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Laser A2 is designed to make your job as easy and stress-free as possible. To this end, it's worth spending a few minutes reading this introduction to see how the course is structured and what it provides you with in terms of materials.

We hope this Teacher's Book will be a useful tool for you throughout the teaching year. The more familiar you are with the various features that are included in the book, the more useful we think you will find it.

Components
A number of different components make up the Laser A2 course:

- **Laser A2 Student's Book** with Student's CD-ROM
- **Laser A2 Student's Book Class Audio CD**
- **Laser A2 Workbook** (with and without key versions) with Audio CD
- **Laser A2 Teacher's Book**
- **Laser A2 Teacher's DVD-ROM** (packaged with the Teacher's Book)
- **Laser A2 Digibook** (packaged with the Teacher's Book)

Let’s look at each of them in turn.

**Laser A2 Student's Book**

- There are 14 topic-based units. Each unit contains the following sections:
  - **Get ready!**: developing key topic vocabulary in preparation for the reading text
  - **Reading**: developing key reading skills through the presentation of an attractively illustrated text
  - **Wordpower!**: focusing on topic-based lexis from the Reading section, this section seeks to build up students’ lexical knowledge
  - **Grammar 1**: focusing on one key grammar point (which has been exemplified in the preceding Reading text), this section presents the grammar point and is followed by exercises for consolidation
  - a second **Wordpower!**: focusing on topic-based phrasal verbs, word formation, patterns, collocations, etc, again aimed at building up students’ lexical repertoire
  - **Listening**: developing key listening skills through a variety of exercise types
  - **Speaking**: developing key speaking skills based on a variety of scenarios that have relevance in everyday life, and including a **Phrase Bank!** feature which provides useful words and phrases through a functional structure
  - **SoundSpot**: focusing on the production and reception of key phonetic areas that may prove problematic for students
  - **Grammar 2**: focusing on a second key grammar point and again followed by exercises for consolidation
  - **Writing**: developing key writing skills through the study of model writing tasks and related exercises, and including a **Language Lab** feature, which focuses on the language and style required by specific writing types
  - **Plan your project!**: working towards the production of a piece of writing, this feature guides and supports the students towards completion of the writing task.
  - **Homework!** sections throughout the Student's Book indicate when and which Workbook exercises should be assigned.

- A **KET** throughout the Student's Book this symbol is used to indicate that exercises are useful preparation for the KET exam. Further information on this is provided in the notes in this Teacher's Book.

- After every two units, there is a two-page **Revision** section, revising and consolidating the grammar and vocabulary from the preceding two units.

- At the back of the book, there is:
  - an eight-page **Writing database**, providing further models of all the writing types covered in the course, plus useful information on language, style and structure.
  - a four-page alphabetical **Vocabulary database**, covering all the phrases, phrasal verbs, patterns, collocations and compound nouns covered in the course and providing example sentences for each one.
  - a two-page **Speaking database** arranged by function, providing examples of all the key language required for the Speaking sections.
  - a nine-page **Grammar database**, containing additional information for each grammar point covered in the Student’s Book, plus a Quick Check task to consolidate each grammar point.
  - an alphabetical **Irregular verbs database**.
Each unit of the Workbook contains the following sections:
- a Songs and Webquests section, containing task-based songs for units 1–2, 5–6, 9–10, 13–14, and Webquests for units 3–4, 7–8, 11–12 and 1–14.

**Laser A2 Student’s CD-ROM**
- Every Student’s Book includes a CD-ROM which gives students the opportunity to practise and develop their language learning in a motivating and enjoyable way. It contains nine additional revision and consolidation tasks for each unit:
  - three of these tasks focus on vocabulary
  - three of these tasks focus on grammar
  - three of these tasks focus on grammar and/or vocabulary within a KET-type task.

- One or two of the above tasks in each unit require the students to carry out some form of listening activity.
- The Student’s CD-ROM provides the opportunity for extra practice and consolidation of the structures and lexical items learned in the Student’s Book units. It is a flexible component in that it can be used in class as an integrated part of the lesson, or can be used by students independently outside the classroom, either as a homework task or as an extra option to support their learning.

**Laser A2 Student’s Book Class Audio CD**
- This contains all the recorded material for the SoundSpot and Listening sections of the Student’s book.
- The CD track references for this audio material are included in the Teacher’s Book.

