

to the **top** plus



sample pages catalogue

to the

plus

top

**Don't stop
till you make it
'To the Top'**

To the Top Plus is an updated version of the successful series *To the Top*. It follows the requirements of the Common European Framework of Reference, prepares students for real-life communication and builds 21st century competencies.

4 LEVELS
Beginner to
Intermediate
CEFR: A1 - B1 

course features

- Eight modules
- Five lessons and a revision section in each module
- Lively dialogues
- Motivating and contemporary topics with multicultural and cross-curricular information
- Systematic development of all four skills
- A step-by-step guide to writing
- A variety of communicative tasks
- Clear grammar presentations and practice
- Culture pages
- Songs
- Projects
- Development of 21st century competencies



Intercultural awareness



Critical thinking



Autonomous learning



Communication



Cooperation



Creativity



ICT Literacy



Personal and social responsibility

What's NEW

- **Updated syllabus in accordance with the Serbian curriculum**
- **Word lists with Serbian equivalents**
- **Workbook projects which give students the opportunity to integrate technology into their work and acquire 21st century competencies**
- **Games on the IWB which help students revise and consolidate the language and structures presented in each module**
- **Videos and video worksheets on the IWB for further practice**
- **A digital vocabulary list on the IWB containing example sentences in both written and audio form**
- **The digital vocabulary list, interactive activities and tests for extra practice will be available online**

Components

FOR STUDENTS



Student's Book



Full colour Workbook
with Projects



Student's
CD-ROM

FOR TEACHERS



Interleaved
Teacher's Book



Top Grammar



Class Audio CDs



Teacher's
Resource
CD/CD-ROM

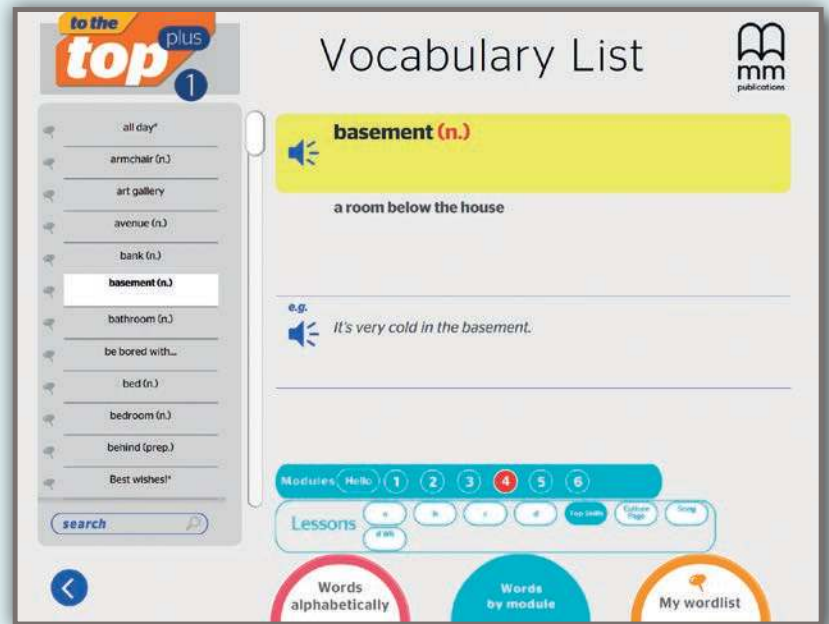


Interactive
Whiteboard
Material



Ready-made
lesson plans

- > A digital vocabulary list with definitions and example sentences in both written and audio form



- > Individual games which help students revise the language and structures presented in each module

- > Tests for extra practice with instant feedback for students

Contents To the Top Plus 1

	Vocabulary	Structures	Functions
Hello	<ul style="list-style-type: none"> Greetings Alphabet Numbers 0 - 100 Phone numbers Classroom objects Personal items Colours Countries - Nationalities Classroom language 	<ul style="list-style-type: none"> What's your name? I'm... How do you spell...? What's your phone number? Plurals (regular -s) A vs An This/That What colour is this? It's... Imperative 	<ul style="list-style-type: none"> Greeting and introducing oneself Spelling Asking and answering about phone numbers Naming and identifying objects and colours Understanding and using classroom language
1 School days	<ul style="list-style-type: none"> Countries Nationalities People School subjects Telling the time Greetings Sports 	<ul style="list-style-type: none"> I'm, You're - My, Your Where... from? The verb be (affirmative, negative) How old...? The verb be (questions) Who ...? / What ...? 	<ul style="list-style-type: none"> Introducing oneself and others Exchanging basic personal information (<i>first name, surname, nationality, age, school year</i>) Asking about one's health Expressing preference Asking for and giving personal information Telling the time Greeting and saying goodbye Asking about what one's good at
2 People	<ul style="list-style-type: none"> Family members Physical appearance Famous people Personal items Animals Parts of the body 	<ul style="list-style-type: none"> Possessive case Whose...? Possessive adjectives The verb <i>have got</i> These/Those Plurals (regular/irregular) 	<ul style="list-style-type: none"> Talking about one's family members Asking about and describing people's appearance Describing personal objects Expressing possession Naming, identifying and describing animals Describing one's best friend and discussing his/her preferences Identifying people
3 Time out	<ul style="list-style-type: none"> After-school activities Days of the week Types of films Types of music Musical instruments Daily routines Free-time activities Hobbies 	<ul style="list-style-type: none"> Present Simple (affirmative) Prepositions of time Present Simple (negative, questions) like, love, enjoy, hate + noun/-ing form When...? Adverbs of frequency (<i>always, usually, often, sometimes, never</i>) 	<ul style="list-style-type: none"> Talking about after-school activities Expressing likes and dislikes Expressing opinion Talking about music and films Discussing habitual actions and routines Talking about free-time activities/hobbies
4 Places	<ul style="list-style-type: none"> Furniture Appliances Buildings Talents and abilities Sights Places in a town/city Rooms Parts of a house 	<ul style="list-style-type: none"> Prepositions of place (<i>in, on, under, next to, between, in front of, behind</i>) There is... / There are... A / An vs The The verb <i>can</i> Let's... 	<ul style="list-style-type: none"> Asking about and identifying the location of objects Asking about and identifying the location of buildings Describing one's neighbourhood Expressing ability Making polite requests Asking for and giving permission Describing famous sights and buildings Discussing rooms and houses Making suggestions
5 Food	<ul style="list-style-type: none"> Food and drink Containers 	<ul style="list-style-type: none"> Countable and uncountable nouns A(n)/Some Some/Any Would like + noun How much...?/How many...? Object personal pronouns 	<ul style="list-style-type: none"> Expressing likes and dislikes regarding food Ordering food Making offers Accepting and refusing offers Asking and answering about quantities Discussing food and eating habits
6 Celebrations	<ul style="list-style-type: none"> Months Ordinals Dates Clothes Celebrations Jobs Weather Seasons 	<ul style="list-style-type: none"> Present Progressive Why...? / Because... Present Simple vs Present Progressive 	<ul style="list-style-type: none"> Asking and answering about dates Discussing current events Describing people's clothes Giving reason Discussing celebrations Distinguishing between habitual actions and current events Discussing the weather Identifying people's jobs
7 Holiday	<ul style="list-style-type: none"> Geographical features Holiday activities Adjectives describing people Means of transport Years Camping equipment 	<ul style="list-style-type: none"> Past Simple (affirmative) (regular + irregular verbs) Time expressions Past Simple (negative, questions) Past Simple of the verb <i>be</i> Time expressions by + means of transport in + years 	<ul style="list-style-type: none"> Discussing activities in the past Discussing a holiday Describing feelings Narrating a story Discussing past situations/accidents Understanding sequence
8 Our world	<ul style="list-style-type: none"> Points of the compass Opposite Adjectives Numbers: hundreds, thousands, millions Text-related words Holiday activities 	<ul style="list-style-type: none"> Future <i>be going to</i> Present Progressive with future meaning Time expressions <i>must/mustn't</i> Future <i>will</i> Comparative forms Superlative forms 	<ul style="list-style-type: none"> Discussing future plans and arrangements Expressing obligation and prohibition Making predictions and on-the-spot decisions Making comparisons Understanding information about countries

