

UNIT

1

I've left my camera at home

Aims and objectives

You learn:

- present perfect
- irregular past participles
- how long ...? / for / since
- words for objects

And then you can:

- ask where people have been
- give advice
- ask about how long
- ask about dreams

Warm up

Ask students to look at the picture of Claire and Oliver. Ask: *Where are the children?* (Outside school) *Are they friends?* (Yes, they are.) *What do you think they are talking about?* Encourage as many suggestions as possible for the last question, but don't confirm whether or not they are correct.

2

1

Read and listen to the dialogue.

CD 1 Play the recording. Ask students to follow the dialogue in their books. Were their answers to the questions in the warm-up activity correct? Ask questions to check comprehension:
Where did Claire go for her holiday? (To Edinburgh.)
Does Oliver want to go to Edinburgh? (Yes, he does.)
Where has Tom moved to? (Manchester)
Why does Claire want to get in touch with Tom? (She wants to show him her photos of Edinburgh.)
Where do Claire and Oliver decide to go? (To the new hamburger place on King Street.)
Has Oliver been there before? (No, he hasn't.)
Ask students to work in pairs to practise the dialogue. Monitor and help where necessary. Ask one of the pairs to act out the dialogue for the class.

Tapescript

See SB3, page 4

2

Write Claire, Oliver or Tom in each sentence.

Ask students to read through the sentences and complete them by writing the correct name at the beginning. Check answers with the class.

Key

- | | | | |
|----------|----------|----------|----------|
| 1 Claire | 3 Claire | 5 Tom | 7 Claire |
| 2 Oliver | 4 Tom | 6 Claire | 8 Oliver |

Get talking
Asking where people have been

3

3

Listen and repeat.

Play the recording, pausing after each line for students to repeat as a class. Play the recording a second time for students to repeat again, if necessary.
Ask students to work in pairs and practise the two dialogues. Ask some of the students to perform their dialogues for the class.

Tapescript

See SB3, page 5

4

Ask and answer questions. Use the words on the left and the pictures below.

Choose two students. Ask one to be A and the other to be B. Ask them to read the first dialogue aloud, while the class listens. Then ask them to read the second dialogue (A must choose one of the options given.)
Ask students to work in pairs to make similar dialogues, using the words on the left (for the first dialogue) and the pictures (for the second). Monitor and help where necessary. Ask some of the pairs to act out their dialogues for the class.

Language Focus

Vocabulary

Objects

4 1 Write the number of the correct word in the picture. Then listen and check.

Focus attention on the list of words. Read each word for students to repeat. Ask students to write the number of each word (for example, 'sunglasses' is number 1) in the correct picture. Play the recording for students to check their answers.

Tapescript Key

- SPEAKER 1:** A4 MP3 player
SPEAKER 2: B2 mobile phone
SPEAKER 1: C3 CD player
SPEAKER 2: D6 palmtop
SPEAKER 1: E8 games console
SPEAKER 2: F1 sunglasses
SPEAKER 1: G5 digital camera
SPEAKER 2: H7 headphones

FOLLOW UP

Ask students to work in pairs. They take turns to ask each other the following questions:
Have you got a mobile phone / CD player / MP3 player, etc?
When did you get it?
Who gave it to you?

Get talking

Giving advice

2 Work in pairs. Look at the pictures. Give advice using the expressions below.

What expressions do the people use to give advice? (Why don't you...? / You should...)
What expressions do the people use to respond to the advice? (OK! Good idea! / OK! I will.)
Ask students to work in pairs to make their own dialogues, using the pictures and the expressions. Ask some of the pairs to act out their dialogues for the class.

Grammar

Present perfect

1 Complete the sentences with the verbs. Check with the dialogue on page 4.

Ask students to read the questions and complete them with the correct verbs. Tell them to check their answers with the dialogue on page 4. Read through the explanation of the Present perfect with the class and answer any questions that the students have.

Key

- 1 wanted 3 moved
2 heard 4 left

2 Complete the tables with *has / hasn't / have or haven't*.

Ask students to compare their answers with a partner before you check with the whole class.

