

5 IN MY FREE TIME

OBJECTIVES

FUNCTIONS: talking about habits and activities; talking about technology habits; encouraging someone

GRAMMAR: simple present; adverbs of frequency; simple present (negative and questions)

VOCABULARY: free-time activities; gadgets



A



B 1



C



D

READING

- 1 Match the activities in the list with the photos. Write 1–4 in the boxes.
1 listen to music | 2 play sports
3 sing | 4 watch TV
- 2 Read the newsletter quickly. Which of the activities in Exercise 1 does it talk about?

- 3 1.53 Read and listen to the newsletter. Mark the sentences T (true) or F (false).

- 0 Mrs. Hernandez is a math teacher.
- 1 Glee Club always sings new songs.
- 2 Glee Club has two concerts every year.
- 3 Other students always like Glee Club concerts.
- 4 Glee Club is only for grade seven students.
- 5 Glee Club meets two times a week.

T

5 IN MY FREE TIME

READING

- 1 Display the photos on the IWB or ask students to look at them in their books and cover the exercises. Ask: *Who is in the photos? Where are they?* Elicit any suggestions without confirming their ideas. Ask students to reveal the exercises and do the matching task individually. Then ask them to compare ideas in pairs before you check answers with the class. Briefly practice the pronunciation of the phrases by reading them aloud and asking the class to repeat all together. Pay special attention to the silent *t* in *listen* and the /ŋ/ sound in *sing*.

Answers

1 B 2 C 3 D 4 A

- 2 Elicit or explain *newsletter* (a printed or electronic document containing information about a group, sent regularly to members or friends). Focus attention on the newsletter page. Ask students to scan the text quickly to find out which of the four activities are mentioned. Remind them not to read for detailed understanding – they should just skim-read the text looking for the specific expressions. Ask students to compare ideas in pairs before you check the answer with the class.

Answer

singing

- 3  1.153 Go through the sentences together and check comprehension. Elicit or pre-teach *math*, *always*, *only*, *grade* (in the sense of a group of students of about the same age), and *meet*. Ask students to listen to the audio while reading the text to find the information about the example sentence and underline it (the second sentence from the end of the second paragraph: *She teaches math*). Suggest that they follow the same process for the other sentences: first find and underline information about each sentence, and then study this information more carefully to decide about the answer. Ask students to compare ideas in pairs before you check answers with the class.

Answers

1 F 2 F 3 T 4 F 5 T

Optional activity

Write the following words on the board: *member*, *leader*, *even*, *perform*, *join*. Ask students to find them in the newsletter and figure out their meaning from the context (that is, from the text itself, without looking it up in a reference source). Then ask them to compare their ideas in pairs. Once they have agreed on what they think the words mean, they can look them up in a dictionary or use their mobile devices to do this on the Internet.

THiNK VALUES

Better together or better alone?

- 1 Focus attention on the title of the section. Elicit ideas about what it means. Check that students understand that *alone* and *on my own* have the same meaning. Avoid getting into an explanation of the comparative when you present *better* – simply elicit a translation for the word to confirm its meaning. Students read through the list and decide how they like doing the things. You might want to ask them to include other activities that they like doing and decide about those, as well. Monitor their preparation and provide help with any unfamiliar vocabulary as needed.
- 2 **SPEAKING** Put students in pairs to compare their ideas. Encourage students to give reasons. Provide help with this as necessary as you monitor the conversations. At the end, ask a few students to report back on their partner's likes and dislikes, recalling the reasons mentioned. Ask for a quick show of hands to find out who has similar opinions.

[HOME](#) | [ABOUT](#) | [NEWS](#) | [CONTACT](#)

Our school has a glee club and it's fantastic! I know this because I'm a member. So what is Glee Club? Simple – it's a club for singing, and I love singing.

Mrs. Hernandez is the club leader. She chooses the songs and helps us to learn them. She plays the piano, too. She's really cool and she's really nice. She never gets angry with us. She isn't even the school music teacher. She teaches math. But she just loves singing.

