

1

Self

READING	Preparing to read
ACADEMIC SKILL	Participating actively in class
VOCABULARY	Countries and languages
GRAMMAR	Present tense of <i>be</i>
WRITING	Writing simple sentences

As this is the first lesson, it is worth spending some time making sure that students feel relaxed and comfortable, since students learn better when they are engaged and not under stress—that is, when they have a lowered “affective filter.” In order to build students’ confidence and aid understanding, keep sentences short and simple. Where appropriate, use gestures. For example, students may not understand the concept of working with a partner, so you might have to use your hands to help explain, such as pointing to one student with one hand, another student with the other hand, and then bringing your hands closer together. Whichever gesture you use, make sure to use the same gesture each time, along with the spoken instruction, to avoid confusion and to build continuity. Be careful about using hand gestures that might be offensive. For instance, where pointing is considered impolite, gesture with your entire hand, fingers together with thumb on top.

Research has shown that students are more motivated when they feel like the teacher knows and cares about them. This unit provides a good opportunity for the teacher to get to know a little about each student, and for the students to learn more about each other. Getting to know one other is an important part of building the classroom community.

Warm-up

Start the lesson with an activity to engage the students and lay the groundwork for the unit. If it is allowed at your institution, ask students to take out their smartphone and take a photo of themselves. Ask them to show their photo to another person (or even send it with a message saying, *Me in English class!*). Then tell them to turn off their smartphone and put it away for the rest of the lesson. See if anyone knows what the picture is called and write *selfie* on the board. Ensure that students understand that a selfie is a picture that you take of yourself. Ask students to look at the title of the unit and the photo. Ask them what they think *self* means and how it relates to *selfie*. Students should understand that in this unit, they will learn to read and write about themselves.

If smartphone use is forbidden in your institution, you could bring in some selfies of yourself (in appropriate clothing and

situations) to show the students and prompt discussion, e.g., *Where am I here? Is this a good selfie? When do you take selfies?* For homework, students could print out or upload some selfies into a class wiki or closed online group.

DISCUSSION POINT

- 1 Ask students to look at the graph. Draw their attention to the title *Where are the students from?*, the numbers on the left, and the countries at the bottom. Review numbers zero to ten and make sure students understand that the words at the bottom are countries. If possible, bring in a large world map and ask students to find the countries listed in the graph on the map. Alternatively, if you have a projector hooked up to a computer, project a world map from the Internet. Ask students to look at the graph and complete Exercise 1. Check that they have the right answers.

ANSWERS

- 1 Japan 2 Four 3 China
- 2 If you have a class with students from different countries, give each student a slip of paper. Ask them: *Where are you from?* They should write their country on the slip of paper. (In a class where all students are from the same country, give students a slip of paper with a country name on it.) Ask them to stand up and ask other students *Where are you from?* The other students show what they have written. Ask students to write the names of their countries on the board before moving on to Exercise 2. Assess and discuss the demographic of where students in your class are from.

Extension activity

Students review the spelling of numbers zero to ten for homework. For the following lesson, start with a short competition. Have students work with a partner. Call out a random number from zero to ten. Each pair writes both the number and the number word, concentrating on correct spelling. Do this for a total of five or six numbers. Then ask pairs to exchange papers for checking. Say the number and spell it aloud while writing the number and number word on the board so that students can hear the spoken letters and see the spelling. Congratulate students for their effort and encourage them to review any that they got wrong.

VIDEO

BEFORE YOU WATCH

Introduce the topic of the video and ask students to read the exercise and identify any new words. Write these on the board and discuss the meanings as a class. Then, ask students to complete the *Before you watch* section. Monitor and provide feedback as a class.

ANSWERS

1 d 2 a 3 c 4 b

WHILE YOU WATCH

Play the video once. Ask the 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 two 2 four (including the narrator) 3 happy
4 weather

See the video script at the back of this book.

AFTER YOU WATCH

Have students work with a partner or in a group and ask them to complete the exercise. Encourage them to use what they have learned in the video and the example answers to answer the questions. Go through the answers with class.

READING 1

CHECK OUT MY PHOTOS!

A VOCABULARY PREVIEW

Use the photographs in *Check out my photos!* as a way to introduce the vocabulary in bold. Ask students to look at the photographs. If possible, use the presentation tool to project the image. Ask *What's her name?* to elicit answers. Ask *What's her age?* / *How old is she?* Elicit her age (from the end of the text) and write it on the board. Continue asking questions to elicit and agree on her city, country, hobby, and language (English, Spanish, maybe French because she's from Canada). Check that students understand the terms by checking several times during the process of building up the information about her, e.g., *Name? Age? City?* Students' responses will indicate if they have understood the terms.

- 1 Ask students to look at the list of words in bold in Exercise 1. Make sure they understand that they should choose the example that doesn't belong. For example, ask *Is August 5 an age? No?* Choose it. Check students' answers before moving onto Exercise 2. Ask students to work individually. Then ask them to check with a partner, then as a class. Students can also complete the *Vocabulary preview* as homework before class.

ANSWERS

1 August 5 2 32 3 Brazil 4 Tokyo
5 555-8820 6 mother 7 Italy 8 2023

- 2 This exercise will show whether or not students have understood the meaning of the vocabulary from Exercise 1. Ask students to correct the bold words in the sentences by using a word from Exercise 1. Ask volunteer students to read the corrected sentences. This can also be a good opportunity to check that students know the spelling of the words. With books closed, say the word and see if the class can spell it aloud. This activity will also show which letter names students need to review.

ANSWERS

1 language 2 birthday 3 hobby 4 name
5 e-mail address 6 city 7 age 8 country

Extension activity

This is a good time to review the alphabet and months. Make sure students can pronounce key terms: *age* /eɪdʒ/; *birthday* /'bɜːrθdeɪ/. Ask students to concentrate on making the /θ/ sound by putting their finger to their lips when they say *birthday*. Their tongue should come out far enough to touch their finger. For the /r/ sound in *birthday*, the tip of the tongue comes down while the back of the tongue rises. There is a lot of movement to go from the /r/ to the /θ/ sound; draw students' attention to this massive movement to help them with the pronunciation.

For the /l/ in *language*, the tongue comes forward and the tip of the tongue presses against the roof of the mouth just behind the teeth.

Country is /'kʌntri/ not /'kaʊntri/.

Address can have the stress on the first or second syllable: /'ædres/ or /ə'dres/.

Teach students how to say the symbols in an e-mail address: @ is at; . is dot.

B BEFORE YOU READ

Preparing to read

We unconsciously take in a lot of information about a text before we read it. This gives us information about what we are going to read and aids comprehension. This section aims to teach students to use information about a text before reading it.

This exercise works best if you can use the presentation tool to project the reading text. Use a pointer to draw students' attention to the title, captions, photos, and bold words. Ask, *Which gives the main idea? Which describes the photos? Which shows the important words?* to elicit the information in the *Preparing to read* box.

Students read the *Preparing to read* box and complete the exercise. Check understanding by asking students to point to each part in the text.

ANSWERS

A title, pictures, captions

C GLOBAL READING

This exercise encourages students to read quickly to get the main idea of the text without getting stuck on unknown words. Ask students to read the sentences. Then give them 30 seconds to read the text quickly and choose the correct ways to complete the sentences.

ANSWERS

1 photos 2 Emma 3 sister 4 student

D CLOSE READING

- 1 In this section, students read the text more carefully and answer the questions. Students can use a dictionary if needed. Have students choose *T* (True) or *F* (False) individually. Ask students to check with a partner, and then check as a class.

ANSWERS

1 T 2 F (This is my sister, Lily.) 3 F (My favorite city is Puebla, ...) 4 F (I speak a little Spanish, but I want to learn more.) 5 F (I'm now 18 years old.) 6 T

- 2 Point out that *age* and *years old* are the same thing. When we talk about age, we say *I am / he or she is ___ years old. How old are you?* Students work alone to complete the sentences using only one word. Students compare answers with a partner before having the class give feedback.

