




IN THE PICTURE Talk about school subjects	32-33
READING Understand the main ideas in an interview	34
GRAMMAR Present simple negative, questions and short answers Use negative verbs and ask and answer questions	35
LISTENING AND VOCABULARY Listen for specific information	36
GRAMMAR Possessive 's, whose and possessive pronouns Talk about possessions and relationships	37
LANGUAGE & BEYOND Understand your learning style	38
SPEAKING Describe people	39
WRITING Use <i>and</i> , <i>or</i> and <i>but</i> in a questionnaire	40

IN THE PICTURE School icons

Talk about school subjects

Pages 32-33

STAGE	TIME	FOCUS
GET STARTED		Sort classroom language into categories and use some of the vocabulary from the lesson.
WORK WITH WORDS		Recycle vocabulary related to the classroom and school subjects. Complete a school timetable. Watch four teenagers talking about their favourite school subjects and complete sentences to describe your timetable.
SPEAK		Use the vocabulary from the lesson to write a definition of three school subjects for your partner to name.

Get started

Recycle classroom language. Write these three categories on the board: *Actions, Questions, Expressions*.

Ask students to categorise these phrases: *Open your books; Time's up!; Underline the words in bold.; How do I pronounce 'chemistry' in English?; Good work!; How do you spell that in English?*

Divide the class into pairs and ask them to race against each other to think of more phrases for each category in three minutes. Ask students to stop when the time is up and count how many phrases they have for each category.

Invite students to come up to the board and write their phrases in the correct category. Correct any misspelled words.

Put the title of the unit on the board: *Classmates*. Elicit from students the meaning of the word (*people in your class at school*) and ask them what they think the unit is going to be about (*everything related to school*).

ANSWERS

Actions: Open your books; Underline the words in bold
 Questions: How do I pronounce 'chemistry' in English?; How do you spell that in English?
 Expressions: Time's up!; Good work!

WORK WITH WORDS School subjects

1 RECALL

- Focus students' attention on the photo of a classroom in the UK and elicit similarities and differences between it and the classroom they are in now.

- Divide the class into pairs and ask students to write words for the different categories. Draw students' attention to the examples and the photo to help give them ideas.
- Set a time limit of three minutes.
- Nominate different students to say the answers.
- Ask students to do the Work with Words task on page 132.

ANSWERS

See Words & Beyond, Student's Book, page 132.

- Have students match the icons to the UK school subjects.
- Elicit any more school subjects students may know, eg *biology, chemistry, physics, social studies, French*, etc.
- Point out that we use capital letters when we talk about languages as school subjects but other subjects don't need a capital letter. You could also point out that in American English the subject *maths* is called *math*.
- Find out from students which subject doesn't have an icon (*music*) but don't check the answers at this point.

3a 1.37

- Play the track for students to check their answers to Exercise 2.
- Continue the track for students to listen and repeat.

ANSWERS / AUDIO SCRIPT

 1.37

a design & technology b art c English d history
 e languages f PE (physical education) g drama
 h geography i IT (information technology) j maths
 k science l music

3b

- Ask students to create an icon for the missing subject in Exercise 2 (music).
- Have students come up to the board and draw their icons.
- Vote on the best icon. Point at each icon and ask students to raise their hands. Ask a volunteer to count the number of votes for each icon and name the winner.

Extra activity

Divide the class into pairs and have students act out the school subjects for their partner to guess.

4  1.38 

- Focus students' attention on the timetable and ask them to complete the sentences.
- Use this opportunity to recycle days of the week using the short forms in the timetable as prompts.
- Play the track for students to check their answers.

ANSWERS / AUDIO SCRIPT 1.38

1 maths 2 PE 3 IT 4 music 5 languages
6 design & technology
See Student's Book, page 32, for audio script.

Alternative procedure: less confident classes 

Recycle saying the time and ask comprehension questions about the timetable to help orientate students before they do Exercise 4: *What time do they start class every morning?* (8.50am); *How long is the break?* (20 minutes); *What time do they have lunch?* (12.10–12.55); *When do they finish school?* (3pm).

5  1.39

- Play the track for students to listen and complete the timetable with the school subjects.
- Let students compare their answers in pairs before you check them in open class.
- Ask students if they like this school timetable and if it is similar to or different from their own.

ANSWERS / AUDIO SCRIPT 1.39

g history b science e drama c art d geography
a, f, h English

- On Thursdays we have a break from 10.50 to 11.10 and then we have history.
- The first class on Tuesday is science.
- We don't do drama often. It's our last class on Wednesday.
- We have an art class on Tuesdays after PE.
- After lunch on Wednesday there's geography. I like geography.
- We do English on Monday, Tuesday, Thursday and Friday but not on Wednesday.

Extra activity 

Ask students to work intently on this audio text and have them reconstruct all the information they remember. Play the track again for students to write down what they hear. Keep playing the track until a student thinks they have a perfect version of the text and shouts *Stop!* Divide the class into groups of three or four to allow them to compare what they have and allow students to come up to the board and write their sentences to check. Ask students to underline all the prepositions of time to recycle this grammar point.

6 **THE MOVING PICTURE** 

- Explain to students that they are going to watch four teenagers talking about school subjects.
- Play the video and ask students to note down which are their favourite subjects and why.
- Let students compare their answers in pairs before you check them in open class.
- You might like to play the video again with the sound down. Pause after each activity and ask students to try and remember the exact words for the conversation in each frame.