Key

- 1 has 3 Have 5 have 7 has
2 have 4 Has 6 haven't 8 hasn't

3 Complete the sentences with the correct form of the Present perfect.

Look at the example sentence with the class. Ask students how the Present perfect is formed (with *has / have + the Past participle*). Ask students to work in pairs to complete the sentences. Check answers with the class.

Key

- 1 worked 4 have, lived
2 haven't washed 5 has, wanted
3 Has, finished

Irregular past participles

4 Complete the table with the appropriate verb.

Ask students to look at the table and complete it with the verb forms on the right in the yellow box. Allow students to compare with a partner before you check the answers with the class.

Key

- 1 had
- 3 buy
- 5 make
- 7 gone
- 2 said
- 4 seen
- 6 take
- 8 run

FOLLOW UP

Check how well students know their past participles. Ask them to close their books. Read verbs from the table aloud for students to give you the past participles. For example:

| Teacher | Class |
|-----------|-------------|
| <i>be</i> | <i>been</i> |
| <i>go</i> | <i>gone</i> |

5 Complete the sentences.

Ask students to complete the sentences in pairs. Check the answers with the class.

Key

- 1 haven't eaten
- 4 have/'ve, seen
- 2 been
- 5 Have, thought
- 3 have gone

FOLLOW UP

For further practice, write the following sentence starters on the board for students to complete:

- I've always ...*
- I've never...*
- Have you ever...*

How long...? / for / since

6 Complete with one word in each space. Check with the dialogue on page 4.

Ask students to complete each sentence with a different word. Tell them to check their answers with the dialogue on page 4. When they have finished, read the explanation of *for* and *since* with the class and answer any questions that students have.

Key

- 1 for
- 2 since
- 3 long

7 Complete with *for* or *since*.

Ask students to work in pairs to complete the sentences with *for* or *since*. Check the answers with the class.

Key

- 1 since
- 2 for
- 3 for
- 4 since

FOLLOW UP

For further practice of *for* and *since* and as a lead-in to exercise 8, put students in pairs and ask them to take turns to answer the following questions:

- How long have you been at this school?*
- How long have you known your best friend?*
- How long have you lived in your house?*

8 Write questions using *How long...?* for the answers in Exercise 7.

Ask students to look back at Exercise 7. Work with a student and construct the first question together. *How long have you had your MP3 player?* Have students write questions for the other answers then check the answers with the class.

Key

- 2 How long have you had your palmtop?
- 3 How long has your father worked in that office?
- 4 How long have they lived in that flat?

Get talking
Asking about how long

5 9 Put the dialogue into the correct order. Listen and check.

Ask students to work in pairs to put the dialogue in the correct order. Play the recording for students to check their answers. Play it a second time, if necessary. Ask students to practise the dialogue with their partner. Then ask some of the pairs to perform the dialogue for the class.

Tapescript Key

- INTERVIEWER: Hi Roland. Tell me, what's your favourite possession?
- ROLAND: Hmmm, my mobile phone, I suppose.
- INTERVIEWER: How long have you had it?
- ROLAND: About a month. It's super.
- INTERVIEWER: So, do you use it a lot?

ROLAND: Sure, I play games on it and take pictures, and even videos. I've taken a video of my English lesson. Do you want to see it?
INTERVIEWER: Maybe another time, thanks!

4, 5, 1, 6, 3, 2, 7

Get talking
Asking about dreams

10 Match the sentence halves. Then practise them with a partner.

Ask students to match the beginnings of the sentences with the correct endings. Check the answers with the class.
Ask students to work in pairs. They take turns to say the sentences. Monitor the activity and help where necessary. Ask some of the students to say a sentence for the class.

Key

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

FOLLOW UP

For further practice, ask students to write about their dream, using the phrase *I've always wanted to...* Students continue their sentence to reveal the reality of their situation, as in the examples in Exercise 10. For example:
I've always wanted to learn the guitar, but I haven't got time to practise.

Skills
Reading
Warm up

Discuss friendship with the class. Ask:
Are you a good friend? Why / Why not?
Who is your best friend?
How long have you known him / her?
What do you and your friends do together?

1 Do the questionnaire.

Ask students to work in pairs. They take turns to ask each other the questions and record their partner's answers. Monitor the activity and help where necessary.

When students have finished the questionnaire, ask them to add up their partner's score and read the analysis to them. Discuss the results with the class. Do students agree with what the questionnaire appears to have revealed about them? Why / Why not?

