

## Vocabulary p6

Using a range of lexis to talk about English-speaking countries, nationalities and classroom objects

### Warmer

Books closed.

Play 'tennis' to revise simple vocabulary. Split the class into two teams on the left and right of the class. Give the class a category, for example, colours. Choose a student from the team on the left – that student says a colour. Then choose a student from the team on the right – that student says a different colour. Continue back and forth, choosing different students on each team until someone can't say a new word or repeats a word. The other team wins a point.

Repeat with different categories appropriate for the level: animals, family members, food, sports, classroom objects, jobs, etc.

### 1a 01 02

- There is an audio recording of every vocabulary set in the Student's Book. If you wish, play it before or after the related exercises, and ask students to listen and repeat each word/phrase.
- If possible, show students where each of the countries and capital cities are on a map.
- When checking answers, point out the difference in pronunciation between *Canada* /'kænədə/ and *Canadian* /kə'neɪdiən/.

#### Answers

1 the UK 2 British 3 Ireland 4 Irish 5 the US 6 American  
7 Canada 8 Canadian 9 Australia 10 Australian  
11 New Zealand 12 New Zealander

### Fast finishers >>

Ask students to underline the stress in the country and nationality words in exercise 1a. Provide dictionaries to help them (the Macmillan Essential Dictionary has a reference list of countries, nationalities and languages at the back).

#### Answers

Australia Canada Ireland the UK the US New Zealand  
American Australian British Canadian Irish New Zealander

### 1b + Extra activity

Ask students to work in pairs and list the countries in order of size and population. Tell them to try without checking the information. Then check answers as a class. Ask students if they found anything surprising.

#### Answers

**size, from biggest to smallest:**

Canada, the US, Australia, New Zealand, the UK, Ireland

**population, from biggest to smallest:**

the US, the UK, Canada, Australia, Ireland, New Zealand

### 2 03

- You could ask students to cover the box and try to see how many objects in the photos they already know.

#### Answers

a bag b pencil case c board d door e rubber  
f pencil sharpener g chair h desk

### 3 SPEAKING

- Before students do the task, write: *What's this?*; *What's that?*; *It's a \_\_\_\_\_*. on the board. Elicit the difference between the two questions (we use *What's this?* for something close and *What's that?* for something further away).
- If possible, allow students to move around the classroom in pairs, so that they can point to objects that aren't near their desks, such as a board rubber, a dictionary, etc.

## Speaking p7

### Using classroom expressions; saying hello

#### Warmer

Books closed. Play *I spy* with the class. Write the following on the board: *I spy with my little eye something beginning with ...* and explain the game. Demonstrate for the class, by looking at something in the classroom (for example, a window) and saying: *I spy with my little eye something beginning with w*. Students guess your word, then play the game in pairs.

**1a** Before students do the task, demonstrate the first question as a class. Choose a student and ask: *What's your name?* Then ask: *How do you spell that?*

#### 1b 04

- When checking answers, focus on questions for checking the meaning of words in English (*What does chair mean?*) and in the students' own language (*How do you say pencil case in English?*). Give students some more words in English and in their own language, and ask them to ask the questions.

#### Answers

1 e 2 c 3 a 4 d 5 b

#### 2 SPEAKING

- With more confident classes, ask students to think of their own words to use in the questions. Ask volunteer pairs to read out the mini-dialogues for the class.

**3a** Focus on the photo. Ask students what they can see, and what they think is happening (a new student is introducing himself to the class). Ask how they think the new student feels.

#### 3b 05

- When checking answers, highlight the difference between *How are you?* and *How old are you?* Say both questions for the class to repeat, making sure that they stress *old* in *How old are you?*

#### Answers

a What's your name? b Nice to meet you. c Are you English  
d How do you spell it? e How old are you f How are you

**4a** If necessary, help students with vocabulary for their country and nationality.

#### Mixed ability

With more confident classes, tell students to work alone to change the information in the dialogue. With less confident classes, put them into groups of three and assign them roles: teacher, new student, classmate. Tell them to work together to work out which information they need to change.

#### 4b SPEAKING

- If students didn't work in groups of three in exercise 4a, put them into groups of three now, to take the roles of the teacher, new student and classmate. They should perform the dialogue three times so that each student has a chance to take each role.
- If the class doesn't divide exactly into groups of three, some students can work in pairs, with one student taking the role of both teacher and classmate.

## Grammar in context p8

### Using to be; subject pronouns and possessive adjectives; imperatives

#### Warmer

Books closed. Write the following on the board: \_\_\_\_\_ a teacher, \_\_\_\_\_ a student and \_\_\_\_\_ students. Point to yourself and elicit the sentence: *I'm a teacher*. Then select a confident student and elicit: *You're a student*. Select male and female students to elicit: *He's/She's a student*. Then gesture to several students and elicit: *We're/They're students*.

- 1 Point out that the sentences are based on sentences from the dialogue in the Speaking section.
- After checking answers, elicit the contracted forms: 'm, 're, 's, 'm not, aren't and isn't. Explain that we usually use contracted affirmative forms with subject pronouns or nouns, and we almost always use contracted negative forms.

#### Answers

a am/'m b is/'s c 'm not d isn't e Are f am

- 2 When checking answers, focus on the negative forms in sentences 2, 6 and 7 and point out that 're not/'s not are acceptable contracted forms, as well as aren't/isn't.

#### Answers

1 Are 2 're not 3 are 4 Is 5 am 6 isn't 7 aren't 8 Is

- 3 Ask students to compare their answers by reading out the questions in pairs.

#### Answers

1 Are 2 Is 3 Are 4 Is 5 Is 6 Are

#### 4 SPEAKING

- Before students do the task, demonstrate by asking them to ask you a couple of questions and giving more information about your answers.
  - Ask different pairs to ask and answer some of the questions for the class. At the end, ask the class what they remember about the students.
- 5a Write the following on the board: \_\_\_\_\_? My name is \_\_\_\_\_. Elicit the question: *What's your name?* Then select a male student, and elicit the question and answer: *What's his name? His name is (Andy)*. Repeat with a female student, and then two students, eliciting: *What's her name?/What are their names?*

#### Answers

Subject pronouns: red Possessive adjectives: green

- 5b After checking answers, write *he's/his, it's/its* and *they're/their* on the board. Elicit that *he's, it's* and *they're* are subject pronouns + verb, whereas *his, its* and *their* are possessive adjectives. Point out the difference in pronunciation between *he's* and *his*. Point out that *they're/their* have an almost identical pronunciation.

#### Answers

1 Your 2 He 3 Her 4 It 5 Our 6 They

#### 6 Answers

a My b our c we d Our e She f My g They

- 7 Give students simple instructions using imperatives, for example, *Stand up. Show me your bag. Count to 10*. Then give them some instructions with *don't*, for example, *Don't stand up*. If students follow the instruction, elicit from the class that they shouldn't.
- Point out that imperatives are simply the infinitive of the verb. Explain to students that we only use imperatives with people we have an informal relationship with, such as friends or family members.

#### Answers

a haven't got b don't

#### Language notes

Imperatives are used in informal situations, such as with family, friends, children and animals. They are also used in notices and instructions.

Imperatives can sound rude or disrespectful if used with strangers, people we don't know well or people in a position of authority. For example, teachers would probably use imperatives with their students, but not the other way round. We use constructions like *Can/Could you, Would you mind ...* to make polite requests instead.

#### 8 Answers

1 c 2 b 3 a 4 d

#### + Extra activity

Students play *Simon Says* in groups. Demonstrate as a class. Give the class various instructions, for example, *Simon says stand up* and sometimes (but not always) do the actions yourself at the same time. Include some instructions with *Don't*, but do the activity yourself. Any student who doesn't follow your instructions (i.e. they do the activity when you say *Don't*, or they don't do it when it's an affirmative) is out of the game. When students understand the game, put them in small groups to play, with different students taking turns to give instructions.

## Speaking p9

### Telling the time

#### Warmer

Books closed. Draw two large clock faces on the board without hands. Split the class into two teams. Ask one student from each team to come to the board and give them each a board pen. Say a time, for example, *three o'clock*. The first student to draw the time correctly wins a point for his/her team. Repeat with more students and times, including different time expressions such as *half past, quarter past, quarter to, five/ten/twenty/twenty-five past/to* and check how familiar students are with time expressions.

- After checking answers, say each time aloud for the class to repeat. Use weak forms for *o'* and *to*, but stress all other words, for example: *quarter to five* /ˌkwɔːtə(r)tə'faɪv/ and *quarter past five* /ˌkwɔːtə(r)pɑːst 'faɪv/.

#### Answers

1 five past 2 quarter past 3 half past 4 twenty-five to  
5 ten to

- Point out that we use *It's* to say what time it is at the moment.

#### Answers

1 c 2 e 3 d 4 b 5 f 6 g 7 a 8 h

#### 3 SPEAKING

- Point out that we use *at* when we say what time something happens and elicit the answer to question 2 (*The next lesson is at 11 am*).
- With more confident classes encourage students to answer using the events in the questions (*School is over at ..., Dinner time/Bedtime for me is at ...*)
- After students do the task, ask some confident pairs to ask and answer the questions for the class.

#### Language notes

We use *at* with times to say when something happens, but not when we say what time it is at a particular moment.  
*It's ten to two now. Our next lesson is at two o'clock.*

## Vocabulary p9

### Using a range of lexis to talk about family

#### Warmer

Books closed. Write five names of different people in your family on the board. Choose a different relationship each time if possible. Explain who each person is, for example: *Jonathan is my nephew. Laura is my cousin*. Then tell students to write five names and explain them to their partner.

#### 1 06

- When checking answers, point out that *children* is used to mean 'sons and daughters' even if they are adults. Highlight the pronunciation of *cousin* /'kʌzən/, *daughter* /'dɔːtə(r)/ and *nephew* /'nefjuː/.

#### Answers

**male:** brother, father, grandfather, grandson, husband, nephew, son, uncle

**female:** aunt, daughter, granddaughter, grandmother, mother, niece, sister, wife

**male or female:** children, cousin, grandchildren, grandparents

- Before students do the task, ask if they recognise the actors Chris Hemsworth and Elsa Pataky, and ask which of their films they know.

