



Introduction

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IA Vocabulary

Student's Book, page 4; Workbook, page 4

IB Grammar

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IC Vocabulary

Student's Book, page 6; Workbook, page 6

Photocopiable: Vocabulary Review

ID Grammar

Student's Book, page 7; Workbook, page 7

Photocopiable: Grammar Review

Classroom Presentation Tool Unit I

End of unit

Short Tests: Unit I

IA Vocabulary

Likes and dislikes

LESSON SUMMARY

Reading: A conversation about hobbies

Vocabulary: Sports and hobbies; school subjects

Speaking: Talking about school subjects, sports and hobbies

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 5–6 minutes on exercises 4, 5 and 6.

LEAD-IN 2–3 MINUTES

- Say: *Imagine there is a new student at your school. What questions can you ask to find out more about them and make them feel welcome?* Elicit the word *hobbies*.
- Elicit a few hobbies and write them on the board.
- Students think of more hobbies in pairs. Elicit their answers.

Exercise 1 page 4

- Focus attention on the photo. Ask: *Who are the people?* (school students) *How many people are talking to each other?* (three)
- Students discuss the questions in the book as a class.

KEY

(Possible answers) *The people are in a canteen. They are having lunch.*

Exercise 2 1.02 page 4

- Read the instructions together and go through the names of the students in the dialogue.
- Play the recording while students read the dialogue.

KEY

The boy who is standing is Ryan. The two girls sitting at the table are Izzy and Becky.

Transcript

See Student's Book, page 4.

Exercise 3 page 4

- Check that students understand the statements. Then ask them to read the dialogue again and decide if the statements are true or false.
- Check answers as a class. Ask students which words in the dialogue helped them find the answers.

KEY

1 F 2 T 3 T 4 T 5 F 6 F

Exercise 4 page 4

- Go through the vocabulary together. Check the meaning and the pronunciation of *board game* /bɔ:d geɪm/ and *drawing* /ˈdrɔ:(r)ɪŋ/.
- Students add three more words to each list.
- Check answers as a class.

KEY**Sport and hobbies** skateboarding, ice skating, bowling**School subjects** maths, history, PE**Exercise 5** page 4

- Students do the exercise using the pictures and/or their own ideas.
- Elicit ideas from the class.

KEY**Subjects** chemistry, geography, music**Hobbies** gymnastics, chess, dance / dancing**Students' own answers****For further practice of sports and hobbies:****Vocabulary Builder 1A** page 117

- 1 1 basketball 2 chess 3 ice hockey
4 video games 5 ice skating 6 listening to music
7 cycling 8 drama

2 (Possible answers)

- a bowling, cycling, dancing, drawing, gymnastics, ice skating, listening to music, skateboarding, swimming, video games, watching films
b board games, chess, drawing, listening to music, video games, watching films
c basketball, bowling, football, ice hockey, volleyball

Exercise 6 page 4

- Ask students to draw three columns in their notebook, one for each group, A, B and C. They then write the phrases in the correct column.
- With a **stronger class**, students try to think of more phrases, e.g. *I'm into ...*, *I enjoy ...*, *... is boring*, etc.
- Check answers as a class.

KEY**A** I love ...; I'm really keen on ...; ... is great.**B** I don't mind ...; I (quite) like ...; ... isn't bad.**C** I can't stand ...; I hate ...; ... is terrible.**Phrases in the dialogue** I love ...; I hate ...;

I don't mind ...; I like ...; I'm not very keen on ...

Exercise 7 page 4

- Focus attention on the questions and answers. Students draw three columns in their notebooks and ask and answer in pairs.
- Ask a few students to share their findings with the class.

Exercise 8 page 4

- Students ask and answer questions to find three sports or hobbies they have in common.
- Ask a few students to share their findings with the class.

Extra activity: Fast finishers

Write anagrams of school subjects, sports and hobbies on the board for **fast finishers** to solve, e.g. SHECS (chess), ASKBELLTAB (basketball), GRAPEYOGH (geography).