ANSWERS / VIDEO SCRIPT

Charlotte: drama because she can be creative and it shows off what she likes about herself

Aaron: art because he likes being creative and painting

Daisy: maths because it's just different from the other subjects and it's a bit out of the box

Huxley: PE because it's interesting and fun because you get to do different sports and try out different activities that you may not have tried before

Charlotte: My favourite school subject's drama because I feel I can be very creative in it and it really shows off what I like about myself because I feel I can be other people. Um ... but I really dislike maths because I'm quite bad with numbers and then it's quite a lot of effort to think about things.

Aaron: My favourite subject is art because I like being creative and painting. I don't like design & technology because I'm not very good with the equipment they give us, so ... However, they do say it's very creative and it's very like art, but I don't like it, personally.

Daisy: Well, one of my favourite subjects is maths because I just enjoy, like, I enjoy algebra because it's just different than all the other things and it's just a bit out of the box because you wouldn't really think in maths you'd have letters. Yeah, but it's a bit strange, but ... I don't really like geography as it's just a bit long and we learn, a bit, it's a bit, they overload us in some of the lessons, it's just ... they overload us with too much information and then they expect us to remember it all.

Huxley: I like geography because I like finding out different stuff about the world. Geography starts on Thursday at 9 o'clock and ends at 11. My favourite subject is PE. I find that it's interesting and fun because you get to do different sports and try out different activities that you may not have tried before.

7

- Ask students to complete the sentences about their school timetable.
- Encourage students to compare their sentences in pairs and report any differences they found in their school routines and likes and dislikes.

Fast finishers

Ask fast finishers to create an 'odd one out' activity (ie one item of a group is different and doesn't fit the rest of the group) from the vocabulary in this lesson to test the rest of the class. You could write an example on the board, eg *languages, art, history, science* (science is the odd one out as all the others are part of the Arts and Humanities curriculum).

SPEAK

8

- Divide the class into pairs and ask them to complete the tasks.
- Circulate and monitor as students work, helping them with any language difficulties.

Alternative procedure: less confident classes

First model this activity in open pairs before asking students to continue in closed pairs.

GO BEYOND

Ask students to do the Words & Beyond exercise on page 132.

Homework




In class you could brainstorm some ideas to encourage students to be creative, eg new school subjects (*cooking, yoga, making video games, school newspaper, free choice of subjects*), different timetables (*start at 10 o'clock, 40-minute lessons, three-month holidays, Monday to Thursday!*), regular resting periods, physical activities every 40 minutes, etc.

For homework ask students to write notes on how they could improve their school timetable. At the start of the next lesson divide the class into small groups and ask students to present their ideal timetable to each other. Each group could report the best ideas to the class.

READING An interview

Understand the main ideas

Page 34

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle school subjects.
SPEAK AND READ		Read quickly to understand the main ideas in a text about a school. Complete a reporter's notes and answer questions about the school.
REACT		Say if you like the Evelyn Grace Academy building and how the school is different from your school.

Get started

Play a game of *Snowman* (see Games, page 33) to recycle school subjects.

SPEAK AND READ

1

- Divide the class into pairs and ask them to answer the questions.
- Nominate students around the class to say their answers and try to develop a class discussion on what students like about their school.

2a

- Encourage students to think of any tips they know on how to understand the main ideas in a text. (See Teaching Tips, *Predicting before reading*, page 32.)
- Refer students to the **HOW TO** box and see if they thought of the same tips.
- Ask them to cover the box and try to remember the three tips without looking.

2b  1.40

- Have students read the interview and tick the information Jon talks about. You could set a time limit of two minutes to encourage students to read quickly. Don't play the audio at this point. It is an extra feature and a suggestion for using it in class is included at the end of the lesson.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

The building The number of students The timetable
The subjects

GO BEYOND FOR TEACHERS

The education system in the UK

The education system in the UK is divided into four main parts: primary education, secondary education, further education and higher education. Children in the UK legally have to attend primary and secondary education which runs from about five years old until the student is 16 years old. Measures are being introduced in England so that children must stay in some form of education or training until they are 18.

3

- Ask students to tick the tips in the **HOW TO** box that helped them with Exercise 2b.

4

Exam-type task

- Have students read the interview again and complete the reporter's notes.
- Point out to students that this type of information transfer activity is a typical task in many official English examinations.
- Nominate different students to read out their answers.

ANSWERS

Student name: Jon
Year: 8
N° students: around 800
School times: 8.30-3.15
Favourite subject: maths
Rules: wear a uniform, can't take phones into school

Extra activity

Ask students to compare the rules in their school and any other schools they know with the Evelyn Grace Academy. In a less confident class, have students write the rules down before they do this as a speaking activity.

5

- Ask students to write their answers to the questions.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

- They walk along a running track.
- He sometimes gets tired.
- Because he likes music a lot.

GO BEYOND FOR TEACHERS

Evelyn Grace Academy

The Evelyn Grace Academy is a non-selective, co-educational secondary school in Brixton, London. The building, designed by architect Zaha Hadid, was awarded the 2011 RIBA Stirling Prize for architecture. You can find a 'video prospectus' on the school website to show students what life is like at the school. Search for *Evelyn Grace Academy Brixton*.

Fast finishers

Ask students to write an extra comprehension question about the interview to ask the class at the end of the activity, eg *Where is the school?* (Brixton, South London); *What extra classes do they do in Year 8?* (English and maths).

REACT

6

- Divide the class into pairs and ask them to give their opinions of the Evelyn Grace Academy building and to compare the Evelyn Grace Academy to their own school.
- Draw students' attention to the **PHRASE BYTES** box to help them structure their opinions.
- Choose random students to answer the questions.
- Encourage students to expand on how the Evelyn Grace Academy is similar to or different from their school.