ANSWERS

1 take 2 business 3 cold 4 nice
5 Spanish 6 birthday

Extension activity

Put students into three groups. Ask Group 1 to make a list of all the countries they've seen in the unit so far. Group 2 should make a list of all the languages, and Group 3 should make a list of all the hobbies. Students should look at the infographic on page 8, the *Vocabulary preview* on page 10, and the reading text on page 11. Give them five minutes to complete the task. Ask fast finishers to make sure they have spelled their words correctly by checking in the book. Ask one person from each group to read one of their answers. Check and drill pronunciation as needed. Check that students understand the meaning of the hobby terms, but don't spend too much time connecting language to country because this comes up later in the unit. Ask another person from each group to read another answer and so on until each group has read their list, and you have practiced pronunciation and clarified meaning.

E OVER TO YOU

In this section, students use the same structure from the reading text to talk about themselves. This is an important step that consolidates and personalizes their learning.

- 1 Students work alone to complete the information about themselves. Give support where needed. Teach students the terms for *_* (*underscore*) and *-* (*dash* or *hyphen*) if needed to say their e-mail address.

- Write the sentence stems from Exercise 2 on the board and show students how to use them to compare information, e.g., *We are 19 years old. We are from Tokyo. We like movies. I like movies, but he likes tennis. I am 18, but he is 20.* Orally drill briefly so that students are comfortable saying the sentences. Have students work with a partner to compare information. Ask each pair to find another pair. Ask each student to tell the others one thing that is the same or different about their partner. When they have done this, ask two or three students to tell the class one thing that was the same or different about their partner.

ACADEMIC SKILLS

PARTICIPATING ACTIVELY IN CLASS

Warm-up

Students close their books. On the board, write *Participating actively in class*. With the class, brainstorm why class participation is important. You may need to prompt students with questions, e.g., *How can it help you learn better? What can you do if you don't understand something? How can it help your relationship with other students?* (**Possible answers:** help remember more information, ask your colleagues or the teacher, encourages you to ask questions, build positive relationships). Ask students to work with a partner to think of one or two more ideas to add to the list. Ask a few volunteers to tell the rest of the class what they added. (**Possible answers:** come prepared with questions, take notes, remove distractions so you pay attention)

- Students work alone to complete Exercise 1, reading the statements and deciding what they are an example of: showing interest, giving help, etc. Students compare their answers with a partner before class feedback.

ANSWERS

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

Extension activity

Students could suggest additional examples in each category. **Possible answers:** in my opinion (sharing ideas), do you know the answer to this question? (asking for help) what did you think of the video? (asking questions).

- Ask students to read the example conversation in Exercise 2. Explain that they are going to have similar conversations in groups. First, demonstrate by talking about your hobbies. Encourage students to use the language from Exercise 1 to respond to you and ask questions. Then ask them to think about what hobbies they want to talk about before putting them in groups to do the exercise.
- Give students a few minutes to reflect on what skills they need to improve before sharing with their group.

READING 2

STUDENTS OF THE MONTH

A VOCABULARY PREVIEW

Warm-up

Write *Students of the month* on the board. Ask students what they think this means (**Possible answer:** students who are chosen to be showcased or honored in some way, often because of an achievement or as a way to inspire others). Ask students why someone might be chosen for student of the month. Find out if anyone has ever been chosen for a similar award. If there is a similar award at your institution, talk about why students are chosen.

- Students work together to match the words with their definitions. If required, students can use a paper or online dictionary to complete the exercise. When checking answers, ask for the whole definition from volunteer students, e.g., T: *What is a class?* ST: *A group of students with a teacher.* Ask students to say the words in an oral drill two to three times to practice pronunciation.

Draw students' attention to the parts of speech in parentheses after each word. Find out if they know what (n) [noun] and (adj) [adjective] mean. At this point, you don't need to go into too much detail, but you could explain that a noun is a person, place, thing, or idea and an adjective is a word that describes a noun.

ANSWERS

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

- 2 Students complete the exercise alone, and then check with a partner. To practice saying the new words in sentences, ask Student A to read the odd-numbered sentences aloud to his or her partner. Student B reads the even-numbered sentences.

Pay particular attention to spelling. Tricky words include *easy*, *favorite*, *movie*, and *third*. Use the same class spelling activity from the Teacher’s Book page 12 to continue working on letter names.

ANSWERS

- 1 favorite 2 class 3 first 4 movie
5 club 6 easy 7 second, third

B BEFORE YOU READ

Preparing to read

Give students 30 seconds to read the exercise and check that they understand what to do. Reading the exercise before the text helps students know what information to look for and is a good exam skill to develop early on. Give them 30 more seconds to read the text quickly to find the answers. If appropriate, you could do this as a competition—the first student(s) to get the answers could be “students of the day.” (More opportunities to be “student of the day” can be given later in the lesson.)

ANSWERS

- 1 three 2 students 3 student magazine

C GLOBAL READING

Ask students to read the instructions and sentences. Give them two minutes to read the text and find the answer. Alternatively, challenge students to find the answer as quickly as they can with the “winner(s)” being added to the list of “students of the day” from *Before you read*.

Reading quickly to get the main idea is an important skill and helps students see that they don’t need to look up every word in order to get a global understanding.

ANSWERS

- 1 They speak English

D CLOSE READING

- 1 Students read the text again to complete the chart. Draw the chart on the board. Ask fast finishers to complete the information for one of the students in the chart. Ask the class if they got the same answers as those on the board and correct any mistakes.

ANSWERS

	Leila Abboud	Diego Garcia	Ji-won Kim
Age	20	18	21
Year	second	first	third
City	Sharjah	Tijuana	Busan
Country	United Arab Emirates	Mexico	South Korea
Studies	biology	music	east Asian history
Languages	Arabic, English, French	Spanish, English	Korean, English, Japanese, Chinese

- 2 Students work alone to complete the sentences with words from the text and then compare with a partner. Ask volunteers to read aloud their sentences for checking as a class.

ANSWERS

- 1 old 2 movie 3 soccer 4 music 5 Chinese
6 teachers

Extension activity

Have students work with a partner. Give each pair a chart like the one in Exercise 1, but without the names and information included. Students interview each other and complete column 1. Then they change partners and complete columns 2 and 3. Each student then chooses one of the people in their chart and gives a mini-presentation about that person to the class. In a large class, students can work in small groups for their mini-presentations. Less-confident students can read what they’ve written, while more-confident ones can try to present the information without looking at their notes.

E OVER TO YOU

- 1 Put students into groups of three or four. Students circle the free-time activities they do. Explain that free-time activities are the same as hobbies. (They will see both of these terms throughout this unit.) Encourage students to ask each other follow-up questions. Write some questions on the board to support them, e.g., *What do you draw? Where do you swim? What do you sing? Where do you travel? What do you read? What do you cook? What do you watch on TV? What kind of movies do you watch?*
- 2 Students complete the sentences. Ask them to find one or more other people who like to do the same things. Let them move around the room if possible and mingle with other students.

- Put students into groups of three or four, and ask them to make a list of school clubs. Compile a list on the board and encourage students to join. If your institution doesn't have clubs, ask students what clubs they would like to have—maybe they can put together a proposal for some clubs to take to the governing body of the school.

Extension activity

Students create a profile for a class study group, blog, or discussion forum. Ask students to read each other's profiles and find one thing they have in common with someone else in the class.

TOPIC VOCABULARY

COUNTRIES AND LANGUAGES

Warm-up

Put students into teams of three. Tell them they have three minutes to look through pages 8–17 in their books to find the names of as many countries as they can. They must write the name of the country and be careful about spelling, including capitalization. When the three minutes are up, ask teams to exchange papers. The team gets a point for each country they have found and another point for spelling the name of the country correctly. As they call out the countries, write them on the board in a column so the students can see the correct spelling. The team with the most points wins.

At the top of the column on the board, write *country*. At the top of a new column, write *language*. See if students can tell you what language they speak in each of the countries on the board from the *Warm-up*. Complete the *language* column and ask students if they see any patterns. For example, they may see that some languages end in *-ese* (Chinese, Portuguese), some in *-ish* (English, Spanish, Turkish), and some in *-an* (Korean). Students open their books and look at the table with countries and languages. Draw students' attention to the fact that both languages and country names are always capitalized. Go through the pronunciation of each. Ask students to identify the stressed syllable in each word.

