

Objectives

- to revise the use of the present continuous to talk about future plans.
- to practise the use of the present continuous for present and future uses.

Procedures

- A.**
- Say *Look at the picture. Who can you see? What is he doing?*
 - In pairs, students describe what they can see. (*Omar is talking on his mobile phone.*)
- B.**
- Ask the students to read the question in Exercise 1b. (*Which day is it?*)
 - Say *Listen to the CD and answer.*
 - Play track 1. Students follow the text in their books.
 - Elicit the answer from the class.

1

- C.**
- Ask the students to read the questions in Exercise 1c.
 - Say *Listen to the CD again. Ask and answer the questions in pairs.*
 - Play track 1.
 - In pairs, students ask and answer the questions in Exercise 1c.
 - Elicit the answers from the class. Help with the meanings of *at the moment* and *tower* if necessary.

1

- Students look at the pictures and read the sentences.
- Check that the students understand that *1* is for things that are happening *now*, and *2* is for things that are *future plans*.
- Students number the pictures *1* or *2*.
- Students check their answers in pairs.
- Elicit the answers from the class.

2

New Vocabulary

at the moment, bowling, diving, journey, rest(v), tower

Next lesson preparation



Homework



Teaching Strategies

- Strategy no. ()
- Strategy no. ()

Principal Signature

Objectives

3. to read a schedule; to write about future plans; to introduce new vocabulary.

Procedures

A.

- Ask the students to look at Nina's plans for Thursday. Help with the meaning of *rest* if necessary.
- Ask the students to read the questions in Exercise 3a.
- Ask the students to look at the speech bubble with the model answer.
- Elicit answers from the class. Make sure students follow the model structure.

3

B.

- Ask the students to read Fred's plans for Saturday. (You may need to explain the meanings of *diving* and *bowling*.)
- Say *Listen to the CD and answer*. Play track 2. Students write the answers.
- Elicit answers from the class. Make sure students follow the model structure.

C.

- Students look at the speech bubbles with the model questions.
- Elicit one or two example questions and answers from the class.
- In pairs, students ask and answer questions about Nina and Fred's plans.
- Monitor to check students are using the model structures, and referring to the schedules for their answers.

3

D.

- In pairs, students tell each other about their plans for the weekend. (Note: answers can be real or imaginary as you decide. Again this activity is designed to improve fluency, so do not stop students, but monitor for errors and review at the end of the activity.)
- Ask individual students to tell the class about their partner's plans.

E.

- Ask the students to read the beginning of Nina's e-mail.
- Elicit the end of the next sentence. Remind the students to look at Nina's schedule for the answers.
- Elicit suggestions for a suitable ending for the e-mail.
- The students copy the sentences into their notebooks. They complete the rest of the e-mail by writing more sentences about Nina's plans. Encourage more able pupils to use appropriate time phrases to link the sentences.
- Go round and check the students' work, helping them as necessary.
- As students finish, they can check each other's work.
- Elicit a few sample answers from individual students.

3

New Vocabulary

at the moment, bowling, diving, journey, rest(v), tower

Next lesson preparation



Homework

Workbook pages 88 and 89



Teaching Strategies

- Strategy no. ()
- Strategy no. ()

Principal Signature

- ☐ Pupil's Book (p. 8)
☐ Audio CD (no. 3-4)
☐ Presentations

Period

Class

Objectives

- narrating; practice of irregular past simple verbs.
- to practise narrating a series of events and expressing opinions; to introduce reading a comment form and writing an account of an event.

Procedures

- A.**
- Say *Look at the picture. What can you see?*
 - In pairs, students talk about the picture.
 - Elicit answers from the class. Accept any reasonable suggestions. For example, *Fred, Penny and Nina are (in the garden) in Saudi/in Riyadh. Fred is wearing his diving equipment. Penny wants Nina to take a photograph (of Fred).*
 - Say *Read the two sentences.* Check students understand *forgot* and *isn't working*.
 - Ask students to read the dialogue and tick the best sentence to finish it.
 - Elicit the correct answer from the class.

