

1

Self

LISTENING	Listening for the main idea
ACADEMIC SKILL	Being a good listener
VOCABULARY	<i>Wh-</i> question words
GRAMMAR	Simple present tense of <i>be</i>
SPEAKING	Interviewing a partner

Warm-up

Start the first class with a new group with a “Getting to know you” activity. For example, ask the students to interview a partner and find out some key information, e.g., nickname, home town, hobbies, area of academic study, and future plans. Then ask individuals to report back to the class. Introduce yourself and then present the aims of the course—to work on improving listening comprehension and speaking skills.

DISCUSSION POINT

Before starting the unit, teach the students the term *infographic*—a visual representation of data or information. Give them a few minutes to study the infographic. Model some of the phrases that you think may be new for students and ask them to repeat, e.g., *What’s up?* / *See you around*.

Have students work with a partner for this discussion activity. Elicit and check answers to questions 1 and 2. To finish off the conversation, use the final question as a way to get students moving around the class and switching from using informal to formal language.

ANSWERS

- 1 *Hello.; Hi.; What’s up?; Bye.; Bye-bye.; See you later.; See you around.*
- 2 *Good morning.; Good afternoon.; Good evening.; Goodbye.; Goodnight.*

VIDEO

BEFORE YOU WATCH

Introduce the topic of the video by telling students they are going to watch a video about teenagers helping all children get World Cup stickers. Ask students to read the exercise and identify any new words.

Discuss the meanings as a class. Then ask students to complete the *Before you watch* exercise, using their dictionaries if needed. Monitor the activity, and when they are finished, go through the answers with the class.

ANSWERS

- 1 c 2 a 3 e 4 b 5 d

WHILE YOU WATCH

Ask students to watch the video and complete the exercise. Play the video again so that students can check their answers. Go through the answers with the class.

ANSWERS

- 1 stars 2 to give to children and other teenagers
3 expensive 4 give away more stickers 5 bigger

See the video script at the back of this book.

AFTER YOU WATCH

Have students work with a partner or in a group. Encourage them to use the language modeled in the example answers to answer the questions. Go through the answers with the class.

LISTENING 1

STUDENT INTERVIEW

A VOCABULARY PREVIEW

Extra support: This is a good time to check which dictionary your students have. Make a list on the board and ask students to say what they think about them. Recommend a suitable dictionary. At Foundation level, it is particularly useful for students to have a dictionary on hand that they can refer to when needed.

- 1 Before starting this exercise, ask individual students to read out the words in bold and check that they have placed the word stress in the correct place. Model any words that students have difficulties with. When students have matched the words and definitions, do a quick whole-class check. Students can also complete the *Vocabulary preview* as homework before class.

ANSWERS

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

- 2 With weaker groups, ask students to scan the eight sentences first and identify any new words. Elicit these and have another student in the group explain the words, or explain them yourself if nobody knows. When students have completed the sentences, ask individual students to read out their completed answers as a whole-class check.

ANSWERS

1 **interests** 2 fan 3 travel 4 free 5 repeat
6 interview 7 full 8 kind

- 3 Ask students to change their seats to work with a new partner. Use this as a fluency exercise and encourage students to explain their answers in more detail. Finish the activity by providing any helpful language feedback. As a fun extension, find out who has the longest middle name in the class.

Extension activity

Ask students to work with a partner and talk about any more activities they like doing. Collate students' answers. Take a quick vote to find out the most popular activity in the class.

B BEFORE YOU LISTEN

Preparing to listen

Extra support: Write the word *interview* on the board and check if students know the word. Build a word map of related terms around it, e.g., *attend (an)*, *go to (an)*, *interviewer*, *interviewee*. Ask whether any of the students have had an interview before. Tell them how many interviews you have been to.

Have students work with a partner to practice asking the questions (the focus here is on pronunciation and familiarizing themselves with the content of the listening text, so they shouldn't answer the questions yet). Monitor the activity, and help with pronunciation where needed. Go through the answers with the class.

C GLOBAL LISTENING

Listening for main ideas

- 1 Tell students to read the *Listening for main ideas* box. Check that they understand the information by asking concept-check questions, e.g., *Is the aim of global listening to understand every word?* (no) *What is the aim?* (to understand the main ideas)
- Ask the students to read through the three possible answers first, so they know what to listen for. Play the recording. Do a quick whole-class check on their answer.

AUDIO SCRIPT

Track 1.1

JEFF: Hello. This is Jeff Adams from the *Student Times*, our school newspaper. I'm here today to interview student Matthew Searby. I'm talking to him to find out about his interest—what he likes doing.

JEFF: Good morning, Matthew. My name is Jeff Adams.

MATTHEW: Hello, Jeff.

JEFF: How are you today?

MATTHEW: Fine, thank you.

JEFF: My first question is: what's your full name?

MATTHEW: It's Matthew James Searby.

JEFF: How old are you?

MATTHEW: I'm 21.

JEFF: 21, OK. And where are you from?

MATTHEW: I'm from Georgia, in the US.

JEFF: Oh, you're American?

MATTHEW: Yes, I am. And I'm a big fan of soccer. It's my favorite sport.

JEFF: Great! What do you like to do in your free time?

MATTHEW: Well, I like to read.

JEFF: What kind of books do you like?

MATTHEW: I like books about sports. Oh, and I like books about travel. I don't really travel much, but I like to read about travel.

JEFF: What about TV and movies?

MATTHEW: I don't watch movies often, but I like to watch TV.

JEFF: Are you a fan of travel shows?

MATTHEW: Oh, yes. My favorite is *Travel 24/7*.

JEFF: I'm sorry. Can you repeat that?

MATTHEW: *Travel 24/7*. It's a travel show on Channel 3.

JEFF: Ah, OK.

ANSWER

b

- 2 Ask the students to read the sets of notes and tell you which one they think is correct. Then play the recording so that students can check their answer. Elicit the correct answer from the class.

AUDIO SCRIPT

Track 1.1

ANSWER

a

D CLOSE LISTENING

Listening for more information

Explain to students that the aim of close listening is to listen intensively to try and understand specific information. Give students a few minutes to read through the six sentences. Play the recording. With weaker groups, pause from time to time to allow students to complete their answers. Ask students to compare their answers with a partner and deal with any difficulties that arise.

AUDIO SCRIPT

Track 1.1

ANSWERS

1 a 2 a 3 b 4 b 5 a 6 b

E OVER TO YOU

Put students into small groups. Before starting this exercise, brainstorm the names of some popular TV shows, especially any in English, which students in the class may watch and enjoy. Write the list on the board and model the pronunciation as necessary.