China	Chinese
France	French
Germany	German
Italy	Italian
Portugal	Portuguese
Russia	Russian

South Korea	Korean
Spain	Spanish
Thailand	Thai
Turkey	Turkish

Point out that, although *Thailand* and *Thai* are spelled with a *th*, the sound is /t/ not /θ/. The *g* in *Portuguese* is a hard /g/ and the second *u* is silent: /pɔːtʃə'ɡiːz/.

- Students choose the word that does not belong. When going over the first few items, ask students to tell you why the word does not belong, e.g., *They are languages. It is a country.*

ANSWERS

1 France 2 Russia 3 Thai 4 Japanese 5 Thailand

- Students work alone to complete the sentences. They then check with a partner. Encourage them to pay attention to spelling. Volunteer students read aloud the entire sentence. When checking answers as a whole class, check that students are using the correct pronunciation.

ANSWERS

1 France 2 Russia 3 Italy 4 China 5 Japan

- Students work alone to complete the sentences. They then check with a partner. Pairs self-check spelling. As the class gives feedback, ask volunteer students to read aloud the entire sentence. Monitor and check pronunciation.

ANSWERS

1 Spanish 2 Korean 3 German
4 Portuguese 5 Thai

- Have students work with a partner to ask and answer the questions. If appropriate, ask them to record their conversation and play it back to listen for good pronunciation of countries and languages.

Extension activity

Have students work with a partner. Student A has the book closed. Student B says the name of the country. Student A says the language. Change roles and repeat. Later in the unit, review again—give each pair a set of cards with languages and countries mixed up. They sort them into two columns and match them up.

VOCABULARY BUILDER

SUBJECTS OF STUDY

Ask a few students what subject they want to study or are studying at school. Ask them if they know how many subjects it is possible to study at the institution they are currently in. If possible, bring in brochures from the school. Ask students to work in small groups to find three or four subjects that are interesting to them.

- 1 Students work alone to match the subjects with what they are the study of. Have them check with a partner and give feedback to the class. Go over the pronunciation of each subject. Some students struggle with *science* /'saɪəns/, *history* /'hɪst(ə)ri/, and the stress pattern in *geography* /dʒi'agrəfi/. Ensure that students know that school subjects are not always capitalized, although languages, e.g., Spanish, are capitalized.

ANSWERS

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

- 2 Students match the subjects with the pictures, and then write sentences. Fast finishers can think of two more subjects. Have the whole class give feedback. Ask the fast finishers to say what the subject is the study of and see if the others in the class can guess the subject. When checking answers, ask volunteers to read their sentences to the class. Check and drill pronunciation as needed.

ANSWERS

- 1 *Marta studies business.*
- 2 David studies music.
- 3 Kwame studies art.
- 4 Ana studies history.
- 5 Kurt studies sports science.
- 6 Yumiko studies geography
- 7 Lucy studies film studies.
- 8 Salim studies science.

Extension activity

To review subjects, give each student a slip of paper. Ask them to write the subject that they study or want to study on the slip and put it into a hat or box. When everyone has finished, mix up the slips. Read the school subject and see if students can guess who wrote it. They have to use a complete sentence, e.g., if the slip reads *Languages*, the students might say, *Busan studies languages*. How many they get right shows how well they know each other.

WRITING MODEL

Ask students to read the paragraph at the top of the page so that they know the aim of the *Writing* section. By having an awareness of the aim, students will better understand why the activities they are doing are important. The following exercises build the skills and language students will need in order to complete the *Writing task* at the end of the unit.

A ANALYZE

Students work alone to match the questions and answers, and then give feedback to the rest of the class. Teach students that the intonation of *Wh-* questions falls at the end of the question. Compare *Where are you from?* (falling intonation) with *Are you from China?* (a yes / no question with rising intonation). Once you have practiced pronunciation of the questions with students, have them work with a partner. Student A reads questions 1 to 5 and Student B answers them. For questions 6 to 10, students exchange roles.

ANSWERS

1 c 2 e 3 a 4 b 5 d 6 h 7 i 8 j 9 g 10 f

B MODEL

- 1 Students read the text alone and then describe it to another student.
- 2 Ask students to match the sentences to what they describe. Have students compare answers with a partner, and then give feedback to the rest of the class. You may wish to explain that this is an example of the writing they will be doing at the end of the unit.

ANSWERS

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

GRAMMAR

PRESENT TENSE OF *BE*

Ask students to read the *Present tense of be* information box as a take-home activity before the lesson so that they are better prepared to understand your presentation.

Ask students to close their books. Write the first three example sentences from the grammar box on the board. Underline *am*, *is*, and *are*. Ask students if they know which verb this is to elicit *be*. Ask students which form they should use with *he* (*is*), with *they* (*are*), with *you* (*are*), and with *it* (*is*). Conduct a short oral substitution drill:

T: *I am an English student. He.*

STS: *He is an English student.*

T: *She*

STS: *She is an English student.*

T: *They*

STS: *They are English students.*

Show the students how to make a *yes / no* question from the sentences on the board by swapping the subject and the verb: *I am* → *am I?*; *Bianca is* → *Is Bianca?*; *Mark and I are* → *Are Mark and I?* Conduct a short oral substitution drill:

T: *I am an English student.*

STS: *Am I an English student?*

T: *Abdullah is from Jeddah.*

STS: *Is Abdullah from Jeddah?*

Encourage students to answer the *yes / no* questions, e.g., *Am I in this class? Yes, you are. / No, you aren't; Is Abdullah from Jeddah? Yes, he is. / No, he isn't.*, etc.

Move on to *Wh-* questions. Write the questions from the grammar box on the board. Draw students' attention to the word order by underlining the verb and circling the noun or pronoun:

Where is Sharjah? How old are you? What is your hobby?

Ask students: *Can I say Where Sharjah is? (no)*

Conduct a final short substitution drill:

T: *Sharjah is in the United Arab Emirates.*

STS: *Where is Sharjah?*

T: *I'm 21 years old.*

STS: *How old are you?*

The grammar section has a variety of exercises to practice using the verb *be*. If class time is short, you could assign some of the exercises for homework.

- 1 Students complete Exercise 1 alone, using the grammar box for support if needed. Ask students to check with a partner, and then check as a class. Ask volunteer students to read the entire sentence.

ANSWERS

1 is 2 am 3 am 4 is 5 is 6 are 7 is

- 2 This e-mail is an example of a grammar-in-context exercise. Students must understand the context in order to complete the sentences. Some students may not have seen this type of exercise before and might need help from a stronger student to help them complete it. If possible, pair up a stronger and weaker student. Ideally, use the presentation tool to project

this exercise when checking answers. Draw attention to the words that give the clues to what form of the verb to use, e.g., *How¹ _____ college life in California?*

ANSWERS

1 is 2 is 3 am 4 is 5 is 6 is
7 is 8 is 9 is 10 are 11 is

- 3 Ask the students to unscramble the words and do the first sentence together as a class so that students understand the task. Point out that they also need a capital letter at the beginning of the sentence and a period at the end. After checking that they are correct, ask fast finishers to write their answers on the board while the others are still working.

ANSWERS

- 1 Cassie is 23 years old.
- 2 Max is not in a club this year.
- 3 I am not a second-year student.
- 4 Tomas is a film student from Panama.
- 5 The teachers at this college are great. / The teachers are great at this college.
- 6 Korean and Chinese are not easy. / Chinese and Korean are not easy.

- 4 In this exercise, students write sentences with the correct form of the verb *be*. Do the first one together so that students understand what to do. Encourage students to write the entire sentence and not just the verb—this is so that they will internalize the structure better. Then tell the students to ask the questions to a partner.

ANSWERS

- 1 *Are you 20 years old? Yes, I am.*
- 2 What is your last name?
- 3 Where are you from?
- 4 Is your area of study English?
- 5 Are you a new student here?
- 6 How are your classes?