Contents To the Top Plus 2

	Vocabulary	Structures	Functions
Hello	<ul style="list-style-type: none"> Telling the time Family members Countries - Nationalities Days Months Personal items 	<ul style="list-style-type: none"> How old...?/ What? Where... from?/ When...? How many...? The verb <i>be</i> <i>Have got</i> The verb <i>can</i> There is/are 	<ul style="list-style-type: none"> Greeting and introducing oneself Exchanging basic personal information Telling the time Talking about one's family members Identifying personal items Asking and answering about dates Expressing ability
1 My Life	<ul style="list-style-type: none"> Daily routines Free-time activities Hobbies Household objects Furniture Adjectives describing personality Physical appearance 	<ul style="list-style-type: none"> Present Simple Adverbs of frequency How often...? Prepositions of time Present Progressive Present Simple vs Present Progressive Stative verbs Some / Any / No / Every Some / Any / No / Every and their compounds Subject pronouns Object pronouns Possessive adjectives Possessive pronouns Possessive case 	<ul style="list-style-type: none"> Discussing habitual actions and routines Talking about free-time activities / hobbies Discussing current activities Expressing likes and dislikes Distinguishing between habitual actions and current activities Describing one's bedroom Describing personality Expressing possession Asking about and describing people's appearance Describing one's best friend
2 Believe it or not!	<ul style="list-style-type: none"> Accidents Body parts Adjectives describing feelings 	<ul style="list-style-type: none"> Past Simple <i>could</i> Past Progressive Past Simple - Past Progressive Time clauses: <i>when, while</i> Adverbs of manner 	<ul style="list-style-type: none"> Discussing activities in the past Discussing past events / situations / accidents Expressing sympathy Discussing past habits Talking about famous people Narrating a story Describing feelings Understanding sequence Giving reason
3 A visit to a city	<ul style="list-style-type: none"> Places in a city Directions Phrases related to the environment Means of transport Buildings 	<ul style="list-style-type: none"> <i>can / could / may / might</i> Prepositions of place Prepositions of movement Let's..., How about...?, Why don't we...? Comparative forms as + adjective + as Superlative forms Which...? 	<ul style="list-style-type: none"> Understanding signs in a city Asking about and identifying the location of buildings Talking about famous sights Asking for, giving and refusing permission Making polite requests Expressing possibility in the present or future Making, accepting and refusing offers Making suggestions Reading a map Giving directions Making comparisons Expressing preference Describing a city
4 Science matters	<ul style="list-style-type: none"> Natural world Phrasal verbs (look) Words related to space 	<ul style="list-style-type: none"> Articles Future <i>be going to</i> Future <i>will</i> (offers, promises, requests, on-the-spot decisions, warnings, threats) Future <i>will</i> (predictions) Conditional Sentences Type 1 	<ul style="list-style-type: none"> Discussing general truths Making guesses and hypotheses Understanding and following procedures Describing actions, situations and their consequences Discussing future plans Making on-the-spot decisions Making requests, offers and promises Making predictions Referring to conditions and their results Inviting and accepting or refusing an invitation
5 Danger	<ul style="list-style-type: none"> Words related to adventure Words related to camping Jobs Wild animals Action sports 	<ul style="list-style-type: none"> Present Perfect Simple Time expressions (ever, never, before, always, just, so far, once, twice) Present Perfect Simple vs Past Simple Time expressions (yet, already) Present Perfect Simple: <i>How long...?, for, since</i> 	<ul style="list-style-type: none"> Talking about past experiences Linking past and present time Describing a holiday Narrating past events Asking about and understanding length of time Discussing jobs Describing animals
6 Nowadays	<ul style="list-style-type: none"> Clothes and accessories Shopping and prices Electronic devices Cardinal and ordinal numbers Words related to computers Phrases related to money and work 	<ul style="list-style-type: none"> One / Ones How much...? / How many...? / Much / Many / A lot of / Lots of / Loads of Have to / Don't have to 	<ul style="list-style-type: none"> Identifying and describing people's clothes Expressing preference Buying and selling Talking about prices Describing objects Defining people and things Asking for and giving information Expressing necessity Expressing prohibition Expressing lack of necessity Arguing for and against Giving reason
7 Feeling good	<ul style="list-style-type: none"> Ailments and illnesses Words related to sports and fitness Phrasal verbs and expressions Food and drink Food groups 	<ul style="list-style-type: none"> Should How + adjective Infinitive <i>-ing</i> form 	<ul style="list-style-type: none"> Asking for and giving advice Expressing opinion Asking for and giving confirmation Agreeing and disagreeing Expressing purpose Discussing healthy eating Ordering food Expressing preference Stating a problem Describing feelings

