

## In This Unit

### Theme

This unit is about free time and hobbies.

### Vocabulary

**Lesson 1:** *competition, kite, surprised, winner, all right, congratulations, collect (coins), go (swimming), make (a paper bird), play (the flute), read (a story), watch (a film)*

**Lesson 2:** *entrance, huge, mirror, ride, roller coaster, tourist, amusement park, bookshop, cinema, restaurant, sports centre, theatre*

### Grammar

**Lesson 1:** question words

**Lesson 2:** *can*

## Unit Opener

### Objectives

- To introduce students to the topic of the unit (free time and hobbies)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

- Student's Book, Class Audio CD, Posters, IWB, DVD

# 4 Free Time



Girls doing archery in Kyoto, Japan

34

### To start

- Read the title of the unit together. Check students know what it means. Ask them what activities they do in their free time and how often, their favourite hobby and if they can say any in English.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to free time and hobbies. Tell them they can suggest verbs, people, objects, activities or adjectives.



**1** What are these girls doing?

- making music
- dancing
- practising a sport

35

### About the photo

The girls in the photo are playing a sport called archery. Archery uses bows and arrows. In the past, archery was mainly used for hunting or in combat, but nowadays it has become a competitive sport.

### Related vocabulary

*arrow, bow, gloves, kimono*

### 1 What are these girls doing?

- Tell students to look at the photo on pages 34 and 35 and say what they can see. Elicit ideas (*girls, bow, arrow, feather, gloves, colourful clothes*) and write them on the board.
- Ask students to read the question and tick the correct answer.
- Check answers as a class.

### TEACHING TIP

Students sometimes become restless if they're sitting for long periods. If this happens, encourage them to stand up and move around the room in a controlled manner. Ask them to speak to each other using language learnt, or structures you want to reinforce. They could also read any written work that is on the walls.

## Lesson 1

1 Listen. Listen and repeat. TR: 4.1

2 Listen and read. TR: 4.2



competition



kite



surprised



winner

All right!  
Congratulations!

### Lesson Aims

- Learn and use new vocabulary: *competition, kite, surprised, winner, all right, congratulations, collect (coins), go (swimming), make (a paper bird), play (the flute), read (a story), watch (a film)*
- Learn and use new grammar: question words

### Materials

- Student's Book, Class Audio CD

### To start

- On the board, write *always, ..., ..., ..., never* and elicit the missing adverbs of frequency in the correct order and frequency level.
- Ask individual students one of these questions: *What do you usually do on Saturdays? Do you sometimes wear jeans to school? Do you often eat in a cafeteria? What do you always do at night? What do you never do in the afternoon?*

### New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

### 1 Listen. Listen and repeat.

TR: 4.1

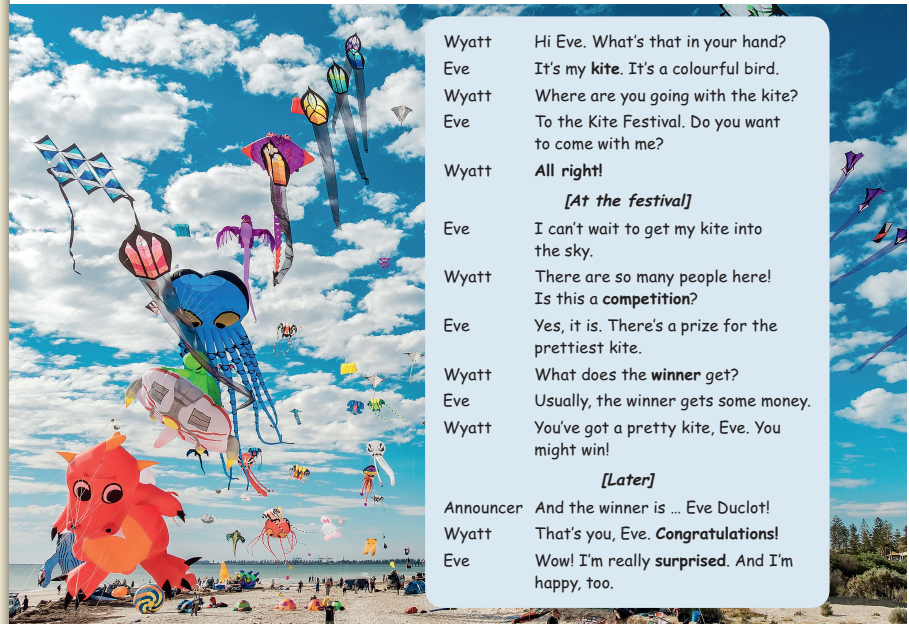
- Tell students to look at the small photos on page 36. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

### 2 Listen and read. TR: 4.2

- Tell students to look at the conversation between Wyatt and Eve. Ask them to read quickly and find out where Eve is going (*the Kite Festival*).
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to read out a sentence each of the text.