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about likes and dislikes. I know the names of school subjects, sports and hobbies in English. I can ask questions to find out my partner's favourite school subjects, sports and hobbies.*

IB Grammar**Contrast: present simple and present continuous****LESSON SUMMARY****Reading:** Text messages saying what people are doing**Grammar:** Present tense contrast**Speaking:** Talking about everyday activities**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 5. Exercises 4 and 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- On the board, write:
 - What school do you go to?*
 - What lesson are you having now?*
 - How many English lessons do you have every week?*
 - What are you doing after school today?*
- Ask individual students to answer the questions.
- Ask: *Which questions are about things that are always true? (1, 3) Which questions are about things that are happening now or about arrangements for the future? (2, 4) What tenses are the questions in? (1 and 3 are in the present simple; 2 is in the present continuous; 4 is in the present continuous for future arrangements.)*

Exercise 1 page 5

- In pairs, students look at the photo and describe what the people are doing.
- Elicit descriptions.

KEY

(Possible answers) *The girl on the left is playing the guitar and laughing. The other people are listening to her. Everyone is sitting on the grass and smiling. They are enjoying themselves. The boys are wearing jeans and T-shirts.*

Exercise 2 page 5

- Make sure that students understand 'change his mind'. Focus attention on the text messages. Students read them and answer the question.
- Check the answer as a class.

KEY*Because he loves volleyball.***Exercise 3** page 5

- Go through the *Learn this!* box together. Students find the examples in the text messages and complete the rules in their notebooks.
- Check answers as a class.

KEY

2 present continuous 3 present continuous
4 present simple 5 present simple 6 present continuous

Exercise 4 page 5

- Students match the examples in the text with the rules in the *Learn this!* box.
- Check answers as a class.

KEY

- a She has guitar lessons every week.
b What are you doing? At the moment, we're listening to Sue. She's playing the guitar. So are you coming? We're packing boxes today.
c She's getting better. We're moving house next weekend.
d I'm in the park with some friends. She's OK. That's a shame. A game of volleyball doesn't take long.
e Do you want to join us? I don't know. I need to help my parents. I love volleyball!
f We're moving house next weekend. We're playing volleyball later.

Exercise 5 page 5

- Students discuss the differences between the sentences.
- Check answers as a class.

KEY

(Possible answers)

- 1 a I have arranged to do my homework after school today.
b I always do my homework after school.
2 a Joe is learning to drive at the moment.
b This is a fact.
3 a This is a fact.
b He is playing the guitar at this moment.
4 a We haven't made a plan to go on holiday this August.
We are doing something else then.
b We never go on holiday in August.

Extension: Fast finishers

Ask **fast finishers** to think of three more pairs of sentences using the present simple and the present continuous and explain the differences in meaning between them, e.g.

Dad cooks the dinner on Friday. (This is a fact. He cooks it every Friday.)

Dad is cooking the dinner on Friday. (He has arranged to cook the dinner this Friday.)

For further practice of present simple and continuous contrast: Grammar Builder IB page 122

- 1 1 lives 2 visits 3 watches 4 studies 5 plays
6 goes 7 misses 8 has
2 2 My cat doesn't like cheese.
3 Jack and Ellie don't live near the city centre.
4 Maya doesn't go bowling every weekend.
5 My next door neighbours don't work in London.
6 Amelia doesn't wear sports clothes at home.
3 2 He isn't reading. He's sleeping. 3 They aren't skateboarding. They're reading. 4 It isn't drinking water. It's playing. 5 He isn't washing. He's cooking.
6 They aren't playing volleyball. They're chatting.

- 4 1 sleep 2 walks 3 don't belong
4 it's snowing 5 I'm meeting 6 are you wearing
7 doesn't understand 8 I'm having
5 1 are you doing 2 am looking 3 am going
4 don't ... buy 5 want 6 Does she like
7 prefers 8 is reading

Exercise 6 1.03 page 5

- Ask students to read the conversation before they complete it and note any words that will help them choose the correct answers, e.g. *every* (present simple), *today* (present continuous).
- Check answers as a class.

KEY

- 2 'm waiting 3 Are you going 4 are playing
5 play 6 is he doing 7 don't know 8 isn't answering
9 'm not buying 10 'm ... looking 11 Do you like
12 Do you want 13 'm not wearing
14 Are you wearing 15 don't need

Transcript

Toby Hi!

Leia Hi, Toby. What are you doing?

T I'm at the sports centre. I'm waiting for Tom.

L Are you going swimming?

T No, we're playing table tennis. We play every Saturday morning. But he's really late!

L What's he doing?

T I don't know. He isn't answering his phone. Anyway, where are you?

L I'm at the shopping centre, but I'm not buying anything today. I'm just looking.

T Do you like table tennis? Do you want to play?

L Sure! But I'm not wearing sports clothes.

T Are you wearing trainers?

L Yes, I am – with jeans and a T-shirt.