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	Vocabulary	Structures	Functions
1 Battle of the teens	<ul style="list-style-type: none"> • Conversational English • Jobs • Qualifications • Clothes and accessories • Adjectives describing personality 	<ul style="list-style-type: none"> • Present Simple vs Present Progressive • Stative verbs • Comparison of adjectives and adverbs • Past Simple • Used to • Some / Any / No / Every and their compounds 	<ul style="list-style-type: none"> • Discussing habitual actions and routines • Making suggestions • Discussing future plans • Discussing current activities • Distinguishing between habitual actions and current activities • Expressing opinion and giving reason • Agreeing and disagreeing • Making comparisons • Discussing activities in the past • Discussing past habits and situations • Discussing jobs • Introducing oneself • Talking about free-time activities • Discussing clothes and accessories • Finding things in common • Expressing likes and dislikes • Describing personality
2 Travelling around	<ul style="list-style-type: none"> • Holiday accommodation • Weather • Conversational English • Words related to cooking • Animals • Locations on a map • Adjectives describing places of interest 	<ul style="list-style-type: none"> • Relative pronouns: who/ which/that/ whose • Relative adverb: where • Conditional Sentences Type 1 • Time Clauses (Present - Future) • All / Both / Neither / None / Either 	<ul style="list-style-type: none"> • Defining people, things and places • Referring to conditions and their results • Making plans • Making suggestions • Talking about the future • Expressing disappointment • Apologising • Talking about food and quantities • Giving and following instructions • Discussing facts about animals • Finding things in common • Understanding map symbols • Understanding recorded messages • Describing places/sights • Describing a holiday • Expressing opinion
3 Get active	<ul style="list-style-type: none"> • Chores • Conversational English • Phrasal verbs • Words related to sports and competitions • Activities • Chores • Sports venues • Sports equipment 	<ul style="list-style-type: none"> • Present Perfect Simple • Time expressions (ever, never, before, always, just, so far, already, yet, once, twice, etc.) • Present Perfect Simple vs Past Simple • Present Perfect Simple • for - since • Clauses of result 	<ul style="list-style-type: none"> • Talking about past experiences • Expressing preference • Linking past and present time • Discussing viewing habits • Talking about habitual actions and routines • Expressing opinion • Talking about the duration of an action • Focusing on the result of an action • Talking about one's favourite free-time activities • Expressing result • Making exclamations • Talking about sports • Giving news
4 The unexplained	<ul style="list-style-type: none"> • Adverbs used in narration • Phrases related to superstitions • Conversational English • Words related to crime • Word building (derivatives) • Adjectives ending in -ed and -ing 	<ul style="list-style-type: none"> • Past Simple - Past Progressive • Time clauses (when, while, as, as soon as) • Question tags • Prepositions of Time • Prepositions of Place • Prepositions of Movement 	<ul style="list-style-type: none"> • Talking about past experiences • Narrating an imaginary event • Expressing surprise • Asking for confirmation • Agreeing and disagreeing • Exchanging views • Giving reason • Sequencing past actions and events • Talking about past actions and events • Describing feelings • Referring to the location of places • Narrating a story
5 Let's communicate	<ul style="list-style-type: none"> • Words and phrases used in telephone conversations • Expressions with way • Words related to gestures • Words related to computers 	<ul style="list-style-type: none"> • can / could / may / will / would • must / have to / need (to) / can't • can / could / be able to • could / may / might • must / can't • Full Infinitive • Bare Infinitive • would rather • -ing form 	<ul style="list-style-type: none"> • Asking for a favour • Talking on the phone • Understanding messages • Making polite offers and requests • Asking for, giving and refusing permission • Expressing obligation, prohibition, necessity and lack of necessity • Leaving a message on an answering machine • Making hypotheses and deductions • Expressing ability in the past, present and future • Giving instructions • Expressing possibility in the present and future • Agreeing and disagreeing • Asking for one's opinion • Expressing purpose • Arguing for and against • Expressing opinion and justifying
6 H ₂ O	<ul style="list-style-type: none"> • Sailing • Words related to the sea • Words related to the environment • Words related to natural disasters 	<ul style="list-style-type: none"> • Articles • so/neither/too/either • Passive Voice (Present Simple - Past Simple) 	<ul style="list-style-type: none"> • Discussing facts • Making comparisons • Describing the geographical features of one's country • Agreeing and disagreeing • Finding things in common • Expressing disappointment • Inviting • Asking for and giving information • Making arrangements • Expressing preference • Understanding and following procedures • Discussing problems and suggesting solutions • Describing situations and their consequences • Transferring from verbal to visual information • Reporting events • Writing a news article • Simulating a conversation between a reporter and an eye-witness
7 Shop till you drop	<ul style="list-style-type: none"> • Ordinal and cardinal numbers • Food and drink • Phrasal verbs and other expressions 	<ul style="list-style-type: none"> • Reported commands • much, many, a lot of, a little, little, a few, few, a bit • One/Ones 	<ul style="list-style-type: none"> • Giving instructions • Buying and selling • Talking about prices • Referring to numbers and quantity • Reporting commands and requests • Asking for and understanding information • Distinguishing between formal and informal language

Contents To the Top Plus 4

	Vocabulary	Structures	Functions
1 Teen age	<ul style="list-style-type: none"> Phrases expressing likes/dislikes Adjectives describing personality Phrases related to rules and laws Phrasal Verbs Numbers Words easily confused Collocations and words related to education 	<ul style="list-style-type: none"> Present Simple vs Present Progressive Past Simple Used to Present Perfect Simple vs Past Simple Present Perfect Simple 	<ul style="list-style-type: none"> Discussing habitual actions and routines Discussing current activities Distinguishing between temporary and permanent situations Expressing preference Discussing different aspects of teenage life Describing a person's personality Talking about what's legal or illegal Understanding signs Referring to past habits and situations Linking past and present time Talking about the duration of an action Focusing on the result of an action Talking about different forms of entertainment Expressing opinion and giving reasons Talking about experiences at school Expressing feelings Giving news
2 Travel	<ul style="list-style-type: none"> Words related to travel Words easily confused Words related to trains Linking words/phrases Words related to airports and planes Lexical set (parts of a car) Verbs with prepositions Phrasal verbs Word building (adjective suffixes) Types of holiday 	<ul style="list-style-type: none"> Past Simple - Past Progressive Past Perfect Simple Comparisons 	<ul style="list-style-type: none"> Discussing holidays Narrating past events and stories Sequencing past actions and events Expressing feelings Guessing the meaning of unknown words Making comparisons Discussing travel and means of transport Understanding airport language Understanding announcements Completing a form Asking for and understanding information Simulating a conversation between a travel agent and a customer Talking about past experiences Describing an accident Making decisions Distinguishing between formal and informal language Transferring from verbal to visual information
3 Team spirit	<ul style="list-style-type: none"> Words related to groups of people Word building (adjectives, negative prefixes) Similes with as ... as ... TV programmes Words related to the music business Words related to animals Collective terms for animals Nouns with prepositions Words related to sports 	<ul style="list-style-type: none"> Conditional Sentences Types 1 and 2 Future <i>will</i> Future <i>be going to</i> Future Progressive Defining Relative Clauses 	<ul style="list-style-type: none"> Referring to conditions and their results Talking about possibility and future or imaginary situations Giving reasons Talking about future time Making predictions Talking about one's favourite free-time activities Exchanging views Transferring from verbal to visual information Defining people, things and places Giving additional information about people, things and places Expressing preference Discussing facts about animals Arguing for and against Agreeing and disagreeing
4 Action	<ul style="list-style-type: none"> Adjectives describing feelings Word building (noun suffixes referring to people) Words related to protesting Conversational English Phrasal verbs Compound nouns Words related to football and hooliganism Prepositional phrases (in/out of) Words related to films 	<ul style="list-style-type: none"> Passive Voice Verbs with two objects Causative form Clauses of result Clauses of concession Clauses of purpose 	<ul style="list-style-type: none"> Expressing opinion and justifying Agreeing and disagreeing Responding to news Discussing problems and suggesting solutions Describing situations and their consequences Expressing contrast Expressing cause and result Expressing purpose Exchanging views Describing feelings
5 Being human	<ul style="list-style-type: none"> Stages of life Words easily confused Idioms Verbs with prepositions Word building (noun suffix <i>-ness</i>, irregular nouns, adjective suffixes <i>-ful</i> and <i>-less</i>) Collocations with <i>put</i> and <i>set</i> 	<ul style="list-style-type: none"> Modal verbs I (may / might / could / must / can't) Modal verbs II (must / have to / need) would rather had better should 	<ul style="list-style-type: none"> Expressing possibility in the present and future Making hypotheses and deductions about the present and past Expressing obligation, prohibition, necessity and lack of necessity Talking about past experiences Expressing feelings and emotions Stating a problem Asking for and giving advice Understanding recorded messages Expressing preference Making suggestions Expressing opinion Sequencing past actions and events Reading between the lines Describing events
6 Time	<ul style="list-style-type: none"> Sayings related to time Words easily confused British and American English 'Strong' adjectives Expressions with time Types of books <i>-ed</i> and <i>-ing</i> adjectives Word building (noun suffixes) 	<ul style="list-style-type: none"> Quantifiers Countable and uncountable nouns Conditional Sentences Type 3 Wish / If only 	<ul style="list-style-type: none"> Referring to quantity Narrating past experiences Summarising Expressing regret Distinguishing between British and American English Understanding gist and main points Discussing cultural differences Making wishes Expressing preference Expressing opinion and giving reasons Simulating a conversation between a shop assistant in a bookshop and a customer Inviting Making arrangements
7 Colour	<ul style="list-style-type: none"> Idioms and expressions with colour Words easily confused Words describing appearance and hair Colours Household items Reporting verbs Words easily confused 	<ul style="list-style-type: none"> Infinitive <i>-ing</i> form Reported Speech (Statements) Reported Speech (Questions, Commands, Requests) 	<ul style="list-style-type: none"> Expressing purpose Transferring from verbal to visual information Reporting Describing people's appearance Expressing surprise Showing interest Expressing opinion and giving reasons Describing rooms Expressing preference Making decisions