GO BEYOND

Ask students to continue working in pairs and take it in turns to ask and answer the questions in the interview about their school.

Recorded reading text 1.40

Use the audio in exercises 4 and 5 as an alternative to having students read the text again. Ask them to close their books and listen out for the specific information. Then open their books again and read to check.

Homework

Ask students to write notes to design and describe their perfect school, and do a presentation on it in the next lesson (about three minutes for each presentation). During the presentation stage, encourage other students to ask questions, like *Where do the students study?* At the end of the presentations have a group discussion about whose school would work best in the real world.

GRAMMAR Present simple negative, questions and short answers

Use negative verbs and ask and answer questions

Page 35

STAGE	TIME	FOCUS
GET STARTED		Use the present simple to ask and answer questions about everyday activities.
READ AND LISTEN		Read and listen to an interview to find out why Bella's school is different.
STUDY		Use the interview to complete the grammar explanations for the present simple negative, questions and short answers.
PRACTISE		Produce target language in written exercises and write Wh- questions.
SPEAK		Talk about your everyday routine and tell the class some interesting facts about your partner.

Get started

Write one true and four false sentences about yourself on the board, eg *I speak French; I ride a motorbike; I play computer games; I watch TV every night; I cook every day.*

Have students ask you questions to find out which sentence is true. Monitor to see if students have consolidated knowledge of present simple questions and short answers and encourage them to say *Do ... ?* and answer *Yes, I do. / No, I don't* where possible.

Encourage students to vote on which sentence is true and give them the correct answer.

Ask students to make the four false sentences negative. Monitor to see if students have consolidated knowledge of negative present simple sentences.

READ AND LISTEN Grammar in context

1 1.41

- Refer students to the photo and ask them what they think the text is going to be about.
- Play the track for students to read and listen to the interview and decide in what way Bella's school is different.
- Nominate a student to say the answer.
- Ask students if they think Watershed sounds interesting.

ANSWERS / AUDIO SCRIPT 1.41

They don't spend all day in classrooms. They go out of the school to learn in the real world.
See Student's Book, page 35, for audio script.

GO BEYOND FOR TEACHERS

Watershed School, Colorado, USA

Watershed School is a pioneering, private middle school and high school located in Boulder, Colorado. It has an innovative and experiential programme where students experience adventure and learn by doing. The curriculum revolves around learning expeditions, considered to be the most productive method of education, eg children learn geography and biology in a canoe in a nearby river, or in the woods. In addition to traditional sports like football, students practise yoga, mountain biking and playing Frisbee.

STUDY

2

- Ask students to complete the explanations with words from Exercise 1.
- Check answers in open class.

ANSWERS

don't spend do you go Do you like do

Extra activity

Ask students to find another negative present simple sentence in the interview. (*But the school doesn't believe you can ...*).

Ask students to find three more present simple questions in the interview. (*Do you think Watershed is ... ?; What do you do?; Does the school have classrooms?*)

PRACTISE

3a

- Ask students to write the complete questions.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

- Where does Bella go to school?
- Does she like it?
- Does she think her school is typical?
- Why does she think it's different?
- How do they learn in the real world?
- What does Bella say at the end?

3b

- Ask students to write the answers to the questions, making sure they use short answers where possible. Refer them to Exercise 1 to help them with their answers and draw students' attention to the example sentence.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

- She goes to Watershed School.
- Yes, she does.
- No, she doesn't.
- Because they don't spend all day in classrooms.
- They go to local farms and organisations and visit other countries.
- At Watershed, the world is our classroom.

Fast finishers

Have fast finishers change affirmative answers from Exercise 3b to negative and vice versa.

4

- Have students complete the text with the present simple form of the verbs.
- Go round the class, nominating random students to say the answers.

ANSWERS

- don't go
- doesn't go
- don't work
- don't spend
- don't like
- doesn't interest

5

- Ask students to complete the questions with the question words in the box.
- Remind them they can only use each word once and that one question doesn't use a question word.
- Nominate different students around the class to read out the answers.

ANSWERS

- How
- Where
- When
- What
- Who
- Why
-
- Which

SPEAK

6a

- Divide the class into pairs and have them ask and answer the questions in Exercise 5.
- Draw students' attention to the model conversation.
- You could point out that you are going to ask them to write their partner's answers for homework, as this will make them listen more intently.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.

Alternative procedure: less confident classes

In a less confident class, students prepare their answers in written form before doing this as a speaking activity. Circulate and monitor as they work, helping students with any language difficulties. You could ask a more confident pair to model this activity for the class before students continue in closed pairs.

Alternative procedure: more confident classes

In order to encourage students to listen carefully to each other's answers, ask students to give one false answer for their partner to guess.

6b

- Invite students to tell the class two interesting facts about their partner.

Extra activity

You could develop this into a class survey by collating the results on the board.

Write some prompts such as *All of us ...*, *Most students ...*, *Some students ...*, *None of us ...*

Divide the class into small groups and ask students to write some conclusions using the prompts, eg *Most students come to school on foot.*

Homework

Ask students to write their partner's answers to the questions in Exercise 5. At the start of the next lesson ask students to read out their texts to their partners to check they have written the correct information.

LISTENING AND VOCABULARY Dress code

Listen for specific information

Page 36

STAGE	TIME	FOCUS
GET STARTED		Brainstorm different categories of clothes and talk about dress codes.
SPEAK AND LISTEN		Listen to students talking about their school uniforms, and follow tips for listening for specific information.
REACT		Discuss with a partner which uniform you like from the photos and whether or not you think uniform is a good idea.
WORK WITH WORDS		Learn vocabulary for clothes and accessories. Practise the /əʊ/ sound. With a partner, design a school uniform for your school.