- 5 & 6 To add some variety, ask students to work in groups of three for this exercise and write two true sentences and one false sentence about people in the class. Ask each student to read aloud a sentence. The rest of the class has to say which sentences are true and which are false. If the sentence is false, the person it is about corrects it as in the example in Exercise 6. These exercises could be done for homework with students bringing in their sentences to the following class.

WRITING SKILL

WRITING SIMPLE SENTENCES

Many students dislike writing because they consider it to be difficult. The *Skillful* series aims to build students' writing skills so that they feel more confident about writing and begin to see writing as an important means of communication. In this unit, students focus on simple sentence structure and punctuation as the groundwork for writing a short profile about another person.

Unlike many other languages, sentence structure in English is fixed with a finite number of patterns. Simple declarative sentences follow the pattern of SUBJECT + VERB (+ OBJECT). This is an important rule to point out to students, especially where their language has a different or more flexible word order pattern.

Ask students to read the *Writing simple sentences* box for homework before the lesson so that they are better prepared to understand your presentation. Write the sentences from the skill box on the board. Ask students what the verb, subject, and object are in each of the sentences. Double underline the verb, underline the subject, and circle the object:

I know. (no object)

Leila studies biology.

Emma and Lily live in Canada.

Ji-won speaks and understands Chinese.

Diego speaks Spanish and English.

Concept check: Ask *Can I say "Spanish and English Diego speaks"?* (no); *Can I say "Live Emma and Lily in Canada"?* (no), etc.

Ask students to say which words are capitalized in the sentences on the board. Check that students understand the concept by asking, e.g., *Do we capitalize verbs?* (no) *Do we capitalize names?* (yes) *What else do we capitalize?* (languages, cities, and countries), etc.

- 1 Students complete the exercise alone, and then compare answers with a partner. Ask fast finishers to write their sentences on the board to make it easier for students to check their answers. Sometimes students don't see the importance of capitals, commas, and periods, especially as they are not used in text speak. Explain that correct punctuation is an important part of academic writing.

ANSWERS

- 1 Derek speaks Greek and Italian.
- 2 Karachi is a large city in Pakistan.
- 3 My friend Roberto is from Bogota, Colombia.
- 4 Berlin, Munich, and Cologne are cities in Germany.
- 5 People speak French and English in Canada.
- 6 Our teacher is from Los Angeles, California.

- 2 To help students struggling with this exercise, ask them to identify the words in the two sentences that are different and those that are the same. The different words are the ones that will form the compound subject, verb, or object.

ANSWERS

- 1 *Isobel and Paul, are first-year students.*
- 2 Justine speaks English and Spanish.
- 3 Achara reads and writes Chinese.
- 4 Mark and Hassan are business students.

- 3 Students use compound subjects, verbs, or objects for this exercise. You could assign this exercise for homework. In class, ask students to read their sentences to each other, and then exchange them and check them for capitalization and periods. Although students may think they can't assess each other's work, peer review is an important skill. To support this, write the criteria on the board: *Does the sentence start with a capital letter? Does the sentence end with a period? Are languages, names of people, and countries capitalized?* Encourage students to ask you if they have any doubts or disagreements about the sentences.

WRITING TASK

Although it's tempting to assign writing as a take-home activity, there are good reasons for writing in class. First, students need to learn the steps in writing—brainstorming, planning, writing, peer reviewing, and rewriting and editing. The exercises in this section take students through those steps. Second, writing can be much easier if students are allowed to work together on some of the stages—brainstorming and planning, for example, can be done collaboratively. Finally, observing what the students do when they write can tell the teacher a lot about the students: Do they use their plan to help them write? Do they look back through the exercises in the book for support? Do they spend a long time looking up words? Do they struggle or do they find it easy? Do they stop and count the words in each sentence or wait until they have finished what they want to say before counting? How long does it take them to write 50 words?

This information will help you plan future lessons.

In this task, students write about each other. To make this exercise extra engaging, tell students that they are going to publish their finished work. Ideas for publication include posting their work on a class blog, creating a “who’s who” bulletin board, or making a “students-of-the-month” poster.

BRAINSTORM

Have students work with a partner to interview each other. Student A interviews Student B first. To ensure that Student A actually asks the questions verbally, Student B should have his or her book closed. Then ask students to change roles.

PLAN

Students work alone to write about their partner. Ask students to think about how they will organize the information. Refer them back to the model on page 20 and the reading texts on pages 15–16 if they need some ideas. Ask them if there is any information they can put together using compound subjects, verbs, or objects. They should take notes at this stage.

WRITE

Give students about 20–25 minutes of class time to write their paragraphs.

Ask students to write 50 words about their partner and to remember to use the key points, e.g., to use capital letters, periods, and the verb *be*. Students then complete the *Writing task* in class.

REVIEW

Students may not think they are qualified to comment on another student’s work, so the rationale behind peer review may require explanation. When evaluating another person’s work, students are improving their own skills as a writer because they are raising their awareness of what makes good writing. This also helps them become more independent of the teacher—an important skill as they progress into higher education. Finally, peer review is an important part of publishing in academia. Point out that in peer review, the reviewer provides an extra “set of eyes” to help support the writer.

Students exchange paragraphs with their partner. To help with the peer review, write guidelines on the board:

Is the information correct?

Are words capitalized correctly?

Is there a period after each sentence?

Can any sentences be combined?

Are the words spelled correctly?

Read through the guidelines with the class. Tell students they should discuss each other’s work with the guidelines in mind and compare their writing with their partner and offer suggestions for improvement.

REWRITE AND EDIT

Students read and consider their partner’s comments and rewrite and review their paragraph on a clean sheet of paper, checking for errors before turning it in. This could be done for homework. Optionally, students could write their final paragraph directly into a class blog, or they could print out their work. Include a picture of the person the paragraph is about if appropriate.

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. Go through the list carefully with the class.

VOCABULARY BUILDER REVIEW

Students work through the sentences, check with a partner, and report back to the class.

ANSWERS

1 art 2 geography 3 history 4 film studies

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, tell students to search online for information about a famous person whom they respect or admire. They should find out the person’s age, country, job, and two other pieces of information about that person. In the lesson. Ask students to share the information with each other in small groups. Alternatively, students can write about the person on the class blog.

INTEGRATED SKILLS 1

GPT-3 WRITES AN ACADEMIC PAPER ABOUT ITSELF

WARM-UP

Write the title of the text on the board. Discuss these questions with the class.

- What is Chat GPT-3? (**Possible answer:** An artificial intelligence tool. It was the first AI tool to become popular with people.)
- What is artificial intelligence (AI)? What can AI do?
- What is an academic paper? (**Possible answer:** A written report about academic research, published in a journal)
- What does the title mean? (**Possible answer:** An AI tool wrote an academic paper about AI.)

A CLOSE READING

Use the statements and the *Glossary* to check / pre-teach the following words: *submit*, *journal* (= like a very academic magazine), *thesis*. If appropriate, point out that *thesis* also has another meaning (i.e., an academic text that you write at the end of your studies), but in this lesson the word refers to a short academic statement of an idea, i.e., part of an academic paper. (NB In this paper, the thesis was only the short statement that Chat GPT-3 first wrote. The full paper was close to 1500 words long.)

ANSWERS

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

B READING ANALYSIS

Point out that these questions refer to the chart. 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.

POSSIBLE ANSWERS

- 1 The difference between a thesis and a full academic paper is that a thesis is very short. It can be part of the introduction to an academic paper. An academic paper has many more parts.
- 2 It writes an introduction, methods, results, discussion, and conclusion. The writer also told it to add references.
- 3 There is no mention of an abstract or literature review.

C CLOSE LISTENING

Before listening, go through the words in the box to check everyone understands them. Remind students that *paper* might refer to an *academic paper*. After listening, elicit what a *peer* is. Play the audio and ask students to choose the correct options.

See the audio script at the back of this book.