Cover Page



3

Time out

Discuss:

- What do you usually do in your free time?
- What kind of music/films do you like?

In this module you will find:

- Free-time activities
- A film survey
- Poster: *Top Star talent contest*
- A music survey
- Country vs city
- Questionnaire: *How well do you know your friend?*
- My favourite day of the week

Objectives:

- To talk about after-school activities
- To express likes and dislikes
- To express opinion
- To talk about music and films
- To discuss habitual actions and routines
- To talk about free-time activities/hobbies

introduction to the general topic of the module through warm-up questions and short discussion



Communication

preview of texts and activities found in the module



Autonomous learning

objectives of module clearly presented

Lessons a & b

vocabulary presented through the use of visual and verbal prompts

Communication
Cooperation

listening and speaking activity

various types of texts presenting new vocabulary items and grammatical structures: *telephone conversation*

grammar box focusing on key grammatical structures

3a After school

1 Vocabulary

Listen and repeat.



watch TV



do my homework



read comics



go to a dance class



take the dog for a walk



go to the park



make a model plane



fly a model plane



play computer games



play table tennis



ride my bike



go out with friends

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2 Listen & Speak

Listen to the days of the week. Then, talk in pairs. Say what you do every day.

I play tennis on Mondays. What about you?
On Mondays I...

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

3 Read

A. Listen and read. Where's Andrew today?

Hello. Is Andrew there?



No, he isn't here. Err... Wait a minute... On Mondays he takes his dog for a walk and on Tuesdays he plays table tennis with Sue after school. On Wednesdays he flies his model planes in the park and on Thursdays he watches DVDs with Mark, so he's at Mark's house now. Oh, no, wait, it's Friday today, not Thursday. Andrew goes out with his friends every Friday. They go to that fast food restaurant near the school... Yes, that's right... On Saturdays and Sundays he stays at home and relaxes and...



B. Read again and complete Andrew's schedule.



4 Grammar

Present Simple (affirmative)

I play	He plays
You watch	She watches
We go	It goes
They fly	flies

We use the Present Simple for habits or actions that happen regularly.

NOTE: on Monday/Saturdays, etc. on weekdays at the weekend

Complete with the Present Simple of the verbs in brackets.

- Mary and Fred (play) computer games on Saturdays.
- My brother (ride) his bike every day after school.
- Karen (go) to a fast food restaurant with her friends at the weekend.
- I (read) comics on Fridays after school.

5 Listen

Listen and decide which of the three schedules is Beth's. Tick (✓) a, b or c.

MON	TUE	WED	THU	FRI	SAT	SUN
play table tennis			take dog for walk		go to park	

MON	TUE	WED	THU	FRI	SAT	SUN
play tennis			take dog for walk		go to park	

MON	TUE	WED	THU	FRI	SAT	SUN
play table tennis	take dog for walk				go to park	

6 Write

Write three sentences about what you and two of your friends do after school.

After school I watch TV and I read comics. My friend...

listening activity consolidating taught vocabulary and structures

short writing activity

Creativity

3b Do you go to the cinema?

1 Vocabulary

Listen and repeat.



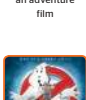
a science-fiction film



an animated film



an adventure film



a horror film



a comedy



a romantic film

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2 Read

A. Listen to the dialogue. Then, read it out in groups.

Woman Excuse me, I'm a reporter for Film Magic Magazine. Can I ask you a few questions?
Eddie Sure.
Woman Why not?
Eddie Do you go to the cinema with your friends?
Woman Yes, we do. We go every Saturday.
Eddie What kind of films do you watch?
Woman I watch all kinds of films but science-fiction films are my favourite! They're so interesting and exciting!
Eddie No, they aren't.
Woman Eddie doesn't like science-fiction films very much. I don't like science-fiction films at all. I like comedies.
Eddie Do you like animated films?
Woman Of course! I think they're very funny.
Eddie What about you?
Woman No way! They're for kids. They're really boring.
Eddie OK. Thanks a lot. Here are two free tickets for the cinema tonight.
Woman Great! Is it a comedy?
Eddie No. It's an animated film.
Woman Oh no!
Eddie Don't worry, Zoe. I can go with Tom... he, he, he.

3 Grammar

Present Simple (negative - questions)

NEGATIVE	QUESTIONS	SHORT ANSWERS
I don't watch (= do not)	Do I watch?	Yes, I do. No, I don't.
You don't watch	Do you watch?	Yes, you do. No, you don't.
He doesn't watch (= does not)	Does he watch?	Yes, he does. No, he doesn't.
She doesn't watch	Does she watch?	Yes, she does. No, she doesn't.
It doesn't watch	Does it watch?	Yes, it does. No, it doesn't.
We don't watch	Do we watch?	Yes, we do. No, we don't.
You don't watch	Do you watch?	Yes, you do. No, you don't.
They don't watch	Do they watch?	Yes, they do. No, they don't.

Complete with **do**, **does**, **don't** or **doesn't**.

- A: _____ you like comedies?
B: No, I _____.
A: What about your brother? _____ he like comedies?
B: Yes, he _____.
A: Great. I've got a great comedy on DVD.
- A: What _____ you do with your friends on Sundays? _____ you play football?
B: No, we _____ like football. Jenny and I play basketball every Sunday.
A: What about Betty?
B: No, she _____ like sport.

4 Pronunciation

Listen and tick (✓) the sound you hear.

	likes /s/	plays /z/	watches /z/
takes			
relaxes			
goes			
reads			
makes			
dances			
flies			

5 Speak

Talk in pairs.

What kind of films do you watch?
I watch comedies. I think they're funny.
Do you watch romantic films?
Yes, I do. I think they're great!
No, I don't. I think they're boring.
What about you?

grammar box focusing on key grammatical structures

grammar practice in context

pronunciation activity

pairwork activity

realistic dialogue featuring the book characters

reading comprehension activity

Communication
Cooperation

Lessons c & d

various types of texts: a poster

grammar box focusing on key grammatical structures

vocabulary presented through the use of visual and verbal prompts

3c Do you enjoy listening to music?