Get started

Books closed. Write these categories on the board.

- Men's clothes
- Unisex
- Women's clothes

Divide the class into small groups and ask students to think of clothes vocabulary for each category. Set a time limit of three minutes and give regular updates, eg *One minute to go*.

Stop students and give them one minute to organise their lists in groups. Ask students to count how many words they have in total and congratulate the winning team.

Write *Dress code* on the board and ask students what this means and which situations may have a dress code (a set of rules about how you can dress, eg at school, a job interview, an expensive restaurant, a party, a wedding).

Alternative procedure: less confident classes

Write clothes vocabulary on the board for students to categorise, eg *coat, dress, jacket, jeans, shirt, shorts, skirt, T-shirt, trousers*. Ask them to add at least two more words to each list.

SPEAK AND LISTEN

1 **RECALL**

- Divide the class into pairs and ask them to answer the questions.
- Nominate random students around the class to say the answers.

ANSWERS

shirt, jacket, skirt, trainers, T-shirt

2 1.42

- Play the track for students to listen to three teenagers talking about school uniforms and match the names to the photos.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS / AUDIO SCRIPT

1 b 2 c 3 a

Kath: My name's Kath. We go to Homeways School in London and our uniform is our own design. It's a long grey skirt with a white shirt ... an optional blue tie and a dark blue jacket. We also wear pink trainers, which are very cool. We have a school backpack to carry stuff. In winter we wear a grey jumper, a school scarf, gloves and a coat to keep warm.

Dani: Um ... my name's Dani. I go to the Stanley Walker School in Derbyshire. We don't have a school uniform. We wear our normal clothes, like Sam's skateboard hoody. This is my brother's T-shirt but the blue jeans, the belt and white trainers are mine. We can wear jewellery too, like earrings.

Chloe: I'm Chloe. We go to the Katherine White School in Middlesex. Our uniform is quite traditional. We wear a black jacket, white shirt, grey trousers or skirt and black shoes ... I forgot the school tie. It's got stripes. We also have clothes for PE - a white T-shirt, shorts - they're blue ... white socks. Oh, and we have blue tracksuit tops and bottoms for outside sports.

3a

- Ask students if they know any tips on how to listen for specific information. (See Teaching Tips, *Listening for specific information*, page 31.)
- Refer students to the **HOW TO** box and ask them to read the tips.
- Check to see if students have thought of similar or different ideas.

3b 1.42

- Play the track again for students to match the information to the correct photo.
- Encourage students to compare their answers in pairs before you elicit them from different students around the class.

ANSWERS

1 a 2 b 3 a 4 c 5 b

GO BEYOND FOR TEACHERS

School uniform

School uniforms in England have been around since the middle ages. From the time of Henry VIII uniforms were called 'bluecoats', as blue was the cheapest available dye and showed humility amongst all children. The first school to introduce this uniform was Christ's Hospital and it is the oldest uniform of any school. Today, the British government encourages schools to have a uniform, as it can promote positive behaviour and protect children from social pressures to dress in a particular way.

4

- Ask students to look back at the **HOW TO** box and to tick the tips which helped them in Exercise 3b.

REACT

5

- Divide the class into pairs to discuss the questions.
- Go round the class, asking for students' reactions. Ask students to rate how much they agree with question 2 (from 0 = completely disagree to 10 = totally agree) and to give reasons why.

Alternative procedure: more confident classes

Hold a class debate. Ask students to stand in a line, from 0 = completely disagree to 10 = totally agree, and divide the class into two groups accordingly – one half in favour of school uniforms and the other half against. Remind students that the important thing is to defend their point of view in this activity. Give groups three minutes to prepare their arguments. After the debate ask students to vote to see if anyone changed sides.

WORK WITH WORDS Clothes and accessories

6a

- Have students match the pictures to the words in the box.

Fast finishers

Have fast finishers think of more clothes vocabulary. They can use their dictionaries if necessary. At the end of the activity, ask students to draw the clothes items on the board for others to guess what they are in English.

6b  1.43

- Play the track for students to listen and check their answers.
- Continue the track for students to listen and repeat the words.
- Point out the alternative words for *jumper* (ie *pullover*, *sweater*) and that *sweatshirt* is an option for *hoody*.

ANSWERS / AUDIO SCRIPT

 1.43

a scarf b earrings c jumper d coat e tie f belt
g gloves h shorts i tracksuit top j tracksuit bottoms
k backpack l hoody

GO BEYOND FOR TEACHERS

American British / British English

You could point out to students that Americans say *sweater* and *sneakers* and the British tend to say *jumper* and *trainers*. Also, in American English *trousers* are called *pants*. This can cause confusion because the word *pants* refers to underwear in British English.

7  1.44 **PRONOUNCE**

- Play the track for students to listen and say if the /əʊ/ is a short or long sound in the words. (See Teaching Tips, Long 'o' sound, page 32.)
- Play the track again for students to listen and repeat.
- Point out to students that the lips are relaxed and in a rounded position. Say *o*, *o*, *oh*. The tongue rises up a bit at the back towards the soft palate and isn't touching anything.

ANSWER / AUDIO SCRIPT

 1.44

long
See Student's Book, page 36, for audio script.

Extra activity

Ask students to think of two or three more words with the /əʊ/ sound, eg *note*, *hope*, *boat*.

8  1.45

- Ask students to complete the quotes with words from Exercise 6a.
- Let students compare their answers in pairs before you play the track for them to check them.

ANSWERS / AUDIO SCRIPT

 1.45

1 earrings 2 backpack 3 tracksuit tops 4 coat
5 hoody 6 tie
See Student's Book, page 36, for audio script.