ANSWERS

- 1 research 2 papers 3 submits, editors
4 experts

D LISTENING ANALYSIS

Before putting students with a partner, check / pre-teach *anonymous*. After listening, ask students if they have any experience of peer reviewing, or if they know any peer-reviewed journals.

POSSIBLE ANSWERS

- 1 Because it stops journals from publishing bad research
- 2 So the peers write the truth. They don't worry about upsetting / offending the paper's writer.

E INTEGRATED WRITING

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

POSSIBLE ANSWERS

- 1 **The author of the text uses Artificial Intelligence** to write an academic paper.
- 2 **GPT-3's paper includes these sections:** an introduction, methods, results, discussion, and conclusion.
- 3 **GPT's conclusion is that** there are more benefits of letting GPT-3 write about itself than risks.
- 4 **It is important that GPT-3's paper is peer reviewed because** journals don't want to publish bad research.

READING	Previewing
ACADEMIC SKILL	Effective pair work
VOCABULARY	Family members
GRAMMAR	Subject pronouns and possessive adjectives
WRITING	Not repeating words

The idea of “family” is a cultural construct. In some cultures, people’s idea of family extends to cousins, aunts, and uncles. In others, it refers to just parents and children, or the “nuclear” family, and cousins, aunts, uncles, and grandparents would be considered extended family. It may be necessary to treat the topic of family with some sensitivity as some students may have lost members of their family.

Warm-up

To begin the topic of family, show students pictures of your family. If possible, hook up your smartphone to the projector so that everyone can see the pictures. Talk about who is in the picture and where it was taken. If permitted, allow students to show each other pictures of their family from their smartphones. If technology is not available or permitted, use the photo at the beginning of the unit to introduce the topic. Find pictures online of different types of family, print them out, and put them around the room. Ask students to look at the pictures and discuss which is most like their family and why. Bring the discussion around to meal times with family to lead into the *Discussion point*.

DISCUSSION POINT

Ask students to look at the two pie charts in their books. Make sure students understand that a pie chart shows the percentage out of 100, and that the symbol for percent is %. Review numbers and show how to talk about percent—point to the figures and ask *What is this number?* (5%, etc.). Review how to say the time—*six o’clock*, or simply *six*, etc. Check that students understand the concept, e.g., *What does the first pie chart show?* (the time students in the class have breakfast); *What does the second pie chart show?* (who the students eat lunch with); *What is a co-worker?* (someone you work with).

- 1 Ask students to read through the three sentences with a partner and circle the correct answers. Check as a class with volunteer students reading the complete answers.

ANSWERS

1 5% 2 8:00 and 9:00 3 a friend

- 2 Have students work with a partner to discuss the questions. Ask three or four volunteers to report back their answers to the class in complete sentences, using the sentence stems in the exercise.

VIDEO

A DAY TO CELEBRATE

BEFORE YOU WATCH

Introduce the topic of the video before asking students to complete the matching exercise. Alternatively, you could ask students to close their books, read the definitions to them, and ask them to write the word they think is being defined. Students then open the book to check if they got any of the same words. Elicit collocations by asking questions such as *What do you celebrate?* *Who do you miss?* *Where do people fly kites?* (**Possible answers:** celebrate a birthday, miss your family, fly kites in the park).

ANSWERS

1 e 2 c 3 b 4 a 5 d

WHILE YOU WATCH

Play the video once. Ask the 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 months 2 write 3 flowers 4 hundreds

See the video script at the back of this book.

AFTER YOU WATCH

Have students work with a partner or in groups and ask them to complete the exercise. Encourage them to ask each other questions to get more information about each other’s answers. Monitor and encourage class feedback.

READING 1

AUSTRALIA'S BIGGEST FAMILY!

A VOCABULARY PREVIEW

Warm-up

Note that there are two new parts of speech listed: verb (v) and pronoun. Tell students they will be learning more about pronouns later in the unit. Drill the pronunciation of the vocabulary orally with the whole class and individually, if necessary. Pay particular attention to the /θ/ in both, the /l/ in clean, and the /p/ in pet and spend. If students are pronouncing both like boss, then they aren't bringing the tip of their tongue forward enough to create the correct pronunciation. Emphasize the technique of bringing the tongue out between their teeth and demonstrate this to the class yourself. Remind students that the back of the tongue is pulled back and the tip sits on the ridge behind the teeth for the /l/ sound. If you have students for whom /p/ and /b/ are problematic, show them the difference between these two sounds. Ask students to put their fingers on their throat as they say /p/ (make sure it's /p/ and not /pə/). Then as they say /b/, they should feel the vibration of the /b/ in their throat, but there should not be a vibration when they say /p/. Over emphasize the /p/ sound to practice it, releasing a lot of air.

- 1 Students complete the definitions with the words provided. They can use a paper or electronic dictionary if needed.

ANSWERS

1 cash 2 spend 3 both 4 apartment
5 normal 6 clean 7 pet 8 exercise

- 2 Ask students to work alone to complete the sentences with words from Exercise 1 before comparing answers with a partner. Ask fast finishers to make vocabulary cards for the vocabulary box. Volunteers read their sentences to check answers as a class. Pay particular attention to spelling. Tricky words include *clean* and *exercise*. With books closed, write the words on the board, but without vowels, e.g., prtmtnt. Students work with a partner for five minutes to write the words in full on a piece of paper. Students exchange papers and check another pair's work with the words in the book.

ANSWERS

1 apartment 2 exercise 3 clean 4 spend
5 both 6 pet 7 normal 8 cash

Extension activity

Find out if students have a vocabulary notebook, and if not, encourage them to keep track of vocabulary. There are many ways to do this—by unit, by topic, alphabetically, by word form, by spelling pattern, etc. Discourage simple translation alone since words can have many meanings, and encourage students to include example sentences and collocations in English. In class, start a vocabulary box. Students write the vocabulary word on one side of a 3 x 5 card and on the other side write the definition, example, or example sentence with a blank. When you have a spare five minutes, bring out the box, take out a card, read the definition, example, or sentence with a blank, and see who can give you the correct word. This encourages students to keep a vocabulary record not based on simple translation. If possible, use an online flash card maker with a game element.

B BEFORE YOU READ

Previewing

Ask students if they remember what they should do and why before they read a text (from Unit 1). Students open their books and read the *Previewing* box to see if what they said matches the advice given. Students read the instructions. With books closed, agree on a time limit for completing this exercise, e.g., *Is ten seconds enough time? No? Fifteen seconds?* Ask students to open their books and start the timer.

ANSWER

a

C GLOBAL READING

- 1 Students scan the text quickly to see if their prediction from Exercise 1 was right. Set a timer so that students can read the text again and choose four things the text mentions. Ask students to compare their answers and show where they found their answers—for example, the text mentions food in the second paragraph where it lists what they eat in a week.

ANSWERS

children, food, jobs, money

D CLOSE READING

- 1 Have students work with a partner to complete the sentences with a number from the box. Ask students to identify where in the text they found the answers. When you go through the answers, you may explore this as an opportunity to see how to pronounce the different numbers in the text because there are examples of single-, double-, and triple-digit numbers.

ANSWERS

1 16 2 7 3 9 4 1

- 2 Ask students to read the sentences before reading the text again to find the answers. Set a time limit—about three minutes—to read the text quickly and find the answers. Discourage dictionary use at this stage—students can spend more time at home looking up words from the text and reading it again.

ANSWERS

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

- 3 Have students work with a partner to correct the sentences. Ask students where they found the information for the answers and explore the different ways the information is explained, e.g., not easy = difficult. Ask students what they think it would be like to live in a family of 16 people. Discuss with the class what they would enjoy and not enjoy about it.

ANSWERS

- 1 Mom and dad are always very **busy**.
- 2 The family spends about \$450 a **week** on food.
- 3 The family watches **movies** together.
- 4 It's difficult for them to get a good family **photo**.

Exam skills

Students need to understand the importance of reading a text quickly to answer the questions. On exams, they have to find information quickly in a text without the use of a dictionary. Students who cannot read quickly will not be able to complete all the questions in the time allotted. Scanning (searching quickly through a text for specific information) might feel uncomfortable to those students who read slowly and carefully and try to understand every word. Point out that they can read again at home, but in class, you are teaching them the skill of quick reading. In scanning, it is important to read the questions first in order to know what information to look for.