1

- B.**
- Say *Look at the pictures and read the sentences. Match the sentences to the correct pictures.*
 - In pairs, students match the pictures and the sentences.
 - Monitor and help with problems (e.g. new vocabulary: *packing*).
 - Elicit answers from the class.
- C.**
- Say *Listen to the CD. How did the story end?* Play track 3.
 - Students listen to the CD.
 - In pairs, students discuss the story.
 - Elicit answers from the class. Accept any suitable suggestions. For example, *Nina e-mailed the hotel about her camera. The hotel posted it. Nina should get it back tomorrow.*

1

- A.**
- Say *Look at the form.* Check the students understand what it is and what it's for. Help with the new vocabulary (*comment, staff, (room) service, good value, facilities, excellent*).
 - Say *Read and answer the questions in pairs.*
 - In pairs, students read and talk about the questions.
 - Elicit answers from the class.
- B.**
- Say *Read Penny's e-mail to her brother.* Model using the form to fill in the blanks.
 - Ask the students to work in pairs and check each other's work. Monitor and check for spelling.
 - Elicit answers from the class.
- C.**
- Students write an account of what they did last weekend, using the questions as a guide.
 - Students read accounts of their weekends to each other in pairs.

2

Extra Activity

- Play part 1 of track 4 again. Pause after each question. Ask individual students to supply the answer with the correct intonation. Then play the answer to compare students' intonation.

New Vocabulary

comment(n), excellent, facilities, good-value, pack(v), service (room service), staff, tasty

Next lesson preparation



Homework

Workbook pages 90 and 91



Teaching Strategies

- Strategy no. ()
- Strategy no. ()

Principal Signature

Objectives

1. to revise methods of transport and introduce the use of **by** and **on** to label a diagram with information from a text.
2. to revise methods of transport and practise new vocabulary items.

Procedures

- A.**
- Say *Look at the picture. Who can you see? Where are they? How are they feeling? Why?* Students discuss the picture in pairs.
 - Elicit answers from the class. (Suggested answers: *Omar and Fred are in a café; they are sad because Fred is going back to England.*)

1

- B.**
- Ask students to read the questions.
 - As a class read the dialogue. Alternatively, ask individual students to take the parts of Fred and Omar. If students are unwilling or shy, divide the class in two, one half to read Omar and the other half to read Fred.
 - Ask students to answer the questions by ticking the boxes.
 - Ask individual students to say if each statement is true or false. Ask the class to confirm the answers.

- C.**
- Ask the students to look at the diagram. Check they understand that the arrows mean *going from ... to ...*.
 - Ask the students to look at the model answer. Ask *When are they leaving the house? How are they travelling?* Remind students of the structure *... at 10 o'clock*. Introduce *... by car*. Model using the dialogue to find the answer.
 - Students complete the diagram with the help of the dialogue.
 - Check the answers with the whole class.

1

- D.**
- Ask the students to read the speech bubble.
 - Ask students to use the diagram to make more sentences about Fred's journey.

- A.**
- Tell the students they are going to hear the names of the methods of transport in the pictures. Ask them to point to each picture, listen and repeat.
 - Play track 5. Pause after each line for the students to repeat.
 - Check recall. Name the items in random order and ask the students to point to the correct picture.
 - Check recall. Point to a picture and ask the class to name it.
 - Repeat track 5 if necessary.

2

- B.**
- Explain to the students they are going to hear the sounds of these methods of transport. Ask them to listen to each sound and number the pictures in order.
 - Play track 6. Students number the pictures in their books.
 - Check the answers by asking students to name the method of transport as well as giving the order of the sounds on the CD.

Extra Activity

- The students can write their sentences in their notebooks. After this, students may also read the dialogue aloud in pairs.

New Vocabulary

airport, balloon, bones, how far?, motorbike, scooter, ship, step

Next lesson preparation



Homework

Workbook pages 88 and 89



Teaching Strategies

- Strategy no. ()
- Strategy no. ()

Principal Signature

Objectives

3. to read for specific information.