We often sing popular songs from movies, but we sometimes sing old songs from the 1960s and 70s. Three times a year we perform our songs in front of the rest of the school in a special concert. I feel so happy when I'm on stage. The teachers and the other students always cheer when we finish. It feels wonderful.

I love Glee Club. Music is a great way to bring people together. You make so many friends at Glee Club, and not just with the people from your grade. Glee Club is for all ages.

We meet in the auditorium every Tuesday at lunchtime and every Friday after school. Come and join us – we are always happy to see new people!



THiNK VALUES

Better together or better alone?

- 1 **It's good to do some things on your own. But some things are better with a friend. Look at the table and check (✓) the answers for you.**

	On my own	With friends
music		
sports		
computer games		
TV		
homework		

- 2 **SPEAKING Tell your partner.**

I listen to music on my own.

GRAMMAR

Simple present

- 1 Look at the newsletter on page 49. Complete the sentences with the correct form of the verbs in the list. Then complete the rule.

cheer | love | make | meet | play

0 I love Glee Club!

1 You _____ so many friends at Glee Club.

2 She _____ the piano, too.

3 We _____ in the auditorium.

4 The teachers and the other students always _____ when we finish.

RULE: We add -s to the base form of the verb when the subject is *he*,¹ _____, or ² _____.

Spelling: If the verb ends in consonant + -y, we change the *y* to an *i* and add -es.

E.g. *study* → *studies*

If the verb ends in -ch, -sh, -ss, or -x, we add -es.

E.g. *watch* → *watches*

- 2 Write the simple present form of the verbs for *he*, *she*, and *it*.

0 carry carries

1 choose _____

2 finish _____

3 fly _____

4 get _____

5 go _____

6 help _____

7 love _____

8 miss _____

9 study _____

10 teach _____

11 watch _____

Pronunciation

Simple present verbs: third person

Go to page 120.



Adverbs of frequency

- 3 Look at the newsletter on page 49 and complete the sentences. Then complete the rule.

0 She never gets angry with us.

1 We _____ sing popular songs.

2 We _____ sing old songs.

3 We are _____ happy to see new people!

RULE:

1 _____ 2 _____ 3 _____ always
0% → 100%

With the verb *be*, the adverb of frequency usually comes ⁴before / after the verb.

With other verbs, the adverb of frequency usually comes ⁵before / after the verb.

Workbook page 46

VOCABULARY

Free-time activities

- 1 1.56 Match the activities in the list with the photos. Write 1–6 in the boxes. Listen and check.

1 chat with friends online | 2 dance

3 do homework | 4 go shopping

5 hang out with friends | 6 play computer games



- 2 Put the words in order to make sentences.

0 computer games / in the morning / I / play / never
I never play computer games in the morning.

1 often / with friends / hang out / in the park / We

2 sad / I / when / I'm / never / dance

3 goes / with her mom / She / sometimes / shopping

4 after school / always / his homework / does / He

- 3 Complete the sentences with an adverb of frequency so that they are true for you.

1 I _____ play computer games in the evening.

2 I _____ go shopping with my friends.

3 I _____ do my homework in the morning.

4 I _____ dance in my living room.

- 4 **SPEAKING** Work in pairs. Compare your sentences. Compare with others in the class.

Workbook page 46

GRAMMAR

Simple present

- 1 Students try to complete the sentences from memory. They then compare ideas in pairs, check their answers on page 49, and then figure out the rule. Check answers as a class. Elicit or point out that in the simple present the form of the verb changes only in the third person, but all other forms, whether singular or plural, are the same as the base form.

Answers

1 make 2 plays 3 meet 4 cheer

Rule

1 she 2 it

- 2 Students follow the rule to form the third person singular verbs in the simple present. Then they check ideas in pairs before you check answers with the class. For each one, elicit which spelling rule in the box applies – the first, second, or third.