Monitor the activity and take notes. When students have finished, elicit answers. Encourage students to explain their answers by asking *Why* questions. Finish the activity by giving feedback on any good uses of language and any important language mistakes.

Extension activity

Create a set of cards with the names of some famous athletes, singers, writers, movie directors, and actors on them. Leave some cards blank. Then ask the class to think of more names to add to the cards. Write the names on the cards. Model the dialogue, e.g., *Do you like X? Yes, I am a fan of ... / Yes, I do. / No, I don't like X. / No, I'm not a fan of ...* Write these on the board for students to refer to. Divide the class into groups and give them the same number of cards each. Ask students to ask and answer the same questions using the cards they are given. Monitor the activity and support students with language where necessary.

PRONUNCIATION FOR LISTENING

CONTRACTIONS OF BE

- 1 Write the word *contraction* on the board and demonstrate what it means in a language-teaching context. You can do this by counting words on your fingers, e.g., *I + will / I + would*, and demonstrating the contractions *I'll / I'd*. Write these examples on the board. Then ask students to read the *Contractions of be* box. Ask them to practice by reading out some of the expressions, such as *they're* or *we're*.

Play the recording, pausing between each sentence to give time for students to write in their answers.

AUDIO SCRIPT

Track 1.2

- 1 I think he's from Canada.
- 2 It's my favorite sport.
- 3 She's 35 years old.
- 4 I'm free in the afternoon.
- 5 It isn't time for class.
- 6 I'm not a fan of pop music.
- 7 We're not students here.
- 8 They aren't in class now.

ANSWERS

- 1 he's 2 It's 3 She's 4 I'm 5 isn't 6 I'm
- 7 We're 8 aren't

- 2 Give students a few minutes to read through the conversation and study the options. Play the recording. Pause as necessary for students to make their choices. Go through the answers with the class.

AUDIO SCRIPT

Track 1.3

JEFF: My first question is: what's your full name?

MATTHEW: It's Matthew James Searby.

JEFF: How old are you?

MATTHEW: I'm 21.

JEFF: 21, OK. And where are you from?

MATTHEW: I'm from Georgia, in the US.

JEFF: Oh, you're American?

MATTHEW: Yes, I am. And I'm a big fan of soccer. It's my favorite sport.

ANSWERS

1 It's 2 I'm 3 I'm 4 you're 5 I am 6 I'm 7 It's

- 3 Have students work with a partner to read the conversation in Exercise 2 aloud. Listen and take notes on any points of pronunciation that need checking. To give students further practice, ask students to do the activity again with a different partner. Finish the activity by giving feedback on what students did well, and go through any recurring mistakes.

LISTENING 2

NICE TO MEET YOU

A VOCABULARY PREVIEW

- 1 Pre-teach the term *home town* by giving an example and explanation, e.g., *My home town is . . . , I was born there and lived there when I was a child.* Ask a few students to tell you what their home town is. Give students a few minutes to read the words and phrases and definitions. When they have matched the words and phrases in bold with the definitions, ask students to check with a partner, and then check as a class.

ANSWERS

1 campus 2 sister 3 brother 4 still 5 job
6 hometown 7 by myself 8 final

- 2 Ask students to work with a different partner to choose True or False for each sentence. When they have finished, go through the answers with the class.

ANSWERS

1 T 2 T 3 T 4 F (it is the final exam of the year)
5 T 6 F (it means "I live alone") 7 T

- 3 Before starting, pre-teach the word *roommate* (someone you share a bedroom with in a dorm room, usually at college). Point out that the students can use the sentence starters to help them with their answers. Ask students to ask their questions to someone from the other side of the classroom. Do this by counting around the class until the halfway point, and then start again. Pair up the ones, twos, and so on. Elicit answers from students at random.

B BEFORE YOU LISTEN

Preparing to listen

Have students work with a partner to discuss the information they would normally give when they meet someone for the first time. When they have finished, elicit answers. Explain that we usually don't give our age, address, or telephone number to people we don't know unless it's for business reasons. Provide language feedback on any good language use and on important mistakes.

C GLOBAL LISTENING

Listening for main ideas

- 1 Go through the question and the different ways that people can introduce themselves. Tell students to remember that the first time they listen to a text, they are looking out for the main ideas. Play the audio once and ask students to number the pictures 1 to 4. Ask students to check with a partner.

AUDIO SCRIPT

Track 1.4

1

DAVID: Hello. Welcome, everyone. Please, everyone, take your seats. I'm David. Lopez. I'm your new Spanish 102 teacher. Nice to meet you. I'm new here in town. My hometown is Veracruz, Mexico. I'm married, and live with my wife and two children, Maria and Eduardo. They are students here on campus, but not in our Spanish class. I like to read, travel, and cook. Oh, I have some good news. There is no final exam in my class – only a unit test every month. I hope you enjoy the class. Any questions?

AMY: I'm Amy, hi. Um, why don't we have a final exam?

2

LAUREN: Hello. I'm really sorry to bother you. My name is Lauren, Lauren Bradshaw. I'm your new neighbor. Nice day, isn't it?

PAUL: Yes, very nice.

LAUREN: I live by myself two houses down in that small white house. My hometown is Dallas. I don't know a lot of people here on this street. I work at the hospital here in town. I have a job as a nurse there. Anyway, it's very nice to meet you.

PAUL: Nice to meet you, too. I'm Paul Carlson. Welcome – always happy to meet a new neighbor.

3

CARLY: Excuse me. Sorry to bother you. Are you busy?

SETH: Um, no.

CARLY: My name is Carly Black. I'm your co-worker. I work over there, at that desk. This is my first day here and I just want to say hi, and introduce myself. I'm a New Yorker – well, New York City is my hometown. This is my first time in Los Angeles. What an interesting city!

SETH: Nice to meet you, Carly. I'm Seth. Do you want to meet for lunch today? I can show you around a little.

4

PETER: OK, so the teacher wants us to do introductions. I can go first. I'm Peter. Peter Mason.

CHLOE: Hi, Peter. I'm Chloe.

PETER: Nice to meet you, Chloe. So let's see ... I'm 20 years old, and my family is new in town. My hometown is Toronto. My father is here now with me and my brother and sister, but my mother is still at our old house. She comes next week. I'm a big fan of soccer and in my free time I like to play sports and read.

CHLOE: I love soccer too. What's your favorite team?