### 3 Read and circle.

- Tell students to look at the conversation again and circle the correct options.



Wyatt Hi Eve. What's that in your hand?  
Eve It's my kite. It's a colourful bird.  
Wyatt Where are you going with the kite?  
Eve To the Kite Festival. Do you want to come with me?  
Wyatt All right!  
[At the festival]  
Eve I can't wait to get my kite into the sky.  
Wyatt There are so many people here! Is this a competition?  
Eve Yes, it is. There's a prize for the prettiest kite.  
Wyatt What does the winner get?  
Eve Usually, the winner gets some money.  
Wyatt You've got a pretty kite, Eve. You might win!  
[Later]  
Announcer And the winner is ... Eve Duclot!  
Wyatt That's you, Eve. Congratulations!  
Eve Wow! I'm really surprised. And I'm happy, too.

### 3 Read and circle.

- Eve and Wyatt are at the **Bird/Kite** Festival.
- The festival is **all right / a competition**.
- The **winner / kite** gets some money.
- When Eve wins, Wyatt says, '**All right!**' / **Congratulations!**
- Eve says that she **isn't happy / is surprised**.

### 4 Write.

- A person who wins  
w i n n e r
- A way to say 'yes'  
a l l r i g h t
- Something you fly in the air  
k i t e
- Something that's got a winner  
c o m p e t i t i o n
- How you act after something unusual happens  
s u r p r i s e d

36 UNIT 4

- Check students understand the task. Elicit number 1 if necessary.
- Check answers as a class.

### 4 Write.

- Tell students to read the sentences and write in the missing letters.
- Check students understand the task. Elicit number 1 if necessary.
- Check answers as a class.

### EXTRA ACTIVITY

Ask students if they know how to make a kite. Give them five minutes to draw a kite, colour it and write their names on the back. Number and hang the drawings on the wall. Ask students to decide which kite is their favourite.

**GRAMMAR** Question words

We use the question word:

- a **What** to ask about things or animals.  
*What is that? It's a kite.  
What is this? It's a shark.*
- b **Who** to ask about people.  
*Who is that boy? That's John.*

- c **Where** to ask about places.  
*Where is Madrid? It's in Spain.*
- d **Whose** to ask about possessions.  
*Whose house is it? It's my house.*
- e **When** to ask about times and dates.  
*When is your birthday? It's on 12th July.*

**Note:**  
Be careful with the words **Who's** (Who is) and **Whose**.

**5 Match.**

- |                                |                     |
|--------------------------------|---------------------|
| 1 What's your favourite thing? | a It's near here.   |
| 2 Where is the shop?           | b She's the winner. |
| 3 Whose kite is this?          | c My computer.      |
| 4 When is the contest?         | d It's Mary's.      |
| 5 Who is that girl?            | e It's on Sunday.   |

**6 Look at the answers and write the question words.**

- ' What colour is your kite?'  
'It's red and blue.'
- ' Whose pen is on my desk?'  
'Jenny's.'
- ' When is the Kite Festival?'  
'It's on Saturday.'
- ' Where does Ling live?'  
'She lives in China.'
- ' Who is Miss Jones?'  
'She's our aunt.'

**7 Listen. Listen and repeat.** TR: 4.3

collect (coins)	go (swimming)	make (a paper bird)
play (the flute)	read (a story)	watch (a film)

**8 Circle the one that does NOT belong.**

- watch  
a TV    **b** a story    c a film
- go  
**a** coins    b swimming    c ice skating
- read  
a a comic    **b** the guitar    c a story
- collect  
a coins    b stamps    **c** the piano
- play  
a the flute    **b** a film    c the drums

**9 Listen to Adam talking about his hobbies. Draw lines from the days to the pictures.** TR: 4.4

	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	

**10 Talk about your hobby. Ask and answer these questions with your partner.** Answers will vary.

- What's your hobby?
- What do you need for your hobby?
- When do you do it?
- Where do you do it?
- Who do you do it with?

**11 Write six sentences about your hobby. Answer the questions in Activity 10.** Answers will vary.

**7 Listen. Listen and repeat.**

TR: 4.3

- Tell students to look at the small photos on page 37. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

**8 Circle the one that does NOT belong.**

- Tell students to circle the word that does not relate to the verb.
- Check students understand the task. Elicit the first answer if necessary.
- Check answers as a class.

**9 Listen to Adam talking about his hobbies. Draw lines from the days to the pictures.**

TR: 4.4

- Tell students to look at the pictures and say what hobbies they show (*watching TV, ice-skating, playing the guitar, reading a comic, collecting stamps*).
- Tell students to listen to Adam speaking about his hobbies and on what day. Tell them to draw lines from the days to the correct picture. Play the recording.
- Play the recording again. Ask students to check their answers.
- Check answers as a class.