Answers

1 chooses 2 finishes 3 flies 4 gets 5 goes
6 helps 7 loves 8 misses 9 studies 10 teaches
11 watches

Fast finishers

Students find other verbs in the newsletter on page 49 and write their base and third person singular forms (*know/s, learn/s, sing/s, perform/s, cheer/s, bring/s, come/s, join/s, see/s*).

Pronunciation

To practice the pronunciation of the third person of simple present verbs, go to page 120.



Be aware of common errors related to the simple present. Go to Get it right! on page 123.

Adverbs of frequency

- 3 Students try to complete the sentences from memory and compare ideas in pairs. Then they turn back to page 49 to check their answers before they complete the Rule box together. Check answers as a class.

Answers

1 often 2 sometimes 3 always

Rule

1 never 2 sometimes 3 often 4 after 5 before

Workbook page 46 

VOCABULARY

Free-time activities

- 1  1.56 Display the photos on the IWB or ask students to look at them in their books, covering the exercise above them. For each photo, elicit a description of who is in the photo and what they are doing. Students match the activities and photos. They then compare ideas in pairs. Play the audio for students to check their answers. Play again to practice the pronunciation of the phrases, asking the class to repeat them all together.

Answers

1 F 2 B 3 E 4 D 5 C 6 A

- 2 Read the example together. Elicit what usually comes first in an affirmative sentence in English (*the subject*). Elicit the rule about the placement of adverbs of frequency. In a weaker class, you might want to do number 2 together as well. Students order the sentences and compare ideas in pairs before you check answers with the class. Check the irregular pronunciation of *does /dʌz/* and the third person singular of *do*.

Answers

1 We often hang out with friends in the park.
2 I never dance when I'm sad. / I'm never sad when I dance.
3 She sometimes goes shopping with her mom.
4 He always does his homework after school.

Fast finishers

Students rewrite the sentences from Exercise 2 so they are true for them.

- 3 Give students two or three minutes to complete the sentences so they are true for them.

- 4 **SPEAKING** Put students in pairs to compare their sentences. How many similarities can they find? Give pairs three minutes for this. Monitor the correct use of the adverbs of frequency and the simple present. Put pairs together to form groups of four and ask them to compare their sentences for another two minutes. Alternatively, use the sentences for a mingle activity. Students compare sentences with as many others as they can in three minutes in order to find the person who gave the same or the most similar answers.

Workbook page 49 

LISTENING

- 1 1.57 Focus attention on the photos and elicit the names of the objects. Explain that the four speakers will each talk about one object, and that the task is only to match the speakers and objects. Play the audio for Tim, the first speaker, as a model. Remind students that (1) they don't need to try to understand any other details, and (2) that the recordings will *not* be in the same order as the photos. Play the second audio, pausing at the end, and check that students are confident they are doing the task correctly. Play the remaining two extracts, allowing 30 seconds at the end for students to finalize their answers. Then ask them to compare their ideas in pairs before you check answers with the class.

Answers

B Julia C Chris D Kayla

- 2 1.57 Ask students to read the sentences and try to recall what the speakers said about their habits. Ask them to compare ideas in pairs briefly. Play the first extract and ask students to correct the adverb in the sentence about Tim. Play the remaining extracts for students to complete the exercise individually. Check answers with the class.

Answers

1 always 2 never 3 sometimes 4 sometimes / often

- 3 **SPEAKING** Ask students to think about the statements and change the adverbs so they are true for them. Put them in pairs to compare their technology habits. Encourage them to give examples and to expand the subject by talking about other forms of technology as well. As you monitor, provide help with unfamiliar language. You might want to supply students with dictionaries or allow them to use mobile devices to look things up. Monitor the use of adverbs of frequency. At the end, ask a few students to report back to the class about the most interesting thing they learned about their partners.