#### Fast finishers >>

Tell students to draw their own family tree, and include the relationship in brackets after each person's name.

#### 3 07

- After checking answers, tell students to take turns to cover the text and family tree, and say different people in Chris Hemsworth's family. Their partner tries to remember the relationship to Chris, for example: *Sasha ... His son*.

#### Answers

a mother b sister c brothers d wife e children f daughter  
g sons h uncles i father

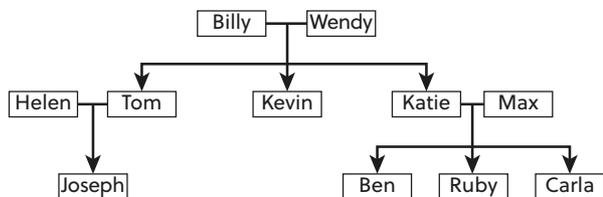
# STARTER UNIT

## Vocabulary p10

Using a range of lexis to describe people and talk about school subjects

### Warmer

Draw a simple family tree on the board, for example:



Choose two people in the family tree, and elicit their relationship, for example, *Billy and Kevin* (father and son), *Ruby and Joseph* (cousins), *Tom and Carla* (uncle and niece). Students continue the activity in pairs.

### 1 08

- Before students do the task, ask them if they know the people in the photos, and what they do (Ariana Grande, singer; Finn Jones, actor). Write the following headings on the board and ask them to match the vocabulary to the headings: *hair colour* (blonde, dark, red), *hair type* (curly, wavy, straight), *facial hair* (beard, moustache), *eye colour* (blue, brown, green), *body* (heavy, medium build, short, tall, thin).
- Point out the pronunciation of *beard* /bɪə(r)d/ and *moustache* /mə'stɑːʃ/.

#### Answers

**Ariana Grande:** brown eyes, dark/straight/long hair

**Finn Jones:** beard, blue eyes, blonde/wavy/short hair, moustache

### 2 SPEAKING

- Students may use *have got* to describe their family members. Correct them if they use it incorrectly, but don't explain the grammar, as they will revise this structure in the next lesson.

### Fast finishers >>

Tell students to write descriptions of people in some of the photos in their Student's Book. They can swap their descriptions with another fast finisher and try to find the people.

### 3 09

- After students do the task, ask them if they study any subjects at school that are not in the box. Help them to say them in English. Highlight the pronunciation of *chemistry* /'kemɪstri/, *geography* /dʒi:'ɒgrəfi/ and *physics* /'fɪzɪks/.

#### Answers

**a** history **b** chemistry **c** maths **d** physics **e** Spanish  
**f** biology **g** English **h** geography **i** D&T **j** art **k** drama  
**l** computer science **m** PE **n** French

- 4 Before students do the task, go through one of the days as a class, identifying the different lessons.
- After students do the task, ask different students which is their favourite day of the week on the timetable, and why.

#### Answers

**1** maths, physics **2** art, PE **3** chemistry, Spanish, D&T

**4** history, biology **5** computer science, geography

### 5 SPEAKING

- After students do the task, ask them which is their favourite day in their own school timetable, and why.

### + Extra activity

Tell students to find a small object such as a coin that covers one square of the timetable. Tell them to take turns to shut their eyes while their partner covers one of the squares. They try to remember the subject. If they can remember it easily, they could cover two squares at a time.

## Grammar in context p11

### Using possessive 's; have got; demonstrative pronouns

#### Warmer

Books closed. Ask students if they remember any of Chris Hemsworth's family members, and what their relationship is. Write any examples that they give you on the board like this (use the following examples if they can't remember):

[Leonie] Chris [mother]

[Elsa] Chris [wife]

Try to elicit complete sentences using possessive 's: *Leonie is Chris's mother. Elsa is Chris's wife.*

- 1 Read through sentences a–c with students. Point out that when a name ends with a sound like /s/, /z/ or /ʃ/, it's hard to combine it with s, so we add an extra syllable: *Chris's* /'krɪsɪz/.

#### Answers

1 's 2 just an apostrophe (')

#### Language notes

There are three ways to pronounce possessive 's, depending on the final sound of the name or noun that it is added to. The rules are the same as for third person -s endings (students will study these in Unit 1):

/z/ after a voiced consonant or vowel sound: *Tom's, David's, Ellie's*

/s/ after an unvoiced consonant: *Nick's, Philip's*

/ɪz/ after the sounds /s/, /z/ and /ʃ/: *Louise's, Josh's*

- 2 When checking answers, point out that we sometimes use possessive 's with countries and cities like in answer 6, but we usually use it with people.

#### Answers

1 Sasha and Tristan are Luke's nephews. 2 Tristan's uncles are actors. 3 Chris's parents' names are Craig and Leonie. 4 Their two daughters' hair is long and brown. 5 Elsa's eyes are green. 6 The UK's capital city is London.

- 3 Ask some of the students: *Have you got any brothers or sisters? How many?* Write their answers on the board as prompts using ticks and crosses, for example:
  - Luis ✓ 1 sister, ✗ a brother
  - Carla ✓ two brothers, ✗ a sister
  - Benjamin ✗ a sister, ✗ a brother
 • Then elicit sentences using *has got/hasn't got* using the prompts, for example, *Luis has got a sister. He hasn't got a brother.*
 • When checking answers, point out that we usually use the contractions *I've, you've, we've, they've, it's, he's, she's*, and we almost always use the contractions *haven't* and *hasn't*.

#### Answers

1 have got/'ve got 2 has not/hasn't got 3 Has, got 4 hasn't

#### Language notes

*Have got* means the same as *have* in the present simple. *Have got* is preferred in British English, whereas *have* is preferred in American English.

- 4 Before students do the task, ask them if they know anything about Mo Salah.

#### Answers

2 True 3 True 4 False – He hasn't got blonde hair. He's got dark hair. 5 False – He hasn't got long hair. He's got short hair. 6 False – He hasn't got glasses.



#### Culture notes

Mo (Mohamed) Salah is an Egyptian footballer. In 2017, he became Liverpool's first ever player from Egypt. He was Liverpool's top scorer in his first season, and he has won the Champion's League and Premier League with the club.

- 5 Encourage students to write sentences about their friends and different people in their family, not just to write sentences with *I* and *We*.
- 7 Point to various things in the classroom, some near to you and some further away, asking: *What's this? What's that? What are these? What are those?* each time. Elicit answers. Then write on the board: *What's \_\_\_\_\_? What are \_\_\_\_\_?* Point at some more things, but this time, elicit the questions.

#### Answers

1 b 2 d 3 a 4 c

- 8 **Answers**

1 Those 2 That 3 These 4 This

- 9 **SPEAKING**

- Before students do the task, model the pronunciation for them to repeat. Make sure they differentiate between the short and long vowel sounds in *this* /ðɪs/ and *these* /ði:z/.



## Test yourself p13

### Grammar test

**1** **Answers**  
a Are b 'm c 'm/am d Is e isn't f 's/is

**2** **Answers**  
1 Those 2 this 3 you 4 grandfather's 5 his 6 Listen

**2** **Answers**  
a Have, got b haven't c 've/have got d Has, got  
e hasn't f 's/has got

### Vocabulary test

**1** **Answers**  
1 Australian 2 Canadian 3 New Zealander 4 American

**2** **Answers**  
1 notebook 2 desk 3 pencil case 4 chair

**3** **Answers**  
1 child/son/daughter 2 uncle 3 grandmother  
4 niece/nephew 5 grandchild/grandson/granddaughter

**4** **Answers**  
1 dark 2 long 3 thin 4 beard

**5** **Answers**  
1 chemistry 2 English 3 maths 4 French 5 drama

## Vocabulary in context p14

Using a range of lexis to talk about everyday activities and free-time activities

### Warmer

Books closed. Write: *Every day, I \_\_\_\_\_* on the board. Give students a couple of examples of things that people might do every day, for example, *I have coffee. I watch TV. I go for a walk.* In pairs, ask students to make a list of things that people do every day. Check answers by asking each pair for one idea and make a list on the board.

### 1a 10

- Point out that students can include the activities more than once.

#### Possible answers

wake up, get up, have breakfast, get dressed, brush your teeth, pack your school bag, leave home, go to school (by bike/bus/car/train/on foot), start school, have lunch, finish school, go home, do homework, go on social media, have dinner, have a shower, brush your teeth, go to bed

### 1a 11

#### Answers

wake up, get up, have a shower, get dressed, have breakfast, go on social media, brush my teeth, pack my school bag, leave home, go to school on foot, start school, have lunch, finish school, go home, do homework, go on social media, have dinner, brush my teeth, go to bed

### 1c SPEAKING

- After students do the task in pairs, ask different students how many times they go on social media every day. Ask them which types of social media they use, and which is their favourite website or app.
- 2a** Before students do the task, explain the meaning of *on average* (*what is usually true, although it may not be true in every individual situation*). Check they have understood by asking six students: *What time do you get up?* Write the times on the board. Then ask the class: *On average, what time do they get up?*

### 2b 12

- When checking answers, ask if students were surprised by any of the answers. Ask them if they think the answers are the same for people in their country.

#### Answers

1 50% 2 two minutes 3 two-five minutes 4 two hours  
5 7.30 pm 6 10 and 11 pm 7 7.35 am

### 4a 13

- Point out that we often use *the* when we say which instrument we play, e.g. *play the guitar*, but we don't use an article with sports or games, e.g. *play football*.

#### Answers

a chat online b listen to music c read d watch films

### 4b 14

- Stop after each number and check answers. For 2 and 3, ask: *Which instrument do you hear?* (the guitar) *What sport do you hear?* (football).

#### Answers

1 chat online 2 play an instrument 3 do sport  
4 play computer games 5 take photos

### 5a 15

- Don't focus on the meaning of the verbs in bold yet, as students will analyse those in the next exercise.

#### Answers

1 Sam 2 Jack 3 Jack 4 Molly 5 Sam

### 5b Answers

a love b likes c doesn't mind d doesn't like e hates

### + Extra activity

Ask a student to come to the board. Say a sentence containing one of the verbs from exercise 5a and tell him/her to draw the corresponding emoticon on the board. Ask the class if it's correct. Repeat with different students and different verbs.