T That's fine. You don't need sports clothes. See you soon!

Exercise 7 page 5

- Check the pronunciation of *usually* /'ju:ʒuəli/.
- Students take turns to ask and answer the questions.
- Ask a few students to report to the class.

Extra activity

- Write sports and hobbies from lesson 1A on pieces of paper.
- Invite individual students to pick a piece of paper and mime the activity. The rest of the class must guess the activity and make a sentence using the present continuous.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple to talk about things that are generally or always true and the present continuous to describe things that are happening now or future arrangements.*

IC Vocabulary

Describing people

LESSON SUMMARY

Vocabulary: Adjectives to describe hair

Speaking: Describing what you usually wear to school; describing someone by the clothes they wear and their hair

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- Describe a film star, e.g. Angelina Jolie: *She's tall and slim with long straight dark hair. She's famous for her role as Lara Croft and she also stars in 'Maleficent'.*
- Students guess her identity. Ask a student to describe an actor's appearance. The rest of the class guess who it is.

Exercise 1 page 6

- Students match the actors in the photos with their film characters and say which films they appear in.
- Check answers as a class.

KEY

- A** Katniss Everdeen, played by Jennifer Lawrence, is in the Hunger Games films.
B Javert, played by Russell Crowe, is in *Les Misérables*.
C Edward Cullen, played by Robert Pattinson, is in the Twilight Saga films.
D James Bond, played by Daniel Craig, is in the James Bond films.
E Black Widow, played by Scarlett Johansson, is in the Avengers films.
F Galadriel, played by Cate Blanchett, is in the Hobbit and the Lord of the Rings films.

Exercise 2 page 6

- Students match the sentence halves.
- Check answers as a class. Also check any unknown vocabulary and the pronunciation of *moustache* /mə'sta:ʃ/.

KEY

- 1 Katniss Everdeen, b 2 Black Widow, a
3 Edward Cullen, d 4 Javert, c

Exercise 3 page 6

- Students complete the table.
- Check answers as a class and point out that they must use this order of adjectives for describing things.

KEY

Length long, medium-length **Style** straight, wavy
Colour black, brown, fair, red

Exercise 4 page 6

- Students work in pairs to think of clothes.
- Check answers as a class.

KEY

Top half coat, T-shirt, hat
Bottom half jeans
Students' own answers

For further practice of clothes:

Vocabulary Builder IC page 117

- 3 **A** a dress, a coat, a hat and gloves.
B a shirt, a tie, a jacket and trousers.
C a sweater / T-shirt, a cardigan, a skirt, a scarf and boots.
D a T-shirt, a hoodie, shorts and trainers.

Exercise 5 page 6

- In pairs, students describe what the characters are wearing. Go around the class and monitor, helping with vocabulary where necessary.
- Elicit answers from students.

KEY

(Possible answers)

Galadriel has got very long wavy fair hair. She's wearing a white dress / blouse / shirt.
James Bond has got short straight fair / brown hair. He's wearing a light blue shirt, a dark blue jacket and trousers and a dark blue tie.

Exercise 6 page 6

- In pairs, students take turns to describe what they wear.
- Ask a few students to report their back to the class.

Exercise 7 page 6

- Students work in pairs to do the exercise. Remind them to use the order of adjectives correctly.
- Ask individual students to describe people in the class so the rest of the class can guess who it is.

Extra activity

Play a memory game. Start by saying: *She's got red ...* and ask a student to repeat what you said and add another adjective, following the correct order of adjectives. Another student repeats the words and adds another adjective, etc. when three adjectives have been used, the next student can say *hair* and then begin to describe what the person is wearing. If a student forgets to repeat something, he or she is out of the game.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe people's hair and clothes.*

ID Grammar

Articles

LESSON SUMMARY

Reading: A text about a school where children are taught by a robot

Grammar: Articles; *There is / are*

Speaking: Describing your school to a visitor

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 5 and 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Elicit classroom objects, e.g. *desk, chair, whiteboard* and write them on the board.
- Ask two questions about one of the objects using *a / an* in the first question and *the* in the second, e.g. *Is there a computer?* (yes) *Where is the computer?* (on the table)
- Encourage a few students to ask questions about the other objects, making sure they use *a / an* to ask if the object is in the classroom and *the* to ask where it is exactly.

Exercise 1 page 7

- Students describe what they can see in the photo.
- Check the answer as a class.

