

1

The Youth of Today!

Target language

Reading skills:	reading for gist / specific information (T/F, comprehension questions)
Vocabulary:	topic vocabulary (daily routines) / phrasal verbs
Grammar:	present simple / present simple and present continuous
Listening skills:	listening for gist / specific information (identify topics, choose correct words)
Speaking skills:	daily life (introductions)
Pronunciation skills:	syllables
Writing skills:	profile (social networking site)

Get ready!

Aim: to learn and use phrases to describe daily activities

- Ask students to look at the pictures and say which of these activities are or are not part of their daily routine. Write the numbers of the pictures on the board and put a tick (✓) or a cross (X) next to each one as students answer.
- Encourage students to say what other activities they do every day – eg *have breakfast, walk / take a bus to school, talk to / meet friends before class, etc.*
- Give students a short time to choose and circle the correct word to complete each phrase.
- You may wish to refer students to the *Vocabulary database* on page 140.
- Check answers orally and write the whole phrase on the board, eg *get out of bed, have a shower, etc.*



1 out	3 brush	5 check
2 have	4 ride	6 play



Reading

Aim: to give practice in reading for gist and specific information about daily routines

Warm up!

Aim: to introduce the concept of blogs

- Write the following words on the board and check students know what they mean:

ON THE BOARD

Blog Diary

- Say a sentence and ask students to shout out BLOG or DIARY: *This is on a piece of paper or in a book.* (diary) *This is online and it's like a website.* (blog) *Lots of people can read this.* (blog) *Only one person usually reads this.* (diary) *You can write your secrets here and no-one can read them.* (diary)

1

- Ask students to silently and individually read the blog. Encourage them to ignore all unknown vocabulary at this stage.
- Ask students some very general and simple questions about the text, eg *What kind of text is it?* (a blog), *Who is the writer?* (Lizzie), *What is the blog about?* (her typical school day).
- Give students a few minutes to do exercise 1. Go round the class helping students where necessary.
- Check answers orally and/or write them on board. Alternatively ask students to write answers on the board.



1 blog	4 school	6 read
2 photo	5 home	7 countries
3 week		

2

KET Useful preparation for KET Paper 1 Part 4

- Encourage students to do this task as quickly as possible (to help develop their scanning skills).
- Tell students they should decide whether each question is *True* or *False* by circling 'T' or 'F' next to each one.
- Encourage students to underline in the text where they find the answer.

- When they have finished, discuss the answers together. Encourage students to justify their answers by giving reasons.

KEY

- T (I live in a village near Oxford, in the UK.)
- F (We have lunch when we get home,...)
- F (...we don't have a school uniform.)
- T (...so I get up at 5.30am ...)
- F (I also have a dance class on Thursday evenings.)
- T (What's your school uniform like, Lizzie? What kinds of dance do you learn at dance class?)

3

- Write these times on the board and ask students to find the activities that Lizzie does at these times.
- You may want to do this task orally, or get students to make notes, or underline the information in the text.

ON THE BOARD

Lizzie's School Days

7.30:
8.45:
40 minutes:
11-11.20:
12.40
3.30:
Mondays, Wednesdays and Fridays
4.30:
Thursdays 7.30 to 9.30:
9.45:

KEY

LIZZIE'S SCHOOL DAYS

Students underline, note down or say:

7.30: I get out of bed ... get dressed.
8.45: I get to school.
40 minutes: Lessons last for 40 minutes.
11-11.20: We have a 20-minute break.
12.40: We have lunch in the school canteen.
3.30: we either do sports or activities
Mondays, Wednesdays and Fridays: we play football
4.30: I go home.
Thursday from 7.30 to 9.30: dance class
9.45: I go to bed

- Refer students back to their books, and ask them to complete the sentences by writing in the correct word, phrase or number.
- Encourage them to use the information they found for the times you wrote on the board to assist them in finding their answers.
- When they have finished, discuss the answers together.