1 Read A. Read the poster, answer the questions and follow the arrows. What can you do?

TOP STAR talent contest SATURDAY 16 MAY 6 p.m.

Do you enjoy listening to music?

YES → Do you like singing or playing a musical instrument?

NO → What's wrong with you?

YES → Are you in a band?

NO → Well, come to the talent contest anyway and listen to some great pop, rock and hip hop!

YES → Well, enter the 'Best Band' contest. The winner gets a set of drums!

NO → Well, don't worry! Enter the 'Best Performer' contest. The winner gets a guitar!

Jody Williams
"The TopStar talent contest is great fun! I go every year and the performers are amazing. Maybe you can win this year... Go on! Enter the Talent Contest!"

ENTER TODAY! Call: 07764583217 or email: musiccontest@megamail.com

B. Read again and answer the questions.

- When is the talent contest?
- What kind of music can you listen to there?
- What does the winner of the Best Band contest get?
- What does the winner of the Best Performer contest get?

activity promoting reading comprehension skills (understanding specific details)

2 Vocabulary

Listen and number (1-5) the musical instruments.



3 Grammar

like
love
enjoy
hate

+ -ing form

I love listening to pop music but I don't like dancing.

Circle the correct word.

- The boys hate watch / watching TV but they love / loving watching DVDs.
- I enjoy play / playing the saxophone.
- On Saturdays Maria and Tina go / going to the park. They like ride / riding their bikes there.
- Do you like / liking dancing?
- Brian doesn't watch / watching comedies.

4 Listen

Listen to a boy answering questions for a survey and tick (✓) the correct answers.

MUSIC SURVEY

Name: Liam Farrell
Age: 14

- Do you like listening to music? Yes ☐ No ☐
- What kind of music do you like? Pop ☐ Rock ☐ Hip hop ☐ Jazz ☐ Classical ☐
- Do you play a musical instrument? Yes ☐ No ☐
- What musical instrument do you play? Guitar ☐ Piano ☐ Violin ☐ Drums ☐ Saxophone ☐
- Do you sing? Yes ☐ No ☐

activity developing listening comprehension skills

3d Daily routines

1 Vocabulary

Put the pictures in order. Write 1-6. Then, listen and check your answers.



Country vs City

2 Read

A. Listen and read. Who's the country girl? Who's the city girl?

What time do you get up?

Stacey I get up at 6.30 every morning. It's early, but I always feed the animals before I have breakfast. After breakfast, I take the bus to school.

Angela I usually get up at about 7.45. My school isn't far so I walk.

What do you do in the afternoons?

Stacey Well, I get home at about 4.00 and help my father on the farm. I love animals. Then, I ride my horse, Punch.

Angela My mum's got a pet shop so I often help her. I usually feed the animals. Then, I sometimes visit a friend.

And in the evenings?

Stacey My friends live far away, so we don't meet on weekdays. After dinner, I sometimes watch a DVD but I never stay up late. I'm usually very tired. On Saturday nights my friends and I go into town.

Angela I play computer games or call my friends and talk on the phone for hours. I go to bed at about 11.30. On Saturday nights we go to the cinema in the city centre.

B. Read again and write S for Stacey, A for Angela or B for Both.

- She gets up very early in the morning. ☐
- She walks to school. ☐
- She feeds animals. ☐
- She goes to her friend's house. ☐
- She doesn't stay up late. ☐
- She goes out on Saturday nights. ☐

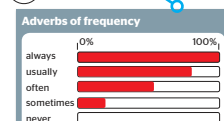
vocabulary activity engaging students and encouraging them to think critically

various types of texts: an interview

grammar box focusing on key grammatical structures

vocabulary activity

3 Grammar



Adverbs of frequency go

- before the main verb:
- Jack **never** walks to school.
- I **don't usually** stay up late.
- Do you **often** go to the cinema?
- after the verb be:
- Heleen is **often** late for school.

Write the sentences using the adverbs of frequency in brackets.

- I help Jack with his homework. (sometimes)
- Susan doesn't get up at 7.30. (often)
- My baby sister goes to bed late. (never)
- What time do you have lunch? (usually)
- I'm tired in the mornings. (always)

4 Vocabulary

Complete the sentences with the words in the box.

time lunch early walks sometimes meet

- Lucy has _____ with her brother every day.
- I always _____ my friends at the weekend. We have lots of fun!
- What _____ do you go to school?
- My father gets up very _____ at five o'clock in the morning.
- I _____ visit my grandparents on Saturdays.
- Harry never takes the bus to the city centre. He usually _____.

5 Speak

COMPLETE A QUESTIONNAIRE: HOW WELL DO YOU KNOW YOUR FRIEND? Go to the Speaking Section.

focus on reading for gist

Critical thinking

Communication
Critical thinking
Cooperation

pairwork activity

Top Skills & Revision

Critical thinking

Value: using your free time creatively/wisely

variety of activities practising listening, reading, speaking and writing skills

Communication
 Cooperation

3 TOP SKILLS In my free time

1 Vocabulary

Match the hobbies with the pictures. Then, listen and check your answers.



- ☐ go rollerblading
- ☐ collect magazines
- ☐ go rock climbing
- ☐ surf the Net
- ☐ go skateboarding
- ☐ take pictures
- ☐ draw pictures
- ☐ go shopping

2 Listen

Listen to two children talking about their hobbies. Tick (✓) Stuart, Louise or both.

	Stuart	Louise
1. Who goes rollerblading?		
2. Who goes skateboarding?		
3. Who goes shopping?		
4. Who surfs the Net?		
5. Who collects magazines?		

3 Read

Below is what Alex does on Saturdays. Listen, read and answer the questions on page 47.

My Saturday

Saturday is my favourite day of the week. In the morning I always get up late, at 10.30. I usually have a big breakfast with my brother and then I surf the Net or draw pictures on my computer. I love doing that and it's easy! In the afternoon I always go rock climbing. That's two hours of fun! It's a difficult sport but I'm very good at it and I always climb to the top. Some day I want to climb K2. My brother hates rock climbing. He's afraid of heights! In the evening I'm usually very tired but I always go out with my friends. We often go to the cinema. We're all horror film fans. We also enjoy going to an internet cafe near my house. We usually have a great time there!

- What time does Alex get up on Saturdays?
- What does he do after breakfast?
- When does he go rock climbing?
- What does he want to do some day?
- Does Alex's brother go rock climbing?
- Where does Alex go with his friends on Saturday evenings?

4 Speak

Complete the table below about your favourite day of the week. Then talk in pairs.

When?	What?	Who with?

What do you do in your free time?
Do you like rollerblading/reading/surfing the Net/etc.?
What's your favourite day of the week?
What do you do in the morning?
What do you do in the afternoon?
What do you do in the evening?