Procedures

C.

- Ask the students to read the sample question and answer in the speech bubbles.
- In pairs, students ask and answer similar questions about the pictures. Remind students to check the number of the people in the pictures.
- Ask pairs of students to demonstrate their question and answer to the class.

2

A.

- Ask the students to cover up the *About a foot* box in their books.
- Introduce the new vocabulary: *bones, step, how far?*
- Students read the questions in Exercise 3a and write short answers/guesses in their notebooks (without looking at the box).
- As they finish, they can compare answers in pairs.

3

B.

- When everyone has finished, students read *About a foot* and check their answers.
- Elicit the answers from the class. *Who knew the answers before they read the text?*

Extra Activity

- Write the words on the board for the students to copy into their notebooks.

New Vocabulary

airport, balloon, bones, how far?, motorbike, scooter, ship, step

Next lesson preparation

Revise unit's vocabulary



Homework

Workbook pages 92 and 93



Teaching Strategies

- Strategy no. ()
- Strategy no. ()

Principal Signature

- ☐ Pupil's Book (p. 12)
☐ Audio CD (no. 7)
☐ Presentations

Period

Class

Objectives

- to consolidate the present continuous for now and future plans.
- to listen to and read a poem for pronunciation, stress and rhythm practice.

Procedures

A.

- Ask the students to read the question and answer in Exercise 1a.
- In pairs, students ask and answer about each picture.
- Monitor and help with any problems.

1

B.

- Ask the students to read the model sentences in Exercise 1b.
- Students write two sentences for each picture in their notebooks.
- Monitor and help with spelling and punctuation.
- As they finish students can check each other's work.
- Ask individual students to read out their answers.

Note: Accept either *Name is -ing* or *Name's -ing* for all of the sentences.

A.

- Ask students to look at the question in Exercise 2a.
- Ask students to read the poem silently to themselves. Help with any problems.
- As they finish reading, students tick the best answer to the question.
- When everyone has answered, ask one student to give his/her answer and check if the class agrees or not.

2

B.

- Say *Listen to the CD*.
- Play track 7. Students listen and follow the poem in their books.
- Say *Listen again and repeat*.
- Play the track again. Pause the track after each line to give students time to repeat.
- Say *Listen again. Say the poem at the same time*.
- Play the track again. Students say the poem at the same time as the CD.

2

Extra Activity

- Ask students to learn the poem for homework. In the next lesson ask a few individuals to recite the poem to the class.

New Vocabulary

Next lesson preparation



Homework



Teaching Strategies

- Strategy no. ()
- Strategy no. ()

Principal Signature

- ☐ Pupil's Book (p. 13)
☐ Audio CD (no. 7)
☐ Presentations

Period

Class

Objectives

Procedures

3. to practise indefinite pronouns and adverbs.
4. to revise the verbs used with different methods of transport.
5. to give definitions of words; to revise the language of Unit 1.

• **Grammar Study**

to consolidate indefinite pronouns and adverbs.

- 3
 - Ask students to read the sentences and underline the answer.
 - Monitor and help with problems.
 - As students finish they should check each other's work.
 - When everyone has finished, go over the answers with the whole class.
 - Review any problems.

- 4
 - Ask students to look at Exercise 4.
 - Explain they have to match the correct verb(s) with each method of transport.
 - Students may either do this exercise in pairs or check each other's work at the end.

- 5
 - Ask students to read the model question and answer in Exercise 5.
 - In pairs, students ask and answers questions about each word in the exercise.
 - Monitor and make suggestions if students are having difficulty thinking of suitable definitions.
 - Ask individual students for their answers. Accept any suitable answer.

Grammar Study

- Ask students to read the Grammar study box. They should ask questions if they have any problems.
- Ask students to complete the table.
- Check answers with individual students.

New Vocabulary

Next lesson preparation



Homework

Any exercises not completed in the Workbook pages 88 – 93



Teaching Strategies

- Strategy no. ()
- Strategy no. ()

Principal Signature