KEY

- 7.30(am) (paragraph 2)
- 8.45(am) (paragraph 3)
- 40 minutes (paragraph 4)
- 11.20(am) (paragraph 4)
- 12.40(pm) (paragraph 5)
- half past three / 3.30 (paragraph 6)
- three / 3 (times a week) (paragraph 6)
- half past four / 4.30 (paragraph 7)
- Thursday (paragraph 8)
- 9.45(pm) (paragraph 9)

Cool down!

Aim: to encourage students to talk about their own lives

- Ask students if they can remember what Lizzie does and when, eg *She gets out of bed at 7.30am.*
- Allow them to check Lizzie's blog if they need to remind themselves what she does and when.
- Ask students to talk about their own lives and to compare them with Lizzie's. Encourage them to say what they do that's similar (eg *I get up at 7.30 too.*) and different (eg *Lizzie gets up at 7.30 but I usually get up at 7.*).

Wordpower!

Aim: to develop students' topic vocabulary

- Tell students that all the answers appear in the blog they have read.
- Ask students to try to fill in the gaps without referring back to the text, but explain that they can if necessary.
- Remind students that they should only write one word in each gap and that the first letter has been given to help them.
- Encourage them to be careful with their spelling.
- Check the answers orally by asking students to read out the questions.
- As a final exercise, ask students to give their own answers (either written or orally) to questions 1, 3, 5, 6, 7, 8 and 10.

KEY

1 ring	5 blog	8 check
2 choose	6 spend	9 send
3 uniform	7 chat	10 do
4 drive		

HOMEWORK!

Assign exercises 1-3 on pages 4 and 5 of the Workbook.

Grammar 1



Present simple

Aim: to facilitate students' understanding of the functions and usage of the present simple

Warm up!

Aim: to consider the frequency with which events occur in our lives (*always, usually, often, regularly, sometimes, never*)

- Write the following words on the board:

ON THE BOARD

*always usually often regularly sometimes
never*

- Say a verb or verb phrase (eg *wake up, go to school, play football*, etc) and ask students to talk about their lives using one of the words on the board and the phrase, eg *I usually wake up at 7.30.*

Grammar presentation 1

- Go through the grammar presentation with students. Check they understand when we use the present simple (to talk about situations that always or never happen, or happen generally, every day, regularly, usually, often or sometimes).
- Explain to students that there is more information on the present simple in *Grammar database 1* on page 146 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 146.
- Check answers orally and ask students to justify their answers, eg 1 *She gets up because with he/she/it the verb takes an -s or -es.*



Quick check

- She get up at 7 o'clock.
- Watch you TV every evening?
- She not do her homework in the morning.
- Yes, I like.
- Sandra carrys her books in a big bag.

1

- Explain to students that they have to fill in the gaps with the correct form of the present simple for each verb.
- Check answers orally and/or by writing them on the board.



- | | |
|---------------|------------------|
| 1 live, lives | 4 have, has |
| 2 wears | 5 watch, watches |
| 3 get, gets | 6 go, goes |

2

- Explain to students that all these sentences are in the negative form of the present simple.
- Ask students to choose the appropriate form *don't* or *doesn't*, taking into account the subject of the verb.
- Check answers orally and/or by writing them on the board.



- | | | |
|---------|-----------|-----------|
| 1 don't | 3 doesn't | 5 doesn't |
| 2 don't | 4 doesn't | 6 don't |

3

- Ask students to read each sentence carefully and then write a question and short answer that is true according to the information found in *Lizzie's blog*.
- When students have finished, check their answers together. Ask students to read the questions and answers aloud.



- | |
|--|
| 2 Does Lizzie usually have juice, cereal and toast for breakfast? Yes, she does. |
| 3 Does Lizzie sometimes buy snacks from the vending machine? Yes, she does. |
| 4 At Lizzie's school, do they eat lunch in the school canteen? Yes, they do. |
| 5 Does Alex take his lunch to school? No, he doesn't. |
| 6 Do Linda and Yuri live in Australia? No, they don't. |
| 7 Do Alex, Linda, Yuri and Helen read Lizzie's blog? Yes, they do. |

Cool down!