KEY

(Possible answer) *There is a robot dog in the classroom. The robot on the right is a teacher.*

Exercise 2 page 7

- Students read the text and discuss the questions in pairs.
- Elicit answers and encourage students to give reasons.

Exercise 3 page 7

- Go through the *Learn this!* box together. Students then complete the rules in their notebooks.
- Check answers as a class.

KEY

1 a / an 2 the 3 the 4 a / an 5 the 6 –

Exercise 4 page 7

- Focus attention on the text in exercise 2. Students match the highlighted articles with the rules.
- Check answers as a class.

KEY

a a classroom; a primary school
b The classroom; the teacher; The robot; the students
c the robots, the girl on the right
d a teacher; a real teacher; an English teacher
e at university

Exercise 5 page 7

- Students read the dialogue and then complete it.
- Check answers as a class, asking students to explain their answers.

KEY

2 the 3 the 4 a 5 a 6 an 7 the 8 a 9 a

Exercise 6 page 7

- Students read the *Look out!* box and then choose the answers.
- Check answers as a class.

KEY

1 Dogs; cats 2 The weather 3 Football; volleyball

Extra activity: Fast finishers

- Ask **fast finishers** to think of more generalisations, e.g. *Tigers run faster than people.*
- Elicit a few sentences and write them on the board.

For further practice of articles:

Grammar Builder ID page 122

6 1 a, a, the 2 the 3 the 4 a, a, the 5 –, the
6 a, a 7 a, –, – 8 the, –, –
7 1 – 2 the 3 – 4 – 5 the 6 – 7 – 8 the

Exercise 7 page 7

- Go through the *Learn this!* box together. Students then complete the rules in their notebooks and find the examples in the text.
- Check answers as a class.

KEY

a is b are c is; are
There are some students on the floor.
Is there a teacher? Yes, there is.

Exercise 8 page 7

- Check the meaning and pronunciation of the words.
- Students say which of the things are in their classroom.

Exercise 9 page 7

- In pairs, students take turns to describe their school using *there is / are* and articles correctly.

Extra activity: Fast finishers

Fast finishers work in pairs to ask and answer about objects and animals at home using *a / an* and *the*, e.g. *'Have you got a dog?' 'Yes, I have. The dog's name is Rex.'*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use 'a / an' and 'the' correctly. I can describe my school using 'there is / are' and the correct article.*

Culture note: Jennifer Lawrence

Jennifer Lawrence is an American Academy Award-winning actress. She is most famous for her roles as Katniss Everdeen in the Hunger Games films and Rosalyn Rosenfeld in *American Hustle*.

Exercise 3 page 12

- Focus attention on the *Learn this!* box. Read out each sentence and invite students to complete the rules.
- With a **weaker class**, ask students to underline the infinitives of the verbs in the example sentences.
- Students copy and complete the rules in their notebooks.
- Check answers as a class.

KEY

1 did not (didn't) 2 did
3 was / were 4 could / couldn't

For further practice of the past simple (negative and interrogative): Grammar Builder 1D page 124

5 1 didn't enjoy 2 couldn't 3 didn't win
4 wasn't 5 didn't feel 6 didn't study
7 didn't leave 8 didn't spend
6 1 weren't 2 were you 3 couldn't 4 were
5 Was 6 was 7 was 8 Were there 9 wasn't
10 was 11 couldn't

Exercise 4 page 12

- Students read the sentences and make them negative.
- Check answers as a class.

KEY

2 I couldn't walk when I was one year old.
3 I didn't walk home from school yesterday.
4 My teacher didn't give us lots of homework last weekend.
5 It wasn't hot and sunny yesterday.
6 I didn't get up before seven o'clock this morning.

Exercise 5 1.11 page 12

- Students read the rest of the dialogue. Ask: *Who has Emma's phone?*
- Students work individually to complete the dialogue.
- Play the recording for students to check their answers.
- Check answers as a class.

KEY

1 didn't leave 2 lent 3 didn't give 4 left
5 did you do 6 Did you ring 7 couldn't 8 wasn't
9 phoned 10 Did anyone answer 11 did she have
12 Was she 13 picked

Transcript

Sam You didn't leave your mobile at the cinema. You lent it to me, remember? I didn't give it back to you.
Emma Yes, of course! Can you bring it to school tomorrow?
S I'm really sorry but ... I left it on the bus yesterday evening.
E Oh no! What did you do? Did you ring the bus company?
S Yes, I did but they couldn't find it. It wasn't on the bus. Don't worry – I phoned your number ...
E Did anyone answer?
S Yes! Lucy, from our class.