GRAMMAR

Simple present (negative)

- 1 Students match the sentence halves. They then compare ideas in pairs. As you check answers with the class, elicit who made each statement. Students then work in pairs to complete the rule. Check together as a class. Focus attention on the note in the box. Remind students that only *doesn't* – the negative auxiliary of *do* – takes the ending for the third person: *he doesn't like*, not *he doesn't likes* or *he don't likes*. When the main verb is *do* itself, the rule still applies: *he doesn't do homework*. Note that we cannot omit the main verb here! It's not possible to say *he doesn't homework*.

Answers

1 b 2 a 3 c

Rule

1 before 2 don't 3 doesn't

Language note

It may be worth pointing out that in simple present negative sentences, the adverb of frequency normally comes between *don't* or *doesn't* and the main verb: *She doesn't always eat lunch at school*.

We don't use *never* with negative sentences because its meaning is already negative (*never = not ever*): *I never play soccer*, not *I don't never play soccer*. However, we can use *ever* with a negative verb in the same sense: *I don't ever play soccer*.

- 2 Students rewrite the sentences. Ask them to compare ideas in pairs before you check answers as a class.

Answers

- 1 The class doesn't finish at two o'clock.
2 My brother doesn't help me with my homework.
3 We don't go swimming on Sundays.
4 They don't watch a lot of TV.
5 My aunt doesn't live in Quito.

- 3 Students complete the sentences with the correct simple present forms. If you're short on time, you could assign this for homework. Ask students to compare answers in pairs before you check them with the class.

Answers

- 1 play, don't play 3 doesn't hang out, goes
2 doesn't do, does 4 listen, doesn't like

Be aware of common errors related to the simple present (negative). Go to Get it right! on page 124.

Workbook page 47

THiNK SELF-ESTEEM

What makes you happy?

- 1 Check comprehension of the title. Give students a minute to read the list of activities and check those in the first column that make them happy. Ask them to write down other activities that make them happy as well.
- 2 **SPEAKING** Put students in pairs to compare their experiences. Ask the person listening to check the two things in the second column that make their partner happy and write down the things that don't. Encourage them to include the extra activities they wrote down in their conversations. Monitor, but avoid correcting mistakes unless they impede comprehension. The focus in this activity is on free, personalized communication and developing the whole learner, not on accuracy.

Optional activity

Bring into class a large A3 sheet of paper and a block of sticky notepaper. Divide the sheet into two columns: *Happy / Not happy*. Ask students to write two activities that make them happy on one sticky note and two that don't on another. They can include activities mentioned in the book or their own ideas. Display the poster sheet and ask students to stick their notes in the correct columns. At the end, count the votes for each activity to determine the top two activities that make the class happy, and the top two that don't make them happy.

LISTENING**1** 1.57 Listen and write the names under the photos.

Chris | Kayla | Julia | Tim

A

Tim

B**C****D****2** 1.57 Listen again and correct the adverb of frequency in each sentence.

- 1 Tim sometimes uses the tablet for his homework.
- 2 Kayla and her brother always watch TV together.
- 3 Julia never plays *Minecraft™* online with her friends.
- 4 Chris never uses his phone to text his friends.

3 **SPEAKING** Work in pairs. Tell your partner how you use technology. Use adverbs of frequency.

I sometimes use my computer to shop online.

GRAMMAR**Simple present (negative)****1** Match the parts of the sentences. Then complete the rule.

- 0 I use it to text my friends because
 1 We never watch TV together in our house,
 2 It's free;
 3 When Mom calls me for dinner,
 a it doesn't cost anything.
 b but we use it to play games.
 c I don't want to stop playing.
 d I don't really like to talk on the phone.

d

RULE: Before / After the verb, we use *don't* and *doesn't* to make negative sentences.

I/you/we/they + ² _____ + base form

he/she/it + ³ _____ + base form

NOT *don't/doesn't + base form + s*, e.g.
He doesn't likes music.

2 Make the sentences negative.

- 0 I like math.

I don't like math.

- 1 The class finishes at two o'clock.

- 2 My brother helps me with my homework.

- 3 We go swimming on Sundays.