**5 Match.**

- Read the grammar box to the class. Tell students to repeat the examples. Draw attention to, and explain the difference between *Who's* and *Whose*. Write *Whose pen is this?* and *Who's this boy?* on the board. Elicit which of the following is the correct reply to each question: *It's Harry's.* / *It's Harry.*
- Tell students to read the questions and match the correct answers with a line.
- Check students understand the task. Read out the first question and elicit the answer.
- Check answers as a class.

**6 Look at the answers and write the question words.**

- Tell students to read the answers and write the correct question words.
- Check students understand the task. Elicit the first answer if necessary.
- Check answers as a class.

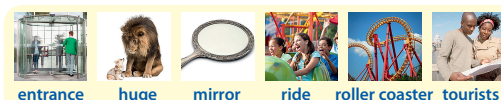
**10 Talk about your hobby. Ask and answer these questions with your partner.**

- Tell students to ask and answer the questions about their hobby in pairs.
- Check answers as a class. Ask a student questions 2–5. Ask the other students to guess their classmate's hobby.
- Write any mistakes on the board and ask students to correct them. Deal with any pronunciation problems.

**11 Write six sentences about your hobby. Answer the questions in Activity 10.**

- Tell students to write six sentences about their hobby, using their answers from activity 10.
- Allow enough time to complete the task.
- Check answers as a class.

## Lesson 2



**1 Listen. Listen and repeat.** TR: 4.5

**2 Listen and read about an exciting amusement park.** TR: 4.6

### Lesson Aims

- Learn and use new vocabulary: *entrance, huge, mirror, ride, roller coaster, tourists, amusement park, bookshop, cinema, restaurant, sports centre, theatre*
- Learn and use new grammar: *can*
- Focus on the pronunciation of *wh*-words

### Materials

- Student's Book, Class Audio CD

### To start

- Ask individual students one of these questions: *What is your hobby? Where do you go swimming? When do you watch TV? Who is your best friend?*
- On the board, write *go, watch, play, collect, read* and *make* and tell students to write a sentence about a hobby using the words.

### New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

### 1 Listen. Listen and repeat.

TR: 4.5

- Tell students to look at the small photos on page 38. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

### 2 Listen and read about an exciting amusement park.

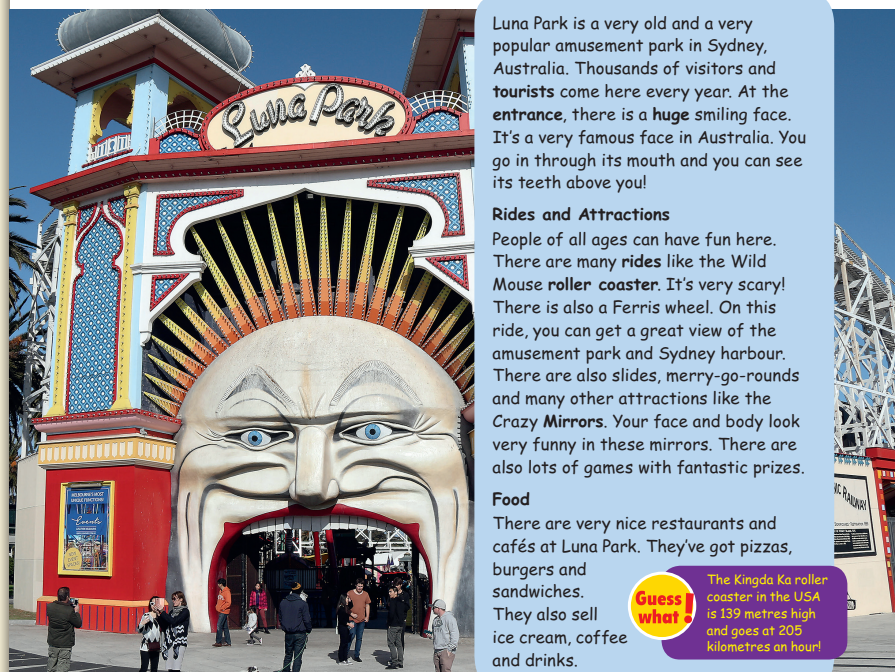
TR: 4.6

- Tell students to look at the text about an exciting amusement park. Ask them to read quickly and find out where Luna Park is (*Sydney, Australia*). Ask if they would like to go there.
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to read out a sentence each of the text.

### 3 Answer the questions.

- Tell students to answer the questions. Remind them to re-read the text for the correct answers if necessary.
- Check answers. Write the answers on the board if necessary.

**50** Unit 4



Luna Park is a very old and a very popular amusement park in Sydney, Australia. Thousands of visitors and tourists come here every year. At the entrance, there is a huge smiling face. It's a very famous face in Australia. You go in through its mouth and you can see its teeth above you!

#### Rides and Attractions

People of all ages can have fun here. There are many rides like the Wild Mouse roller coaster. It's very scary! There is also a Ferris wheel. On this ride, you can get a great view of the amusement park and Sydney harbour. There are also slides, merry-go-rounds and many other attractions like the Crazy Mirrors. Your face and body look very funny in these mirrors. There are also lots of games with fantastic prizes.