ANSWER

A 4 B 3 C 1 D 2

- 2 As an introduction to the activity, tell students to look at the pictures and discuss reasons why people might introduce themselves. Ask the students to look at reasons 1–4 and pictures A–D and see if any of the pictures match those reasons. Play the recording again, and then elicit the answers from the class.

AUDIO SCRIPT

Track 1.4

ANSWERS

1 Peter 2 Carly 3 David 4 Lauren

D CLOSE LISTENING

Listening for more information

- 1 Ask students if they remember the places the students were from (hometown). Tell students they will hear the listening again. This time they are listening carefully for specific information. Give them a minute to skim the information in each column first, and tell them they need to match the pieces of information. Play the recording. Go through the answers with the class.

AUDIO SCRIPT

Track 1.4

ANSWERS

- 1 David Lopez, Veracruz, teacher
- 2 Lauren Bradshaw, Dallas, neighbor
- 3 Carly Black, New York City, co-worker
- 4 Peter Mason, Toronto, classmate

- 2 Tell students they will listen to the recording again. They should read the options for each item first. With strong groups, students may remember the answers. If so, they can use the listening to check their answers. Give students a few minutes afterwards. Then ask them to check with a partner.

AUDIO SCRIPT

Track 1.4

ANSWERS

1 a 2 b 3 a 4 b 5 b 6 b

E OVER TO YOU

Extra support: Warm the students up by brainstorming *jobs* and *hobbies*. Write the words on the board and ask students to come up and write examples. Deal with any problems of spelling. If students are keeping a vocabulary notebook, ask them to write any new words.

Put students into small groups to discuss this task. Tell students they can use the sentence starters to help. Listen to the discussions and keep a record of good things as well as any mistakes students say. At the end of the discussion, go around the class and ask each student to say something about a classmate. After the task, give students feedback on good examples of language used and any important language mistakes.

ACADEMIC SKILLS

BEING A GOOD LISTENER

Extra support: Before starting, ask students what they do when they are listening to someone. As they give examples, nod, smile, and give short, verbal responses. Then ask the class what you did as you were listening.

- 1 Ask students to read the *Being a good listener* box. Then have students check the ways to show surprise or react to positive information or negative information.

ANSWERS

1 S 2 P 3 N 4 N 5 S
6 S 7 N 8 P 9 S 10 N

- 2 For this activity, have students work with a partner and play the audio once. After the students have discussed their answers, elicit some answers from individuals.

AUDIO SCRIPT

Track 1.5

- 1 A: I want a job.
B: Oh, yeah?
- 2 A: I have seven brothers.
B: Really?
- 3 A: There's no exam today.
B: How wonderful!
- 4 A: My hometown is very nice.
B: That's good.
- 5 A: My interview is on TV!
B: Is that right?

ANSWERS

1 b 2 b 3 a 4 a 5 a

- 3 Have students change partners and work in a group to take turns to talk about themselves for 30 seconds. Take notes on any good uses of language and any mistakes. Finish the activity by providing feedback. Ask each group for examples of being a good listener. With a strong group, ask them how they felt when they were talking and someone was being a good listener.

TOPIC VOCABULARY

QUESTION WORDS

- 1 Give the class a few minutes to study the sentences in the *Question words* box. Then ask students to match the questions and the answers. Go through the answers with the class.

ANSWERS

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

Extension activity

Put the question words on prompt cards. Create several sets. Give three or four cards to each student and ask them to circulate around the class and ask other students questions using the word(s) on their cards. At this level, encourage them to ask the questions on the page rather than trying to think of new questions. Monitor the activity and give feedback on any problem areas, such as word order or pronunciation.

- 2 Give students a few minutes to do the exercise individually. Then put them into groups to compare their answers.

ANSWERS

- 1 *How are you today?*
2 Where is the teacher from?
3 What is your favorite food?
4 Who is your favorite soccer player?
5 What kind of movies do you like?
6 What is your full name?

- 3 Put students into small groups. Ask them to ask and answer the questions from Exercise 2. Monitor the students and take notes on any good answers or any important mistakes. When students have finished, ask a few individual students to give you their answers.

VOCABULARY BUILDER

- 1 Check that students know the words *chapter* (one of the sections into which a book is divided) and *due* (if something is due to happen, it is expected to happen or should happen). Students do the exercise individually. Go through the answers with the class.

ANSWERS

1 T 2 S 3 T 4 S 5 T 6 S 7 S 8 T

- 2 Ask students to complete the exercise. Then go through the answers with the class.

ANSWERS

1 b 2 c 3 a 4 d

- 3 Students complete the exercise, and then check with a partner.

ANSWERS

- 1 What page are we on?
- 2 Which chapters do we read?
- 3 How do I pronounce this word?
- 4 When is the homework due?

- 4 Have students work with a partner to ask and answer questions from Exercise 3. When they have finished, if appropriate, ask different pairs to read out a question and an answer to the whole class. Provide feedback as necessary.

SPEAKING MODEL

Warm-up

Brainstorm the names of some clubs that are common at school, e.g., *chess, sports, drama, tennis*. If appropriate, you could mime the actions of the sport or activity and elicit the name of it in English. Ask students whether they belong to any clubs, or if they would like to join any.

A ANALYZE

- 1 Tell students to read the interview and number the things the interviewer asks about in order. Go through the answers with the class.

ANSWERS

1 name 2 where from 3 job 4 age 5 interests

- 2 Ask students to go through the conversation and underline all the *Wh-* question words in the interview. Remind students that *How* is often referred to as a *Wh-* question.

ANSWERS

What's your name?
Where are you from?
And how old are you?
What are your interests?
What kind of movies ...
Who's your favorite ...
... what sports do you like?

- 3 Ask the students to complete the form with the information from the interview. Ask students to check with a partner, and then check as a class.

ANSWERS

1 Paul 2 Reynolds 3 20 4 none 5 Dublin
6 Ireland 7 movies (superhero), basketball

B DISCUSS

Have students work with a partner to ask and answer the questions. Before students begin, point out that they can use the sentence starters to frame their answers. When students have finished, ask them to tell you the additional questions they mentioned.

GRAMMAR

SIMPLE PRESENT TENSE OF BE

Warm-up

With books closed, tell students three facts about you making sure you use the simple present tense of *be* (e.g., *I'm a fan of movies. I'm American. I'm a teacher.*). Ask students what was the first word you used in all the facts (**Answer:** *I'm*). Elicit the verb *I'm* is from *be*. Tell students they are going to look at how to form the present tense of *be*, and ask them to open their books.

- 1 Give students a few minutes to study the *Simple present tense of be* box. Then ask them to complete the exercise with the correct forms of the verb. Ask students to check with a partner, and then check as a class.