E OVER TO YOU

- 1 Students check the sentences that are true for them.
- 2 Now ask students to compare their lists with a partner using the sentence stem, “Both of our families . . .” As the class gives feedback, ask three to four volunteers to say how their families are the same, using complete sentences starting with the sentence stem. As a follow up at home, if appropriate, ask students to take a selfie with their family eating dinner or just a picture of their dinner. Ask students to post the picture onto the class blog with a short caption. Alternatively, in the following class, students can share and talk about their pictures with a partner before putting their smartphones away for the rest of the lesson.

Extension activity

Create a “Find someone who . . .” mingling activity on the topic of families to practice asking questions and to extend and practice vocabulary. Use the sentences in Exercise 1 as a starting point. Students turn the sentences into questions: My family lives in an apartment. Does your family live in an apartment? Students then write two more yes / no questions on the topic. Students stand up and walk around the room asking their questions. When they find someone who answers “yes” to the question, they write that person’s name down. They must find different people who can answer “yes.” Set a time limit of about ten minutes for this activity. Give feedback on some of the answers—maybe some of the surprising answers to the whole class. In a mixed-nationality class, there may be some differences in habits or traditions that could make for an interesting class discussion.

ACADEMIC SKILLS

EFFECTIVE PAIR WORK

Students often don’t consider the learning preferences of other students in a class. For example, some students really enjoy working with a partner while others prefer to work alone. Teachers have to find the right balance between what they know is good methodology and the needs, preferences, and cultural expectations of each student in the class. This *Academic skills* section is a good opportunity to examine the range of study preferences in the classroom and to highlight some effective study practices—both in and outside of class. Ask them, by show of hands, how many students prefer to study individually, with a partner, or in groups. Ask students if they think all students like to learn in the same way. Tell the students they are going to think about the benefits of effective pair work in the *Academic skills* section.

Ask students to read the *Effective pair work* box. Ask them why it is important to stay on topic, look at your partner while speaking, build on what your partner says, and try to talk for about the same amount of time. (**Possible answers:** it is the best use of the time you have, it helps build connections in most cultures, it shows you are listening, it is fair, and helps you use your time well).

- 1 Students complete the first exercise alone before comparing with a partner. Encourage students to elaborate on the advantages: *Why is it good to learn about others? What skills do you develop when you speak more? Why is it good to share ideas or hear others' ideas?* (**Possible answers:** it builds relationships, it develops communication skills, it gives you new ways to see the world and to think about things).

ANSWERS

I learn about others. I hear others' ideas. I can share ideas. I speak more.

- 2 Students are given the opportunity to experience and demonstrate the advantages of pair work that was previously explored. Working with a different partner, give them three minutes to discuss one of the questions given. As students are speaking, monitor the conversations and record examples of good use of language and any common mistakes. Do not provide feedback on the language use until after Exercise 3.
- 3 This exercise allows students to reflect on their discussion. You might decide to monitor the conversations or you might use this time to talk to the students and see how they felt about the exercise. Optional: Students could be placed in groups of three: two discuss a question from Exercise 2 while one student uses the criteria in Exercise 3 as a checklist. This student could suggest where the two did well and where they can improve. They could then rotate so that everyone has a chance to be the "marker."
- 4 Students use the provided scales to assess how well they performed each of the criteria provided. Once finished, students discuss with a partner. When the discussion activities have finished, write examples of the language on the board and review it with the class. It is important to separate out the moments of discussion from language analysis because students may not feel free to express their opinion if they are concentrating on their language.

READING 2

FAMILY FUN

A VOCABULARY PREVIEW

Warm-up

It can sometimes be useful, especially if class time is short, for students to do the *Vocabulary preview* exercises at home and go over the answers in class. Once you are sure everyone has the right answers, conduct a group competition to help students remember the vocabulary. Write the words on the board and put students into groups of three. Each group should have one piece of paper numbered 1 to 8. Give the definition, e.g., *Which word means "one time"?* and let the group decide together which word is the correct one. Move swiftly from one question to the next to keep the energy high. Exchange papers for checking. Alternatively, use the game element in an online learning tool of your choice.

In this exercise, *busy* /'bɪzi/ and *once* /wʌns/ are tricky since they are pronounced very differently from how they are spelled, so be sure to spend some time practicing their pronunciation.

- 1 Ask students to match the words with their definitions. Fast finishers can start to review with a partner. With books closed for Student A, Student B reads aloud the definition and Student A says the word. Change roles and repeat.

ANSWERS

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

- 2 Ask students to complete the sentences with the words from Exercise 1. Make sure students pronounce the vocabulary words correctly when going over the answers. Pay particular attention to the pronunciation of *special* /'speʃ(ə)l/, *busy* /'bɪzi/, *once* /wʌns/, and *twice* /twɑɪs/.

Add an element of personalization by asking, e.g., *Is this true for you? How many of you drink coffee at breakfast?*, etc. If necessary, repeat the spelling activity suggested on Teacher's Book page 23.

ANSWERS

1 once 2 keep 3 meal 4 busy 5 twice
6 Everyone 7 special 8 game

B BEFORE YOU READ

Family fun provides a nice contrast to *Australia's biggest family!* to help illustrate to students how family looks in different cultures. Family traditions are not necessarily culture-specific, but rather they differ from family to family. In thinking about family traditions, students can begin to think about diversity within cultures.

Warm-up

Brainstorm free-time activities with the class and write students' ideas on the board (this also reviews vocabulary from Unit 1). Ask three or four students (choose students who haven't spoken much in class) to say which of these they do with their friends and which they do with their family.

- 1 Ask students to complete the chart alone and then share the information with their partner, using the sentence stems to make complete sentences.

Previewing

- 2 After students have read the question, give them ten seconds to read the text quickly and answer the question.

ANSWERS
Six students

C GLOBAL READING

Ask students to read the instructions. Tell them they then have 20 seconds to read the text quickly to identify the person in each picture.

ANSWER
Photo 1: Jared
Photo 2: Suzie

Extension activity

To raise awareness of this type of genre, ask students where they think they would read this text, e.g., in a magazine? newspaper? online? Find out if students contribute to any online discussion forums or if they ever post comments online. What topics do people post about in online forums?

D CLOSE READING

- 1 Students work alone to complete the exercise, and then compare answers with a partner before giving feedback to the class. As the class gives feedback, ask students to say the number and the letter this time as a way of reviewing letters, names, and numbers. (The letters *a* and *e* are particularly tricky to pronounce).

ANSWERS

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

- 2 Ask students to complete the sentences with words in the box. When going over answers, have volunteer students read the whole sentence. You may need to work on the pronunciation of *restaurant* (/ˈrest(ə)rənt/—two syllables usually), *month* (/mʌnθ/ not /maʊnθ/), *photo* (/ˈfotou/), and *breakfast* (/ˈbrekfəst/ not /ˈbrekfæst/).

ANSWERS

1 old 2 fish 3 twice 4 first
5 once 6 has 7 pizza

Extension activity

Work on collocations with the verbs in the exercises to help students build their vocabulary. Down the left-hand side of a page in their notebook, students write the verbs *cook*, *play*, *watch*, *go*, *take*, and *eat*. They should leave two or three lines between each word. For homework, students think of three words or phrases to go with each verb. Possible answers include, e.g., *cook*—dinner, a meal, pizza; *play*—a game, soccer, tennis; *watch*—TV, a movie, a game; *go*—to a restaurant, to a movie, on vacation; *take*—a photo, a picture, a selfie; *eat*—in a restaurant, at home, a favorite meal. In the following lesson, students share their ideas with other students, and then volunteers share some with the rest of the class. Correct preposition errors as needed without going into too much detail.