#### Food

There are very nice restaurants and cafés at Luna Park. They've got pizzas, burgers and sandwiches. They also sell ice cream, coffee and drinks.

**Guess what!**

The Kingda Ka roller coaster in the USA is 139 metres high and goes at 205 kilometres an hour!

### 3 Answer the questions.

- What is Luna Park?  
An amusement park
- Where is the famous face?  
At the entrance to Luna Park
- What is the Wild Mouse?  
A roller coaster
- What other rides and attractions are at Luna Park?  
Slides, merry-go-rounds, games and other attractions like the Crazy Mirrors.

38 UNIT 4

### 4 Write.

- This is a door or a place you go in.  
e n t r a n c e
- These are people on holiday.  
t o u r i s t s
- You go on these at amusement parks.  
r i d e s
- You can look at your face in this.  
m i r r o r

### 4 Write.

- Tell students to read the sentences and write in the missing letters.
- Check students understand the task. Elicit number 1 if necessary.
- Check answers as a class. Write the answers on the board if necessary.

### 5 Complete the sentences with **can** or **can't**.

- Ask students what you can see from the Ferris wheel in Luna Park (*the amusement park and Sydney harbour*).
- Ask each student one of these questions. Tell them to answer *yes* or *no*: *Can you ride a bike? Can parrots swim? Can your mum speak French? Can your dad play the guitar? Can you walk to school? Can we use mobile phones in class?*
- Read the grammar box to the class. Tell students to repeat the examples. Draw attention to the bare infinitive form of the main verbs in the examples.

## GRAMMAR Can

We use **can** to:

- a** talk about ability.  
Brian **can** swim.
- b** ask for and give permission.  
**Can** I have some pizza?  
You **can** go on the merry-go-round.

We use a bare infinitive (a verb without to, such as *do, go, or read*) after **can**.

### Affirmative

I/You/He/She/It/We/They can swim.

### Negative

I/You/He/She/It/We/They can't (cannot) swim.

### Question

Can I/you/he/she/it/we/they swim?

### Short answers

Yes, I/you/he/she/it/we/they can.  
No, I/you/he/she/it/we/they can't.

## 5 Complete the sentences with **can** or **can't**.

- 1 My mum Answers will vary speak Chinese.
- 2 I Answers will vary write my name in English.
- 3 Dogs can't read.
- 4 Teddy bears can't play the piano.
- 5 A baby can't go on a roller coaster.

## 6 Ask for permission and give short answers.

- 1 I / play video games after school  
Can I play video games after school ?  
Yes, you can. (✓)
- 2 we / ride on the roller coaster  
Can we ride on the roller coaster ?  
No, you can't. (X)
- 3 they / go on the rides  
Can they go on the rides ?  
Yes, they can. (✓)
- 4 she / listen to loud music  
Can she listen to loud music ?  
No, she can't. (X)

## 7 Listen. Listen and repeat. TR: 4.7



amusement park



bookshop



cinema



restaurant



sports centre



theatre

## 8 Match the places with the sentences.

amusement park    bookshop    cinema  
restaurant    sports centre    theatre

- 1 You can have dinner here. restaurant
- 2 You can buy a book here. bookshop
- 3 You can see a film here. cinema
- 4 You can play basketball here. sports centre
- 5 You can go on rides here. amusement park
- 6 You can see a play here. theatre

## 9 Listen to Irina and Lynn. Circle the correct words. TR: 4.8

- 1 Lynn wants to go to the amusement park / bookshop today.
- 2 Irina gets excited / scared on the rides.
- 3 Lynn wants to watch a scary film at home / the cinema.
- 4 Lynn thinks the sports centre / bookshop is boring.
- 5 They choose to go to a restaurant / sports centre.

## SOUNDS OF ENGLISH TR: 4.9, 4.10

- A** Read the words aloud. Which two words don't have a **w** sound at the beginning? Circle. Then listen and check your answers.  
when what who whose where
- B** Write **S** (same) or **D** (different) for the letters in red. Then listen and check your answers.
- 1 **who**, hobby **S**    4 **whose**, walk **D**  
2 **when**, house **D**    5 **where**, we **S**  
3 **what**, wood **S**

39

- Check answers as a class. Write the answers on the board if necessary.

## 7 Listen. Listen and repeat.

TR: 4.7

- Tell students to look at the small photos on page 39. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

## 8 Match the places with the sentences.

- Tell students to read the words in the box. Elicit what they can do in each of these places. Ask them if they go to any of these places and if so, how often.
- Tell students to read and match the places with the sentences.
- Check answers as a class.

## 9 Listen to Irina and Lynn. Circle the correct words.

TR: 4.8

- Tell students to listen to a conversation between Irina and Lynn. Ask them to read the sentences and say what they think the conversation is about (*what they are going to do*). Play the recording.
- Play the recording again. Ask students to check their answers.
- Check answers as a class.