ANSWERS

1 Are 2 Am 3 Is 4 Is 5 Are

- 2 Have students work with a partner to ask and answer the questions from Exercise 1. Monitor the activity, noting good pronunciation of contractions. When students have finished, highlight any common mistakes.

POSSIBLE ANSWERS

- 1 **No, we're not.**
- 2 Yes, you are. / No, you're not. / No, you aren't.
- 3 Yes, it is. / No, it's not. / No, it isn't.
- 4 Yes, he / she is. / No, he's / she's not. / No, he / she isn't.
- 5 Yes, I am. / No, I'm not.

- 3 Model the first question. Tell the class it is wrong and ask what the question should be (**Answer:** Where are you from?) Students look at the rest of the questions and correct the mistakes in each question. Ask students to check with a partner, and then check as a class.

ANSWERS

- 1 Where **are** you from?
- 2 What **is** our teacher's full name?
- 3 How old **are** your parents?
- 4 Who **is** your best friend?
- 5 How **are** you today?

- 4 Ask students to stand up and walk over to another student on the other side of the room to ask the questions from Exercise 3. They should take notes on their partner's answers. Monitor the activity and take notes on any good use of language, such as contractions, and any mistakes. When students have finished, they should return to their seat. Call on some students to give you their partner's answers in open class. Highlight any common errors you noted while monitoring the activity.

SPEAKING SKILL

Asking for repetition

- 1 Ask students to read the information in the *Asking for repetition* box. Tell students it is important to know phrases that you can use when speaking with someone in case they speak too quickly, too quietly, or you don't manage to hear what they said.

Give students a minute to read the *Glossary* box and the exercise. When students have re-assembled the words, ask individuals to read out their questions. Model the correct pronunciation and intonation if necessary. Point out that to sound more polite, you could add *please* to the end of each question.

ANSWERS

- 1 Can you repeat that?
- 2 Can you say that again?
- 3 Can you say that one more time?

- 2 Assign each student a letter, A and B. Have them work with a partner to complete the task. Suggest that in the first answer, they speak quickly or quietly, and in their second answer, they speak loudly and clearly. Monitor the exchanges and give feedback if necessary.

PRONUNCIATION FOR SPEAKING

PLURAL -S SOUNDS

Warm-up

Write the nine words in the *Examples* part of the table in the *Plural -s sounds* box on cards. Create enough sets for your class to do the activity in groups. Tell students to close their books. Take one card from each sound group. Model each word, asking students what the different sounds are at the end of the words. Write /s/, /z/, and /ɪz/ on the board as you elicit the answer. Divide the class into small groups of three or four students, and issue a set of cards to each group. Tell them to say the words on the cards to each other, and divide them into the three different sound groups. When they are finished, ask students to open their books and read the skills box for the answers.

- 1 Have students work with a partner or in a small group. Have them listen to the words and decide on which column they should go. Do a whole-class check on answers by asking students to read aloud the words they have in each box. Correct and model the words as necessary.

AUDIO SCRIPT

Track 1.6

addresses
campuses
desks
jobs
names
notes
pages
parents
places
questions
tests
words

ANSWERS

/s/
desks notes parents tests
/z/
jobs names questions words
/ɪz/
addresses campuses pages places

- 2 Ask students to read through the conversation and underline the plural endings. They should then decide on the correct sound ending. When students have finished, play the recording so they can check their answers.

AUDIO SCRIPT

Track 1.7

A: What are your interests?
B: I read a lot on weekends.
A: I have three boxes of old books. Do you want them?
B: Sure. Thank you!
A: I only read magazines.
B: Really? What kind?
A: I like to read magazines about sports, movies, and video games.

ANSWERS

interests /s/
weekends /z/
boxes /ɪz/
books /s/
magazines /z/
sports /s/
movies /z/
games /z/

- 3 Have students work with a partner and ask them to read through the conversation. Monitor the pronunciation of the words ending in -s. If appropriate, choose a student pair to come to the front and perform their conversation for the class. Provide any language feedback as necessary.

SPEAKING TASK

Explain that students will use the skills and language they have learned in the unit, such as the simple present of *be*, contractions of *be*, and *Wh-* question words, to complete the final *Speaking task*. Give them the opportunity to revisit those pages as necessary before they begin.

BRAINSTORM AND PLAN

Ask students to work with a partner to decide on which things they want to learn about. Go through the answers with the class. Ask pairs to work together to write four questions. Monitor the activity, supporting students with spelling and grammar as needed.

SPEAK

Before starting, remind students to ask for repetition when they don't understand something or didn't hear it. Put students into different pairs to ask and answer the questions. Encourage them to take notes on their partner's answers. Remind them how to be a good listener.

REVIEW

When students have thought about their own questions and answers, ask them to check the boxes that apply to them. Explain that this is an important activity that should help students to realize what they are good at from the unit material and what they need to revisit. When they finish working individually, put students in groups to discuss and review their questions and answers.

REFLECT

Go around the class and give students a letter (e.g., A, B, C, and D) and ask them to regroup, As together, Bs together, and so on. Using their notes, they should tell the others in the new group about the information they found out from the people they interviewed.

REVIEW

WORDLIST

Students work with a partner or in a small group to work through the wordlist, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. They can refer back to the unit or their dictionaries. Go through the list carefully with the class.

VOCABULARY BUILDER REVIEW

Students work through the sentences. Ask students to check with a partner, and then check as a class.

ANSWERS

- 1 chapter
- 2 pronounce
- 3 homework
- 4 discussion
- 5 listen

UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that the students didn't check. Explore with them ways of overcoming any remaining problems.

Extra research task

As a take-home activity, ask students to go home and "interview" somebody they know using the questions, grammar, and vocabulary they learned in the unit. They must conduct the interview in English (but can use L1 to help if necessary). They should take notes on their interviewee's answers. Remind students to be good listeners. Have students present profiles of the people they interviewed in the next class.

INTEGRATED SKILLS 1

DOLPHINS WHISTLE THEIR NAMES

WARM-UP

Elicit from the class what students know about dolphins and how they communicate. For example:

- What noises do they make? Why? (N.B. You could use this to pre-teach *whistle* and *click*.)
- Do they use 'names' to call each other?
- What do you think they "talk" about?
- How can scientists study dolphin communication?

Write some of students' suggestions on the board. At the end of the lesson, check whether any of their ideas were mentioned.

A CLOSE READING

Use the diagram and questions to check / pre-teach the following words: *repetition* (when you do something again), *frequency* (how high/low a sound is), *length* (how long something is), *addition* (when you add something new), *deletion* (when you take something away), *segment* (part of something).