- 6** Before students do the task, ask: *What form of the verb do we use after like, love, hate and don't mind?* (-ing form).

### Language notes

We usually add *-ing* to the verb to form the *-ing* form (sometimes called the gerund or the present participle, depending on the use), e.g. *go – going*

When a verb ends in one or more consonants + *e*, we take away *e* and add *-ing*, e.g. *make – making*

When a verb ends in a consonant + vowel + consonant (but not *w, x* or *y*), we double the final consonant and add *-ing*, e.g. *chat – chatting*

### Use it ... don't lose it!

### 7 SPEAKING

- After students do the task in pairs, write: *We both \_\_\_\_\_* on the board and ask each pair to tell the class something that they have in common.

# 1 FROM DAY TO DAY

## Reading p15

### Predicting content, reading for gist and specific information

#### Warmer

Books closed. Act out a free-time activity from the previous lesson for the class, e.g. *play the guitar*. Then draw five simple smiley faces on the board to represent *love* (two smiles), *like* (one smile), *don't mind* (a straight line for a mouth), *don't like* (one downturned smile), *hate* (two downturned smiles). Point to one of them, then act out the activity again. Elicit a complete sentence, e.g. *I love playing the guitar*.

When students have got the idea, ask for volunteers to come to the front. They can choose an activity from page 14 and act it out in the same way, e.g. *I like listening to music. I hate doing exercise. I don't mind watching films. I love reading. I like taking photos.*

#### 1 SPEAKING

- Before students do the task in pairs, ask them to think of different types of school lessons, not just traditional school subjects, e.g. *cooking, road safety, yoga*. Check their ideas together as a class.

#### Culture notes

There are many schools around the world which have an alternative methodology. Some exist in lots of countries, such as those using the Waldorf method, which number over 1,000. Another is the Montessori method, which has around 20,000 schools worldwide. Students are encouraged to learn independently using toys and other materials, and teachers guide the students, rather than giving instructions.

- 2 Before students do the task, make clear that they do not need to understand every word in the text. They only need to read for gist and will be able to read again for more detail in the next exercise.
- The reading texts are recorded so students can listen to them as they read. This recorded material provides exposure to correct pronunciation, stress and sentence rhythm. For less confident classes, use the audio to help support students as they read the text.

#### Answers

1 B 2 C 3 A

#### 3 16

 **Exam tip** To answer the question in the Exam tip box: the words in the statements are probably different from the words and phrases in the paragraphs/texts, but they have the same meaning and express the same idea.

- First, students read the text quickly to get a general understanding.
- Then they read the statements. Tell students to look for important words in each statement to help them find the information in the text.
- When students find each piece of information in the text, they should read that section again slowly and carefully.
- If students aren't sure whether they have found the correct answers, tell them to read other parts of the text again in more detail.

- When checking answers, ask students which words in the text have the same meaning as words in the statements.

#### Answers

- 1 B – ... *the teacher doesn't tell students the answers ...*
- 2 B – ... *two or more subjects*
- 3 A – ... *they relax and do gentle exercises instead of normal schoolwork*
- 4 C – *A teacher who doesn't play an instrument learns to play it with the students.*
- 5 A – *The teacher doesn't give them any homework.*
- 6 C – ... *extra music lessons ...*

- 4 Before students do the task, tell them to decide if each underlined word is a noun, a verb or an adjective and then to read the sentences where each word occurs to help them understand the meaning.

- For less confident classes, students can translate the words into their own language.

#### Answers

*way* (n) – the manner or style in which something happens or you do something  
*gentle* (adj) – not using a lot of force or effort  
*happy* (adj) – feeling pleased or satisfied  
*calm* (adj) – not feeling strong emotions like excitement, anger or fear  
*creative* (adj) – involving a lot of imagination and new ideas  
*confident* (adj) – someone who is confident believes in their own abilities and so does not feel nervous or frightened  
*free* (adj) – not limited or controlled by rules

### Fast finishers >>

Ask students to write example sentences using some of the underlined words in the text.

#### 5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

#### Possible answers

- 1 I agree with this statement. Subjects like maths and science are really important because we need these skills in life. For example, we need maths when we use money and we need science to understand the world around us.
- 2 I disagree with this statement. A lot of young people are stressed because of different things – their schoolwork, their exams and arguments with their parents. A lot of us don't know how to relax. I think a short relaxation class every day is a really good idea because it can help us to be happier.

## Grammar in context 1 p16

### Using the present simple affirmative and negative; prepositions of time

#### Warmer

Write *On Monday ...* and *On Saturday ...* on the board, and draw ✓ and ✗. Give examples of affirmative and negative sentences for each day, e.g. *On Monday, I get up at seven thirty. I don't hang out with my friends. On Saturday, I don't work. I go swimming.* Tell students to think of their own sentences in pairs.

Then draw a stick person on the board and label it with a name, e.g. *Luke*. Point to the different days and ✓/✗ and give students a couple of examples, e.g. *On Monday, Luke goes to school. He doesn't watch films.* Elicit more sentences from the class, correcting the third-person ending if necessary.

- 1 Point out that the sentences are based on sentences from the reading on page 15.

#### Answers

- 1 **affirmative:** a, b, e, h; **negative:** c, d, f, g  
 2 We add -s or -es.  
 3 the infinitive  
 4 i and ii

#### 2a PRONUNCIATION

- Before students listen, model the three different sounds. Point out that the ending sounds we use are the ones that are easiest and most natural to say, for example, with verbs that end with the sound /s/ or /ʃ/, it's hard to add the third person ending s, without a vowel sound before it, so we use the ending /ɪz/.

#### Answers

- 1 b 2 c 3 a

#### 2b PRONUNCIATION

- Before students do the task, model the pronunciation of *does* /dʌz/ and point out that its vowel sound is different from *do* /duː/. Put students in pairs to practise saying the verbs.

#### + Extra activity

Books closed. Play 'noughts and crosses' with the class. Draw the following grid on the board:

do	play	start
finish	like	break
teach	relax	run

Split the class into two teams: noughts and crosses (O and X). Ask a student from each team to choose one of the verbs and say the third-person form. If they pronounce it correctly, replace the verb with their team's symbol. Continue, taking turns to ask for volunteers from each team, until one team has won the game with a line of three noughts or crosses. If students enjoy the activity, repeat using the verbs in exercise 3a.

- 3a When checking answers, check that students are pronouncing the third-person verb endings correctly. Model each verb for the class to repeat.

#### Answers

- 1 go 2 listens 3 gets up, does 4 hang out 5 watch 6 take  
 7 chat 8 has

- 3b After checking answers, ask some students if any sentences are true for them.

#### Answers

- 1 After school I **don't go** home by bike.  
 2 Cora **doesn't listen** to music when she does sport.  
 3 My brother **doesn't get up** at 6.30 am and he **doesn't do** his homework before school.  
 4 We **don't hang out** with our friends at the park at the weekend.  
 5 Mason and Liam **don't watch** films on Sunday afternoons.  
 6 You **don't take** a lot of photos on holiday.  
 7 When they aren't together, they **don't chat** online with their phones.  
 8 Our teacher **doesn't have** lunch with us at school.

- 4 Before students do the task, ask them to describe what they can see. Ask them if the classroom looks like a classroom in their school, and how it is similar and different.

- After students do the task, ask them what they like about schools in Finland.

#### Answers

- a don't start b go c don't learn d play e study f work  
 g chooses h don't give

- 5a Before students do the task, elicit a couple of sentences using the words in the box. Check students understand that they need to think of suitable verbs.

#### 5b SPEAKING

- Before students do the task in pairs, write *Me too!* and *Me neither!* on the board. Explain that we can use them to respond to an affirmative (*Me too!*) or negative (*Me neither!*) statement when it is also true for us. Demonstrate by reading the example sentences in exercise 5a and eliciting the correct response.

# 1 FROM DAY TO DAY

- 6 When checking answers, write the three prepositions on the board as the centre of three mind maps. Add each time word (*days, times, months, etc.*) to each mind map as you go through.

## Answers

1 on 2 at 3 in 4 on 5 in 6 in 7 at

- 7 When checking answers, highlight that we often combine different time words within an expression, e.g. *at nine in the evening, on 20<sup>th</sup> July every year*. Point out that we can combine days and parts of the day like this: *on Monday morning(s), on Wednesday evening(s), on Friday night(s)*, etc.

## Answers

a at b at c At d In e on f at g in h in i on j in

## Use it ... don't lose it!

### 3 SPEAKING

- With more confident classes, tell students to make sentences to compare schools in Finland with their country too, using the text in exercise 4.

## Vocabulary p17

### Using a range of lexis to talk about places to go in a town

#### Warmer

Think of your favourite place in your town or city, or a place you really like. Tell the class about it, including why you like it and when you usually go there, e.g. *My favourite place in our town is the Jervis Street Shopping Centre. I like it because it's got great shops. I go there on Saturday afternoons with my friends.*

Write on the board: *What's your favourite place in our town? Why do you like it? When do you go there?* Ask students to discuss the questions in pairs. Feed back by asking some of the pairs to tell the class about the places that they talked about.

### 1

- Before students do the task, show them a map of the UK if possible and point out the location of Canterbury to the south east of London.

## Answers

a park b theatre c swimming pool/sports centre d art gallery  
e museum f restaurant g café h shopping centre i cinema  
j library k gym/sports centre

- 2 When checking answers, ask students for an example of a *special occasion* (e.g. *a birthday*).

## Answers

1 shopping centre 2 cinema 3 café 4 art gallery  
5 sports centre 6 library 7 stadium 8 restaurant 9 museum

## + Extra activity

Write the 13 places in exercise 1 in different places on the board, spaced out from each other. Split the class into two teams, and ask for a volunteer from each team to come to the front. Give each volunteer a board pen. Then describe one of the places, e.g. *You can see a Monet painting here*. The first student to circle the correct word wins a point for his/her team.

Repeat with a new student from each team until you have described all the places, and see which team won the most points.

With more confident classes, you could ask different students to describe the places.