E Why did she have my phone? Was she on the bus with you?
S Yes, she picked it up by mistake. She's bringing it to school tomorrow!

Extra activity: Fast finishers

Write the following on the board and ask **fast finishers** to correct them.

I didn't went to the cinema.
'She enjoyed the party?' 'No, she not.'
'Did you be at school yesterday?' 'Yes, I were.'
'Can you can swim when you were four?' 'No, I didn't can.'
We didn't to see him yesterday.
Did Ben remembers his bag?

KEY

I didn't go to the cinema.
'Did she enjoy the party?' 'No, she didn't.'
'Were you at school yesterday?' 'Yes, I was.'
'Could you swim when you were four?' 'No, I couldn't.'
We didn't see him yesterday.
Did Ben remember his bag?

Exercise 6 page 12

- Go through the *Learn this!* box together. Check the meaning of the question words.
- Students read the dialogue in exercise 2 again and find examples of *Wh-* questions and a question with a preposition at the end.
- Check answers as a class.

KEY

Who, What
Who did you go with?

Exercise 7 page 12

- Students complete the *yes/no* and *wh-* questions.
- Check answers as a class.

KEY

2 Did you go; did you go
3 Did you see; did you see
4 Did you do; did you do it
5 Did you play; games did you play
6 Did you do; sport did you do

Exercise 8 page 12

- In pairs, students ask and answer the questions.
- Monitor and check that students are using the correct grammar and intonation.

Extension

- Write the following words on the board: *go with, speak to, leave from, talk about, who, where, what*.
- Make a question, e.g. *Who did she go with?* Then ask students to make more questions with the words, e.g. *Who did you speak to? Where did the train leave from? What did they talk about?*

Map of resources

2A Vocabulary

Student's Book, pages 18–19; Workbook, page 20
Photocopiable: 2A (Landscapes)

2B Grammar

Student's Book, page 20; Workbook, page 21
Photocopiable: 2B (Past continuous)

2C Listening

Student's Book, page 21; Workbook, page 22

2D Grammar

Student's Book, page 22; Workbook, page 23
Photocopiable: 2D (Contrast: past simple and past continuous)

2E Word Skills

Student's Book, page 23; Workbook, page 24

2F Reading

Student's Book, pages 24–25; Workbook, page 25

2G Speaking

Student's Book, page 26; Workbook, page 26

2H Writing

Student's Book, page 27; Workbook, page 27

Culture 2

Student's Book, page 109
DVD and DVD worksheet: Unit 2

Classroom Presentation Tool Unit 2

End of unit

Unit Review: Workbook, pages 28–29
Photocopiable: Grammar Review
Photocopiable: Vocabulary Review
Exam Skills Trainer 1: Student's Book, pages 28–29
Progress Test and Short Tests: Unit 2

2A Vocabulary

Landscapes

LESSON SUMMARY

Vocabulary: Landscape: features; landscape: adjectives; prepositions of place

Listening: Four holiday adverts

Grammar: *There is* and *There are*

Speaking: Discussing if students would enjoy different activities; Describing a landscape

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 4 and 7 can be set for homework.

LEAD-IN 2–3 MINUTES

- Write *landscape* on the board and elicit its meaning (everything you can see when you look across a large area of land). Describe the landscape of a place you went to on holiday using target vocabulary from the unit, e.g. *Last year when I went on holiday, I stayed in a beautiful village by a river. The village lay at the foot of steep green hills and the shallow river ran through the village.*
- Ask a few students to describe a landscape.

Exercise 1 page 18

- Ask students to describe the photos. Write key words on the board. (A walking; B hiking; C rock climbing; D cave diving; E kayaking) You will need them for exercise 5.
- Ask: *Would you enjoy these activities? Why? / Why not?*

Exercise 2 1.15 page 18

- Focus attention on the words but do not check their meaning. Ask students to work in pairs and match as many words to the photos as they can.
- Play the recording for students to check their answers.
- Check answers as a class and check the meaning of any unknown vocabulary.

KEY

- A** forest, river, rocks, waterfall
B hill, rocks, valley
C cliff, ocean, rocks
D cave, ocean, rocks
E lake, mountain, shore

Transcript

- A** There are two people on a bridge near a forest. There's a waterfall and some rocks below them. The bridge goes across a river.
B There is a man standing on some rocks at the top of a hill. He's looking out over a valley.
C This man is climbing up a cliff. You can see the ocean and the rocks below.
D This diver is inside an underwater cave in the ocean. He's looking between the rocks.