ANSWERS

- 1 F (New research shows how much these calls can vary ...) 2 T 3 T 4 F (Scientists are just beginning to explore why dolphins vary their signature whistles.) 5 F (Future work will help us to understand the shared, non-signature whistles that dolphins also use.)

B READING ANALYSIS

Have students work with a partner to discuss the questions. Take notes on any good uses of language and any mistakes. Provide feedback before discussing the answers with the class. When you discuss the questions with the class after feedback, you could expand question 2 to explore what other animals use sounds to communicate, and how the dolphin study might help us to analyze those sounds.

ANSWERS

- 1 Five (repetition, changed frequency, changed length, segment deletion, segment addition)
- 2 Possible answer: Scientists can use the same 21 elements to study other animal sounds. This can show interesting differences between different species.

C CLOSE LISTENING

Check / pre-teach the following words: *clicks*, *echolocation* (using sounds to "see" the world, like bats do), *identify yourself* (tell others who you are). Play the audio and ask students to choose the correct options.

See the audio script at the back of this book.

ANSWERS

- 1 clicks 2 think 3 don't know
4 identify themselves 5 remember

D LISTENING ANALYSIS

Before putting students with a partner, check / pre-teach *benefit* (good thing, advantage).

E INTEGRATED SPEAKING

Have students work with a partner. Ask them to summarize the information from the three different sources: the reading text, the diagram, and the audio. To support students, you can ask where they can find the information to complete each sentence (1 Audio, 2 Text and audio, 3 Diagram and text, 4 Audio).

POSSIBLE ANSWERS

- 1 **Dolphins make whistle sounds** and click **sounds**.
- 2 **Dolphins use signature whistles when** they identify themselves to other dolphins, to share personal information, and to call each other.
- 3 **Dolphins vary their signature whistles. For example, they** repeat them, add, or delete segments, change the length and frequency, etc.
- 4 **There are things we still don't know about dolphin communication. For example,** we still don't know why dolphins make click sounds or what dolphins say to each other, but maybe their conversations are like ours.

2 Family

LISTENING	Listening for details
ACADEMIC SKILL	Using Think / Pair / Share
VOCABULARY	Adjectives to describe people
GRAMMAR	Subject and object pronouns
SPEAKING	Talking about people in your family

Warm-up

Bring in some photographs of people from your own family. Show the pictures on the board in the arrangement of a family tree (i.e., mom and dad above, brother / sister below and to the left or right, children below, etc.) Elicit that these are pictures of your family, and ask students to guess, given how you have arranged the photos, which person is your mother, father, sister, and so on.

DISCUSSION POINT

- 1 Give students a few minutes to study the infographic and complete the missing words. Ask students to check with a partner, and then check as a class.

ANSWERS

- 1 *father*
- 2 *mother*
- 3 *uncle*
- 4 *sister*
- 5 *daughter*

- 2 Tell students that in question 2, they can complete the sentence using their own words, e.g., *large, very large, small, very small*, etc. Give them a minute to exchange the information with their partner. Ask a few students their answers in open class. Provide any useful language feedback.

Extension activity

Conduct a *Find someone who ...* activity here to reinforce the vocabulary covered so far. Students have to find someone in class who has, e.g., a bigger / smaller family, more brothers, fewer sisters, more aunts than they do, etc. You might want to write a question on the board to guide students, e.g., *How many aunts do you have? How many brothers do you have?* When completed, students could present to the class any interesting information, such as who has more brothers, the biggest family, etc.

VIDEO

BEFORE YOU WATCH

Tell students they are going to watch a video about families at a festival. First, tell them to read the exercise and identify any new words. Discuss the meanings as a class. Then ask students to complete the *Before you watch* section. Monitor and provide feedback as a class.

ANSWERS

Words connected with people: children, father, relatives, young people
Words connected with celebrations: buy presents, celebrate, costume, special food, traditions

WHILE YOU WATCH

Give students a minute to read through the exercise. Ask students to watch the video and circle *T* (True) or *F* (False). Play the video again so that students can check their answers. Go through the answers with the class.

ANSWERS

- 1 T
- 2 T
- 3 F (There are yellow lights in the street.)
- 4 T
- 5 F (An adult is painting a lion costume.)

See the video script at the back of this book.

AFTER YOU WATCH

Have students work with a partner (or in groups). Encourage them to use what they have learned in the video and the example answers to answer the questions. Give feedback as a class.

LISTENING 1

WHAT A FAMILY!

A VOCABULARY PREVIEW

Warm-up

Ask students to tell you about the education system in their country. When do children start school? When do they go to college? How many stages of school are there? Write students' ideas on the board. Check whether they have used suitable phrases, e.g., junior high school, middle school, high school. If not, add them. If you are from a different place than your students, or your students are mixed nationality, encourage and highlight the different answers in the group.

- 1 Ask students to complete the definitions. Ask students to check with a partner, then check as a class. After checking answers, call on individual students to read out the definitions and words in bold. Check that they have placed the word stress in the correct place and that their pronunciation is clear. Model any words or phrases that students have difficulties with.

ANSWERS

1 a 2 a 3 b 4 a 5 b 6 a 7 b 8 a

- 2 Have students work with a partner to discuss the questions, then check as a class. Encourage students to use the model sentences to support their speaking.

B BEFORE YOU LISTEN

Preparing to listen

Ask students to change their seats to work with a new partner. Give them a few minutes to study the three pictures. Then ask them to guess the relationships using the words from the box. Monitor the activity and note down any common language mistakes. Finish the activity with any useful language feedback.

C GLOBAL LISTENING

Listening for main ideas

- 1 Remind students that the aim of global listening is not to understand everything, but to get a general idea of what is being discussed. Tell students that they will hear a TV producer interview three people for a TV show called *What a Family!* They will need to match the three pictures to the first, second, and third family described and practice some of the vocabulary for the relationships in the pictures. Play the recording. Ask students to check with a partner, and then check as a class.

AUDIO SCRIPT

Track 2.1

1

INTERVIEWER: As you know, we want to put a new TV show on called *What a family!* We want to know why you think your family is a good fit for this program. Your name is ...

JASON: Jason.

INTERVIEWER: Jason. So tell me about your family.

JASON: I live with my parents and grandparents. I don't have any brothers or sisters. My family loves to travel.

INTERVIEWER: OK. And why would that be interesting to people?

JASON: We travel around the country and we like to try new foods. Well, my grandfather tries different foods, but he's not happy about it. He doesn't like new things. My grandmother does. Then I try to make the new food in our hotel room. It's really funny sometimes.