5 Write

A. Read the tip and then complete the sentences 1-5.

Tip

When you refer to time, use the prepositions:

- **at** ten o'clock, half past two, etc.
- **on** the weekend
- **in** the morning, the afternoon, the evening
- **on** Monday, Tuesday, etc.
- **on** Friday morning/afternoon/evening/night
- **on** weekdays

- My sister always goes shopping _____ Saturday mornings.
- _____ my free time I play computer games.
- I play football with my friends, _____ seven o'clock _____ Wednesdays.
- Steve doesn't go out _____ weekdays, only _____ the weekend.
- Karen gets up early _____ the morning and goes to bed late _____ night.

B. Use the notes below to write about what you do on Saturdays.

My Saturday
In the morning I always get up...
In the afternoon I usually...
In the evening I like...

matching activity for vocabulary presentation through the use of realistic photographs

writing activity

Creativity

vocabulary and grammar revision activities

3 Revision

Vocabulary

A. Cross out the odd word. Then, add one more.

- rock - jazz - classical - horror - _____
- guitar - drums - class - saxophone - _____
- Saturday - Friday - Thursday - Music - _____

SCORE ☐ 6

B. Match.

- | | |
|------------|---|
| 1. go | <input type="radio"/> a. the guitar |
| 2. surf | <input type="radio"/> b. the dog for a walk |
| 3. collect | <input type="radio"/> c. breakfast |
| 4. watch | <input type="radio"/> d. animated films |
| 5. have | <input type="radio"/> e. magazines |
| 6. ride | <input type="radio"/> f. my homework |
| 7. take | <input type="radio"/> g. a bike |
| 8. do | <input type="radio"/> h. the Net |
| 9. play | <input type="radio"/> i. swimming |
| 10. stay | <input type="radio"/> j. up late |

SCORE ☐ 10

Grammar

C. Complete the sentences with **in**, **on** or **at**.

- I never go shopping _____ the weekend.
- I always get up _____ 7 o'clock.
- I often surf the Net _____ the afternoons.
- I usually go to the park _____ Saturdays.
- _____ my free time I take pictures.
- My parents go out _____ Saturday evenings.

SCORE ☐ 6

D. Complete with the Present Simple of the verbs in brackets.

- Ted usually _____ (fly) his model planes on Sundays.
- Susan _____ (go) to bed at 9.00.
- My best friend always _____ (have) dinner with her parents.
- In the afternoons I _____ (talk) on the phone for hours.
- My father _____ (play) the piano.
- Jack and Lucy _____ (listen) to hip hop.

SCORE ☐ 6

E. Complete the sentences with **do**, **does** or **doesn't**.

- _____ Danny ride his bike every afternoon?
- Sophie and I _____ play musical instruments.
- George _____ like listening to pop music.
- What _____ you usually do on Saturdays?
- When _____ your sister go out with her friends?

SCORE ☐ 5

F. Circle the correct words.

- James **always** / **never** watches TV after school. He plays computer games.
- Does Maria go **skateboard** / **skateboarding** at the weekend?
- Tony **usually is** / **is usually** late for school.
- Angela hates **does** / **doing** her homework.

5. A. **When / What time** do you go to your dance class?
B: On Mondays. SCORE ☐ 5

Communication

- What's the time? ☐ a. I go rock climbing.
- What time do you get up? ☐ b. At half past six.
- Do you like rock climbing? ☐ c. Yes, I do.
- What do you do in your free time? ☐ d. It's a quarter to seven.

SCORE ☐ 4

H. Complete the dialogues with the sentences a-d.

- I think they're boring!
- What about you?
- What kind of music do you listen to?
- Do you like going to the cinema?

- A: _____
B: Pop.
A: I like jazz.
- A: _____
B: Yes, I do. I usually watch adventure films.
A: Really? _____ SCORE ☐ 8

TOTAL SCORE ☐ 50

Now I can...

say what I like and don't like
say how often I do things
talk about free-time activities
talk about routines
talk and write about my daily schedule
use the Present Simple
use prepositions of time

communication revision activities

self-evaluation chart

Autonomous learning

Culture Page, Song, Speaking Section & Grammar Reference

factual texts about various celebrations introducing students to the culture of the English-speaking world

song accompanied by an activity

Intercultural awareness

Critical thinking

Listen, read the texts and answer the questions.

Culture Page 3

May Day

Maypole dancing
On 1st May people around the world celebrate the end of a long winter. In England, children and adults dance around a Maypole. Morris dancing is popular there, too. Morris dancers are usually men and they wear white clothes and coloured belts. They hold handkerchiefs and sticks and shake them. In some places, on the evening of 30th April it is time for bonfires. Men light fires and lots of people jump over them three times for good luck.

Trick-or-treating
Halloween is on 31st October. In the United States, in England and in many other places around the world, people have lots of fun on Halloween. They make Jack-o-lanterns. How? They make a scary face on a pumpkin, put a candle inside and put it in the window. Children dress up as witches and ghosts and go trick-or-treating. Some of them knock on their neighbours' door and run away. Others stay and get a treat. Children also go to parties and play lots of games, like 'apple bobbing' or treasure hunt.

Jack-o-lantern
Dressed up as a ghost

- What do people celebrate on May Day?
- What do Morris dancers wear?
- When do people celebrate Halloween?
- What do they use to make a Jack-o-lantern?
- What trick do children play on their neighbours?
- What games do children play on Halloween?

Song 3

Complete the song with the words in the box. Then, listen and check your answers.

party hear year music

Come on, get ready! It's that time of (1) _____.
Come on, get ready! The party's almost here.
Come on, get ready! The celebration's near.
Come on, get ready! Dance to the music you (2) _____.

We're dancing, we're grooving,
We're singing and we're moving.

Come on, get ready! Put your (3) _____ hat on.
Come on, get ready! The celebration's on.
Come on, get ready! And move to the (4) _____ now.
Come on, get ready! And I can show you how.

We're dancing, we're grooving,
We're singing and we're moving.

Speaking section at the back of the book

Grammar Reference section at the back of the book

Speaking Section

3d Questionnaire

Read the questions in the questionnaire and answer them for a friend. Then, ask your friend and see how many answers you got right.

Tony, what time do you usually get up?
At half past seven.
Oh, my answer is wrong.

	YOUR ANSWERS ABOUT YOUR FRIEND	YOUR FRIEND'S ANSWERS	RIGHT OR WRONG?
What time does he/she usually get up?	7.00		
Does he/she have breakfast every morning?			
What does he/she do after school on Mondays?			
Does he/she watch TV or DVDs in the evenings?			
What kind of films does he/she like?			
What kind of music does he/she like?			
When does he/she go out with his/her friends?			

Module 3

Present Simple

AFFIRMATIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS
I eat	I do not eat	Do I eat?	Yes, I do. No, I don't.
You eat	You do not eat	Do you eat?	Yes, you do. No, you don't.
He eats	He does not eat	Does he eat?	Yes, he does. No, he doesn't.
She eats	She does not eat	Does she eat?	Yes, she does. No, she doesn't.
It eats	It does not eat	Does it eat?	Yes, it does. No, it doesn't.
We eat	We do not eat	Do we eat?	Yes, we do. No, we don't.
You eat	You do not eat	Do you eat?	Yes, you do. No, you don't.
They eat	They do not eat	Do they eat?	Yes, they do. No, they don't.

Note: No -s in the 3rd person singular after *does/doesn't*.

