for information about a famous band.

*Note:* Tell students that there is a *Get Connected* lesson in each unit. This lesson provides additional practice in reading, listening and writing. It uses vocabulary and grammar from previous lessons in the unit and it presents new vocabulary.

### Culture Note

The Jonas Brothers are an American boy band who formed in 2005. They released their first album, *It's About Time*, in 2006 and they have sold more than 8 million records worldwide. Much of their popularity comes from their TV and film work. They have featured in a number of TV shows on the Disney Channel as well as two full length films, *Camp Rock* and *Camp Rock 2*.

### A

- Have students look at the title of the article and the photos. Ask: *What's the name of this band?* (The Jonas Brothers.) *Where are they from?* (The USA.) Invite students to tell the class about their favourite bands.
- Invite a volunteer to read the instructions and the sentences aloud. Tell students *read quickly* means they read quickly to find the true sentences and they should not read every word carefully.
- Have students work individually to read the article quickly and tick the true sentences. Do not check answers at this point.

### B CD1, Track 13

- Invite a volunteer to read the instructions aloud. Tell students *read slowly* means they read slowly and carefully and concentrate on getting the meaning of the entire text.

- List the new vocabulary on the board: *lead, backup, special, typical, musical, drum*. Explain their meaning.
  - *lead*: the person or thing in front [here, *lead singer* is the singer who stands in front of the band on stage and sings most of the songs]
  - *backup*: the person or thing that helps [here, *backup singer* sings with the lead singer, sometimes standing behind or next to him or her]
  - *special*: someone or something that is important
  - *typical*: average or ordinary not different from other people or things
  - *musical*: a show with singing and dancing to tell a story
  - *drum*: a round musical instrument that someone plays by beating on it

Or, have students use their English–Polish Glossary at the end of their Student's Book (page 122) to find the meaning of the new vocabulary.

*Note:* To make it easier for students to find the vocabulary from the *Get Connected* lessons, they are marked in blue in the glossary.

- Have students read the article again.
- Have students check their answers in Exercise A in pairs. Elicit the answers from one pair.

### Answers

1, 3

- **Optional** Play the recording. Students listen and read along.

### Audio script

Same as the article in the Student's Book.

**C**

- Invite a volunteer to read the instructions and the first question aloud.
- Ask: *What's the name of the band?* Elicit the answer. (The Jonas Brothers.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.


- Check answers with the class. Invite volunteers to read one answer aloud each.

**Answers**

2. They're from New Jersey.
3. No, there aren't.
4. Yes, they are.
5. He's 11.

**Listen**

In this exercise, students listen for information about singers and bands.

**A**  CD1, Track 14

- Focus students' attention on the photo. Explain that this is a poster of the band, Plain White T's.
- Tell students that they will listen to Alex and Anna talk about the band on the poster.
- Have students read the first question and the answer.
- Explain that students should listen to the dialogue and answer the questions.
- Play the recording. Students only listen at this stage.

**Audio script**

See pages 142–143.

- Play the recording again. Students listen and answer the questions.
- Play the recording once again. Students listen and check their answers.
- Check answers with the class. Invite volunteers to read their answers aloud.

**Answers**

2. Yes, they are.
3. No, they aren't.
4. It's Tom.
5. No, they aren't.

**B**

- Have students read the instructions and all the statements.
- Explain that *I agree* means you think something is right, *I disagree* means you think something is not right and *I'm not sure* means you cannot say if you think it is right or not. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to write whether they agree, disagree or are not sure.
- Have students work in pairs to compare answers or elicit opinions from volunteers.
- **Optional** Take a class poll. Read each statement and ask for a show of hands. Say: *Raise your hand if you agree. Now raise your hand if you disagree. Now raise your hand if you're not sure.* Record the results in a chart on the board.

**Teaching Tip**

Trying to write and listen at the same time often makes it difficult to concentrate. Tell students that the first time you play a recording, they should just listen but not write anything. Then they can write the answers when they listen the second time. They can check their answers during the third listening.

**Write**

In this exercise, students write an article about their favourite band.

**A**

- Invite a volunteer to read the instructions and the questions aloud. Elicit the names of some of the bands students mentioned in Exercise A of the Reading activity and write them on the board. Add more band names, if possible.
- Have students work individually to answer the questions.
- **Optional** Have students ask and answer the questions in pairs.

**B**

- Invite a volunteer to read the instructions aloud. Tell students that they will use their answers in Exercise A to write an article about their favourite band.
- Have students work individually to write an article for their fan website.
- **Optional** Have students work in groups of four and read each other's articles. Students should ask questions about anything they do not understand or for more information about the bands.

**Workbook**

Have students complete the tasks on Workbook page 6. (Workbook answers begin on page 132.)