Extra activity

Ask students to match the sentences to the three teenagers in Exercise 2.

ANSWERS

1 Dani 2 Kath 3 Chloe 4 Kath 5 Dani 6 Chloe

9

- Divide the class into pairs and ask them to design a school uniform for their school.
- Ask students to present their ideas to the class.

Alternative procedure: less confident classes

Discuss in open class different types of clothes and patterns students could choose from, and write the ideas on the board. Use this opportunity to recycle colours.

Write some prompts on the board, for example:

Features: *It has long/short sleeves / buttons / zips.*

Patterns: *checked, print, flowered, polka dot, striped, solid*

Material: *It's made from cotton/polyester/wool/silk.*

GO BEYOND

Ask students to do the Words & Beyond exercise on page 132.

Homework

Ask students to write six headings: *Head, Neck, Body, Hands, Legs and Feet* and list all the words for clothes from the lesson under the appropriate place where they are worn. Ask them to look up new words in their dictionaries and add at least one more example to each. In the next lesson write the headings on the board and ask students to call out the clothes they had for each section. Ask students to write down any they didn't have in the correct column.

GRAMMAR Possessive 's, whose and possessive pronouns

Talk about possessions and relationships

Page 37

STAGE	TIME	FOCUS
GET STARTED		Recycle <i>Wh-</i> present simple questions and clothes vocabulary.
READ AND LISTEN		Read and listen to a conversation in a changing room.
STUDY		Complete the grammar explanations for possessive 's and <i>whose</i> . Complete a table with possessive pronouns.
PRACTISE		Recognise and produce target language in written exercises.
SPEAK		Talk about possessions and identify who they belong to.

Get started

Recycle *Wh-* present simple questions and clothes vocabulary. Write questions on the board in a jumbled order, for example:

dresser / do / think / Who / is / good / you / a / ? (Who do you think is a good dresser?)

trainers or shoes / do / Which / you / prefer, / ? (Which do you prefer, trainers or shoes?)

Divide the class into pairs and ask them to order the questions correctly.

Ask students to take it in turns to ask and answer the questions. Elicit some interesting answers from different students around the class. Review the meaning of the *Wh-* question words with the class (*Why* to ask about a reason; *When* to ask about time; *Which* to ask about a choice; *How* to ask about manner; *What* to ask about a thing; *Where* to ask about a place; *Who* to ask about a person).

READ AND LISTEN Grammar in context

1 1.46

- Refer students to the picture in Exercise 1 and ask students: *Where are the students?* (in a changing room); *What do you think the teacher is saying?* ('Is this your coat?'); *Is the changing room tidy?* (no, it's in a mess); *Where are the clothes?* (they're on the floor); *Does the teacher look happy?* (no, he doesn't).
- Play the track for students to read and listen to the conversation and decide who the coat belongs to.
- Nominate a student to say the answer and ask him/her to read out the words from the text that give the answer.

ANSWER / AUDIO SCRIPT

1.46

The coat belongs to Mr Ford.
See Student's Book, page 37, for audio script.

STUDY

2

- Ask students to complete the explanations with words from Exercise 1.
- Let students compare their answers in pairs before you check them in open class.
- Point out to students that *Whose* is another important question word and we use it for asking about an owner. We can say either *Whose is this bag?* or *Whose bag is this?* Ask students to add this new *Wh-* question word to their list and write its meaning.

ANSWERS

Todd's brother students Whose

3

- Ask students to read the explanation and complete the table with possessive adjectives. Remind them to use Exercise 1 to help them. (See Teaching Tips, *Subject pronouns and possessive adjectives*, page 29.)
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

mine yours ours

PRACTISE

4

- Ask students to complete the sentences with the words in brackets. Remind them to add an apostrophe (') in the correct place and also an s if necessary.
- Go round the class, nominating different students to come up and write the answers on the board.

ANSWERS

1 Dan's 2 my parents' 3 Chloe's
4 our neighbours' (*our neighbours* would be correct if there were only one neighbour but the Student's Book gives *neighbours* as plural)
5 Kath's 6 the students'

Fast finishers

Ask fast finishers to find six words related to clothes in this lesson (*tracksuit top, trainers, coat, gloves, earrings, bag*).

5 1.47

- Ask students to complete the conversation with the words in the box.
- Play the track for students to listen and check their answers.

ANSWERS / AUDIO SCRIPT

1.47

1 Whose 2 yours 3 mine 4 Martin's 5 his 6 Whose
7 theirs 8 hers 9 brother's 10 school's
See Student's Book, page 37, for audio script.

SPEAK

6

- Divide the class into pairs and ask students to do the tasks.
- Draw students' attention to the model conversation.
- Circulate, noting down errors and good use of language without interrupting the flow of the activity.
- Give feedback to students at the end of the activity, pointing out errors and good use of language.

Alternative procedure: less confident classes

You could do this in open class before asking students to continue in pairs. Ask different students to choose some items from their pockets/bags (keys, phones, wallets, cosmetics, pens, etc). Hold them up as you choose them to make sure everyone knows the name of the item. Put them into a bag and pull them out one by one, asking *Whose is this ... ?* The class must point to the owner and say *It's his phone*. Pretend you haven't heard for students to say this in another way, eg *It's John's phone.* / *It's his.* and ask the student *Is it yours?* The student must respond with *Yes, it's mine.*

Homework

Dictate these sentences to students: *Are these his gloves?; That's my coat.; Is this your backpack?; These are her earrings.; Those are our coats.; Do they have their trainers?*

Circulate while you are dictating, checking that students have written the sentences down correctly. In a less confident class, ask a student to come up and write the sentences on the board to check everyone has transcribed the sentences correctly before they do their homework.