- 4 They watch a lot of TV.

- 5 My aunt lives in Quito.

3 Complete the sentences with the verbs.

- 1 I sometimes play (play) tennis with my mom, but I not play (not play) it with my dad.
- 2 My brother not do (not do) his homework after school. He do (do) it in the morning before school.
- 3 Susie not hang out (not hang out) with us after school. She go (go) home.
- 4 I always listen (listen) to music in the kitchen, but my dad not like (not like) it.

Workbook page 47

THINK SELF-ESTEEM**What makes you happy?****1** Check (✓) what makes you happy.

	Me	My partner
watch TV		
listen to music		
play computer games		
go shopping		
chat with friends online		
hang out with friends		

2 **SPEAKING** Work in pairs. Tell each other about two things that make you feel happy and two things that don't. Then tell the class.

*I'm happy when
I watch TV.*

*Paolo isn't happy when
he goes shopping.*

Does TV control your life?

1 How many hours of TV do you watch every day?

- a less than 1 b between 1 and 3 c more than 3

2 Do you watch TV before school?

- a never b sometimes c always

3 Do you watch TV in bed?

- a never b sometimes c always

4 Do you watch TV at meal times?

- a never b sometimes c always

5 Does your family say that you watch too much TV?

- a never b sometimes c always



READING

1 Read the quiz from a teen magazine and choose your answers.

2 SPEAKING Work in pairs. Ask and answer the questions with your partner.

3 Work out your score and read the comment. Do you agree with it?

a = 1 point b = 2 points c = 3 points

5 to 9 No, it doesn't. TV doesn't control your life. You control your TV!

10 to 12 TV doesn't control your life, but watch out!

13 to 15 Yes, it does! TV controls your life! Turn it off and do something different!

GRAMMAR

Simple present (questions)

1 Look back at the quiz. Put the words in order to make questions. Then complete the rule.

1 your / TV / life / control / Does / ?

2 watch / in / you / TV / bed / Do / ?

RULE: To make questions, we use **do** and **does**

¹ before / after the subject.

² _____ + I/you/we/they + base form

³ _____ + he/she/it + base form

To answer questions, we use short answers.

Yes, I/you/we/they **do**. No, I/you/we/they **don't**.

Yes, he/she/it **does**. No, he/she/it **doesn't**.

3 Write questions in your notebook.

0 watch TV with your family / you
Do you watch TV with your family?

- 1 play tennis / best friend
2 ask for help with housework / your mom and dad
3 like dogs / you
4 take you shopping / your mom
5 listen to music / every day / your friends

4 SPEAKING Work in pairs. Ask and answer the questions in Exercises 2 and 3.

Does your dad cook?

Yes, he does. He sometimes cooks on the weekend.

No, he doesn't. He never cooks.

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2 Choose the correct words.

- 0 Do / Does your dad cook?
1 Do / Does your best friend play baseball?
2 Do / Does you like pizza?
3 Do / Does your parents play computer games?
4 Do / Does you usually have a lot of homework?
5 Do / Does you hang out with friends after school?

READING

- 1 Focus attention on the cartoon and the title. Elicit ideas for what the title might mean. Ask students to skim the quiz and check their ideas. Elicit or pre-teach *less than* and *more than*, but don't get into an explanation of comparisons. Give students a minute or so to consider their answers to the quiz questions.

Language note

Unlike in some other languages, in English we cannot use *to control* to mean to check something, for example, *The train conductor checks our tickets*, not *controls our tickets*.

- 2 **SPEAKING** Put students in pairs to ask and answer the quiz questions. Do they give similar or different answers? Allow about two or three minutes for this.
- 3 Students calculate their scores and read the comments. Do they agree with them? Does their partner agree with them? Elicit some feedback on the quiz comments. Ask for a quick show of hands to find out how many students ended up in each category.