**Laser A2 Workbook**
- There are two versions of the Workbook: one with answer key and one without.
- The Workbook revises and consolidates the work done in the Student’s Book, and at times extends it further too.
- All Workbook exercises are designed so that they can be assigned for homework. The relevant exercises are clearly presented throughout the Student’s Book in the Homework boxes.
- Each unit of the Workbook contains the following sections:
  - Reading: consolidating and extending the work done in the Student’s Book Reading section, using a variety of text types and exercises
  - Wordpower!: revising and consolidating the work done in the Student’s Book first Wordpower! section
  - Grammar 1: revising and consolidating the work done in the Student’s Book Grammar 1 section
  - Wordpower!: revising and consolidating the work done in the Student’s Book second Wordpower! section
  - Listening: consolidating and extending the work done in the Student’s Book Listening section, using a variety of listening situations and a range of speakers
  - Grammar 2: revising and consolidating the work done in the Student’s Book Grammar 1 section
  - Writing: revising, consolidating and extending the work done in the Student’s Book Writing section (up to and including Language Lab), using various exercises requiring students to understand and analyse pieces of text.

- KET throughout the Workbook this symbol is used to indicate that exercises are useful preparation for the KET exam.
- The Workbook also contains eight one-page Check your progress! tests for units 1–2, 3–4, 5–6, 7–8, 9–10, 11–12, 13–14 and 1–14. Each of these is marked out of 25.
- The Workbook Audio CD contains all the recorded material for the Listening sections throughout the Workbook.

**Laser A2 Teacher’s Book**
- As we said earlier, this Teacher’s Book has been specially written in order to make your life as a teacher easier. We have tried to include a range of useful information along with detailed teacher’s notes for every Student’s Book task. Once you have familiarised yourself with the Teacher’s Book and you know what information it contains and where that information can be found, we hope you will find it constructive and helpful as you work your way through Laser A2 with your students.
- The Teacher’s Book contains:
  - information on the Target language for each unit
  - information on the Aim of each task and section
  - detailed guidelines for teachers on how to use the material in the Student’s Book most effectively, including what to write on the board in On the board sections
  - an Answer key to all exercises with additional explanation of answers where appropriate
  - Warm up! and Cool down! tasks for each section, which lead into or out of the tasks in the Student’s Book, often providing opportunities for the students to personalise what they have read or listened to, etc
  - Additional task sections containing suggestions for supplementary activities
  - A CD Track reference for each listening activity
  - Homework! sections indicating when and which Workbook exercises should be assigned
  - The audioscripts for all listening activities in the Student’s Book, where the complete script does not appear on the Student’s Book page
Introduction

- References to additional tasks and tests on the Student's CD-ROM and the Teacher's DVD-ROM.
- We recommend that, irrespective of whether you're a new or highly experienced teacher, you make the most of the material provided in the Teacher's Book both during the planning of a lesson and, if appropriate, during the lesson itself.
- However, we do not want you to feel restrained by the notes and guidance in the Teacher's Book. You may wish to omit certain parts of an activity, or extend an activity further, or carry out an activity in a different way to the one suggested. You know your students and their needs best, and you know what the time constraints are. The aim of the Teacher's Book is to help you, not hinder you, in your teaching.

**Laser A2 Teacher's DVD-ROM**

- This is packaged with the Teacher's Book and contains several extra resources which we hope you will find useful.
- There are three sections on the DVD-ROM: Tests, Test Generator and Teacher's support videos.

- The Tests section contains:
  - 14 Unit tests, focusing on reading, grammar, vocabulary and writing.
  - Three Term tests, covering units 1-5/6-10 and 11-18
  - One Final test, covering units 1-14
  - One complete KET Practice exam
  - The Answer key for all the tests.

- All the tests are available as either editable Word documents or as PDFs. If you opt for the Word documents, you can change or add to the material as many times as you like in order to make it suitable for your particular student group. If you opt for the PDFs, the tests are formatted and ready for you to print and use immediately. But you won’t be able to edit the tests in PDF format.

- The Test Generator section allows you to produce custom-made tests and contains the following elements for each unit:
  - Six Vocabulary tasks
  - Six Grammar tasks
  - Four Reading tasks
  - Three Speaking tasks
  - Four Listening tasks
  - The Answer key for all the tasks.

- The Test Generator enables you to select the specific skills you wish to test, choosing as few or as many as you like. It also enables you to choose which unit or units you would like to test at any one time.

- Approximately half of the Test Generator tasks in each unit are labelled as being less challenging and the other half as more challenging, allowing you to choose appropriate tasks for particular students or groups of students depending on their level and ability.
- Many of the tasks included in the bank of Test Generator material are the same as or similar to KET tasks.

- The Teacher's support videos section of the DVD-ROM contains a series of short videos featuring both the Laser authors (Malcolm Mann and Steve Taylor-Knowles).
- The aim of the videos is to provide teachers with a range of suggestions and ideas about how to use the material in Laser A2.
- The topics covered in Laser A2 Teacher’s support videos are:
  - Introduction
  - Vocabulary: Developing students’ vocabulary
  - Listening: Preparing to listen
  - Speaking: using Phrase Bank!
  - Writing: Creating projects
  - Exams: Preparing for KET
  - Extension: Using webquests.