- Write out these sentences and ask students to tell you if *can* is used to talk about ability, or to ask for or give permission: *You can use a Go Wild pass all day.* (permission), *Can I go on the merry-go-round?* (permission), *John can't see the huge face.* (ability)
- Tell students to complete the sentences with *can* or *can't*.
- Check students understand the task. Elicit the first answer if necessary.
- Check answers as a class. Ask students what *can* talks about in these sentences (ability).

## 6 Ask for permission and give short answers.

- Tell students to write questions using the prompts, and write short answers. Point out that the tick represents the affirmative and the cross represents the negative.
- Check students understand the task. Elicit number 1 as a class.

## SOUNDS OF ENGLISH

TR: 4.9, 4.10

### A

- Tell students to say the words to each other and note which words do not have a **w** sound at the beginning.
- Check answers as a class. Ask students what *who* and *whose* sound like they begin with.

### B

- Tell students to say the words and decide whether each pair of words begin with a *wh* or *h* sound. Ask them to write **S** (same) or **D** (different).
- Ask students to listen and check their answers. Elicit the first answer.
- Check answers as a class.

## Lesson 3

### 1 Listen and read. Who meets his friends on Saturdays? TR: 4.11

#### What do YOU do on Saturdays?

**Gustavo:** Hi, I'm Gustavo. Where are you from?  
**Chet:** Hi! I'm from Thailand, but I'm in Brazil for a week. My name's Chet.  
**Gustavo:** Nice to meet you, Chet.  
**Chet:** Nice to meet you, too. What do you usually do here on Saturdays?  
**Gustavo:** I often go swimming and then I eat a big meal with my family. And you?  
**Chet:** Well, my dad's got a bookshop. On Saturday mornings I help in the shop.  
**Gustavo:** Wow! That's fantastic! What do you do on Saturday evenings?  
**Chet:** I sometimes go to the sports centre with my friends and we go bowling. We also have bowling contests. I'm usually the winner. I'm very good at bowling. Do you like bowling?  
**Gustavo:** No, I don't. I often go to the cinema with my parents on Saturday. In my city, Rio de Janeiro, you can see films at cinemas outside!  
**Chet:** Really? We haven't got that in my town. Do you like amusement parks?  
**Gustavo:** Yes, I do. There's a great park near my house. It's called Parque Shanghai.  
**Chet:** There's a fun amusement park near my house, too. It's called Dream World. It's got fantastic rides. There are some really fast roller coasters. I love to go there at the weekend. There are lots of great water parks in Thailand, too!  
**Gustavo:** Wow! Thailand sounds pretty cool!  
**Chet:** Yes, it is. Maybe you can come and visit one day!

## Lesson Aims

- Learn and use different verb forms
- Revise and use *can* and *can't*
- Writing: Verb forms

## Materials

- Student's Book, Class Audio CD

## To start

- Ask students to say what you can do in these places: a restaurant (*eat dinner*), an amusement park (*go on rides*), a cinema (*see films*), a theatre (*see plays*), a sports centre (*do sports, play basketball, etc.*), an Internet café (*send emails, surf the Internet, play computer games, etc.*).
- Write out the tongue twisters and ask students to say them. Correct pronunciation if necessary: *Who walks in the woods? Whose is the house where we do our hobby?*

### 1 Listen and read. Who meets his friends on Saturdays?

 TR: 4.11

- Ask students to tell each other what they do on Saturdays. Encourage them to say what they do in the morning, afternoon and evening.
- Ask students to look at the conversation between Gustavo and Chet. Ask them to read quickly and find out who meets his friends on Saturdays (*Chet*). Extend this by asking who goes swimming (*Gustavo*) and who goes bowling (*Chet*).
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to read out a sentence each of the text.

### 2 Write G (Gustavo) or C (Chet). On Saturdays, who ...

- Tell students to write which boy does the things mentioned in 1 to 5.
- Check students understand the task. Elicit the first answer if necessary.
- Check answers as a class.

### 2 Write G (Gustavo) or C (Chet). On Saturdays, who ...

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1 works with his father?   | <input type="checkbox"/>            |
| 2 eats a big meal?         | <input checked="" type="checkbox"/> |
| 3 goes to Parque Shanghai? | <input checked="" type="checkbox"/> |
| 4 sees a film outside?     | <input checked="" type="checkbox"/> |
| 5 goes bowling?            | <input type="checkbox"/>            |

#### SAY IT LIKE THIS!

##### Talking about hobbies

Do you like + verb + -ing?  
*Do you like bowling?*

Are you good at + verb + -ing?  
*Are you good at bowling?*

**Talk to your partner about different hobbies. Practise the language above.**

#### SAY IT LIKE THIS! Talking about hobbies. Talk to your partner about different hobbies. Practise the language above.

- Ask each student one of these questions: *Do you like playing computer games? Are you good at riding a skateboard? Do you like playing the guitar? Are you good at singing?*
- Read the notes about *Talking about hobbies*. Ask students to repeat. Tell them to underline the *-ing* form in the sentences.
- Tell students to find an example in the text of *good at + verb + -ing* (*I'm very good at bowling*).
- Tell students to ask and answer questions about their hobbies in pairs. Remind them to use the language above.
- Check answers as a class. Ask a volunteer to say their partner's hobbies.