Ask students to change the possessive adjectives to possessive pronouns for homework. At the start of the next lesson let students compare their answers in pairs before you check them in open class.






ANSWERS

Are these his? That's mine. Is this yours?
These are hers. Those are ours. Do they have theirs?

LANGUAGE & BEYOND KNOW YOURSELF

Understand your learning style

Page 38

STAGE	TIME	FOCUS
GET STARTED		Make a paper plane, following instructions, and think about different learning styles.
READ AND LISTEN		Read a website article and work out what type of learner you are.
DO		Talk about what type of learning activity you like best and say if the activities are good for visual, auditory or kinaesthetic learners.
REFLECT		Discuss what learning styles other students have and how it can help you in class.
EXTEND		Find out what other students are good at and see if it matches that person's learning style.

LIFE SKILLS KNOW YOURSELF: UNDERSTANDING YOUR LEARNING STYLE

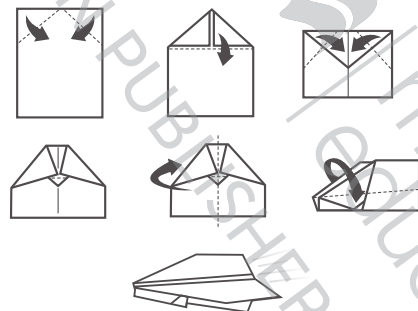
In this lesson, students examine the three most common types of learning styles: auditory, visual and kinaesthetic. To learn, we depend on our senses to process the information around us. Most people tend to use one of their senses more than the others. Knowing that other people can have different learning preferences helps you to communicate your message effectively in a way that more people can understand. Recognising your own strengths and understanding how to relate to others can help students to make the most of their learning potential and later on make more effective career choices.

Get started

Ask students to have three sheets of paper ready. Tell them they are going to make a paper plane (or a similar paper creation or piece of origami of your choice).

First, write the instructions on the board and draw diagrams:

- 1 Fold your paper in half and open back up.
- 2 Fold the top corners down to the centre.
- 3 Fold the top down.
- 4 Fold the corners into the middle.
- 5 Fold the little point up.
- 6 Fold the plane in half away from you.
- 7 Fold out the wings.



Secondly, read the instructions out loud for students to follow. Thirdly, demonstrate the process.

Write the words *auditory*, *visual* and *kinaesthetic* and ask students to match these learning styles to each of the three techniques.

Discuss the meaning of each word initially if necessary.

Discuss in class which technique students found easier and why.

GO BEYOND FOR TEACHERS

Multiple Intelligences

H. Gardner's (1985) concept of multiple intelligences is commonly viewed as a model of learning styles. According to this point of view, the following types of learning styles can be identified amongst others. (Gardner):

Visual learners learn best if they can see the teacher's body language and facial expression; they tend to prefer sitting at the front of the classroom to avoid visual obstructions. They tend to think in pictures and learn best from visual displays. They like to take detailed notes. About 65% of people are visual learners.

Auditory learners learn best through explanations and discussions; they like to talk things through and listen to what others have to say. Written information is not very important to them. They like to read texts out loud and enjoy recording their voices.

Kinaesthetic learners learn best through a hands-on approach; they like to actively explore the physical world around them and may find it hard to sit still for long periods.

READ AND LISTEN

1a

- Ask students to read the website article and follow the instructions.

1b 1.48

- Play the track for students to read and listen and decide what type of learner they are.

AUDIO SCRIPT

See Student's Book, page 38, for audio script.

2

- Divide the class into pairs to talk about Exercise 1 and decide if they agree with the article.
- Draw students' attention to the **PHRASE BYTES** box to help them structure their answers.
- Encourage students to discuss their learning styles and say why they agree or disagree with the article in open class.

DO

3

- Ask students to look at the typical classroom activities and tick the activities they like doing.
- Elicit answers from different students around the class.

4

- Divide the class into pairs and ask them to say whether the activities in Exercise 3 are good for auditory, visual or kinaesthetic learners and explain why.
- Draw students' attention to the **PHRASE BYTES** box to help them structure their answers.
- Go round the class, nominating students to say their answers and give their reasons.

ANSWERS

Reading: b Listening: a Speaking: a Pronunciation: a
Project work: a, b, c Role-play: a, c

Extra activity

Read out characteristics of the three main learning styles in a random order and ask students to call out *auditory*, *visual* or *kinaesthetic*.

Auditory learners

They sit where they can hear. They talk to themselves. They like reading out loud. They learn by hearing and listening.

Visual learners

They take detailed notes. They sit at the front. They close their eyes to remember something. They like to see what they are learning. They like illustrations and colourful presentations.

Kinaesthetic learners

They need to be active. They speak with their hands and with gestures. They like to manipulate information. They love activities such as cooking, construction and art. They love being outdoors.

REFLECT

5

- Encourage students to talk about the questions in open class before they read the **REFLECTION POINT**.

Alternative procedure: less confident classes

Give less confident students three or four minutes to prepare their answers individually in note form before comparing their answers in pairs. You could generate more ideas by asking pairs to become groups of fours and then finally hold a group discussion.

EXTEND

6

- Divide the class into groups and allow students five minutes to ask and answer about what they are good at, and see if the results match that person's learning style. Direct students' attention to the model conversation.
- Encourage students to present their conclusions to the class to close the activity.