GRAMMAR

Simple present (questions)

- 1 Ask students to cover the top half of the page and order the questions. They then uncover the page and check their answers. Ask them to figure out the rule from the examples. They then compare ideas in pairs before you check answers with the class. Elicit that in the simple present we do not use the auxiliary *do* or *does* in the affirmative, but we add it in the negative or in questions. Again, it may be worth pointing out that where *do* is also the main verb, it must appear twice, both as the auxiliary and as the verb: *Do you do homework in the evening?* not *Do you homework in the evening?*

Answers

Does TV control your life?
Do you watch TV in bed?

Rule

1 before 2 Do 3 Does

- 2 Students study the completed rules and examples and then choose the correct options. They check answers in pairs before you check them with the class. Make sure students understand that we use *does* only for the third person singular, not for plural forms.

Answers

1 Does 2 Do 3 Do 4 Do 5 Do

Fast finishers

Students rewrite the questions as simple present affirmative sentences.

- 3 Ask students to look at the prompts. Clarify or pre-teach any unfamiliar language. Make sure students can distinguish *homework* (assignments for school, for example, a project) and *housework* (taking care of the home, for example, cleaning). Give students two or three minutes to write questions using the prompts. Check these together as a class.

Answers

- 1 Does your best friend play tennis?
- 2 Do your mom and dad ask for help with housework?
- 3 Do you like dogs?
- 4 Does your mom take you shopping?
- 5 Do your friends listen to music every day?

- 4 **SPEAKING** Make sure all students have the correct answers from both Exercises 2 and 3. Put them in pairs to take turns asking and answering the questions. Encourage them to add any additional, relevant information, as in the example. Monitor their conversations, making a note of any errors in the use of the question form in the simple present. At the end, elicit some of the more interesting facts students learned about their partners. Then go over the errors you noted with the class, eliciting corrections from students.

Optional activity

Give students, in pairs, two minutes to think of any other questions they would like to ask you using the simple present. Students can use the questions from the exercises or their own ideas to ask you about your life. Give true (or invented, but entertaining) answers and, at the end, ask students which of your answers surprised them the most.

Workbook page 47

VOCABULARY

Gadgets

- 1 1.58 Ask students to cover the word bank and try to name the objects in the pictures. You might like to display the pictures on the IWB and ask volunteers to label them onscreen, with the rest of the class checking and correcting their suggestions. Students match the objects and pictures. Ask them to compare ideas in pairs before you play the audio to check answers with the class. Play the audio a second time to practice the pronunciation of the new words by asking the class to repeat each time you pause.

Answers

1 E 2 D 3 G 4 H 5 C 6 F 7 A 8 B

Background information

The e- in e-reader stands for *electronic*. Any device capable of displaying text for reading can serve as an e-reader (laptops, tablets, even a TV), but we usually use the word to refer to dedicated devices optimized for readability, portability, and battery life.

The **Global Positioning System (GPS)** was developed by the U.S. government from 1973 to 1995, primarily for military purposes. It is based on a network of satellites orbiting Earth that receive and transmit location data to users. The system is free for anyone in possession of a GPS device to use. It is mostly used for navigation; one common example is interactive car maps. We often use the word to refer to various navigation devices utilizing GPS data.

- 2 **SPEAKING** Put students in pairs to talk about the gadgets for a minute or two. Monitor their conversations, providing help as necessary.
3 **SPEAKING** Students make true sentences about themselves and each device.

Optional activity

Students use their sentences from Exercise 3 to continue their conversation about technology from Exercise 2. Monitor as before. Elicit some of the most interesting things students learned about their partners.

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WRITING

Days in your life

- 1 1.59 Students complete the names of the days of the week in English. They then compare ideas in pairs before you play the audio for them to check their answers. Play the audio again for them to listen and repeat as a class. Then ask two or three students to repeat the words individually. Pay special attention to the silent letters in *Wednesday* /'wenzdeɪ/.