INTERVIEWER: OK, Jason, thank you.

2

INTERVIEWER: Thank you for coming in today. What's your name?

WENDY: Wendy.

INTERVIEWER: Please tell me about your family.

WENDY: Well, there are four people in my family – me, my husband Diego, and our two children. One is in middle school and one is in high school.

INTERVIEWER: And why would that be interesting?

WENDY: Our family is in a band. We travel to different places and play music on weekends. We're really good. I sing and my husband and children play musical instruments.

INTERVIEWER: What kind of music?

WENDY: All types. We have a lot of fans, too. Oh, and Diego likes to sing too, but, well, he's not so good. Don't tell him that.

INTERVIEWER: Don't worry. OK, Wendy, thank you.

3

INTERVIEWER: You are ... Lance?

LANCE: That's right.

INTERVIEWER: Tell me about your family, Lance.

LANCE: Well, there's me and my five children.

INTERVIEWER: Five children? Are they young?

LANCE: My youngest son is ten but all his brothers are in their 20s.

INTERVIEWER: Where do they live?

LANCE: That's what's funny. Everyone is single, and they all live with me. It's really noisy!

INTERVIEWER: That's a lot of people.

LANCE: It is. And they all want to be married. Well, not the ten-year-old, of course!

INTERVIEWER: OK ...

LANCE: They want me to help them find wives, but it doesn't always work out.

INTERVIEWER: I see. Well, Lance, thank you.

ANSWERS

A 2 B 3 C 1

- 2** Ask students to look at the three names that were suggested by the TV show. Go through any difficult words and ask them to match each family to a name.

ANSWERS

- A** The musicians
B The future husbands
C The food lovers

D CLOSE LISTENING

Listening for details

Tell students that the aim of close listening is to listen for details, i.e., specific information. Give students a few minutes to read through the *Listening for details* box. Tell students that when we listen for details it helps to listen for specific key words, so reading the exercise beforehand and identifying the key words is very helpful.

Give students a few minutes to read through the questions first. Ask students which details they are listening for in each question (e.g., in question 1, a family member; in question 3, a place, in question 6, a name, etc.) Play the recording again, pausing, if necessary, to allow students to complete their answers. Ask students to check with a partner, and then check as a class.

AUDIO SCRIPT

Track 2.1

ANSWERS

- 1** parents and grandparents **2** grandfather
3 in hotel rooms **4** high school **5** are in a band
6 Wendy **7** All **8** with him **9** noisy

E OVER TO YOU

Put students into small groups by assigning them a letter, e.g., A, B, C, etc. Choose the strongest student in each group to ask the questions. Encourage students to give extra information with their answers. Monitor the activity and take notes. When they have finished, ask the students who asked the questions to give answers from their group (*Shari doesn't have any brothers or sisters. / She lives with her parents.*) Discuss which family was the best choice and why. Finish the activity by giving feedback on any important or common language mistakes.

PRONUNCIATION FOR LISTENING

IS HE? VERSUS IS SHE?

- 1 Give students time to read the information in the *is he?* versus *is she?* box. Write the two phrases on the board. Then say the phrase *is he?* or *is she?* and ask students if they can tell you which one you said. Play the recording and pause between each sentence for students to select their answer. Give students a minute, with a partner, to check that they have the same answer. If there are any discrepancies, model the question again or play the audio again.

AUDIO SCRIPT

Track 2.2

- 1 Is he your friend?
- 2 Who is she?
- 3 Is she a college student?
- 4 How old is he?
- 5 Is she at home now?
- 6 Is he an only child?
- 7 Where is she now?

ANSWERS

- 1 Is he 2 is she 3 Is she 4 is he 5 Is she
6 Is he 7 is she

- 2 Give students a few minutes to read through the conversations and study the options in the rubric. Play the recording. Pause the audio as necessary for students to complete their answers. Go through the answers with the class.

AUDIO SCRIPT

Track 2.3

- 1 **A:** I like our new teacher. Is she teaching us today?
B: I don't know.
- 2 **A:** Your new roommate is nice. Where is he from?
B: Turkey.
- 3 **A:** My study partner isn't here.
B: Is she late—again?
- 4 **A:** Is he single, or married?
B: Married.

ANSWERS

- 1 Is she 2 is he 3 Is she 4 Is he

- 3 Have students work with a partner to read the conversations. Listen and take notes on any points of pronunciation that need correcting. If appropriate, ask four confident student pairs to stand up and read through each conversation to the class.

LISTENING 2

THE WORDSWORTHS

A VOCABULARY PREVIEW

Warm-up

Tell students to close their books. Tell them they are going to have a spelling bee. They will hear (mostly) new words. They should concentrate on your voice when you say them in order to spell them correctly. Say each word from Exercise 1 out loud, pausing between each one to give students enough time to write them down. When you have finished, ask students to check with a partner. Then tell them to open their books to see the answers. Did the pairs identify the same words? Did they spell them correctly? Ask for feedback, highlighting any common spelling errors.

- 1 Give students a few minutes to read the words and definitions. Tell them that if any words are new, they can use their dictionary to look up the meaning. Ask students to check with a partner, and then check as a class.

ANSWERS

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

- 2 Ask students to work individually to complete the exercise. Go through the answers with the class.

ANSWERS

- 1 enjoy 2 someday 3 cartoon 4 fashion 5 blog
6 Mathematics 7 fun

Extension activity

Give students a few minutes to write a question using one of the new vocabulary items. Give a few examples, e.g., *Do you read fashion magazines?* / *Do you like mathematics?* / *Do you read any blogs?* Then ask students to ask and answer their questions with a partner.

- 3 Give students a few minutes to check which sentences in Exercise 2 are true for them. Ask students to work with a new partner and discuss which sentences are true.

B BEFORE YOU LISTEN

Preparing to listen

Warm-up

Before starting, write the words *jobs* and *hobbies* on the board. Ask students to call out examples of each. At the end of this brainstorm, students can transfer any new words into their notebooks. Check that the words *volleyball* and *tennis* are on the list, and if not, add and teach them.

Have students work with a partner to tell each other the answers to these two questions. When they have finished, elicit some answers. Provide language feedback on any good language students used as well as important mistakes.

Extension activity

Ask individual students to tell you more information about what kind of music they listen to, what kind of sports they play, what books they read, and so on. Help with any vocabulary as needed.

