

Grammar

Exercise 3a

- Students copy the table into their exercise books.
- Ask them to study the three texts in exercise 2 for relevant examples and complete the missing forms in the table.
- Check answers together. Elicit the rule (we add -s to verbs after *he, she* or *it* and we sometimes make other small changes to the ending). Write both the root verbs and the suffixed forms on the board and underline the endings. Make these the headings of a table with four columns.

ANSWER KEY

She plays tennis.

He has training.

He watches DVDs.

She goes to dance school.

- Write some more verbs on the board: *get, listen, brush, take, start, finish, do, read*. Turn to Student's Book p42 to look at the pictures again together and then say a sentence with each verb about Molly's day. For example: *Molly gets up at half past seven*. As you say each third person form, put it in the relevant column below the headings.
- Explain that after *he, she* or *it*, we usually put -s at the end (*plays, gets, listens, takes, starts, reads*). If the verb ends in *o*, or in *sh, ch* or *ss*, we put -es (*watches, brushes, finishes, goes, does*). Remind them that *does* has an irregular pronunciation. Some verbs are irregular, for example *have / has*.

Exercise 3b

- Students match the verbs and the subjects. Check answers.

ANSWER KEY

I, you, we, they: play, like he, she, it: plays, likes

Exercise 3c

- Students expand their answers from exercise 2 into full sentences in the third person.

ANSWER KEY

Molly plays tennis. She plays the piano. She goes to dance class(es) / school.

Kirk plays football. He goes swimming. He collects football cards.

Eddie watches DVDs. He reads comics. He plays computer games.

Exercise 4

- You may like to set this task as homework, or use it as extra practice of the present simple form in class.
- Students write ten sentences about Molly in the present simple individually.
- Get a few students to read out a few sentences each. Pay attention to the correct use of the third person endings.

Exercise 5a

- Students copy the table into their exercise books and then study the texts again to find examples of the negative form.

Check answers and elicit the rule (we use *don't* after *I, you, we* or *they*, and *doesn't* after *he, she* or *it* to make negative sentences in the present simple, and the form of the main verb never changes).

ANSWER KEY

I don't play computer games.

He doesn't play a musical instrument.

Exercise 5b

- Students complete the sentences. Ask them to compare answers in pairs before you check them with the class.

ANSWER KEY

1 don't 3 don't 5 doesn't 7 don't

2 doesn't 4 doesn't 6 don't

Exercise 6 2.32 Audio script pT88

- Tell students they will hear seven statements. Their task is to change them into negative statements.
- Play the example. Students listen, respond, and hear the correct answer after a pause. Continue with the other items.

Speaking, listening and writing

Exercise 7

- Elicit what *like* means. Ask a few students to say what they like or don't like.
- If possible, arrange the class in a circle. Explain this is a chain game where each student must remember what the previous students have said and add a statement of their own. Play the game with the whole class or in two groups.

Exercise 8a 2.33 Audio script pT88

- Students look at the pictures and decide for each picture what activity they illustrate.
- Explain that they will hear a boy, Juraj, and a girl, Guang, describe what they do in their free time. They must tick the activities they do and put a cross next to those they don't do.
- Play the recording, pausing after Juraj to allow students time to write their answers. Allow some time at the end as well.
- Check answers with the class. Play the recording again. Ask students to repeat the statement that confirms their ideas.

ANSWER KEY

Juraj plays ice hockey, goes skiing and listens to music.

Guang plays the violin, goes to dance classes, goes swimming, collects badges and plays computer games.

Exercise 8b

- Students use the information from exercise 8a to write six sentences about Juraj and six about Guang.

Exercise 9

- In class or for homework, students write a paragraph with the cues about their own free time.
- Have a few students read out their paragraphs to the class. Check their use of the present simple.

More practice Workbook pp36–37,
Teacher's Resources Multi-ROM Unit 4