## Use it ... don't lose it!

### 3 SPEAKING

- Ask students if they remember your favourite place in your town or city. Then demonstrate the activity with new places. Say why you like or dislike going to each place, and encourage students to give reasons as they talk in pairs.

## GREAT LEARNERS GREAT THINKERS p18

### Thinking about the benefits of setting goals in life

#### Warmer

Books closed. Put students in pairs. Write the following lists of ages and goals on the board, and tell students to decide at which age or ages people sometimes have these goals. Then ask them to think of more typical goals for the different ages.

*young child teenager young adult older adult*  
*learn to ride a bike, pass your exams, get a job, learn to swim, do exercise, every day, save money and buy something new (e.g. a phone), spend less time working, learn to drive*

#### 1 SPEAKING

- Explain that *objective* has a similar meaning to *goal*. Before students do the task, give some examples of goals that you have, including some 'smaller' goals, e.g. read a book that you own, as well as bigger goals, e.g. buy a house/flat.

#### 2 VIDEO

- Before students do the task, point out that *horseback riding* is used in American English while *horse-riding* is used in British English.
- After checking answers, ask if students remember which country Sophie is in (the Netherlands) and which languages she mentions, apart from Japanese (Dutch, English, German).

#### Answers

- study for the Japanese Language Proficiency Test (JLPT), find a place where she can go horseback riding, start taking driving lessons
- She has started driving lessons.

#### 3a-b VIDEO

- When checking answers, ask students if they can remember what Sophie or the voiceover said about each item.

#### Answers

- True – *I've never done this before*
- False – *The JLPT is the Japanese Language Proficiency Test, which ... tests your level of Japanese!*
- True – *In the two years that I've lived here (the Netherlands) ... I my teacher back home in Germany*
- False – *I hope I can find a driving school here that offers English driving lessons.*
- True – *I don't think they speak English*
- False – *I'm doing my lessons here in German.*

- After checking answers, ask students to decide which reason is most important for them personally.

#### Answers

- set* – to give something to someone (or yourself) to do  
*focused* – with attention on one thing  
*achieve* – to succeed in doing something, usually after trying a lot  
*confidence* – the belief that you are able to do things well

## GREAT THINKERS



- The *Compass points (E-W-N-S)* thinking routine shows students how to set goals by organising their thoughts and making a clear and achievable plan.
- Draw a simple compass on the board and elicit: *East, West, North and South*. Highlight the words in 1–4 which begin with the same letters (*excitement, worries, needs, steps*).
- Go through an example of a goal in English for this year, e.g. *read a book in English*. Ask questions 1–4 one at a time and note students' ideas on the board next to the corresponding compass point on the board. For example, **1** *You can enjoy stories which don't have a translation in your language;* **2** *It might be very difficult;* **3** *You need to know the level of the book, so you can choose one that isn't too difficult;* **4** *Find out about books in English that are suitable for your level.*
- Tell students to think of more goals and make notes for each question about each goal. Help them with ideas if they find it hard to think of goals, e.g. *watch a film in English, learn the words to a song in English, learn five new words every day.*

#### 6 SPEAKING SEL

- Tell each group to choose one goal that they all think is useful and achievable and discuss the steps that they need to take to achieve it.
- Ask each group to present their goal to the class.

## GREAT LEARNERS



- Students could think about the question in pairs or individually. Encourage them to think of a possible future job that they would like to do, steps to take in order to get that job and goals to help them take each step.

## LEARNER PROFILE



- Ask students to read the statement and the question in the Learner Profile on page 150, then grade themselves from 1 to 5. Explain that here 1 means 'I never make plans to achieve my goals', and 5 means 'I always make plans to achieve my goals'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for planning to achieve their goals. Alternatively, ask students individually to think of ways to plan to achieve their goals.

# 1 FROM DAY TO DAY

## Listening p20

### Listening for gist and specific information

#### Warmer

Books closed. Choose one of the places to go in a town from page 17 in the Student's Book and draw it on the board. Students guess what it is. Then tell students to continue the activity in pairs or small groups, taking turns to draw and guess places.

#### 2 19

- Before students do the task, ask them to describe each photo, and elicit some free-time activities that people could do in each place.
- Pre-teach *bowling alley* (*the place where people roll a large heavy ball along a track to make ten pins fall over*).

#### 3 19

-  **Exam tip** To answer the question in the Exam tip box: because this tells you the important words and ideas that you will hear in the conversation.
- Point out that where an exam activity includes extra items that students don't need, they may hear these items in the recording. Students should listen carefully for the reason why they don't match with any of the names.
- Point out that the names are usually in the order that they appear in the recording.

#### Answers

1 e 2 c 3 a 4 h 5 d

- 4 Play the recording one more time for students to check their answers. Ask them to say *Stop!* when they hear the sections that give them the answers (see the extracts from the conversations below in italics). Stop the recording yourself if students don't say *Stop*. Bear in mind that 1 to 5 aren't in the order of the recording – you will hear all Esther's answers first, then Oliver's answers.

#### Answers

- 1 E – ... *we never stop for coffee when we're shopping*
- 2 E – ... *we haven't got lessons in the afternoon on Wednesdays*
- 3 O – ... *we often hang out with another friend from school, Natalie ...*
- 4 E – *I hardly ever go out in the evening.*
- 5 O – *I often go to the cinema on Friday or Saturday evening.*

#### 5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- If you feel your students need more support, write these prompts on the board:  
*I (really) believe/feel/think (that) ... because ...*  
*It's (really/quite) important/It isn't important to ... because ...*  
*In my opinion, ...*

## Grammar in context 2 p20

### Using adverbs of frequency; present simple questions

#### Warmer

Books closed. Write the following sentences on the board:

*I always ... on Saturdays. I never ... in the morning. I usually ... after school.*

Ask students to complete the sentences in pairs, then ask some of the pairs to tell the class their sentences. Circle the adverbs, and ask students if they know any more adverbs of frequency. Write them on the board.

- 1a You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the listening in the previous section.

#### Answers

2 hardly ever 3 sometimes 4 often 5 usually 6 always

- 1b Write some more examples of adverbs of frequency with *be* on the board, e.g. *I'm often late for school. My sister is hardly ever at home on Saturday afternoon.*

#### Answers

1 after 2 before

- 2 After checking answers, point out that word order is very important in English. If we use adverbs of frequency in the wrong place, people will understand us, but it sounds unnatural.

#### Answers

1 am never 2 always goes 3 are hardly ever  
4 sometimes listen 5 often gets up 6 aren't always

- 3 If students usually check their answers in pairs, tell them not to do so as they will guess each other's answers in the next exercise.

#### Possible answers

2 I am **hardly ever** late for class. 3 I **sometimes** go to school by bike. 4 I **often** go shopping at the weekend. 5 We **never** have dinner at 7 pm.

- 4a Check that students know who they will be working with in the next exercise before they guess his/her answers.

#### 4b SPEAKING

- Before students do the task in pairs, write the following on the board: *That's right!; That's almost right.; No, I ...* Ask students to guess some of your answers for exercise 3. Respond using the phrases on the board, before saying the complete sentences, including an adverb of frequency. If students use an adverb of frequency that is close in meaning, e.g. *usually/always, often/sometimes*, respond with: *That's almost right.*

- 5 After checking answers, check students have understood word order in questions. Write the following on the board and ask students to put them in order:
- infinitive (question word) do/does subject
  - ((question word) + do/does + subject + infinitive)
- You could teach students the mnemonic QASI (pronounced like the English word *quasi* – which means *almost*) Q – Question word, A – Auxiliary, S – Subject, I – Infinitive.

### Answers

1 True 2 True 3 True 4 True

### 6b PRONUNCIATION

- After checking answers, play the recording again and have students repeat the questions. Tell them it's better to use strong intonation in English to sound natural, even if it feels exaggerated to them.
- Point out the pronunciation of *wi-fi* in English: /'waɪ faɪ/ not /'waɪ fi:/.

### Answers

1 Do 2 Does 3 Do 4 Do 5 Does 6 Does  
The intonation goes up at the end of the questions.

## Language notes

In questions, there is usually a rising or falling pitch on the last stressed syllable of the question. For *yes/no* questions, it rises, e.g.

Do you often watch **YouTubers**? Does your mum speak **English**?

But for questions starting with a question word, it falls, e.g.

When do children start **school**? When do students leave **primary school**?

### 7 SPEAKING

- After students practise in pairs, choose some confident pairs to ask and answer the questions for the class. Ask the rest of the class if they think their intonation is correct.

### Culture exchange

- 8 After checking answers, tell students to cover the text. Ask questions a–e and see what students remember about UK schools.

### Answers

1 do 2 When 3 What 4 Do 5 What

- 9a Before students do the task, check that they understand the question words in the box. For less confident classes, ask students to translate them. For more confident classes, ask students to give example questions using each question word.
- Point out that we usually use *Which* not *What* to ask about a limited choice of answers, particularly when we specify the possible answers. But sometimes we can use both, for example: *What/Which is your favourite day of the week?*

### 9b PRONUNCIATION

- After checking answers, play the recording again and have students repeat the questions, as with exercise 6b.

### Answers

1 When 2 Where 3 Who 4 How 5 What 6 Which 7 Why  
The intonation goes down in questions that begin with a question word.

## Use it ... don't lose it!

### 10a SPEAKING

- Make sure students understand that they should answer the questions for themselves, rather than reading out the answers in exercise 9a. Demonstrate the activity by asking a couple of students to ask you the questions, and answering for yourself.

### Mixed ability

With more confident students, ask them to make up new questions by changing some of the words in the questions, e.g. *Which activity do you prefer – hanging out with your friends or taking photos? Where do you usually have lunch on Tuesday?* Students ask and answer the new questions in their pairs.

### 10b SPEAKING

- With more confident classes, ask different students to choose one of their classmates and ask about his/her partner, e.g. *[Carla], what time does [Leo] get up on Saturdays?* Go through all the questions in the same way, with different students asking and answering each time.

# 1 FROM DAY TO DAY

## Developing speaking p22

### Introducing yourself

#### Warmer

Ask students to look at the photo on page 22. Write the following questions on the board:

*Which student is new?*

*How old is he?*

*What questions would you like to ask him?*

Students answer the questions in pairs.