C GLOBAL LISTENING

Listening for main ideas

Extra support: Clarify the meaning of the word *podcast* (a podcast is a recording (usually in mp3 format) that has regular episodes you can subscribe to and then listen to on a laptop or smartphone. Students can listen to a podcast whenever they want.) Provide a couple of examples of famous podcasts students might know, or if you are able, show them or play them part of a podcast about English language learning.

- 1 Tell students they will hear the first part of a podcast about the Wordsworth family. Ask students to read the list of topics. Tell them they should decide what the podcast is about. Play the recording. Give students a few minutes after the recording to complete their answer. Go through the answers with the class.

AUDIO SCRIPT

Track 2.4

The Wordsworth family is just like any other family.

Charles is 50 years old, and a writer. He writes stories for children. He also draws all of the pictures in his books. His books are in many children's libraries all over the country. Charles' wife Wendy, 49, is a teacher at the local college. She teaches English. She also writes for the city newspaper. She writes about books and travel.

Charles and Wendy have three children—Zoe, Richard, and Cassie. Zoe's 22 years old and is a teacher, too. She teaches Spanish at a high school. Their son Richard, 21, is a college student. He wants to be a teacher next year. Their daughter, Cassie, is 13 years old and in middle school. She is very good at mathematics. She doesn't know what she wants to be yet.

ANSWERS

the parents' jobs
the children's schools

- 2 Tell students they will now listen to the second part of the podcast. Ask students to read the list of topics. Play the recording and give students a few minutes after the recording to complete their answers. Go through the answers with the class.

AUDIO SCRIPT

Track 2.5

The Wordsworth family love to work, but they also like to play. Charles likes to draw cartoons. He puts his drawings in his books or gives them to his family and friends. Wendy loves to read and travel, but she also likes to play sports, such as volleyball and tennis. She and her friends play tennis every weekend.

Their children also like to have fun. Zoe likes listening to music. Richard enjoys swimming at the beach. And Cassie loves writing about fashion. She even has an online fashion blog. Hundreds of people read her posts every week.

ANSWERS

the parents' free-time activities
the children's free-time activities

D CLOSE LISTENING

Listening for more information

- 1 Tell students they will hear the first part of the podcast again. Give them a minute to read through the sentences first and tell them they need to decide if the statements are *T* (True) or *F* (False). Play the recording. Go through the answers with the class.

AUDIO SCRIPT

Track 2.4

ANSWERS

- 1 T
 - 2 F (Wendy is a teacher at a college.)
 - 3 F (Zoe teaches Spanish at a high school.)
 - 4 T
 - 5 T
- 2 Tell students they will listen to the second part of the podcast again. They should read the options first. If students can remember the answers, they can complete the exercise and then use the second listening to check their answers. If not, play the recording first, and then ask students to check with a partner. Go through the answers with the class.

AUDIO SCRIPT

Track 2.5

ANSWERS

- 1 a 2 b 3 b 4 b 5 a

E OVER TO YOU

Extra support: Many students have difficulties remembering to change the form of the third person by adding an *-s*, e.g., *I listen, she listens / I go, he goes*. You may need to remind them about the third person *-s* before starting this activity and provide a quick example, e.g., say *I swim on Fridays* and have students change the sentence to *He swims / She swims on Fridays*.

Put students into small groups to discuss the questions. Tell students they can use the sentence starters to form what they are going to say. Monitor the discussions for common language errors. With weaker groups, help out as necessary. At the end of the discussion, if you have a smaller class, ask each student to tell the whole class something about another classmate. Give an example. After the task, give students feedback on accurate examples of language students used and any important language mistakes.

ACADEMIC SKILLS

THINK / PAIR / SHARE

- 1 Start by asking students how they like to work: individually, with a partner, or in groups. Ask them if they prefer to work one way for some tasks but another way for other tasks. Pre-teach any vocabulary that you think your students may not know. Ask students to read through the *Think / Pair / Share* box. When they have finished, explain that they will try this discussion technique and start by thinking individually how to complete the sentences. Elicit some examples from the class and go through any difficult words before asking students to start the exercise.
- 2 Have students work with a partner and ask them to discuss their ideas. Suggest that they use the sentence starters as support.
- 3 Combine two pairs and put the students in groups of four. Ask the students to report their partner's answers from the previous exercise and then comment on what they hear.
- 4 Ask students to complete the sentences. Give them the choice of staying in their groups, doing this with a partner or individually. Check answers and then discuss what they learned from studying this technique and if they would like to use it in the future.

ANSWERS

- 1 prepare 2 don't speak 3 share 4 one person
5 several people 6 all

TOPIC VOCABULARY

ADJECTIVES TO DESCRIBE PEOPLE

- 1 With weaker students, tell them an adjective is a describing word and give some examples. Give students a few minutes to study the *Adjectives to describe people* box. Then ask students to write the correct adjective under each picture. Go through the answers with the class.

ANSWERS

- 1 young
- 2 old
- 3 kind
- 4 smart
- 5 noisy
- 6 happy

- 2 Give students a few minutes to do the exercise individually. Ask students to check with a partner, and then check as a class.

ANSWERS

- 1 noisy
- 2 old
- 3 happy
- 4 young
- 5 smart
- 6 kind

- 3 Ask students to copy the key words of both items onto a piece of paper. Then ask them to find a new partner to ask each question. Encourage students to discuss each question. When they have finished, ask some students to report back to the whole class, using their partner's name.

Extension activity

Add some useful adjectives to the list, e.g., *intelligent, beautiful, smart, casual*. Ask students to write a personal sentence with two adjectives. Monitor and correct students' writing.

VOCABULARY BUILDER

NUMBERS AND AGES

Extension activity

Write a list of random numbers between 1–101 on a piece of paper. Make lots of photocopies. Put students in groups of 3–4 and hand one student in each group a copy of the paper. Tell the students not to show anyone else in their group the paper. Have them call out a few numbers from the paper, which the other students in the group must write down (in numerals, not words). Every few minutes, shout “Change!” to rotate the responsibility of calling out the numbers. You could add a time element to the activity, telling students the first group to write down all the numbers correctly is the winner.

At the end of the activity, have students call out the numbers they wrote down one-by-one, write them on the board and check them against your original list.

- 1 Students do the exercise individually. Go through the answers with the class.

ANSWERS

- 1 *twenty-one*
- 2 forty-four, forty-seven
- 3 eleven, seventeen
- 4 thirty-eight
- 5 seventy-five

- 2 Ask students to work with a partner. When students have finished discussing Jessie's family members' ages, ask them how many they remembered.