Fast finishers

Write these jobs on the board and ask fast finishers to match them to the three main learning styles: *actor*, *artist*, *athlete*, *English teacher*, *interpreter*, *journalist*, *PE teacher*, *politician*, *writer*.

When all students have finished, ask fast finishers to explain what they have done and encourage the class to add one more job to each learning style.

ANSWERS

Auditory: English teacher, interpreter, politician

Visual: artist, journalist, writer

Kinaesthetic: actor, athlete, PE teacher

Homework

Dictate these sentence beginnings and ask students to think about them carefully and complete them according to their learning style:





1 I learn best when I ... 2 I like to do these things to revise for exams: ... 3 I prefer to study in ... 4 Writing notes is ... 5 My English notebook is ...

At the start of the next lesson divide the class into pairs and ask students to guess what their partner has written in each sentence. You could use the information you gather from these questions to plan future lessons adapted to the most prevalent learning style.

SPEAKING What are they like?

Describe people

Page 39

STAGE	TIME	FOCUS
GET STARTED		Recycle present simple questions and vocabulary for talking about personality, appearance and nationality.
SPEAK		Think of words and phrases to describe people and compare with other students.
WATCH OR LISTEN		Watch or listen to a scene where people are being described. Describe two people.
ACT		Describe people in the class for others to identify.

Get started

Recycle present simple questions and vocabulary for talking about personality, appearance and nationality. Draw a seven-pointed star on the board and write answers to questions about a famous female around it, eg *green, brown, 1.51m, the piano, extraordinary clothes, singing and song-writing, America*.

Explain to students that the star gives information about a famous female. Ask students: *What are the questions?* Give an example if necessary, eg *Her eyes are green. What question do you need to ask to find out this information?* Elicit from students *What colour are her eyes?* and cross out the word *green* from the star.

Have them ask you more questions to eliminate the rest of the clues.

Suggested questions: *What colour are her eyes?; What colour is her hair?; How tall is she?; What instrument does she play?; What does she wear?; What does she like?; Where is she from?*

When they have asked you all the questions, ask them to guess who the famous person is (*Lady Gaga*).

Ask students to draw a seven-pointed star and write answers to questions about a famous person around it. Divide the class into pairs and have them take it in turns to ask each other questions to guess who their partner's famous person is.

When they have all finished, ask them as a group to tell the others who the famous people were and what they found out about them.

SPEAK

1a

- Divide the class into pairs and have them think of two words or phrases to complete the sentences. Draw students' attention to the example.

1b

- Ask students to compare their answers in small groups.
- Elicit answers from different students around the class and ask them to come up and write them on the board. Check spelling and drill the pronunciation of the words.

SUGGESTED ANSWERS

1 basketball, the piano 2 jeans, glasses 3 football, reading
4 blue, big 5 long, black 6 French, funny

Alternative procedure: less confident classes

Write the suggested answers on the board in a jumbled order for students to complete the sentences. Ask students to add one or two more words or phrases for each sentence.

WATCH OR LISTEN

2 1.49

- Focus students' attention on the photos.
- Play the video or audio track for students to watch or listen to the scene and write the four names under the correct photos.
- Play the scene again, pausing to check the answers.

ANSWERS / VIDEO/AUDIO SCRIPT

 1.49

Claire 2 Salva 4 Manu 6 Emma 3

Liz: Here's the list of students for the school play.

Adam: Ah, thanks. Who's Claire?

Liz: You know her.

Adam: No, I don't. What's she like?

Liz: Er, she's got long, wavy hair ... and she's got brown eyes. She always wears T-shirts and she plays the guitar.

Adam: Ah, right. What about Salva? Is he the tall Italian guy?

Liz: No. He isn't very tall. And he isn't Italian. He's Spanish. He's got big brown eyes. He loves sport.

Adam: And Manu and Emma?

Liz: They're friends. He's tall and wears glasses. She's got long blonde hair. He's got dark hair. He's funny.

Adam: OK. Let's see if they can act.

Alternative procedure

Describe the photos in open class before students watch or listen to the scene.

3 1.49

- Play the video or audio track again for students to watch or listen and write the missing words to complete the conversation.

ANSWERS / VIDEO/AUDIO SCRIPT

 1.49

See underlining in video/audio script in Exercise 2 above.

Extra activity

Divide the class into pairs and ask them to take it in turns to read out the conversation.

4 1.50

- Ask students to match the sentence halves.
- Play the track for students to listen and check their answers.
- You could play the track again for students to repeat the sentences and highlight the different pronunciation of *he's* /'hi:z/ and *his* /hɪz/ and elicit from students that *he's* can be *he is* and *he has*.

ANSWERS / AUDIO SCRIPT

 1.50

1 c 2 e 3 d 4 a 5 b

See Student's Book, page 39, for audio script.

Fast finishers

Ask fast finishers to write the opposite of all the adjectives in the lesson, eg *long/short, wavy/straight, tall/short*. Have them read out one of the opposites to test the class at the end of the activity.

5

- Ask students to write five sentences to describe the two other people in the photos.
- Elicit sentences from students around the class.

Alternative procedure: more confident classes

Have students swap texts and give feedback on errors and good use of language.

Extra activity

In many official English examinations students are asked to describe a photo or a picture. You can help to prepare students by playing a game called *Forty Seconds!*

Describe first photo – 10 seconds

Describe second photo – 10 seconds

Invent it! – describe their characters – 10 seconds

Invent it! – describe their likes and dislikes – 10 seconds

ACT

6 1.51

- Divide the class into groups of three or four and ask them to complete the tasks.
- Draw students' attention to the **PHRASEBOOK** to help them with their descriptions of two people in the class.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.
- Have students take it in turns to present their descriptions in open class for other students to identify the people.
- Give students feedback at the end of the activity on errors and good use of language.