FORMATION OF THE 3rd PERSON SINGULAR (he/she/it)

most verbs take -s	verbs ending in -ss, -sh, -ch, -x, -o take -es	verbs ending in consonant + -y, drop the -y and take -ies
I eat -he eats	I watch -he watches	I study -he studies
I go -he goes	I play -he plays	

But: I like -he likes, I go -he goes, I play -he plays

We use the **Present Simple** for habits or actions that happen regularly.
I watch TV every day. She studies at the weekend.

love/enjoy/like/hate

love/enjoy/like/hate + noun: I love my family. Pablo hates basketball.
love/enjoy/like/hate + -ing form: Maria loves swimming. I hate doing my homework.

Adverbs of frequency

never	sometimes	often	usually	always
•	•	•	•	•

We use **adverbs of frequency** to talk about how often we do something. We place them:

- before** the main verb.
John often plays football on Saturdays. Peter doesn't always eat breakfast.
- after** the verb *be*.
Sheryl is never late for school.

Prepositions of time (at - in - on)

- at:** to tell the time:
in the expressions: at six o'clock / at half past two
at noon / at night / at midnight / at midday
at the weekend / at the weekends
- in:** before periods of time:
in the expression: in the morning/afternoon/evening
in my free time
- on:** before the days of the week:
in the expression: on Friday morning/afternoon, etc.
on weekdays

Value: Knowing your friends well

Workbook: Lesson c & Project

crossword activity
checking vocabulary

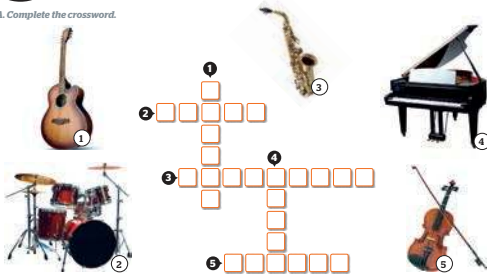
graded activities

multi-task activity checking reading
and language production through
the use of provided prompts

3c

Do you enjoy listening to music?

A. Complete the crossword.



B. Complete the sentences with the correct form of the verbs in brackets.

- Maria loves _____ (go) to the park with her friends.
- Daniel and Natalie hate _____ (listen) to jazz music.
- Jordan enjoys _____ (play) the guitar.
- A: Do you like _____ (watch) TV?
B: No, I don't, but I really like _____ (read) comics.
- David and I enjoy _____ (fly) our model planes in the park.
- Anthony doesn't like _____ (take) the dog for a walk every day after school.
- I hate _____ (sing) but I love _____ (dance).

C. Match the questions with the answers.

- When do you go to your dance class?
- Do you like watching science-fiction films?
- What do you do at the weekend?
- Does Jane go to the park with her friends?
- Do you play a musical instrument?
- What kind of music do you like?

- I go out with my friends.
- No, I don't, but I love adventure films.
- On Tuesdays and Thursdays.
- Yes, I do. I play the drums.
- Yes, she does. They go every day.
- I like hip hop.

36

D. Look at the table and tick (✓). Then, write sentences about yourself. Use some of the words in the box.

	love	don't like	hate	enjoy
go to the cinema				
ride my bike				
watch animated films				
listen to pop music				
play the piano				
dance				

boring interesting amazing funny
exciting great fun

e.g. I love going to the cinema. It's exciting.

- I love _____
- I don't like _____
- I hate _____
- I enjoy _____

E. Read the text and write T for True or F for False.

The Music Fan Club

Three bands play at the MFC: a rock, a classical and a jazz band. The MFC is open on Mondays, Wednesdays and Saturdays.

On Mondays some students listen to pop and rock music and some play the guitar and the drums. On Wednesdays some students listen to jazz and classical music and some play the violin, the piano and the saxophone. On Saturdays they all have a party at the club. They love singing, dancing and playing their favourite music.

**Are you a music fan?
Then, the Music Fan Club
is the place for you!**

- The MFC hasn't got a pop band.
- Some students go to the MFC every day.
- Some students play jazz on Mondays.
- The students have a party on weekdays.

reading activity
enhancing
reading
comprehension
skills

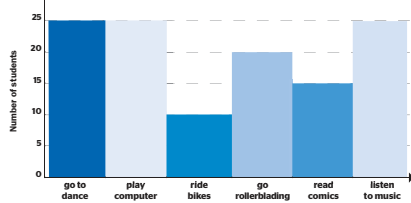
37

3

PROJECT

Me & my country

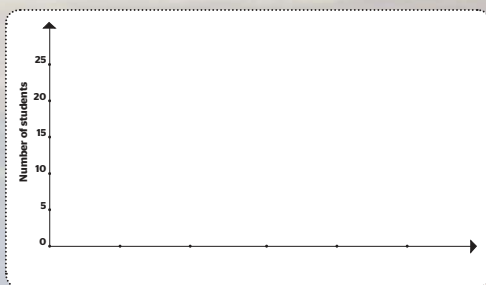
Survey: What activities do people of your age do in your country?



I like dancing, listening to music and rollerblading.
I go to a dance class every Friday and I listen to music every day.

Now it's your turn.

- Interview some people of your age about what they do in their free time and complete the graph on the right.
- Stick pictures of these activities.
- Which of these activities do you like?
- Which of these activities do you do and when do you do them?



Blank space for writing and drawing.

project at the end
of the module
helping Ss revise
and consolidate
the language
presented in the
module through a
real-life task



Autonomous learning

Creativity

Communication

42

Teacher's Book: Lesson d & Top Skills

21st century
competencies
clearly highlightedStep-by-step guide to
each stage of the lessonOptional
activities

3d Daily routines

- B. Ask Ss to read through the sentences 1-6. Have Ss do the activity individually or in pairs. Check the answers with the class and ask Ss to provide justification.

KEY 1. S 2. A 3. B 4. A 5. S 6. B

3 Grammar

- Ask Ss to look at the graph with the adverbs of frequency. Ask Ss to look back at the text and underline all the sentences containing adverbs of frequency. Write always = 100%, never = 0% on the board. Give examples with these two adverbs and get Ss to deduce the meaning of the rest of them from the context of the underlined sentences. Say: I always get up at 7.30. Go round the class and encourage Ss to make up similar sentences, or ask them, 'Do you always get up at 7.30?', etc. and elicit answers.

- Write the following sentences on the board: I usually stay up late. I don't usually stay up late. Do I usually stay up late?

- Ask Ss where the adverb is positioned in each case and elicit answers (it goes before the main verb). Write the following sentence on the board: Helen is often late for school. Ask Ss where the adverb is positioned in this sentence and elicit answers (it goes after the verb to be). Refer Ss to the Grammar Reference (p. 125).

- Ask Ss to read through the sentences 1-5 in the exercise and ensure that Ss haven't got any unknown words. Have Ss do the activity individually or in pairs by indicating where the adverbs of frequency should be positioned in the sentences, e.g. Ss can put a slash at the appropriate place.

- Check the answers with the class.

KEY 1. I sometimes help Jack with his homework.
2. Susan doesn't often get up at 7.30.
3. My baby sister never goes to bed late.
4. What time do you usually have lunch?
5. I'm always tired in the mornings.