SPEAKING MODEL

Warm-up

Check if students have downloaded an app, such as the Macmillan *Sounds* app onto their smartphones. If not, give them the site addresses for the iTunes store or Google Play. Link your phone or tablet to the projector, and using this or a similar app, model the two target sounds in the next activity. Explain that phonemic symbols are written between slashes: /.../.

A ANALYZE

- 1 Give students a few minutes to read the model paragraph in Exercise 2. Then tell them to add the missing words. With strong groups or students interested in grammar, tell them the words are subject and object pronouns.

ANSWERS

1 I 2 She 3 They 4 us 5 him 6 He 7 me

- 2 & 3 Ask students to go through the model and identify the adjectives that describe people. Ask students to check with a partner, and then check as a class.

ANSWERS

... happy.
... smart.
... kind.

B DISCUSS

- 1 **Extra support:** The question *What's something like?* is particularly problematic for low-level students. Students confuse this question with *Do you like?* Give lots of extra practice with this question. Brainstorm common adjectives and write a list on the board. Then, using a set of prompt cards, get students to work with a partner and ask each other questions, such as *What's your house / mother / the capital city like?*, etc. Have students work with a partner to ask and answer the questions. Before students begin, point out that they can use the sentence starters to form their answers.
- 2 Ask students to make an individual list of what they wish to learn about Kevin's family. Then ask them to write two questions in full, using the words from the box. Monitor the students' writing and check that their questions are correct.

GRAMMAR

SUBJECT AND OBJECT PRONOUNS

State that the aim of the next section is to focus on grammar, subject and object pronouns. Clarify the meaning of the word *pronoun* (a word that is used instead of a noun). Give an example of a subject and object in a sentence, e.g., *I listen to her*. Do a quick drill where you change the subject and object, and ask students to change the sentence, for example:

T: you **SS:** You listen to her.

T: he **SS:** He listens to her.

T: him **SS:** She listens to him, etc.

- 1 Give students a few minutes to study the *Subject and object pronouns* box. Then ask them to complete the exercise with the correct subject or object pronoun.

ANSWERS

- 1 She
- 2 us
- 3 They
- 4 her
- 5 you
- 6 We
- 7 it
- 8 them

- 2 Have students work with a partner to change the words in bold to a subject or object pronoun. Go through the example with the whole class. When students have finished, ask them to check with a partner, and then check as a class.

ANSWERS

- 1 **He**
- 2 She
- 3 them
- 4 He
- 5 it
- 6 her
- 7 We
- 8 They
- 9 him

SPEAKING SKILL

Asking follow-up questions

- 1 Give students a few minutes to read the *Asking follow-up questions* box. To check understanding, ask students to think of another follow-up question for each of the three sentences in the skills box. Give students a minute to read through the sentences and alternative follow-up questions. When students have made their choices, play the recording so they can check their answers.

AUDIO SCRIPT

Track 2.6

- 1 **A:** I have two sisters.
B: What are their names?
- 2 **A:** I have a large family.
B: How many people are there in your family?
- 3 **A:** I live with my grandmother.
B: What's she like?
- 4 **A:** My sister is a teacher.
B: Does she teach in a middle school?
- 5 **A:** Megan is a college student.
B: Does she live at the college?
- 6 **A:** I don't live with my parents.
B: Do you live alone?

ANSWERS

1 a 2 b 3 a 4 b 5 a 6 b

- 2 Ask the students to work individually and complete the sentences in a way that is true for them. Explain that in the next exercise, they will work with a partner so they should think about possible follow-up questions that someone might ask about the information in those sentences. Examples might include asking more about where they live or who they live with.
- 3 Have students work with a partner. Ask them to share their follow-up questions and discuss which of them are the three best follow-up questions.
- 4 Combine two pairs and put the students in groups of four. Ask students to share all their questions and then take turns reading out the sentences they completed in Exercise 2 and asking follow-up questions. Monitor the activity and take notes on any good uses of language and any mistakes. Finish the activity by checking if students remember the name of this type of activity (*Think / Pair / Share*).

PRONUNCIATION FOR SPEAKING

/ɑ/ AND /ʌ/ SOUNDS

- 1 Have the class listen to the recording and decide which column the words go in. Check with a partner, then go through the answers with the class. Provide any language feedback as necessary.

AUDIO SCRIPT

Track 2.7

are
brother
car
doctor
lots
not
partner
someday
son
study

ANSWERS

/ɑ/
are
car
doctor
lots
not
partner

/ʌ/
brother
someday
son
study

- 2 Open an app with the phonemic symbols, and model the two sounds. Have students work with a partner or in a small group and ask them to predict which symbol is correct. Play the recording so that students can check their answers.

AUDIO SCRIPT

Track 2.8

- 1 What is your job?
- 2 Your uncle is very kind.
- 3 I have a large family.
- 4 Greg's daughter is very young.
- 5 My sister is in college.
- 6 This exercise is hard!

ANSWERS

1 /ɑ/ 2 /ʌ/ 3 /ɑ/ 4 /ʌ/ 5 /ɑ/ 6 /ɑ/

- 3 Ask students to read through the sentences in Exercise 2. If they have smartphones, and if they can use these in class, ask them to record themselves saying these words and listen to the recording. If they are unhappy with their attempts, they can re-record.

SPEAKING TASK

Before starting, you may wish to give students a chance to look back over the unit.

BRAINSTORM

In the *Brainstorm* stage, help students who have small families to decide whom they can talk about.

PLAN

- 1 Ask students to work individually to write their plan. Monitor, helping with vocabulary if necessary.
- 2 After putting their ideas in order, students show them to a partner, getting feedback from their partner on the order and clarity of their ideas.

SPEAK

Before starting, remind students to ask follow-up questions. Put students in new groups at random.

REVIEW

For the *Review* stage, ask students to think about what they told their partner as you put them in new pairs. With their new partner, students should talk about their families again and include the information from the follow-up question in what they say.

REFLECT

Give students a few minutes to reflect on their own answers. When they have checked the relevant box, suggest they compare their answer with a partner.

REVIEW

WORDLIST

Students work with a partner or in a small group to work through the wordlist, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. They can refer back to the unit or their dictionaries. Go through the list carefully with the class.

VOCABULARY BUILDER REVIEW

Students work through the sentences. Ask students to check with a partner, and then check as a class.

ANSWERS

- 1 eight
- 2 due
- 3 hundred
- 4 page
- 5 twenty-two

UNIT REVIEW

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that the students didn't check. Explore with them ways of overcoming any remaining problems.

Extra research task

As a take-home activity, ask students to research typical family sizes in different countries. Students can share the information they find with the class in the following lesson.