#### 1 22

- Before students do the task, ask them to think of something that a student could say for each of the topics a–h, e.g. *I've got a brother and a sister. In my free time, I love taking photos. I'm in the US because my parents have got new jobs here.*

#### Answers

He mentions a, b, d, e, f, g.

#### 2a 22

- Make sure students read through the questions before you play the recording again.

#### Answers

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

#### 2b 22

- Tell students to complete the table with as much information as possible, then play the recording again to check. Stop after each piece of information and elicit the answer from the class.

#### Answers

**Age:** 13

**Country/City:** France/Paris

**Parents' names:** Marco and Marina

**Brothers and sisters:** one sister (Mia)

**Favourite subjects:** PE, music

**Subjects you don't like:** art

**School: Start:** 8 am; **Finish:** 2 pm; **Lessons:** three before break, two after break; **Lunch:** not at school

**Free-time activities:** basketball, volleyball, listens to music, plays computer games

#### 3 SPEAKING

- Make sure students understand they have to answer the questions about themselves, not about Alex, and for question d, they ask and answer about their own country. Students should take turns to ask the questions, rather than one student asking all of them.

#### Mixed ability

With more confident classes, ask different students to answer one of the questions in exercise 2a for the class, without giving the question first. The rest of the class close their books and try to say the question.

- Before students do the task, write *and*, *but*, *because* and so on the board. Explain that we use them to link together two ideas, and to say how the ideas are connected to each other.

- When checking answers, help students to understand the terms: *Addition*: two ideas which are similar or go together naturally; *Contrast*: two ideas which are the opposite or different; *Reason*: when the second idea gives an explanation for the first idea; *Consequence*: when the second idea is true because of the first idea.

#### Answers

a and b but c because d so

- After checking answers, ask students to change words in sentence halves 1–5 and write new second halves to the sentences, e.g. *I don't like art because I'm not good at drawing. I speak Spanish and I love listening to Spanish pop music.* Put students in pairs to compare their sentences.

#### Answers

1 c 2 a 3 b 4 e 5 d

### Practice makes perfect

#### 6a SPEAKING

- Tell students to imagine they are talking in front of their new class, like the interview with Alex. Write the following on the board: *We have a new student!; That's interesting.; Oh really?; Great!* Encourage the 'teachers' to use these phrases as they ask the questions.
- Remind the 'students' to give full answers, and to use the linkers in exercise 4 when they give their answers.

- After students have done both interviews, choose a couple of confident pairs and ask them to perform their role-plays for the class.

## Developing writing p23

### Writing an informal email 1

#### Warmer

Explain to the class that they are going to write an email introducing themselves to a new person. Tell the students to think of the five most interesting things about themselves, and tell their partner. If you have a confident class, ask different students to tell the class about their partner's ideas.

- Before students do the task, focus their attention on the email and ask: *Who is the email from? (Chloe) Who is the email to? (Florence) What's the subject of the email? (All about me).*
- When checking answers, ask students which sentences in the email gave them the information.

#### Answers

**Age:** 14

**Lives:** in Glasgow, in the UK

**Brothers and sisters:** two brothers – Nick and Ben

**Favourite subjects:** French and Spanish

**Free-time activities:** dance lessons, singing, listening to music, going out with her friends

2

#### Answers

1 B 2 D 3 A 4 C

#### + Extra activity

Write the following answers on the board. Ask students to read the email again and write questions for each answer.

- Her mum is Scottish, but her dad is from Venezuela.*
- It starts in September.*
- At seven o'clock.*
- At quarter to one.*
- With her friends.*

#### Answers

1 Where are Chloe's parents from?

2 When does the school year start?

3 What time/When does she get up (on school days)?

4 What time/When is lunch?/What time/When does she have lunch?

5 Who does she go out with (at the weekend/at weekends)?

- Point out that we also use capital letters for words or expressions where the letters represent words, for example, PE (Physical Education), D & T (Design and Technology). This also includes some countries, like the UK (United Kingdom) and the US (United States). Ask students if they know any more words or expressions like these.

#### Answers

2 Glasgow 3 Venezuela 4 Scottish, French, Spanish

5 September, Monday, Tuesday, Thursday 6 I

7 My ..., Their ..., etc.

- When checking answers, nominate students to come to the board to rewrite the sentences using capital letters. Ask the rest of the class if they think the sentences are correct.

#### Answers

1 My sister Jo dances and I play the piano.

2 In Spain school finishes in June this year.

3 I've got English and German on Wednesdays.

4 My parents and I live in Puebla in Mexico.

5 Olga and I go to a music school in Berlin.

- Before students do the task, ask them in which situations we usually use informal language (*with our friends and family, or someone of our own age*).

- After checking answers, point out that we can also use *Dear (Chloe), Best wishes* and *All the best* in more formal emails.

#### Answers

a Hi! b I'm c I've got d Hi/They're fun e soon f wishes

### Practice makes perfect

- Before students do the task, remind them that they should include all the information in the box, and check they understand the instructions by asking: *Do you know your e-pal? (no) Where does he/she live? (in the UK) How many paragraphs do you need to include? (4)*

- Go through the Writing checklist on page 149 as a class and ask students the following questions:

*Does an email to an e-pal have a formal or informal style? (informal)*

*Which linkers do you remember from the Developing speaking lesson? (and, but, because, so)*

*If you include adverbs of frequency, do they come before or after main verbs? (before) What about be? (after)*

- Students then use the Writing checklist to make changes and corrections to their email.

# 1 FROM DAY TO DAY

## Test yourself p25

### Grammar test

**1 Answers**  
a does b goes c Do d don't e do f Why g never/don't  
h go

**2 Answers**  
1 in 2 on 3 in 4 at 5 at 6 on

**3 Answers**  
a He never plays computer games. 6  
b I usually chat online. 2  
c Our friends are often late. 3  
d They hardly ever go shopping. 5  
e My aunt is always happy. 1  
f We sometimes finish school at 4 pm. 4

### Vocabulary test

**1 Answers**  
1 brush your teeth 2 wake up 3 pack your school bag  
4 go to school 5 start school 6 have lunch 7 go home  
8 have dinner

**2 Answers**  
1 watch 2 go 3 hang out 4 listens 5 play 6 reads

**3 Answers**  
1 gym 2 park 3 art gallery 4 restaurant 5 library  
6 shopping centre

## Vocabulary in context p26

### Using a range of lexis to talk about rooms in the house, household objects and furniture

#### Warmer

Books closed. Tell students that Unit 2 is all about homes. Draw a circle on the board, as the centre of a mind map, and write *HOMES* in it. Then draw four stems from it with smaller circles and write in a heading in each circle: *places in a home*, *types of home*, *things in a home* and *things we do at home*. Elicit an idea for each of the smaller circles, for example, *bedroom*, *flat*, *sofa*, *watch TV*. Write the examples near each smaller circle. Tell students to copy the mind map and add more ideas in pairs. Feed back by asking students to come to the board to add their ideas to the mind map.

#### Language notes

In English, a *home* is *any place where someone lives*, but a *house* is *a type of building, usually with two or three floors and home to one family*.

We use *home* in expressions like *at home*, *go home* and *welcome home*.

#### 1 23

- After checking answers, tell students to work in pairs and think of things that people often do in each room, e.g. *you sleep in a bedroom*, *you take off your coat in a hall*.
- Point out the difference in pronunciation of the first letter *i* in *dining* /'daɪnɪŋ/ room and *living* /'lɪvɪŋ/ room. Remind students that English pronunciation is often irregular, so they should always learn how to pronounce new words.

#### Answers

a bedroom b bathroom c garage d dining room  
e living room f kitchen g basement

- 2a** Before students do the task, elicit the meaning of *tiny* (*very small*). After checking answers, ask students to think of advantages and disadvantages of living in a very small home.

#### Answers

a kitchen b bedroom c dining room d living room  
e bathroom f garden

#### 2b SPEAKING

- Demonstrate the activity by drawing a simple plan of your home on the board and describing it as you draw. Give extra information, e.g. *The kitchen is quite small. One bedroom is big, but the other is small. I sleep in the big bedroom*. Encourage students to give more details about their homes.

#### 3a 24

- Students could do this exercise in pairs. Write some language on the board to help them identify the objects and furniture: *Can you see a/an [armchair]? What's this? I think this is a/an ... Yes, you're right. No, I think that's a/an ...*
- When checking answers, point out the pronunciation of cupboard /'kʌbəd(r)d/ and explain the difference between *cupboard* and *wardrobe* (*a cupboard can be big or small and in any room, whereas a wardrobe is a big cupboard for clothes, usually in the bedroom*).

- Highlight the singular and plural forms of *shelf/shelves*. Tell students that there are other words where *f* changes to *v* in the plural, e.g. *wife/wives*.

#### Answers

armchair, bed, carpet, chest of drawers, cooker, cupboard, curtains, lamp, mirror, picture, rug, shower, sink, sofa, table, toilet, TV, wardrobe, washing machine, window

- 3b** After students do the task, check answers by asking a student to choose a room, and read out the objects and furniture without saying the room. The other students guess the room.

#### Possible answers

**kitchen:** cooker, cupboard, dishwasher, fridge, light, microwave, radiator, shelf/shelves, sink, table, washing machine, window

**dining room:** carpet, curtains, lamp, light, picture, radiator, rug, shelf/shelves, table, window

**living room:** armchair, carpet, curtains, games console, lamp, light, mirror, phone, picture, radiator, rug, shelf/shelves, sofa, table, TV, window

**bedroom:** bed, carpet, chest of drawers, cupboard, curtains, games console, lamp, light, mirror, picture, poster, radiator, rug, shelf/shelves, table, TV, wardrobe, window

**bathroom:** bath, cupboard, light, mirror, radiator, shelf/shelves, shower, sink, toilet, window

#### 4 25

#### Answers

1 fridge 2 radiator 3 dishwasher 4 sink 5 microwave

#### Mixed ability

For more confident classes, ask students to write descriptions of different household objects and furniture, like the ones they heard in exercise 4. They can work alone and then read their descriptions to a partner, or work in pairs and read their descriptions to another pair.

Finish the activity by asking different students to read one of their descriptions for the class to guess.