Answers

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday,
Sunday

- 2 Students choose three days of the week and write notes about their activities. Provide dictionaries for their use or allow the use of mobile devices to look words up on the Internet. Remind students to use affirmative as well as negative sentences in the simple present to describe their habits.
3 Students expand their notes into a paragraph about their activities. Ask them to include their personal opinion about the days, as in the example. Ask students, in pairs, to exchange their paragraphs. Ask them to check each other's writing for grammar errors (in the use of the simple present) or spelling mistakes. Also ask them to find out if they have any activities in common.

Optional activity

Ask for a quick show of hands for each day of the week to find out which day students like best. Elicit some reasons for why they think so. Ask the rest of the class to say if they agree or disagree.

VOCABULARY

Gadgets

1 1.58 Match the objects in the list with the pictures. Write 1–8 in the boxes. Listen and check.

- 1 e-reader | 2 game console | 3 GPS
4 headphones | 5 laptop | 6 MP3 player
7 smartphone | 8 tablet

B C D E 1F G H

2 SPEAKING Look at the table and make sentences.

I use / don't use my

tablet
game console
MP3 player
smartphone
GPS
laptop
e-reader
headphones

to

play computer games.
shop.
listen to music.
do homework.
read books/magazines.
talk to my friends.
watch TV.
find out which way to go.

3 SPEAKING Work in pairs. Tell your partner which of these gadgets you use every day.

I use a tablet every day.

I don't use a laptop every day.

Workbook page 49

WRITING

Days in your life

1 1.59 Complete the days of the week with the missing vowels. Listen and check.

Monday
Tuesdy
Wendursy
Thursduy
Fridy
Saturduy
Sunday

2 What do you do or not do on different days? Choose three days and make notes.

<input checked="" type="radio"/>	Sunday	- baseball
<input checked="" type="radio"/>		- no school
<input checked="" type="radio"/>		

3 Write about three days of the week.

I like Sundays because I always play baseball and I don't go to school. It's a great day.

PHOTOSTORY: episode 3

The school play

1 Look at the photos and answer the questions.

- 1 Who can you see in the first photograph?
- 2 How do Tom and Ellie feel in photo 2?

2 1.60 Now read and listen to the photostory. What does Ruby agree to do?



RUBY Where are Tom and Ellie?

DAN They're at Drama Club practice. They're in the school play, remember?

RUBY Oh, that's right. They're amazing.

DAN What do you mean?

RUBY To be in a play in front of the whole school.

1



DAN Look. Here they are. They don't look very happy.

RUBY Hi, guys. What's wrong?

TOM It's Anna Williams. She's in the play, but she's sick.

ELLIE We really need her. The play is on Friday.

2



ELLIE I have an idea. Ruby, do you want to be in the play? You can have Anna's part.

RUBY Me! No way!

TOM Oh, come on, Ruby. Please. We really need you.

DAN Do it, Ruby. Help your friends.

3



RUBY Oh, OK.

ELLIE I love you, Ruby! Thank you so much.

TOM Yes, you're the best.

RUBY Am I crazy?

4

PHOTOSTORY: episode 3

The school play

- 1 Focus on the photos. Elicit the names of the characters in each photo. Ask students to study photos 1 and 2 more carefully and then elicit answers to the two questions. Don't give away answers at this point.

Answers

- 1 Ruby and Dan are in the first photo.
- 2 Tom and Ellie feel unhappy in the second photo.

- 2  1.60 Play the audio for students to listen to and read the photostory, and check their ideas from Exercise 1. Elicit the answer for the question about Ruby.

Answer

Ruby agrees to be in the school play.

DEVELOPING SPEAKING

- 3 **EP3** Elicit ideas from the class about how they think the story continues. Accept any reasonable suggestions and write notes about them on the board. Play the video for students to check their predictions and to answer the question.

Answer

No, she doesn't.

- 4 **EP3** Ask students to read the sentences. Check comprehension. Play the video again for students to watch and decide about the sentences. Ask them to compare their ideas in pairs before you check answers with the class.

