

Grammar notes

like (+ verb + -ing)

- SS may find it strange that in English we use the same verb to say *I love you* and *I love shopping*.
- When another verb follows *love*, *like*, *don't like*, and *hate*, the *-ing* form is often used, e.g., *buying*, *going*, not the base form, e.g., NOT *love buy clothes*.

⚠ The infinitive is also used after *like*, *love*, etc., e.g., *I love to shop*. But it may be confusing for SS and it's best to avoid it at this stage.

Spelling rules

- In the *-ing* form, remind SS that verbs ending in *y* don't change the *y* for an *i* as they do in the third person singular (e.g., *study* – *studying* NOT *studing*).
- Focus on the exercises for 4B on page 129. SS do a individually or in pairs.
- Check answers. When you check the *-ing* forms also check that SS remember the meaning of the verbs.
- SS now do b. Remind SS that they have to add *-ing* to the verbs to make the sentences, e.g., *playing*.

a working	living	shopping
talking	writing	running
playing	having	sitting
cooking	making	getting
studying	taking	swimming

- b
- He loves watching TV.
 - He likes taking photos.
 - He likes going to the movies.
 - He doesn't like reading books.
 - He doesn't like listening to the radio.
 - He hates doing housework.
 - He hates eating fast food.

- Tell SS to go back to the main lesson on page 42.
- Focus on the list of expressions. Demonstrate the activity by making at least three true sentences about yourself. Add extra information if you can, e.g., *why you like/dislike each activity*, etc.
- Have SS write at least three true sentences (with *like*, *love*, etc.), and then compare with a partner (or in groups of three).

Extra idea

If SS want to know how to give a "neutral" answer, teach *I don't mind (shopping with my family)*.

- Elicit some responses to see if SS agree with each other.

3 READING

- a
- Focus on the article. Go through the instructions and show that *Men* and *Women* have been filled in for the first paragraph.
 - Set a time limit for the reading, e.g., three minutes. Encourage SS to try to guess any new words, or ask a partner for help. When they have finished, have them compare their answers with a partner.
 - Check answers.

Paragraph 2: Men Women
Paragraph 3: Women Men
Paragraph 4: Men Women

- b
- Have SS read the text again carefully. Go through it paragraph by paragraph, explaining/translating any new words, e.g., *toys* (usually things children play with, like dolls, soldiers, but here referring to things men play with, like electronic devices).
 - Now have SS underline one thing they think is true and one that they think is not true and compare with a partner. Emphasize that they are talking about men and women in general, not themselves!
 - Elicit responses from the whole class.
 - ⚠ You may like to point out here the omission of the definite article (*the*) when talking in general terms, i.e., that we say *Men like... Women love...* NOT *The men... The women...*

4 PRONUNCIATION /ŋ/, sentence stress

a 4.7

- Focus on the /ŋ/ picture and elicit the word and sound (*singer*, /ŋ/).
- Play the recording once for SS just to listen. Then play it again, pausing for SS to repeat the words (*shopping*, *waiting*, etc.).

4.7

CD2 Track 13

singer /ŋ/ shopping, waiting, think, things, thanks, young

b 4.8

- Play the recording several times, pausing for SS to write the four sentences.

Extra support

Write spaces on the board so that SS know exactly how many words there are in each sentence, e.g.,

1 _____

4.8

CD2 Track 14

(audioscript in Student Book on page 116)

- I love talking on the phone.
- I like playing computer games.
- I don't like doing housework.
- I hate watching soccer.

- c
- Play the recording again, pausing for SS to listen and repeat. Ask SS which two words have "extra stress." Elicit that *love* and *hate* are usually said with extra stress because they convey strong feelings.

Extra challenge

Have SS underline the stressed words (see audioscript above).

- d
- Tell SS to go to the **Sound Bank** on page 159 and look at the spelling rules for the /ŋ/ sound.
 - Tell SS to go back to the main lesson on page 43.

5 VOCABULARY & SPEAKING

- a
- Focus on the pictures and explain that they all show free time activities.
 - Focus on picture 1 and elicit *reading*. Get SS to spell the *-ing* form. Then focus on picture 2 and elicit *watching soccer/sports (on TV)*.