Aim: to review the functions and usage of the present simple

- Ask students to mention activities that they do or don't do on a regular basis.
- Encourage them to make their statements using the words *always, sometimes* or *never* (eg *I always clean my room on Saturday. / I never go to school on Sunday.*)

HOMEWORK!

Assign exercises 1–4 on page 6 of the Workbook.



Wordpower!

Aim: to develop students' ability to recognise and use topic phrasal verbs

1

- Ask students to match each definition on the left with a phrasal verb on the right that means the same thing.
- Encourage students to make a guess if they're not sure.
- You may also wish to refer students to the *Vocabulary database* on page 140.

- Check the answers orally and/or write them on board.

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

Additional task

- Write the following words on the board:

ON THE BOARD

back on off out up

- Ask students to orally come up with phrases, eg *turn on / off a computer, wake up at 8 o'clock*, etc.

2

- Ask students to read the text and fill in each gap with an appropriate phrasal verb from exercise 1. Go round the class helping students where necessary.
- Ask or assign a student or students to read the text aloud and ask students to check their answers as they listen.

1 wake up	3 get up	5 get back
2 turn on	4 go out	6 turn off

HOMEWORK!

Assign exercises 1 and 2 on page 7 of the Workbook.



Listening

Aim: to give practice in listening for gist and specific information

Warm up!

Aim: to introduce the topic of radio programmes

- Ask students to look at the photo.
- Ask simple questions about the photo and elicit responses, eg *Who is she?* (A DJ.), *Where can people hear her?* (On the radio.), *Where does she work?* (In a studio. / In a radio station.)

1

- Explain to students that they are going to listen to someone calling a radio show.
- Go through the list and ask students to predict what the caller might say for each thing, eg *I live in London. for where he lives.*
- Explain to students that he will only talk about some of the things on the list.
- Ask students to tick the things they hear him talk about.
- Play CD track 1 once all the way through.

To be ticked: 1, 2, 4, 6, 7, 8, 10

CD Track 1

2

- Explain to students that they will listen to the recording again.
- Ask them to read through the sentences before they listen and to predict the answers.
- Play the CD again. Pause when you hear the first correct answer and ask students to circle it on the page. Check their answers.
- Play the rest of the recording in its entirety and ask students to listen and work independently to circle the rest of the answers.
- Check answers together with students. If necessary play the recording again for students to check incorrect answers.

1 13 (I'm only thirteen.)
2 dog (...and my dog, Cassie.)
3 early (Well, I get up late,...)
4 sometimes (Sometimes we go to the cinema,...)
5 six (I usually get back at about six o'clock,...)
6 watches TV (...then we watch TV in the evening.)
7 midnight (...on Saturdays I go to bed at around midnight.)
8 late (...I don't have to wake up early the next day.)

CD Track 1

Cool down!

Aim: to personalise what the students have listened to

- Ask students to say how their lives are similar to or different from Adam's, eg *He's got a dog but I've got a cat.*

HOMEWORK!

Assign exercise 1 on page 7 of the Workbook.



Speaking

Aim: to provide practice in asking personal questions and questions about daily routines, and introducing and describing other people

Warm up!

Aim: to introduce students to basic interview phrases and questions

- Go round the class. Ask each student one of the questions from exercise 1, but not in the order they appear in exercise 1, eg to the first student: *Where do you live?* To the next student: *Do you have any pets?* etc.

- Encourage students to reply with short answers, ie more than one word if possible.

1

➔ **KET** Useful preparation for KET Paper 3 Part 1

- Ask students to reorder the words to make questions.
- When they have finished, check the answers orally or write them on the board.
- Alternatively, ask students to take turns writing their questions on the board.



- 2 How old are you?
- 3 Where do you live?
- 4 Do you have any brothers and sisters?
- 5 Do you have any pets?
- 6 What do your parents do?
- 7 What's your favourite day of the week?
- 8 What do you do in the morning?
- 9 What do you do in the afternoon?
- 10 What do you do in the evening?
- 11 What time do you go to bed?