**3 Listen to the message and complete the information about the Open Day.** TR: 4.12

Sports centre Open Day – free!

Day: (1) Saturday

**Morning**

Sports to try: Hockey and (2) basketball

**Afternoon**

New activity at (3) 3.30

Swimercise – (4) swimming to music

Competition: (5) kite flying at

(6) 6 p.m.

**4 Look at the pictures and say what Mick:**

- a is or isn't good at.  
b can or can't do.



**WRITING** Verb forms

**A Look at the structures in these examples.**

- Mum and I **go shopping** on Saturdays.
- Do you **like playing** in the park?
- Jan **can speak** English and French.
- His brother is **good at making** kites.

**B Circle the correct words.**

- I can fly / flying a kite.
- Ben doesn't like read / reading books.
- Are you good at riding / ride a bike?
- We go ice skate / ice skating on Fridays.

**Activity 4:**

- Mick isn't good at ice skating. / Mick can't ice skate.
- Mick is good at playing video games. / Mick can play video games.
- Mick is good at swimming. / Mick can swim.
- Mick isn't good at playing tennis. / Mick can't play tennis.

**C Complete Alex's letter to his new penfriend with these verbs in the correct form.**

collect go play swim

Dear Bianca,

My name is Alex Vann and I'm 11 years old. I live in Kiev with my parents and my brother Anton. He's six years old. In my free time, I like (1) collecting stamps and (2) playing video games. I also (3) go swimming on Saturdays. I am good at swimming. I can (4) swim faster than anyone on my team.

Write soon and tell me about you!

Alex

**D Choose one of these penfriends and write a letter to him or her. Use this plan to help you.**



Ida, 9, Denmark



Keith, 12, Australia

**Begin like this:** Dear \_\_\_\_\_,

**Answer the questions:**

- What's your name?  
How old are you?  
Where do you live?  
Who do you live with?  
What do you like to do in your free time?  
What can you also do?

**Finish like this:**

Write soon!  
\_\_\_\_\_. (your name)

**E Read your letter and check the verb forms.**

**WRITING** Verb forms

**A Look at the structures in these examples.**

- Ask students to read the example sentences and underline *-ing* forms and the bare infinitive. Elicit which form is used in each sentence (1 *-ing*, 2 *-ing*, 3 bare infinitive, 4 *-ing*). Explain that *go* and *like* are verbs followed by the *-ing* form, and that prepositions are also followed by this form which is why we have *good at making*. Explain that *can* is a modal verb and is followed by the bare infinitive.

**B Circle the correct words.**

- Tell students to read the sentences and circle the correct answers.
- Check the answers as a class.

**C Complete Alex's letter to his new penfriend with these verbs in the correct form.**

- Tell students to read the letter and find out what Alex's brother is called (*Anton*).
- Ask students to use the words in the box and complete Alex's letter with the verbs in the correct form.
- Check the answers as a class.

**D Choose one of these penfriends and write a letter to him or her. Use this plan to help you.**

- Tell students to choose one of the penfriends to write to. Ask them to use the plan and answer the questions individually.
- Check students understand the task. Allow enough time to complete the task.
- Check answers. Write any mistakes on the board and ask students to correct them.

**E Read your letter and check the verb forms.**

- Tell students to re-read their letter in D and check the verb forms (*-ing* form or the bare infinitive) are correct.
- Check answers. Ask volunteers to read out their letter. Write any mistakes on the board and ask students to correct them.

**3 Listen to the message and complete the information about the Open Day.**

TR: 4.12

- Tell students to listen to the message and complete the information about the Open Day. Play the recording.
- Play the recording again. Pause after each sentence.
- Check answers as a class.

**4 Look at the pictures and say what Mick: a) is or isn't good at b) can or can't do.**

- Tell students to look at the pictures and in turns say what Mick is/isn't good at and what he can/can't do. Remind them to use verb + *-ing* with *is/isn't good at*, but the bare infinitive with *can/can't*.
- Check answers as a class.