In the video, the authors explain the rationale behind some of the features in Laser A2 Student's Book, suggest procedures for working through the Laser A2 material, give ideas for more ways of exploiting the Student's Book material.
- Each video is between three and four minutes long.

**Laser A2 Digibook**

- The Digibook is a page-faithful, digital version of the Student's Book.
- The Laser Digibook contains the Student's Book pages and audio material. To use the book, you will need a computer connected to a projector, or an interactive white board (IWB). However, for those of you who are not familiar with IWB techniques, it is important to remember that the Digibook is very simple to use and requires no previous IWB experience whatsoever. You will be able to see the relevant icons for audio material, answer keys and links to the grammar database explanations, as well as the zoom feature enabling you to enlarge specific exercises or areas of the Student's Book page.
- The Digibook contains a full answer key to all tasks. Answers for each individual exercise can be revealed as and when you feel it's appropriate.
- All the audio material is in the Digibook, including songs and all listening exercises.
The Digibook can provide a visual focal point for your lesson and enable more ‘heads-up’ learning, where your students are much more engaged and are all focusing on the Student’s Book pages as projected at the front of the classroom rather than all working with their heads down, reading the book on their desks. This makes the class more cohesive. You can consolidate new vocabulary, demonstrate exercises, play audio tracks, and check answers to exercises. You can also personalise the content, adapting it to your own teaching style, by writing, highlighting and drawing on the pages using the optional IWB tools provided.

We very much hope you and your students enjoy using Laser A2 as much as we enjoyed writing it. If you or your students have any questions about the course, please contact us through the publisher. We would love to hear from you!

Have a great school year!

Malcolm Mann & Steve Taylore-Knowles
# Student’s Book contents map

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Writing database
Vocabulary database
Speaking database
Grammar database
Irregular verbs database
Songs and Webquests

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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.

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

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)
- 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 write them on board. Alternatively ask students to write answers on the board.

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

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.

1. T (I live in a village near Oxford, in the UK.)
2. F (We have lunch when we get home, …)
3. F (…we don’t have a school uniform.)
4. T (…so I get up at 5.30am …)
5. F (I also have a dance class on Thursday evenings.)
6. 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:
9.45:

Mondays, Wednesdays and Fridays

4.30:
Thursdays 7.30 to 9.30:
9.45:

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.

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 7.30 am.
• 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.

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

HOMEWORK!

Assign exercises 1–3 on pages 4 and 5 of the Workbook.
The Youth of Today!

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:

always usually often regularly sometimes never

Say a verb or verb phrase (e.g., 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, e.g., 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 on page 146 at the back of the book.

Ask them if they have any questions.

Ask students to read through the information in the Grammar database on their own.

Ask them to complete the Quick check task on page 146.

Check answers orally and ask students to justify their answers, e.g., She gets up because with he/she/it the verb takes an -s or -es.

Quick check

1. She gets up at 7 o’clock.
2. Watch your TV every evening?
3. She does her homework in the morning.
4. Yes, I like.
5. Sandra carries 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 |
| 2 don’t | 4 doesn’t |
| 5 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.

4. Does Lizzie usually have juice, cereal, and toast for breakfast? Yes, she does.
5. Does Lizzie sometimes buy snacks from the vending machine? Yes, she does.
6. At Lizzie’s school, do they eat lunch in the school canteen? Yes, they do.
7. Do Linda and Yuri live in Australia? No, they don’t.
8. 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 (e.g., 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:
  - back on off out up

Ask students to orally come up with phrases, e.g. turn on / off a computer, wake up at 8 o’clock, etc.

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.)

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, e.g. 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, e.g. 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

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, e.g. to the first student: Where do you live? To the next student: Do you have any pets? etc.
The Youth of Today!

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.

   - How old are you?
   - Where do you live?
   - Do you have any brothers and sisters?
   - Do you have any pets?
   - What do your parents do?
   - What's your favourite day of the week?
   - What do you do in the morning?
   - What do you do in the afternoon?
   - What do you do in the evening?
   - 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

- 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
2. two
3. three

**CD Track 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:

   **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, e.g., 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 are 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).
2. When students have finished, check the answers together.
3. Ask students to complete the exercise by putting the verbs into the correct form – present simple or present continuous.
4. 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).

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.

Writing

Aim: to 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. Ask students to read the profile silently and individually, and then to answer the questions.
2. 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.
3. Check answers together when students have finished.
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 is 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