FOLLOW UP

Ask students to write a list of questions that they would like to ask a new friend. For example:
What is your favourite band?
How long have you liked them?
Which sports do you like?

A Song 4 U You've got a friend

6 2 Look at the words of the song. Put the words in the correct places. Listen and check.

Ask students to look at the list of the missing words from the song. Ask them to work in pairs to read the song and write the words where they think they should go. Monitor and help where necessary.
Play the recording for students to check their answers. Explain any words or phrases that students don't understand. Play a second time if necessary. Play the song again for students to sing along.

Tapescript

See SB3, page 10

Key

1 need 3 nights 5 loud 7 friend
2 close 4 clouds 6 door 8 hurt

FOLLOW UP

To help contextualise the song, discuss it with the class. Ask: *Do you like the song? Would you like a friend like the person in the song? Why / Why not? What is their favourite / least favourite line?*

Sounds right /h/

7 3 Listen and repeat.

Play the recording, pausing after each sentence for students to repeat. If necessary, play the


recording a second time for students to repeat again.
Ask students to practise saying the sentences with a partner. Ask some of the students to say the sentences aloud for the class.

Tapescript
See SB3, page 11

FOLLOW UP

Ask students to work with a partner to make a sentence containing several /h/ sounds. Ask them to read their sentence aloud for the class.

Listening and speaking

 **4 Complete the sentences with the words on the left. Then listen and check. Talk about your best friend.**

Ask students to read the sentences and complete them with the words on the left. Play the recording for students to check their answers.
Ask students to think about what makes a good friend. Then ask them to work in pairs, taking turns to tell each other about their best friend. Ask some of the students to tell the class.

Tapescript
See SB3, page 11

Key

lends hear listens keeps lies

Writing for your Portfolio

5 Read about Joanna's best friend.

Ask students to read the text about Joanna's best friend silently. Monitor and help where necessary. When students have finished reading, ask the following questions to check comprehension:
Who is Joanna's best friend? (Nadia)
How long has Joanna known Nadia? (Six years.)
When did they meet? (On the first day of school.)
What does Nadia help Joanna with? (Her problems and her homework.)
What do they do together? (They go to the cinema and play games.)

Have they ever had a big argument? (No, only little ones.)

6 Write a short text about your best friend.

Ask students to write a text about their best friend, using Joanna's text as a model. This task can be done in class or set as homework.

MORE fun with Fido

Allow students a few moments to read the story and work out what has happened. Ask students (in L1): *Is the cat Fido's friend? Why / Why not?* (The cat isn't Fido's friend. He pretends to be Fido's friend, but after he pushes Fido up the hill, he lets go of the trolley on purpose.)

Learn MORE through English
That nasty flu!

Read the key words aloud for students to repeat. Ask them to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any words they don't know.

1 Headache, high body temperature and pain all over the body – when you have influenza or flu as it is usually called, you feel really miserable. Find out why this illness can be quite dangerous – and what you can do about it.

Read the text with the students and ask the following questions to check comprehension:
How many people lived in Teller? (80)
How did flu arrive in Teller (The people from the ship brought it with them.)
How many people died from flu in Teller? (72)
How many people died from Spanish flu? (50 million)
What is a pandemic? (The global outbreak of an illness with catastrophic consequences)
When were the flu pandemics in the twentieth century? (1957 and 1968)
What happened in recent years? (Outbreaks of bird flu.)

2 How does flu spread?

Read the second section. Ask students the following questions:

- How does influenza spread?* (Through viruses; when you breathe in drops from infected people.)
- How does your body fight the virus?* (It raises body temperature.)
- Why is influenza dangerous?* (Because small children and elderly people do not have a very strong immune system.)

Mini-project
Illnesses

3 Use a dictionary. Find the names of these illnesses in your language.

- tuberculosis* *chicken pox*
- food poisoning* *malaria*

Choose one of the illnesses. Search the internet or check in the library to answer the following questions.

Students can complete Exercise 3 for homework. If they do not have access to the Internet at home, allocate some lesson time for students to research the topic in the library. Using the model text, students write about their chosen illness in their notebooks. Ask some of the students to tell the class about the illness they have researched before you collect their work.