# Review

## Units 3 – 4

### To start

- Revise and practise the new vocabulary from Units 3 and 4.
- Elicit that we use present simple to talk about general truths, things we do regularly and permanent states.
- Revise third person singular forms of verbs and the negative form of the present simple. Write *I eat, I give, I do, I finish, I study, and I watch* on the board and ask students to write *he/she/it* and the correct form of each verb beside them. Then tell them to write the negative forms.
- Revise the question form of the present simple. Tell students to ask and answer a question about something they do on Saturdays with a partner.
- Write *sometimes, always, never, usually* and *often* on the board. Tell students to order them starting from 100% of the time. Elicit something that they do or don't do using one of the adverbs of frequency.
- Write *Whose in the shop?* and elicit the correction (*Who's in the shop?*). Remind students that *whose* asks about possession and *who's* means *who is*. Tell them to write questions beginning with *What, Who, Where, Whose* and *When* and then ask and answer their questions with a partner.
- Ask students which verb we use to talk about ability and to ask for and give permission (*can*). Elicit one thing each student *can* and *can't do*. For example: *I can ride a bike, but I can't ride a skateboard.*
- Revise the question form of *can*. Tell them to ask you a question about your ability or to give them permission to do something. Reply using short answers.

### 1 Label the photos.

- Tell students to label the photos.
- Check answers as a class. Ask students to spell the words.

### 2 Circle the odd one out.

- Tell students to circle the word that doesn't belong in the group.

## Review

### 1 Label the photos.



maths



bookshop



do exercise



a kite



science



amusement park



ice skating



entrance

### 2 Circle the odd one out.

- |               |                |            |
|---------------|----------------|------------|
| 1 playground  | uniform        | restaurant |
| 2 English     | geography      | library    |
| 3 maths       | amusement park | rides      |
| 4 ice skating | swimming       | shopping   |
| 5 problem     | solution       | sport      |
| 6 science     | history        | bowling    |

### 3 Match.

- |           |                 |
|-----------|-----------------|
| 1 watch   | a an email      |
| 2 sing    | b TV            |
| 3 send    | c stamps        |
| 4 fly     | d songs         |
| 5 do      | e a kite        |
| 6 collect | f your homework |

### 4 Choose the correct answers.

- 1 My friends \_\_\_\_ to boarding school.  
a go                      b goes
- 2 \_\_\_\_ like amusement parks?  
a You do                b Do you
- 3 We \_\_\_\_ have homework every day.  
a don't                 b not
- 4 'Does Ryan have breakfast every morning?'  
'Yes, he \_\_\_\_.'  
a has                    b does
- 5 I usually \_\_\_\_ up at 10 o'clock on Sundays.  
a gets                    b get
- 6 My dog can't \_\_\_\_ many tricks.  
a do                      b doing

### 5 Circle the correct word.

- 1 Who / Whose calculator is that?  
It's Mike's.
- 2 What / Where is my money?  
It's on the table.
- 3 Where / When does the film start?  
At 9 o'clock.
- 4 When / What is the prize?  
It's 200 euros.
- 5 Whose / Who is Yuko?  
She's my new friend.
- 6 Who's / Whose boat is this?  
It's our boat.

- Check answers as a class. Ask students to justify why.

### 3 Match.

- Tell students to match the correct pairs with a line.
- Check answers as a class.

### 4 Choose the correct answers.

- Tell students to circle the correct answer.
- Check answers as a class.

### 5 Circle the correct word.

- Tell students to circle the correct question word.
- Check answers as a class.

**6 Write. Put the words in the correct order.**

- 1 school / never / on Saturday / go / we / to  
We never go to school on Saturday.
- 2 my / I / write / diary / in / usually  
I usually write in my diary.
- 3 isn't / geography / boring / always  
Geography isn't always boring.
- 4 karaoke clubs / sing / sometimes / we / in  
We sometimes sing in karaoke clubs.
- 5 scary / often / roller coasters / are  
Roller coasters are often scary.
- 6 ? / have / you / lunch / do / always / at school  
Do you always have lunch at school?

**7 Write short answers.**

- 1 Can you play the piano?  
Yes, I can. / No, I can't.
- 2 Can your mum use a computer?  
Yes, she can. / No, she can't.
- 3 Can your friends go to the cinema on Saturday?  
Yes, they can. / No, they can't.
- 4 Can your dad speak English?  
Yes, he can. / No he can't.
- 5 Can you and your friends have lunch at school?  
Yes, we can. / No, we can't.
- 6 Can you watch TV late at night?  
Yes, I can. / No, I can't.

**Song** 🎧 TR: 4.13

Do you like shopping, a trip to the mall?  
A film at the cinema? Or go and watch basketball?

We're both good at swimming, we can go to the pool  
Or a meal at the restaurant, that would be cool.

It's free time - it's you and me time.  
There's lots to do!  
What can we choose?

I know you like scary rides, going up high  
And wheels that turn round and go up to the sky.

The huge roller coaster, now where can that be?  
Where's a great place for you and for me?

It's free time - it's you and me time.  
There's lots to do!  
What can we choose?

**Song** 🎧 TR: 4.13

- Tell students they are going to listen to a song about things to do on Saturdays. Ask them to read the song and find out what the singers are good at (*swimming*).
- Play the recording for students to listen and follow with their fingers.
- Read out the song a line at a time. Ask students to repeat after you.
- Play the recording again for students to sing along. Practise until students are familiar with the words.