#### Use it ... don't lose it!

#### 5 SPEAKING

- Encourage students to talk about household objects as well as furniture and to give more information, e.g. *I've got a blue and white rug. I've got a poster of Juventus football team. I've got a big wardrobe and a small chest of drawers*.

# 2 WELCOME HOME

## Reading p27

### Reading for gist and specific information, inferring the meaning of words from context

#### Warmer

Books closed. Draw a large plan of a house or flat on the board and label different rooms, e.g. *living room, kitchen, bedroom, bathroom, hall*. Draw a sofa in the living room and say *I've got a sofa in my living room*. Then draw a washing machine in the kitchen, and elicit the sentence: *I've got a washing machine in my kitchen*. Invite students to the board to draw more objects and furniture in the different rooms, and elicit correct sentences from the class each time.

#### 1 SPEAKING

- Before students do the task, elicit a couple of examples of board games.

#### Culture notes

There are over 1,000 different versions of Monopoly®, and new ones are created all the time. It's thought that over one billion people have played it, and the longest game lasted for 70 days.

Scrabble® is considered an official sport in some countries in Africa. The world's number one Scrabble nation is Nigeria.

- 2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.
  - Check students understand *karaoke* (*singing songs to recorded music*).
- 3 After checking answers, elicit a list of all the rooms that are mentioned, and list them on the board (13 bedrooms including Pac-Man™, Scrabble, Monopoly, Dungeons & Dragons®; 11 bathrooms including Operation® and Cluedo®; kitchen/dining room including chess; living room (TV Game Show studio); karaoke room; private cinema.)

#### Answers

- 1 False – ... *all of them* have got *different game themes* (line 5)
- 2 True – ... *the beds look like Monopoly cards and the chairs look like dice. Next to the bed there's a wardrobe with doors that look like the Monopoly jail.* (lines 10–14)
- 3 False – *In the Dungeons & Dragons room, ... there are beds on the floor.* (lines 14–16)
- 4 True – *The Operation game bathroom is all white like a hospital* (lines 18–19)
- 5 False – You can play games but not with the cooker and dishwasher (lines 28–31)
- 6 True – *The karaoke room and the private cinema are also both popular.* (lines 36–37)

#### 4 Answers

- 1 the Dungeons & Dragons room (line 15) – *there aren't any lights or windows*
- 2 the private cinema (lines 36–37)
- 3 the kitchen and dining room (lines 36–31) – *table football*
- 4 the Scrabble room (lines 8–9) – *Scrabble board carpet*
- 5 the Operation game bathroom (lines 18–20) – *has got photos of famous TV doctors above the toilet*
- 6 the Pac-Man room (lines 7–8) – *you can play computer games on a big TV*

#### 5 Answers

- prize* – something you get for being successful in a sport, competition or game  
*find out* – to become aware of or discover a fact or piece of information  
*look like* – to look or appear similar to something else  
*dice* – a small cube of wood or plastic with six sides; you roll it to play a game  
*jail* – a place where people go as punishment for a crime  
*clue* – an object or fact that helps you solve a crime or mystery

#### Fast finishers

Ask fast finishers to write sentences about their lives using the words from exercise 5.

#### + Extra activity

In pairs, tell students to choose one of the rooms mentioned in the text and draw it. They can use ideas from the text and their own imagination. Tell them to think of the room's main function (bedroom, bathroom, etc.) and include the necessary furniture and other objects.

Ask some confident pairs to come to the front and describe their drawing for the class.

#### 6 Critical thinkers

##### Possible answer

I think people choose to stay in this house because they love games and they want a holiday that's different. People usually stay in a hotel or apartment on holiday, and these places aren't very interesting. But in the Great Escape Lakeside house, the house is part of the holiday, and it's a really exciting place to stay. Games are a great activity on holiday because everyone has fun, and lots of people can join in.

## Grammar in context 1 p28

Using *There is/There are*; prepositions of place

## Warmer

Books closed. Draw a simple plan of a flat on the board, with two bedrooms, a kitchen and a bathroom. Write the following gapped sentences and try to elicit the missing word (*There*):

\_\_\_\_\_ is a kitchen. \_\_\_\_\_ isn't a garden.

Then write the following and try to elicit: *There are/There aren't*:

\_\_\_\_\_ two bedrooms. \_\_\_\_\_ two bathrooms.

If possible, ask the class for examples of things in the classroom using *There is/There are*, e.g. *There are 25 students. There's a light.*

- Point out that the sentences are based on sentences from the reading on page 27.
- When checking answers, highlight that we usually use the contracted form *there's*, but we don't contract *there are*.

## Answers

- c There's a very big kitchen.
- e There are 13 bedrooms.
- a There aren't 100 bedrooms.
- b Is there a games house where you live?
- f Yes, there is.
- d No, there aren't.

- Before students do the task, ask them what room they can see in the photo, and what furniture they can see. Read the first sentence as a class and ask students to guess which city 10 Downing Street is in (London). Ask if they know the address of the president or prime minister of their country.

## Answers

- a are b are c are d is e is f are g is h is  
i isn't j isn't



## Culture notes

A drawing room is sometimes found in a large, old house – for example, it is one of the rooms in the board game Cluedo. It is an extra living room originally intended for entertaining guests before or after a meal.

- After checking ideas, elicit more true sentences about your classroom using *There is/isn't* and *There are/aren't*.

## 4a SPEAKING

- Before students do the task, demonstrate question forms and short answers. Ask some students questions about your classroom with *Is there/Are there* and elicit short answers. Ask the class if they are correct.

## 4b SPEAKING

- Before students do the task, write the following on the board: *There is/There are ... but there isn't/there aren't ...* Give an example, e.g. *There's a washing machine in the kitchen, but there isn't a dishwasher.* Encourage students to link affirmative and negative ideas together in this way when they tell the class about their partner's room.

- Before students do the task, focus on the picture and elicit the furniture or objects they can see.
- When checking answers, check that students understand the difference between *near* and *next to* (we only use *next to* when two or more things are a row). Highlight the pronunciation of the letter o in *above* /ə'baʊ/ and *front* /frʌnt/.

## Fast finishers &gt;&gt;&gt;

Students write more sentences about objects and people in the classroom using the prepositions, e.g. *There's a bag under my desk. Sara is behind Jonathan.*

## Answers

- There's a bird near the wall.
- There's a bird in the desk/drawer.
- There's a bird in front of the TV.
- There's a bird on the table.
- There's a bird between the sofa and (the) table / the table and (the) sofa.
- There's a bird under the table.
- There's a bird above the armchair.
- There's a bird next to the lamp.
- There's a bird behind the armchair.

- Exam tip** To answer the question in the Exam tip box: No, you shouldn't stop to think about the missing words because it is important to read for general understanding the first time.

- First, read the complete text to get a general understanding.
- Explain that in this type of task, the missing words are often prepositions, articles, auxiliary verbs, question words, pronouns and linkers.
- Point out that the words before and after the gap can help to decide which option is correct.
- Point out that the optional answers are often related to each other, for example, different forms of the same verb. Students need to use the grammar of the sentence carefully to help them decide which answer they need.
- Students should think about the meaning of the options and the grammar of the sentence. Sometimes the missing word combines with a word before or after the gap to make a fixed expression.

## Answers

- 1 B 2 C 3 C 4 A 5 C 6 B 7 A 8 C

- Before students do the task, explain that they need to use logic to complete the table. Ask them if they have done this sort of puzzle before.

- To check answers, copy the table onto the board. Ask different students to come up and complete it, writing one word each. Ask the class if each answer is correct.

## Answers

- House 1: yellow, Spanish, on the sofa, playing the guitar  
House 2: green, English, next to the window, listening to music  
House 3: red, German, in front of the TV, watching films



# 2 WELCOME HOME

## Use it ... don't lose it!

### 7 SPEAKING

- Write some phrases on the board that students can use to respond to each other's ideas: *Yes, I think that's right;* *No, I don't think that's right.* Allow them to check the picture again after a while.

#### Possible answers

There's a ...

- chest of drawers (on the left).
- radiator (on the right).
- bed (in the middle).
- wardrobe next to the bed/in the corner.
- desk next to the bed.
- mirror above the/a chest of drawers.
- rug under the/a bed.
- bag under the/a desk.
- lamp on the/a desk.
- poster above the/a desk/behind the lamp.
- book on the floor/a rug.
- TV on a/the shelf.
- radiator under the/a shelf.
- shelf above the radiator.
- There are four books on a/the shelf.
- There are two pictures on the wall.

## Vocabulary p29

### Using a range of lexis to talk about housework

#### Warmer

Books closed. Tell students they are going to talk about jobs around the house. Draw the following table on the board and ask students to copy it:

<b>1 How often do you help?</b>	every day	a few times a week	rarely	
<b>2 Where do you usually do your jobs?</b>	in the kitchen	in my bedroom	outside	
<b>3 Do you like helping?</b>	Yes, I love it!	I don't mind it.	I hate it!	

In pairs, tell students to work together and guess how many students in the class might choose each answer. Then, ask the whole class the questions and tell students to raise their hands for each answer that is true for them. Write the correct number in the blank squares. Ask if any students guessed the exact number for any of the options.

### 1 27

- When checking answers, highlight the difference between *do the washing* and *do the washing up*. Point out that we don't stress *the*. Also highlight the pronunciation of *the* before a vowel sound, e.g. *do the ironing* /ˌduː ðiː 'aɪə(r) ɪŋɪ/.

#### Answers

- 1 vacuum (the carpet) 2 do the washing up 3 do the ironing  
4 clean the floor 5 dust the furniture 6 make lunch/dinner

### Language notes

The two verbs *do* and *make* are often confused because a lot of languages only have one verb for both.

**do:** activities that don't result in something physical, e.g. *do homework, do the ironing.*

**make:** creative activities that result in something physical, e.g. *make lunch, make a cake.*

However, there are many expressions using each verb that don't follow this pattern, e.g. *make the bed*. Students should learn these individually.