E OVER TO YOU

- 1 Students write their sentences as a take-home activity.
- 2 In class, students read their sentences with a partner. Ask students to pair up two more times so that each student gets the opportunity to read their sentences a total of three times to three different people. As you walk around, listen and note down any errors you hear (but without interrupting the students). When they are finished, comment first on some of the interesting family activities. Then say that you heard a few things that were not right. Write down the incorrect sentence without saying who said it, and ask the class if they can correct it. For example, T: *I heard this: My family and I eats pizza on Friday. There is something wrong with eats. What should it be? (eat) Why? (My family and I = we. We eat).* This type of correction technique lets students know that you are monitoring them when they are speaking together. This can motivate them to speak in English rather than their L1 when doing pair-work activities. It is a non-threatening way of correcting errors, and it allows the entire class to think about how to correct them.

TOPIC VOCABULARY

FAMILY MEMBERS

Warm-up

Tell students you are going to tell them a riddle. Ask them if they understand the word and what it means (Answer: a question that seems impossible or silly, but has a clever or funny answer). Then tell them this riddle: A man is looking at a photograph. His friend asks, “Who is this?” The man says, “I don’t have brothers or sisters. This man’s father is my father’s son.” Who is in the picture? Give students a few minutes to work together to see if they can figure out the riddle. Some may get it quickly, so tell them not to shout out the answer so that others can have time to work it out. You may need to explain the possessive form *man’s father* means *the father of the man*, or *his father*. The answer to the riddle is: He is looking at a picture of his son.

- 1 Students work with a partner to complete the exercise, using a dictionary if needed. Ask fast finishers to draw the chart on the board and write in the answers. Use this chart for drilling the words. Point to a word, say it, and have the students repeat it. Do this a few times, and then point to the word without saying it to see if students can remember the pronunciation. Tricky words include *aunt* (/ænt/), *daughter* (/ˈdɔːtər/), *niece* (/niːs/), *nephew* (/ˈnefjuː/), and *uncle* (/ˈʌŋk(ə)l/).

For homework, ask students to review the pronunciation using an online dictionary, making sure to view the American pronunciation of the words. Ask them to learn the spelling. In the next lesson, hold a team spelling competition completion as a review.

ANSWERS

Male: brother, father, husband, grandfather, nephew, son, uncle

Female: aunt, daughter, grandmother, mother, niece, sister, wife

- 2 Ensure that students understand that *mother’s mother* means *the mother of your mother*. Write ‘s on the board and explain that using an apostrophe and “s,” e.g., ‘s, is how we show possessive in English. Check that students understand the concept. T: *The mother of your mother?* STS: *mother’s mother*; T: *the daughter of your son?* STS: *son’s daughter*, etc.

ANSWERS

1 grandmother 2 niece 3 aunt 4 nephew
5 grandfather 6 uncle 7 brother 8 father

- 3 Students complete the sentences and then share with a partner. If appropriate, see who has the biggest family.

Extension activity

If appropriate, ask students to draw a family tree for homework. They can do this on a large sheet of paper or they could use a family tree making app. (Search for family tree maker; there are several free apps online.) In class, students describe their family tree as a way of consolidating and reviewing the vocabulary.

VOCABULARY BUILDER

HOW OFTEN DO THINGS HAPPEN?

Focus students’ attention on the *How often do things happen?* box. Explain the concept of *How often ...?* by telling the students something you do every day or every weekend, e.g., T: *Every Saturday, I go to a restaurant with my family. You can ask me: “How often do you go to a restaurant with your family?” And I would say, I go to a restaurant with my family every Saturday.* Point out that the *t* in *often* is silent: /ˈɔf(ə)n/.

Introduce the new vocabulary. Draw a calendar on the board.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					go to a restaurant	

Ask students *How many times a week do I go to a restaurant?* Elicit *one time* is **once** a week. Continue in this way to introduce *twice*, *three times*, and *every*. Point out that the expression is “once a week” and not “once every week.” Clap and drill the rhythm: ONCE a WEEK; TWICE a WEEK, etc.

Introduce *morning*, *afternoon*, *day*, and *night* with times on the board. *Morning*—5:00 AM–11:59 AM; *afternoon*—12:00 PM–5:59 PM, etc. Note that different cultures have different views on when morning ends and afternoon begins, or when night begins and ends. Another word for 12:00 is *noon*, and this is where we get the term *afternoon*—literally after 12:00.

- 1 Students read the *How often do things happen?* box and reorder the sentences. When checking with a partner, remind students to use a capital letter and a period. When reading aloud the sentences during a class feedback session, ask the students *Is this true for you?* to add an element of personalization.

It is possible to put these time expressions at the beginning of the sentence, e.g., *Once a week, my mother cooks pizza*, but they cannot go in the middle of the sentence, e.g., *My mother once a week cooks pizza*.

ANSWERS

- 1 My mother cooks pizza once a week. / Once a week my mother cooks pizza.
 - 2 I chat with my brother every night. / Every night I chat with my brother.
 - 3 I talk with my parents twice a month. / Twice a month I talk with my parents.
 - 4 I cook for my family every week. / Every week I cook for my family.
 - 5 My aunt and uncle visit us twice a year. / Twice a year my aunt and uncle visit us.
 - 6 My family goes to a restaurant three times a month. / Three times a month my family goes to a restaurant.
- 2 Ask students to find and correct the mistakes in each sentence. This is excellent practice for editing students' own work. Ask students to work alone and compare answers with a partner. To ensure that students have the right answers, write them on the board so they can see the correct sentence.

ANSWERS

- 1 I text my sister **every day**.
 - 2 My family calls **once a week**.
 - 3 My grandparents visit me **three times a year**.
 - 4 My mother has breakfast with my father **every day**.
 - 5 I watch an old movie with my mother **twice a month**.
 - 6 My father takes my picture **once a year**.
- 3 Students complete the sentences with their own ideas. This can be done as a take-home activity if class time is short. You could ask students to write two true sentences and two false ones. They read their sentences to a partner, who must say which are true and which are false.

Extension activity

Play a vocabulary tic-tac-toe game. Hand out five slips of paper to each student. Ask them to look through their vocabulary notebook and write one word or phrase on each slip of paper. Collect the slips and put them into a hat or jar. Make a 5 × 5 chart on the board. Divide the class into two teams—X and O. Pick one word out of the hat or box and explain or define it, e.g., *This is the boy child of your mother and father. Your father is the ___ of your grandfather*. Each team will get a chance to guess the vocabulary word based on your definition. If they guess correctly, they get to put an X (or O) in the square. The aim is to get five down, five across, or five diagonally. Teams may try to block the other team.

WRITING MODEL

Read through the introduction paragraph with the students so that they know the aim of the *Writing* section. At this stage, they probably won't understand what subject pronouns or possessive adjectives are, so explain that they are going to learn their meanings. Revisit this paragraph later so that students can assess what they have learned. Remind students that each section of the next part of the unit builds toward the final *Writing task*.

A ANALYZE

- 1 Students may not have seen this type of graphic before, so explain that this is a mind map, and it is a very good way to get ideas down on paper quickly. Students work alone to read the mind map.
- 2 Students now read the text based on the mind map about Talia and check what it includes. Note that the paragraph does not include all the information from the mind map.

ANSWERS

- her parents' names her brothers' ages
- what her mother always does
- how often they go to school
- what her father sometimes does
- how often Talia goes to school
- her brothers' names how often Talia studies

B MODEL

Ask the students who they think wrote the text about Talia (a student). How did that person get the information about her? (They probably interviewed her / asked her questions.) Below the text is a list of questions that the writer asked Talia along with her responses. Students match the questions and answers, and then check with a partner. As the class gives feedback, have one student read the question using falling intonation for *Wh-* questions and rising intonation for yes / no questions, and have another student read the answer.

ANSWERS

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

Extension activity

Practice asking questions. Put students into teams of three or four. Ideally, group students so that there is at least one strong student and one weaker student in each group. Ask them to come up with a name for their team. Read the answer to a question (You could use the answers in the exercise or make up your own.). Teams must write the question. One person from each team reads their question. For a correct question with no mistakes, the team gets two points. If the question is mostly right, the team gets one point. Keep score on the board. The team with the most points wins.