Speaking: Speculating about people in photos

Writing: An invitation to a camping weekend

LEAD-IN 2–3 MINUTES

- Elicit sports and outdoor activities and write them on the board, e.g. *hiking, mountain-biking, rafting*.
- Ask students to work in pairs or groups to brainstorm how to prepare for each sport, e.g. What equipment do they need? Do they need to take any food or drink with them? What clothes should they wear?
- Students discuss the sports and activities using *I think you should ...* and *I don't think you should ...*
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 28

- Go through the strategy together. Ask students how they should read a text in order to answer a question about the whole text. (They should skim-read it.)
- Students scan the text and answer the questions.
- Check answers as a class.

KEY

- 1 The text is about a British student who got lost in Australia.
- 2 an article
- 3 on a website or in a newspaper or magazine
- 4 to give information about a story

Exercise 2 page 28

- Ask students to read the text again and answer the questions. Remind them that a false multiple-choice option usually includes the same words as the text, but this does not necessarily mean that the option is correct.
- Check answers as a class.

KEY

- 1 D 2 A 3 D 4 C 5 B

Listening

Exercise 3 page 28

- Students prepare for the listening by putting the words into the correct categories.
- Check answers as a class.

KEY

- A proud, bored, confused, delighted, embarrassed
B boat, canoe, climbing, diving, kayaking
C cave, cliffs, landscape, ocean, stream
D burn, condition, cure, cut, injury

Extra activity: Fast finishers

- Ask **fast finishers** to add as many words as they can to each category in exercise 3.
- Elicit their words and write them on the board for the rest of the class to note down.

Exercise 4 1.24 page 28

- Go through sentences A–E together. Ask students if they can guess what words from exercise 3 they might hear in each recording.
- Play the recording for students to match the sentences to the recordings.
- Check answers as a class.

KEY

- 1 G 2 C 3 E 4 A 5 D 6 B

Transcript

- 1 Are you looking for the perfect gift, or an amazing experience with your friends? Then come to Extreme Elements. We offer hundreds of ideas for active people on our website. You can take flying lessons or a helicopter flight. You can drive a Ferrari or go quad biking for a day. Do you like being outdoors? Then why not try rock climbing or canoeing? And if you're really adventurous, you could go skydiving. There's something for everyone at Extreme Elements – so visit our website now!
- 2 Welcome to Water World! First, a few practical details about the timetable ... Breakfast is from seven to eight. Activities begin at nine, and lunch is at one o'clock. Activities begin again at two, and then at five o'clock there is free time until dinner. You all have personal timetables, so you should know what groups you are in, but please see me with any problems. There is a welcome lunch in one hour, and I look forward to seeing you all then.
- 3 Thank you for inviting me to Careers Week. Let me start by telling you how I got started. At school, I enjoyed sport and was in the football and basketball teams. One day, our teacher told us about a new course at the local swimming pool – scuba diving. I wasn't interested, but my friend wanted to go so I decided to go with him. Well, my friend didn't enjoy scuba diving, but I loved it! I finished the course, and then I did more. I did my teaching qualification, and now I'm an instructor.
- 4 Snowboarding is one of the most popular extreme sports, and people do it all over the world. There are snowboarding competitions at the Winter Olympics too. But it's a very young sport. In 1964 an American surfer called Sherman Poppen dreamed about 'surfing' in the mountains. So he built a surfboard for the snow – he tied two skis together and gave it to his daughter, Wendy. People saw it and liked the idea, and a year later, Poppen made wide boards and sold them in toy shops. It was the beginning of the snowboard, and the sport as we know it today.
- 5 We all know that exercise helps you to lose or to control your weight. It also helps you sleep better and look better, too. But don't forget that exercise can also be fun. You don't have to do a sport you don't enjoy. There's no need to go running if you find it boring, or swim for hours if you hate water. Why don't you choose a team game such as football or basketball? You can join a club, have fun and meet other people who enjoy that sport too. There are hundreds of different sports and exercise classes to choose from.
- 6 Do you love sport and meeting people? Then come and see local celebrity and Olympic winner Amelia Green at Brightside Leisure this Saturday at 2 p.m. She is opening the new Olympic pool that we've all been waiting for. As you know, building work started two years ago and the result is fantastic. There is a free swim for the first fifty people. Then, tickets are half-price for the next six weeks.