- Remind students that they should use *-ing* forms after verbs like *like, hate* and *don't mind*. Explain that they should also use *-ing* forms to say which activities are easy, difficult and important, e.g. *I think sweeping the floor is easy. I think taking the rubbish out is important.*

### Mixed ability

With less confident classes, copy the following sentences onto the board for students to complete with the jobs, and elicit an example of each as a class:

*I think \_\_\_\_\_-ing (the \_\_\_\_\_) is easy/difficult/important.*

*People \_\_\_\_\_ (the \_\_\_\_\_) every day.*

*I like/hate/don't mind \_\_\_\_\_-ing (the \_\_\_\_\_).*

### Use it ... don't lose it!

### 3 SPEAKING

- Write some phrases on the board for students to respond to each other, e.g. *I agree; I disagree; Really? I'm not sure.*

## GREAT LEARNERS GREAT THINKERS p30

### Thinking about ways of making your home environmentally friendly

#### Warmer

Books closed. Ask students: *What do you like about your home? What don't you like about it?* If necessary, give students an example about your own home, e.g. *I love my balcony. It's got a nice view of the park. I like having my breakfast there in the morning. I don't like my bathroom. It's very small and there isn't a window.* Tell students to answer the questions in pairs before asking some of the students to feed back to the class.

#### 1 SPEAKING

- Before students do the task, ask them what type of homes are often very small, and make a list on the board. Help them with ideas and vocabulary if necessary, e.g. *caravan, boathouse, studio flat.*

#### 2 VIDEO

- Pre-teach *rent* (money you pay every month to live in your home if it isn't yours), *liveable* (nice to live in and enjoy), *shoe rack* (a shelf for shoes), *conveniently* (fortunately because something is close or makes your life easier) and *reach* (be close enough to touch something).

#### Answers

A, B, D, E, F, G

#### 3 VIDEO

#### Answers

The video shows the home of a young woman called Hannah. She lives in her van **(1) full-time**. Hannah **(2) is a student**. She doesn't want to pay expensive rent, so she decided to live in her van. The van has got water **(3) and it's got heating**. Her home is small and **(4) comfortable**. **(5) Her plant shelf** is her favourite thing in the van. Hannah has got a small kitchen, **(6) but she hasn't got a bathroom**. Hannah spends **(7) a lot of time outside**. She can make tea from her bed!

#### 4 SPEAKING

- Before students do the task, ask them for an example of something we can do or buy which is good for the environment, e.g. *recycling, not using plastic bags, not using a lot of water.*
  - Only discuss the student's responses as a class after they have done the task in 5.
- 5** Discuss students' opinions and the ideas they agree or disagree with in the text as an open class.

## GREAT THINKERS

#### 6 SPEAKING

- The *Headlines* thinking routine helps students to identify and focus on the central issue in a text and to find a way to express their understanding clearly.
- Ask the class what they think makes a good headline or title for a text, e.g. *it tells us the main topic of a text in just a few words, it catches our attention and makes us want to read the text.*
- Students work individually first. However, with less confident classes, ask them to share their headline with a partner before sharing with a larger group or the class. Ask students to note down the headlines they hear which they think reflect the main message(s) of the text particularly well.

#### 7 SPEAKING SEL

- Ask each group to present their ideas to the class. At the end, ask the class which idea they think is most effective to reduce energy use.

## GREAT LEARNERS

- Students could think about the question in pairs or individually. Highlight that the need to protect the environment is a global problem, but the ideas that they thought of in exercise 7 are local, i.e. they can do them as part of their everyday lives.

## LEARNER PROFILE

- Ask students to read the statement and the question in the Learner Profile on page 150, then grade themselves from 1 to 5. Explain that here 1 means 'I never try to make a difference', and 5 means 'I always try to make a difference'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for making a difference locally to global problems. Alternatively, ask students individually to think of ways to make a difference.

# 2 WELCOME HOME

## Listening p32

### Listening for specific information

#### Warmer

Books closed. Invite a student to come to the board and ask them to write a housework phrase from page 29 on the board so that the class can see it and you can't. Ask the class *yes/no* questions about the phrase, for example: *Do you do it in the kitchen/bathroom/bedroom? Do you do it every day? Do you do it in the evening? Do you do it before/after you have dinner? Do you use a machine? Do you use water? Does it take a short/long time?* When you know the answer, guess the phrase. Then ask students to repeat the game in pairs or small groups.

#### 1 SPEAKING

- After checking answers, ask: *Do you think it's a good idea for teenagers to do housework?* Ask students to put their hands up to say if they agree or disagree. Ask some students to explain their opinion.

#### 2

- Before students do the task, tell them that this is a common exam task. Remind them that they may hear all three situations, so they should make sure they choose the one that answers the question.

#### Answers

1 a 2 c 3 c

#### 3

- To check answers, play the recording again and ask students to say *Stop!* When they hear the answers.
- After checking answers, ask students if they think the information is the same for young people in their country.

#### Answers

1 Three quarters 2 Eleven 3 mum 4 at the weekend  
5 taking the rubbish out

### + Extra activity

Tell students they will hear the recording again. This time, they need to remember as much information as possible about each of the pictures in exercise 2. Play the recording, stopping after each interview for students to check their answers in pairs. Then check as a class.

#### Answers

- 1 a Mason sometimes washes the car, but he doesn't do a good job, his mum prefers to do it. b His brother and sister always lay the table. c He doesn't usually make his bed.
- 2 a Shazia sometimes makes breakfast for everyone at the weekend. b She sometimes washes the dishes. c She never does the ironing.
- 3 a Jack takes the rubbish out, but he doesn't like doing it. b He makes his bed and tidies his room every day. c He does the washing up every day – that's his favourite job.

#### 4 Critical thinkers

- If you feel your students need more support, write these prompts on the board:  
*I (really) believe/feel/think (that) ... because ...*  
*It's (really/quite)/It isn't important to ... because ...*  
*Teenagers have/don't have a responsibility to help ... because ...*

### Homework Workbook page 23

## Grammar in context 2 p32

### Using the present continuous; the present simple and present continuous

#### Warmer

Books closed. Say: *What am I doing?* and write: *You're ...* on the board. Then act out a simple action, for example, reading a book, drinking coffee, playing tennis. Elicit a correct present continuous sentence, or model the sentence if no one can provide it. Repeat with another couple of actions. Then invite a confident student to the front of the class and ask them to act out their own action. Say: *What is he/she doing?* and add *He's/She's ...* to the board. Elicit a correct present continuous sentence. Repeat with more students.

- 1 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.
- Point out that some of the sentences are based on sentences from the listening in the previous section.

#### Answers

1 *be* 2 things that are happening now

- 2 Before students do the task, write *do*, *have* and *chat* on the board and ask if they remember how to make the *-ing* forms.

#### 3a PRONUNCIATION

#### Answers

- 1 *be* – being, *clean* – cleaning, *do* – doing, *eat* – eating, *go* – going, *lay* – laying, *study* – studying, *tidy* – tidying, *wash* – washing, *watch* – watching
  - 2 *dance* – dancing, *have* – having, *make* – making, *take* – taking
  - 3 *chat* – chatting, *get* – getting, *put* – putting, *sit* – sitting, *swim* – swimming
- We say *swimming* (with the stress on the first syllable). The *-ing* part is pronounced /ɪŋ/ (we don't pronounce the *g*).

#### 3b PRONUNCIATION

- Model the /ɪŋ/ sound for the class. Point out that the back of their tongue should touch the roof of their mouth.

4b  30

- After checking answers, ask students to read out the dialogue in pairs, with each student taking two roles, or in groups of four.
- Ask the class if they agree that some people often have a lot of things they don't need.

**Answers**

a are, watching   b 'm/am not watching   c 'm/am reading  
 d 'm/am making   e 'm/am watching   f 's/is talking   g are, saying  
 h are, doing   i 'm/am playing   j 'm/am chatting

- 4c** Before students do the task, ask them to describe the picture. Say: *Is your family like this?* and elicit answers from the class.

**Answers**

2 True  
 3 False. Josh is sitting next to the sofa/on the rug.  
 4 False. Dad is reading an article (on his phone).  
 5 True  
 6 True  
 7 False. Josh is playing a game on his tablet.

- 5** Ask students to compare answers in pairs by reading out the mini-dialogues.
- After checking answers, highlight that we usually use the present continuous with *at the moment*.
  - If you have a more confident class, ask them to write alternative answers for a–e, or more mini-dialogues containing the present continuous like the ones in this task.

**Answers**

1 Are, travelling, c  
 2 Are, watching, b  
 3 Are, checking, a  
 4 is, listening, e  
 5 Is, working, d

**+ Extra activity**

Tell students to choose a photo from Unit 1 and write a description of what's happening in the photo using the present continuous. For more confident classes, encourage them to use *There is/There are* in their descriptions as well. Then put students in pairs to read their description to their partner. Their partner listens and tries to find the photo.

- 6** Before students do the task, draw a simple action on the board, e.g. a person playing the guitar, running, watching TV, etc. Write *at the moment* and elicit a present continuous sentence, for example, *She's playing the guitar at the moment*. Then write *every day* and elicit a present simple sentence, for example, *She plays the guitar every day*. Draw another simple action and elicit more examples for *at the moment* and *every day*.

**Answers**

1 Sentences **a** and **d** are in the present simple. Sentences **b** and **c** are in the present continuous.  
 2 Sentence **a** describes a general truth and sentence **d** describes routine actions. Sentences **b** and **c** describe actions that are happening now.

**Language notes**

The present continuous is used with time expressions to refer to temporary situations, for example, *at the moment, now, right now, today, this morning/afternoon/evening*.

The present simple is used with time expressions to express regular or repeated actions, for example, adverbs of frequency, *every day/week, on Saturdays/Mondays, at the weekend*.

The present continuous is usually not used with verbs which describe states (something which is always true) even if it refers to now, for example, *understand, know, like, love, believe, have* (possession).

- 7** When checking answers, ask students to explain why they chose each tense, e.g. *This is always true.; They do this every day.; This is happening at the moment.*

- Ask the class what they think of Tanner and Marian's lifestyle.

**Answers**

a live   b are building   c don't buy   d use   e get   f get up  
 g take   h make   i have   j are getting   k are cutting

**Use it ... don't lose it!****8 SPEAKING** 

- Demonstrate the activity by asking a couple of students to ask you the questions, and answering for yourself.
- After students do the task, nominate some of them to tell the class something about their partners.