Answers

- 1 F (The performance is three days away – when they begin rehearsing.)
- 2 F (Ruby wants to speak to the king.)
- 3 F (Dan says he has some good news for Ruby.)
- 4 T (Ruby is sick.)
- 5 F (Anna wants to be in the play.)

Optional activity

Ask students to rewrite the false information in the sentences. Check answers together.

PHRASES FOR FLUENCY

- 1 Students find the expressions and identify the speakers. Ask them to compare ideas in pairs before you check answers with the class.

Answers

- 1 Ruby
- 2 Ellie
- 3 Ruby
- 4 Tom

- 2 Elicit translations for each expression. Are the same ideas expressed in a similar or different way?

- 3 Students order the dialogue. Then they compare ideas in pairs before you check answers with the class.

Answers

- 1 d 2 f 3 b 4 e 5 a 6 g 7 c

Optional activity

Students practice role-playing the dialogue in pairs. Ask one or two volunteer pairs to act it out in front of the class.

- 4 Students complete the dialogue and then compare ideas in pairs before you check answers with the class.

Answers

- 1 What's wrong?
- 2 Come on
- 3 No way!

FUNCTIONS

Encouraging someone

- 1 Elicit or explain the title. Can students remember any expressions from the video that the characters used to encourage Ruby? Elicit suggestions and write them on the board. Students order the sentences. They then compare ideas in pairs before you check them with the class. Elicit translation for each expression.

Answers

- 1 You are great!
- 2 You can do it!
- 3 Don't worry!
- 4 I'm here to help you!

- 2 Put students in pairs to choose one of the two situations and write a short dialogue with at least two or three exchanges. Monitor their preparation and provide help with any unfamiliar language. Encourage students to be creative and, if they can, they could try to introduce some humor, as well.

- 3 **SPEAKING** Pairs practice role-playing the dialogue. Allow them to go through their scripts about twice before you call on some volunteer pairs to perform in the front of the class. Ask the rest of the class to listen carefully, identify the situation, and write down all the expressions used that encouraged one of the characters. Elicit these expressions after each performance. At the end, you may want to have a vote on the best performance.

DEVELOPING SPEAKING

- 3 EP3 Watch to find out how the story continues.

Does Ruby do the play?

- 4 EP3 Watch again. Correct the false information in the sentences.

- 0 Ruby is excited about the play.
Ruby is nervous about the play.
- 1 The performance is four days away.
- 2 In the play, Ruby wants to speak to the queen.
- 3 Dan says he has some bad news for Ruby.
- 4 Ruby is sick.
- 5 Anna doesn't want to be in the play.

PHRASES FOR FLUENCY

- 1 Find the expressions 1–4 in the story. Who says them?

- 1 What's wrong? _____
- 2 I have an idea. _____
- 3 No way! _____
- 4 Come on. _____

- 2 How do you say the expressions in Exercise 1 in your language?

- 3 Put the sentences in the correct order to make a dialogue.

- a MOLLY Oh, come on, Ben. Please!
- b MOLLY It's my homework. Can you help me with it?
- c MOLLY Very funny, Ben.
- d MOLLY Hi, Ben. Listen. I have a problem.
- e BEN No way! I always help you with homework.
- f BEN Oh? What's wrong?
- g BEN No! But listen – I have an idea. Ask Mom!

- 4 Complete the dialogues with the expressions from Exercise 1.

- 0 A I'm bored.
B Me, too. I have an idea. Let's play ball in the park.
- 1 A Can I talk to you? I have a problem.
B Really? _____
- 2 A I don't want to come to the party.
B Oh, _____, Jen. Parties are great!
- 3 A Come to the football game with me.
B _____ I don't like football.

FUNCTIONS

Encouraging someone

- 1 Put the words in order to make sentences.



1 are / you / great

2 can / do / it / you

3 worry / don't

4 here / I'm / help / you / to

- 2 Choose a picture and write a dialogue.



- 3 **SPEAKING** Work in pairs. Act out the dialogue.