2

➔ **KET** Useful preparation for KET Paper 3 Part 1

- Put students into pairs, or if appropriate allow them to choose their own partner.
- Explain that they're going to interview each other.
- Ask one student in each pair to ask the questions in exercise 1 and note down the other student's replies.
- When the student has asked all the questions, they should swap roles.
- You may wish to encourage them to ask one additional question which is not on the list.

3

- Go through the Phrase Bank! with students before you ask students to do exercise 3.
- Point out that we use these words and phrases to introduce and describe other people.
- You may also wish to refer students to the *Speaking database* on page 144.
- Ask students to use their notes from exercise 2 and the phrases in the Phrase Bank! to tell the class about their interview partner.

Cool down!

Aim: to give students additional practice with interview questions

- Invite students to name some famous people they know.
- Ask one student to take on the role of a famous person. Ask the other students to ask the celebrity questions.



SoundSpot

Aim: to give practice in pronouncing words with 'silent' syllables

1

- Check that students know the word *syllable*.
- Ask students to look at the four words and guess how many syllables these words usually have when we say them.
- Encourage them to say the words aloud, but don't correct their pronunciation or answers at this stage.
- Play the recording and then check students' answers.
- Point out that sometimes we don't pronounce syllables in words in English.



- | | |
|-------|---------|
| 1 two | 3 two |
| 2 two | 4 three |



CD Track 2

2

- Ask students to listen again and to repeat the words as they hear them.
- Remind them to be careful how many syllables they say for each word.



CD Track 3

Additional task

- Ask a student to say one of the numbers from exercise 1 and the name of another student in the class, eg *number 2, Linda*.
- Linda must then say the word *different* correctly. If the student gets it right, they choose a number and another student. If they get it wrong, they have to try again.

Grammar 2



Present simple and present continuous

Aim: to facilitate students' understanding of the present continuous as compared to the present simple

Additional useful materials: a picture from a magazine or a poster that depicts a lot of activity

Warm up!

Aim: to consider events that are occurring right now or at the moment (present continuous)

- Write on the board:

ON THE BOARD

What am I doing? You're ...ing!

- Mime an action and say to students, *What am I doing?* Actions might include playing basketball, cleaning your teeth, reading a book, fishing, dancing, etc.
- Ask students to shout out what they think you're doing, eg *You're playing basketball!*
- You may wish to make this a game where if a student gets it right, they can mime an action for everyone else.

Grammar presentation 2

- Go through the grammar presentation with students. Check they understand when we use the present simple and when we use the present continuous.
- Explain to students that there is more information in *Grammar database 2* on page 146 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 146.
- Check answers orally and ask students to justify their answers, eg 1 *She gets up* because with 'every morning' we need present simple.



Quick check

- 1 She is getting up at 7 o'clock every morning.
- 2 What do you watch at the moment?
- 3 No, she doesn't.
- 4 They not riding their bikes now.
- 5 No, I'm not having.

1

- Explain to students that they have two minutes to complete the exercise, writing 'G' for *generally* (present simple) or 'N' for *now* (present continuous).
- When students have finished, check the answers together.



- | | | |
|-----|-----|-----|
| 1 G | 3 N | 5 G |
| 2 N | 4 G | 6 N |

2

- Explain to students that some of the words or phrases in bold are correct and some are incorrect.
- Ask students to complete the exercise by ticking (✓) the words or phrases that are correct and rewriting those that are incorrect.
- When students have finished, check the answers together orally.



- 1 ✓
- 2 usually gets up
- 3 is brushing
- 4 ✓
- 5 are you reading
- 6 aren't/'re not playing

3

- Ask students to complete the exercise by putting the verbs into the correct form – present simple or present continuous.
- Remind students that some of the answers will require the question form. You might want to ask them which ones before they complete the task (numbers 3, 7, 8).

- When students have finished, check the answers together.
- Assign students to read out the dialogue. Time permitting repeat with as many students as possible.