Teacher's notes
(continued)

Optional activity

- Draw Ss' attention to the first question in the text and write it on the board: What time do you get up? Next to it write the question: What's the time? Highlight the difference between the two questions. Point out to Ss that they also require a different answer. (What time do you get up? At 7.30. - What's the time? It's 7.30.) Go round the class and ask Ss some questions, e.g. What time do you have lunch? What time do you go to bed? Get Ss to work in pairs and ask each other similar questions.

4 Vocabulary

- Ask Ss to read through the words in the box and make sure that Ss understand them. Ask Ss to read through the sentences 1-6. Ensure that they haven't got unknown words. Have Ss do the activity individually or in pairs. Check the answers with the class.

KEY 1. lunch 2. meet 3. time 4. early 5. sometimes 6. walks

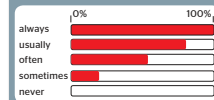
5 Speak

- Explain to Ss that they will complete a questionnaire in order to find out how well they know a friend in the class. Tell Ss to turn to p. 118. Divide Ss into pairs. Ss complete the first column by guessing answers about their partner (without asking him/her anything). Demonstrate the dialogue in the speech bubble with a student. Ss take turns to interview their partner and note down the answers in the second column of the questionnaire to find out if they were right or wrong about their guesses. In the third column, they can put a tick (✓) if they guessed correctly or a cross (X) if they didn't guess correctly. Discuss the results with the class and how well they know their partner. Alternatively, you can ask a student to stand up in the middle of the classroom. Have Ss complete the first column about their classmate. Next, Ss ask him/her the questions in order to find out if they are right or wrong.



3 Grammar

Adverbs of frequency



Adverbs of frequency go

- before the main verb:
Jack **never** walks to school.
I **don't usually** stay up late.
Do you **often** go to the cinema?
after the verb be:
Helen is **often** late for school.

Write the sentences using the adverbs of frequency in brackets.

1. I help Jack with his homework. (sometimes)
2. Susan doesn't get up at 7.30. (often)
3. My baby sister goes to bed late. (never)
4. What time do you have lunch? (usually)
5. I'm tired in the mornings. (always)

4 Vocabulary

Complete the sentences with the words in the box.

- time lunch early walks sometimes meet
1. Lucy has _____ with her brother every day.
2. I always _____ my friends at the weekend.
We have lots of fun!
3. What _____ do you go to school?
4. My father gets up very _____ at five o'clock in the morning.
5. I _____ visit my grandparents on Saturdays.
6. Harry never takes the bus to the city centre. He usually _____.

5 Speak

COMPLETE A QUESTIONNAIRE:
HOW WELL DO YOU KNOW YOUR FRIEND?
Go to the Speaking Section.Table of functions, structures and
vocabulary introduced in each lessonTOP SKILLS
3 In my free time

1 Vocabulary

Match the hobbies with the pictures. Then, listen and check your answers.



- go rollerblading
○ collect magazines
○ go rock climbing
○ surf the Net
○ go skateboarding
○ take pictures
○ draw pictures
○ go shopping

2 Listen

Listen to two children talking about their hobbies. Tick (✓) Stuart, Louise or both.

	Stuart	Louise
1. Who goes rollerblading?		
2. Who goes skateboarding?		
3. Who goes shopping?		
4. Who surfs the Net?		
5. Who collects magazines?		

3 Read

Below is what Alex does on Saturdays. Listen, read and answer the questions on page 47.

My Saturday

Saturday is my favourite day of the week. In the morning I always get up late, at 10.30. I usually have a big breakfast with my brother and then I surf the Net or draw pictures on my computer. I love doing that and it's easy!

In the afternoon I always go rock climbing. That's two hours of fun! It's a difficult sport but I'm very good at it and I always climb to the top. Some day I want to climb K2. My brother hates rock climbing. He's afraid of heights!

In the evening I'm usually very tired but I always go out with my friends. We often go to the cinema. We're all horror film fans. We also enjoy going to an Internet café near my house. We usually have a great time there!

Teacher's notes

FUNCTIONS

- Talking about free-time activities/hobbies

VOCABULARY

Words and phrases related to hobbies
go skateboarding/rollerblading/rock climbing
shopping collect surf the Net draw pictures
take pictures

Other words and phrases

easy difficult climb want to be afraid of height
there in my free time Internet café
have a great time

VALUE: using your free time creatively/wisely

Warm-up

- Draw Ss' attention to the title of the lesson. Ask Ss what they do in their free time. Introduce the word hobby (an activity which someone does for pleasure in their free time). Make a list of the Ss' hobbies in English on the board.

1 Vocabulary (CD1: Track 56)

- Ask Ss to look at the pictures and then read through the list of hobbies. Help Ss deduce the meaning of unknown words. Have Ss match the pictures with the hobbies. Play the CD and check answers with the whole class. Play the CD again and have Ss repeat what they hear.

KEY
go rollerblading: 8
collect magazines: 1
go rock climbing: 6
surf the Net: 4
go skateboarding: 7
take pictures: 3
draw pictures: 2
go shopping: 5

2 Listen (CD1: Track 57)

- Explain to Ss that they will listen to two children talking about their hobbies. Ask Ss to read through the questions and make sure that Ss understand them. If necessary, point out to Ss that these are subject questions (questions about the subject), so they don't take an auxiliary verb. We use an auxiliary verb only when we ask about the object (object questions). Play the CD twice. Check the answers with the class.

TOP SKILLS
3 In my free time

KEY The following should be ticked:

1. Louise
2. Stuart
3. Both
4. Louise
5. Stuart

LISTENING TRANSCRIPT

Stuart: I love going to the park with my friends. They always go rollerblading but I haven't got rollerblades. I've got a skateboard. So, I go skateboarding most of the time. I also go shopping a lot with my brother. Another thing I like is reading. I usually read comics or magazines. I love reading about actors and singers. My favourite magazine is *Teens*. I collect it. I've got about 83 magazines in my room!

Louise: I love computers and my favourite hobby is surfing the Net. I often sit in front of my computer and surf the Net for hours. My friends buy and read magazines with my brother and his friends but my favourite pastime is going shopping with my best friend, Susan. We always have so much fun!

3 Read (CD1: Track 58)

BACKGROUND NOTES

K2, also known as Mount Godwin-Austen, is located on the Pakistan-China border in the Karakoram range of the western Himalayas. K2, rising to 8,611 m, is the second highest mountain in the world. Mount Everest, rising to 8,850 m, the highest mountain in the world, is also in the Himalayas. K2 is an almost regular cone of ice and limestone resting on a granite base.

- Ask Ss which day is their favourite, why and what they do on that day.
Ask Ss what they see in the photo (A boy climbing a wall).
Tell Ss to guess what things this teenage boy may like doing in his free time.
Play the CD.
Ask Ss to read and listen to the text. Tell them to underline the things he does on Saturdays (He gets up late, has a big breakfast with his brother, surfs the Net or draws pictures on his computer, goes rock climbing, goes out with his friends - to the cinema or to an Internet café).

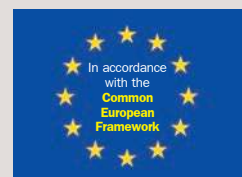
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Background
information
on the topicKey for all the activities
of the Student's Book

to the top plus



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