GRAMMAR

SUBJECT PRONOUNS AND POSSESSIVE ADJECTIVES

Ask students to read the *Subject pronouns and possessive adjectives* box for homework before the lesson so that they are better prepared to understand your presentation. Copy the table on the board, but do not put in the pronouns and adjectives yet. Make sure students understand the terms *singular* and *plural*. With books closed, ask students to tell you what the subject pronouns are. Write them in the appropriate column. Ask students to give you some examples of *he* (Harold, Mr. Thomson, the man, grandfather, etc.), *she* (Maria, Mrs. Lee, the woman, nephew, etc.), and *it* (the pet, Tizzy the cat, the house, etc. [NOTE: Some people refer to their pets as *he* or *she*, too.]) Ask students which pronoun they would use for *Martin and I* (*we*) or *Martin and Toby* (*they*). If you are talking to one person, you can use (*you*) as well as more than one person (*you*). If needed, explain that unlike some other languages, there is no formal form of *you*.

Ask students what the possessive adjective is for *I*, *you*, *he*, etc., and write these in the appropriate column. In some languages, it is confusing to students to say *his niece*—the possessive adjective sometimes matches the gender of the noun it modifies. If this is true for the language of your students, you may need to clarify.

Its vs. *it's*—if students ask, point out that *its* is the possessive adjective while *it's* is the short form of *it is*.

Drill pronunciation before asking students to open their books. Ask students to look at the subject pronouns and underline the subject in each example sentence. What do they notice? (The subject is always the pronoun.) They do the same for the examples in the possessive adjective column. What do they notice? (The subject is the adjective + the noun: *My mother*, *Your house*, etc.) Noticing this may help some students who are confused about which to use when.

- 1 Ask students to choose the correct subject pronoun or possessive adjective. Compare answers with a partner before having the class give feedback. Volunteers should read the entire line. Check their pronunciation. You also may need to review titles: *Mr.* refers to a man; *Miss* refers to a single woman; *Mrs.* refers to a married woman; *Ms.* is the female equivalent to *Mr.* and can refer to a married or unmarried woman.

ANSWERS

1 They 2 She 3 his 4 We 5 your
6 My 7 His 8 My, Its

- 2 This exercise illustrates how possessive adjectives can help avoid unnecessary repetition. Do the first sentence with the students as an example. Read the sentence, repeating *my mother's* so the students can hear the repetition. By substituting *her*, the sentence sounds better and is shorter, too. Ask students to pay particular attention to question 2. Point out that it is talking about more than one teacher, so it is plural. When students have finished the exercise, have the class give feedback and discuss anything students feel needs extra clarification.

ANSWERS

1 **her** 2 Their 3 Its 4 Their 5 His 6 Her
7 Their 8 Our

- 3 Ask students to work alone to complete the sentences with the correct subject pronoun or possessive adjective. Check answers as a whole class. When checking answers, remind students about capitalization.

ANSWERS

1 They 2 We 3 Our 4 His 5 You 6 It 7 My
8 She 9 We 10 Their

- 4 If time is short, assign this exercise as a take-home activity. When checking answers, ask students to work together and have them ask for your help if they disagree on the correction.

ANSWERS

- 1 My uncle has a new car. **It** is very nice.
- 2 I don't live with **my** family. I live alone.
- 3 Do you and **your** brother live with your family?
- 4 Our parents live in Los Angeles. **They** visit me once a month.
- 5 My sister lives in Germany, but **her** daughter lives in France.
- 6 My father likes sports. **His** favorites are baseball and soccer.
- 7 I want to write to your niece. Do you have **her** e-mail address?
- 8 Mr. Hariri and his new wife live in Oman. **Their** children live there, too.
- 9 I really like your new home. **It is / It's** a special place for your family.
- 10 My nephew and I like to play games. **They** are fun on a Sunday afternoon.

Exam Skills

With a partner, students write three to five sentences on a sheet of paper, some that use subject pronouns or possessive adjectives correctly, and at least one sentence in which there is a mistake. Pairs exchange papers with another pair who must find the sentence with a mistake. Students can use sentences from the exercises (lower level) or write their own sentences (higher level).

WRITING SKILL

NOT REPEATING WORDS

Explain that the work students completed in the *Grammar* section supports the *Writing skill*. At this point, you could return to the introduction paragraph in the *Writing model* and ask students to assess what they have learned. Explain that using pronouns and possessive adjectives instead of repeating words will make their writing sound much more sophisticated.

Write the sentences from the *Not repeating words* box on the board without the pronouns or possessive adjectives. Students tell you where they can put them to make the second sentence sound more natural. Ask the students which word the pronouns refer to. Draw a circle around the word and a line to the word it refers to, e.g.,

Dr. Jones is in the library. **He** is helping Susan with **her** homework.

Students work alone to rewrite the description in the space provided below the text, replacing the underlined words with subject pronouns or possessive adjectives. Students compare answers with a partner before checking as a class.

ANSWERS

My family is very special to me. I live with my parents and my grandmother. **We** live in an apartment in Shanghai. My father is a taxi driver. **He** works all day. My mother works in a restaurant. **Her** restaurant is open all day. **They** both work very hard. I go to college. **It** is very good, and I get good grades. I like my teachers. **They** help me a lot. I study business. **It** is not easy. I have a sister. **Her** husband is a college professor. My sister and her husband live in Wuhan. **They** have a new baby boy. **His** name is Jinhai.

WRITING TASK

BRAINSTORM

Have students work with a partner to interview each other. To ensure they ask and answer the questions orally, the student being interviewed should have his or her book closed. Students check the information that is correct about them once the interview is completed—spelling of siblings' names and school, for example, might be difficult for the students to spell. Ask students to correct spelling mistakes in each other's work.

PLAN

Students work alone to consider the information from the interview and which they will use. Refer them back to the model if they need some ideas. Ask students to discuss their ideas with a partner, comparing notes, and give them time to add to or adjust their notes.

WRITE

Give students about 20–25 minutes of class time to write their paragraphs. Ask students to write 60 words about their partner and to remember to use the key points, e.g., to use pronouns and possessive adjectives in order to not repeat words. Observe students while they write to see who finds writing easy or difficult, who stops to count words after each sentence, and who refers to their plan.

REVIEW

Students exchange paragraphs with their partner and write one sentence about themselves for their partner to include. To help with the peer review, and to help support the reviewing stage, write guidelines on the board:

Is the information about you correct?

Does the writer use pronouns and possessive adjectives correctly?

Are the right words capitalized? (first word in the sentence, names, etc.)

Read through the guidelines with the class. Tell students they should discuss each other's work with the guidelines in mind and compare their writing with a partner and offer suggestions for improvement.

REWRITE AND EDIT

Students read and consider their partner's comments and rewrite and revise their paragraph on a clean sheet of paper, checking for errors, before turning it in. This could be done for homework. Optionally, students could write their final paragraph directly into a class blog, or they could use a word processor and print out their work. Include a picture of the person the paragraph is about if appropriate.

REVIEW

WORDLIST

Students work with a partner or in small groups 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. Go through the list carefully with the class.

VOCABULARY BUILDER REVIEW

Students work through the sentences, check with a partner, and report back to the class.

ANSWERS

1 business 2 once a year 3 music 4 every week

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

In many countries it's normal to live at home with parents until after school, after marriage, or indefinitely. In Europe and in the USA, more and more young people are living at home longer. Ask students to find out more about (1) why more people are living at home longer, (2) in which countries this is a growing trend, and (3) what are some of the problems parents and young adults face with living at home longer. Ideas for searches include, e.g., *average age of leaving home by country*, *what is the average age to move out of parents' house*, *living at home with parents in the USA*. In class, students share their information and discuss how they feel about this trend. Ask them to make a list of the advantages and disadvantages of living at home as a young adult. Share ideas in a whole-class discussion. Alternatively, start a classroom discussion forum where students can practice writing and reading while sharing their ideas. Avoid correcting grammar because the focus should be on idea sharing and not accuracy. The best way to incentivize students is by making them feel engaged by the task and to feel that it is helping them in some way, so do emphasize how extensive practice such as this will improve their overall English.