# 2 WELCOME HOME

## Developing speaking p34

### Giving opinions

#### Warmer

Write on the board: *I usually wear ..., but today I'm wearing ...* Elicit a complete sentence from the class, e.g. *I usually wear jeans, but today I'm wearing shorts.* Then erase *wear/wearing* and write *carry/carrying*. Elicit another complete sentence.

Tell students to think of more ways to complete the sentence in pairs, using the same verb in both gaps. Write some verbs on the board to help them, e.g. *chat, sit, eat, do, make, write*. Ask different pairs to share their sentences with the class.

- 1 Ask a student to describe the first picture, e.g. *The boy and girl are watching TV in the living room.* Ask the student if he/she likes doing this activity, and ask others if they agree. Students do the same in pairs for the rest of the pictures.

#### Answers

a watching TV b making lunch/cooking c reading d chatting online e playing board games (Ludo)

#### 2 31

- Before students do the task, suggest that they note down the five activities in the pictures and tick them when they hear each person talk about them, in order to answer question 3.

#### Answers

1 cooking 2 chatting online 3 No (Sasha doesn't talk about cooking, but they both talk about all the other activities.)

#### 3 31

#### Answers

1 his parents 2 do things with your family 3 reading in the living room 4 spend all day chatting online 5 playing board games

- 4a Point out that these adjectives describe our opinion of something.

#### Language notes

Students often confuse the adjectives *fun* and *funny*. *Fun* describes an activity that makes you feel happy, usually because it's lively or active, e.g. a game, a party, a sport. We also use *fun* as a noun, e.g. in the expression *have fun*. *Funny* describes something or someone that makes you laugh, e.g. a film, a joke, a story.

#### Answers

1 positive 2 negative 3 positive 4 negative 5 positive 6 positive

#### 4b 31

- After checking answers, ask students to think of their own activities for the adjectives in 4a.

#### Answers

1 boring 2 difficult 3 interesting, relaxing 4 fun 5 easy

#### 5 32

- After checking answers, explain that the phrases in the Speaking bank help us to give our opinion in a variety of ways. Point out that if we use variety when we speak, it is more interesting for the person listening to us.
- Highlight how we use *prefer* to compare two things: *prefer + -ing + to + -ing*.

#### Answers

1 opinion 2 find 3 really 4 to 5 don't

#### + Extra activity

Tell the class several true and false opinions using the phrases in the speaking bank, e.g. *I find shopping for clothes really relaxing.* Ask the class to guess if they are true or false. Tell the class your real opinions, e.g. *It's false! I really hate shopping.* Then tell students to think of six sentences for themselves using the phrases, three true and three false. They then work in pairs, taking turns to say their sentences and guessing if they are true or false.

#### Practice makes perfect

#### 6 SPEAKING

-  **Exam tip** To answer the question in the Exam tip box: No, there isn't a right or wrong answer. It is important to say what you like and don't like and to justify your answers, but remember that the examiner is evaluating your use of English, not your opinions.
- Tell students that it's important to listen to what their partner says. In a conversation, we listen to the other person and then respond to what they say to us.
- If students don't understand something, they should ask their partner to repeat or speak more slowly. They should use an expression, like *Sorry, can you say that again?*
- After students do the task, choose a pair to perform their conversation for the class. When they finish, ask the class if they listened and responded to each other, if they discussed all the activities, and if they gave their opinion.

## Developing writing p35

### Writing a description of a house

#### Warmer

Books closed. Tell students that they're going to read a text called *My dream house*. Ask them to predict ideas about the house, and then collate these on the board. Help students with vocabulary if necessary.

#### 1 SPEAKING

- Before students do the task, ask them if any of the ideas that they predicted in the Warmer were right about this house.

#### Possible answer

It's a big, modern house. There's a swimming pool with chairs and a table next to it. It's got two balconies. There are some chairs on one of the balconies.

- 2 Pre-teach any words you think students may have problems with, e.g. *views* (what you can see from a place), *flat-screen* (modern type of large, thin TV).

#### Answers

modern house; big windows, two balconies, swimming pool, chairs and tables

- 3 After checking answers, ask more comprehension questions about the text, e.g. *How many rooms are there? (ten); Where can you do sport inside? (in the gym).*

#### Answers

**rooms and furniture:** paragraph 2  
**special rooms or features in the house:** paragraph 3  
**the location of the house:** paragraph 1

- 4 When checking answers, ask what thing(s) in the text each adjective describes.

#### Answers

1 important (it's important that the house is somewhere warm)  
 2 big (house, windows, living rooms, TV) 3 modern (house)  
 4 beautiful (swimming pool) 5 comfortable (chairs)  
 6 great (views of the sea, place for parties), amazing (technology)

- 5 Point out that if an adjective already has a strong meaning, e.g. *great*, *amazing*, *fantastic*, we don't use *very* before it.

#### Answers

1 before 2 after 3 before

#### Culture exchange

- 6 After checking answers, ask students if they have visited a house like the ones described in the text, in their country or abroad, and if they would like to live in a house like this.

#### Answers

a expensive houses b big gardens c old  
 d very important building e very old house

#### Culture notes

There are hundreds of large country houses like Blenheim Palace and Chatsworth House all over the UK. They usually sit within enormous grounds, often hundreds of acres in size. Many of them are open to visitors and are a very popular day out for British people, although usually only certain rooms and parts of the grounds can be visited.

- 7a Before students do the task, ask them to think of questions to help them think of ideas, and write them on the board, e.g. *Where is it? How big is the home? What type of home is it? How old is it? What rooms and furniture has it got? What special features has it got?*

#### Practice makes perfect

- 8a-b Before students start writing, highlight the sentences with *so* in the text in exercise 2, e.g. *I ... really don't like winter, so it's very important ....* Point out that they can use *so* to explain why they like the different aspects of their dream house.

- Encourage students to use different ways to say what is in the house, e.g. *There is, There are, The house has got, It's got.*

#### Fast finishers

Students draw their house, or part of it, from their description and label the most interesting features.

## 2 WELCOME HOME

### Test yourself p37

#### Grammar test

##### 1 Answers

1 There is 2 There aren't 3 There is 4 There aren't  
5 There is 6 There are 7 There isn't 8 There aren't

##### 2 Answers

1 False (The photo of the family is next to the mirror.) 2 True  
3 False (The books are on the table.) 4 True 5 True  
6 False (The sofa is under the photo of the family.)

##### 3 Answers

1 Is, listening, is 2 's/is watching, watches 3 aren't/are not playing,  
don't/do not play 4 's/is, doing, 's/is making

#### Vocabulary test

##### 1 Answers

1 kitchen 2 dining room 3 bathroom 4 hall  
5 living room 6 garage

##### 2 Answers

1 take 2 vacuum 3 up 4 lay 5 make 6 dust

##### 3 Answers

a shelf b cupboard c microwave d washing machine  
e fridge f cooker

## Reading

### 1 Answer

B

### 2 Answers

- 1 **A** – *turn off* is a common phrasal verb used to talk about electrical items like smartphones. Neither of the other options, *close* and *hang* can be combined with *off* to talk about electrical items.
- 2 **B** – *doing* is the only verb from the three that we can combine with *sport*. We can use *going* with sporting activities, for example, *go swimming*, but not the word *sport*. *Make* is often confused with *do* because many languages just have one word for both verbs.
- 3 **A** – *because* introduces the reason (*they help us to relax and they reduce stress*) for the previous statement (*Hobbies can also be good for our mental health*). *Or* is used to introduce an alternative idea, and *but* is used to introduce a contrasting idea. Neither makes sense here.
- 4 **A** – *hang out with* is a phrasal verb meaning 'spend time with'. *Meet* isn't possible because it can't be combined with *out*. *Walk out* means 'leave a place on foot' and doesn't make sense here.
- 5 **C** – *taking photos* is a set expression. The other verbs *doing* and *making* cannot be combined with *photos*.
- 6 **B** – *games* is the only noun from the three options that we can combine with *board*, meaning an activity like Monopoly or Scrabble. We use *match* with types of sports, e.g. *tennis match*, *football match*. *Plays* refers to the theatre.

## Speaking

### 4a SPEAKING

- Encourage students to give their partners feedback on what they did well and what they can improve on.

### 4b SPEAKING

- Remind students not to panic if they can't think of what to say; they can use expressions like *Let me think* to give themselves thinking time.
- If you wish, go to page 152 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 105 and 110, for more information and practice on this Key for Schools task.

## Historical buildings in your country

### 1 SPEAKING

- Students work in groups of 3–4.
- After students do the task, make a list on the board of some historical buildings that students know.

### 2 SPEAKING

- Students continue to work in their groups from exercise 1.
- Explain that *presentation* means *giving a talk to the rest of the class, possibly with images or slides for the class to look at as they listen*.
- If possible, make sure that each group chooses a different house or building for their project. Tell them that it's OK if they don't find information for every point in the *Research areas*, e.g. if they choose a castle, it might not have furniture or other objects inside.

### 3

- Ask individuals to read the tips aloud and discuss them with the class.
- In the *Digital skills* section, discuss how students can tell if a source contains reliable information. Ask them which of the following websites are most likely to be reliable, and why: an official website for a tourist attraction, an online encyclopaedia, a travel blog (*an official website because the information is most likely to be true; with an online encyclopaedia, it depends if the information is provided by users, or from a reputable publisher. Information in online encyclopaedias where the content is provided by users could be inaccurate, just as information on a travel blog may be subjective or unreliable.*).
- In the *Collaboration* section, make sure students understand that the *Useful language* is phrases to help them complete the task in English, not phrases that they should use in their finished project.

### 4 SPEAKING

- Outline a timeframe for the project, starting with the deadline for presenting it. Include key interim dates and make sure students are clear about which stages of the project they need to do at home and which they will have time to do in future classes.
- Point out that, when working on the project, as much discussion as possible should be in English, both in and out of class.
- 5 Explain that *Presentation* here means *the way a project has been created and done*, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.
- If students mark the projects of their classmates, encourage them to share and justify their marks.



## Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries and encourage students to present their projects to each other.