- 1 I'm watching
- 2 I'm playing
- 3 Are you winning
- 4 brother's winning.
- 5 parents are watching
- 6 we always watch
- 7 do you go
- 8 do you get up

Cool down!

Aim: to review the functions and usage of the present continuous

- Show students a picture from a magazine or a poster that depicts a lot of activity. (Or, as an alternative, invite them to look around the classroom.)
- Ask students to describe what they see in the picture (or in the classroom).
- Encourage students to use the present continuous to describe what they see.

HOMEWORK!

Assign exercises 1–4 on page 8 of the Workbook.



Sample marketing text © Macmillan. Develop the skills necessary to produce a profile for a social networking site

Warm up!

Aim: to familiarise students with the concept of profiles

- Ask students if they have heard of, or use, Facebook or other social networking sites such as MySpace™.
- Ask students what personal information people put online on sites like these.
- Accept all suggestions at this point and allow students to disagree with each other if they want to.

1

🔑 **KET** Useful preparation for KET Paper 1 Part 8

- Ask students to read the profile silently and individually, and then to answer the questions.
- Check answers together when students have finished.



- | | | |
|-----|-----|-----|
| 1 B | 2 C | 3 B |
|-----|-----|-----|

2

- Ask students to read the profile again and, this time, match each part of the profile with a statement.
- Check answers together when students have finished.



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



Language Lab

Aim: to focus on key language skills required to achieve this kind of writing task

- Ask students to read the statements aloud.
- Check their understanding of terminology such as 'short forms', 'exclamation marks', etc before they attempt the task.
- You may wish students to find and underline the examples individually, or to work together as a class.



1 My name's / I'm 11 / My mum's called / She's a doctor / My dad's called / he's a pilot / I've got two sisters / They're twins / they're nine / I've also / He's black and white / I'm learning / At the moment, I'm

2 I live / I play the violin / I also play the piano / I also love playing (Note: the other uses of the present simple in the profile, eg *I'm 11*, are not general situations)

3 I'm learning to play / Anek is watching TV. / Malina is having lunch. / I'm playing basketball

4 very funny! / the guitar!

Cool down!

Aim: to personalise what the students have just read

- Ask students if they would like to be Bandhu's friend online.
- Encourage them to give reasons.
- Ask them what questions they would like to ask Bandhu if they could, eg *How old is your kitten? Do you like living in Mumbai?* etc.

HOMEWORK!

Assign exercises 1–2 on page 9 of the Workbook.



Plan your project!

Aim: to guide students through the writing process

1

- Explain to students that they are going to write a profile similar to Bandhu's.
- Explain to them that they have a choice. They can write a profile about themselves, about one of their friends, about a member of their family, about a famous person – or maybe they have a different idea.
- When they have made their choice, ask them to write the name of the person on the relevant line.

2

- Explain to students that they are going to complete the planner.
- Point to the first column and explain that these are the different parts of the profile.
- Point to the second column and explain that this is useful information about each part.
- Ask the students to write as much information as they can (in note form) in the third column.
- Encourage them to use their imagination.
- Check their planners before moving on to exercise 3.

3

- You may wish to assign this for homework or, if there's time, for the students to do this in class.
- Explain to students that they are going to use their notes from the planner in exercise 2 to write their profile.
- Explain to them that using their notes is not cheating and that it's important to make a detailed plan before you start writing.
- Allow them to look back at Bandhu's profile if they're not sure what to do. At this stage, the most important thing is that the students create a successful piece of writing.
- You may also wish them to consult the *Writing database* on page 133, which has a further model to study.
- You may wish to encourage stronger students to take risks with their writing, but it's probably best if weaker students follow the model completely.
- Encourage the students to add photos or drawings to their profile to make it look more authentic.
- You may wish to comment on the students' writing before they produce a final version.

Additional tasks and tests

- Student's CD-ROM: Unit 1
- Teacher's DVD-ROM: Unit 1 Test
- Teacher's DVD-ROM Test Generator: Unit 1