**TEACHING TIP**

If there are multiple classes at each level in your school, set up penfriends between students among the different classes. Send your students' letters to the other class, and give your students time to read received letters. This way, students are given a real reason to write.



**6 Write. Put the words in the correct order.**

- Tell students to write the words in the correct order.
- Check answers as a class.

**7 Write short answers.**

- Tell students to write short answers that are true for them.
- Check answers as a class.

## Video

### Lesson Aims

- Watch and understand a video about a fun day out at an amusement park.
- Talk about the rides at an amusement park.

### Materials

- Student's Book, DVD

### To start

- Tell students to look at the picture and tell you what they can see. If necessary, teach *merry-go-round*.
- Ask students to tell you what animal they can see.
- Ask students if they have ever been on a merry-go-round. If not, would they like to? Why/Why not?
- Ask students if they know the names of any other rides at an amusement park. Have any students been to an amusement park? Ask them to tell you about it.
- Tell students they are going to watch a video about the fun things to do at an amusement park.



#### 1 BEFORE YOU WATCH

What do you do at the weekend? Tick.

- |   |   |
|---|---|
| <input type="checkbox"/> fly a kite     | <input type="checkbox"/> do exercise          |
| <input type="checkbox"/> play the piano | <input type="checkbox"/> read                 |
| <input type="checkbox"/> go on rides    | <input type="checkbox"/> go to the playground |
| <input type="checkbox"/> watch TV       | <input type="checkbox"/> tidy my room         |
| <input type="checkbox"/> go swimming    | <input type="checkbox"/> do homework          |

Now talk about what you do at the weekend.

I go to the playground at the weekend.

I go swimming at the weekend.

#### 2 WORDS TO KNOW

Match the words to the pictures.

Ferris wheel merry-go-round upside down



upside down



Ferris wheel



merry-go-round

44 UNITS 3 - 4

#### 1 BEFORE YOU WATCH

What do you do at the weekend? Tick.

- Read the instruction to the class. Invite students to read the list of words.
- Point to the first item, *fly a kite*. Ask a student *Do you fly a kite at the weekend?* Elicit either *Yes* or *No*, and tell students to tick the box if the answer is *Yes*, but to leave it blank if the answer is *No*.
- Repeat with the remaining items. Tell students to tick the box if they do those activities at the weekend.
- Go round the class asking students questions, e.g. *Do you watch TV at the weekend?*

#### 2 WORDS TO KNOW

Match the words to the pictures.

- Ask students to look at the pictures and match them with the words in the box.
- Give them time to write the answers.
- Check the answers with the class.
- If necessary, explain that people sit in the pods on a Ferris wheel and travel round in a big circle.



### EXTENSION ACTIVITY

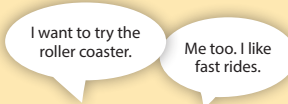
Ask students to design their own roller coaster. Tell them to decide if it goes fast or slow, whether it goes upside-down or not and how many loop-the-loops it does. They should draw and label their roller coaster.

**3 WHILE YOU WATCH**  
Look at the rides. How many roller coasters do you see in the video?

**4 AFTER YOU WATCH**  
Tick T for True or F for False.

- |   |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
| 1 A Ferris wheel is very fast.                  | <input type="checkbox"/> T            | <input checked="" type="checkbox"/> F |
| 2 A roller coaster is very fast.                | <input checked="" type="checkbox"/> T | <input type="checkbox"/> F            |
| 3 There are only horses on the merry-go-round.  | <input type="checkbox"/> T            | <input checked="" type="checkbox"/> F |
| 4 A merry-go-round is very slow.                | <input checked="" type="checkbox"/> T | <input type="checkbox"/> F            |
| 5 People have lots of fun at an amusement park. | <input checked="" type="checkbox"/> T | <input type="checkbox"/> F            |

**5 WATCH AGAIN.** Talk about the rides.



**3 WHILE YOU WATCH**  
Look at the rides. How many roller coasters do you see in the video?

- Remind students that they are going to watch a video about a fun day out at an amusement park.
- Read the instruction to the students and tell them to get ready to count the number of roller coasters in the video.
- Play the video all the way through.
- Ask students to answer the question (*two*).
- Ask student if they like going on roller coasters. Why/Why not?

**4 AFTER YOU WATCH**  
Tick T for True or F for False.

- Read out the first statement to the class. Ask students if they remember seeing the Ferris wheel on the video. Ask them if it was slow or fast (*slow*). Ask them which box they should tick (F).
- Give students time to complete the activity alone.
- Check the answers with the class.
- Ask students which of the rides they saw in the video they would most like to go on.

**5 WATCH AGAIN**  
Talk about the rides.

- Play the video again.
- Invite two students to read the model dialogue.
- Put students into pairs and tell them to talk about the rides at the amusement park.