Extra activity

Ask students to find a photo of someone in the Student's Book and describe them. Other students look through the book to see if they can find the person.

Homework

Ask students to find a photo of a famous person, eg a pop star, sports personality or TV star, and write a description of their appearance. At the start of the next lesson divide the class into pairs and ask students to take it in turns to describe their famous person for their partner to guess. Encourage students to bring in photos of their person to show each other and discuss after the description activity.

WRITING A questionnaire

Use *and, or and but*

Page 40

STAGE	TIME	FOCUS
GET STARTED		Recycle grammar and vocabulary you have met in the unit so far.
SPEAK AND READ		Ask and answer questions in a class questionnaire. Learn about connectors <i>and, or and but</i> .
PRACTISE		Produce target language in a written exercise.
PLAN		Plan a questionnaire about things you and your classmates do and like.
WRITE AND CHECK		Write and edit your questionnaire.
SHARE		Swap questionnaires with other students to answer their questions. Read students' answers to your questionnaire.

Get started

Play a game of *Three in a Row* to recycle vocabulary and grammar that students have seen so far, for example:

clothes	present simple questions and short answers	possessive 's
possessive pronouns	school subjects	accessories
present simple negative	Whose ... ?	learning styles

Draw the grid above on the board. Divide the class into two teams. Teams take turns to choose a cell. Ask the team the question for that cell (see *Questions* grid opposite). if they answer correctly, they 'take' the cell. The aim is to get three cells in a row.

Questions

Say 10 items of clothing.	Make three present simple sentences with question words and answer them.	Change this sentence to one with the possessive 's: <i>The trainers belong to Sally.</i>
Say all the possessive pronouns.	Say six school subjects.	Say six accessories.
Make these sentences negative: <i>I like shopping. He wears glasses.</i>	Make a question with <i>Whose ... ?</i> and answer it.	Describe the three learning styles.

SPEAK AND READ

- 1
- Divide the class into pairs and have students complete the tasks. First students ask and answer the questions in the class questionnaire and write their partner's answers.
 - Then students compare their answers with other students in the class to see if their answers are similar.

2a

- Ask students to read the tips in the **HOW TO** box.
- Point out to students that the words *and*, *or* and *but* are three very common conjunctions in English.

2b

- Have students underline examples of *and*, *or* and *but* in the questionnaire in Exercise 1.
- Choose random students around the class to read out their examples.

ANSWERS

... we do **and** like; ... English, maths **or** geography?; ... never, sometimes **or** often?; Pop, rock **and** classical ...; ... **but** it's raining.

PRACTISE

3

- Have students choose the correct word (*and*, *or* and *but*) to complete the sentences. Remind students to refer to the **HOW TO** box to help them decide on their answers.
- Encourage students to compare their answers in pairs before you elicit them from different students around the class.

ANSWERS

1 and 2 but 3 or 4 but 5 and 6 or

Fast finishers

Ask fast finishers to write a gapped sentence with *and*, *or* and *but*, making sure they refer to the **HOW TO** box for use and meaning. They can use the sentences to test each other when they have finished the activity.

PLAN

4

- Explain to students that they are going to write a questionnaire about things they and their classmates do and like. Direct students' attention to the **Writing plan** to help them prepare.

WRITE AND CHECK

5

- Ask students to write four questions for their questionnaire, including one situation similar to question 4 in the questionnaire in Exercise 1.
- Set a time limit of 10 minutes.
- Encourage them to tick the things in the plan to make sure they have followed the instructions correctly.

SHARE

6

- Ask students to swap their questionnaire with other students in the class. Have them write the answers and then swap them back so that they can read the answers to their questions.
- In open class ask students to share some of their questions and the most interesting answers.

Homework

Ask students to write up the answers to their questionnaire in a short report to present at the start of the next lesson. Have students make some conclusions at the end of their report using: *All of my classmates ...*; *Most of my classmates ...*; *Some of my classmates ...*; *None of my classmates ...*.

VOCABULARY School subjects

1

- Elicit from students what a link in a website is (*a word or image in a computer document that you can click on in order to move to a related document, word or image*).
- Ask students to complete the name of the school subjects. Point out that the first and last letter of each word is given.
- Go round the class, nominating different students to read out the answers.

ANSWERS

- 1 art 2 design & technology 3 drama 4 English
 5 geography 6 history 7 information technology
 8 languages 9 maths 10 music
 11 physical education 12 science

Clothes and accessories

2

- Ask students to look at the pictures and write the names of the clothes and accessories.
- Get students to compare their answers in pairs before you check them, nominating different students around the class.
- Encourage students to say what they think about the Lunar Secondary School uniform.

ANSWERS

- 1 belt 2 tie 3 earrings 4 jumper / sweater / pullover
 5 coat 6 gloves 7 scarf 8 shorts 9 hoody
 10 tracksuit top 11 tracksuit bottoms 12 backpack

SKILLS CHECK

- Ask students to think about what they've learnt in this unit and tick the sentences.
- Divide the class into pairs to discuss what they've learnt and use this as an opportunity to review anything the students still have difficulties with.

Extra Resources

Go to the Teacher's Resource Centre at www.macmillanbeyond.com for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video worksheets video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- life skills lessons, with full teacher's notes
- Speaking Database materials
- the *Beyond A2* wordlist
- Test Generator for generating/editing grammar and vocabulary tests for Units 1–3
- downloadable PDF and Word tests for Unit 3 (all skills)
- tips for using the Grammar Database
- extra reading materials
- and more!

Go to the Workbook, pages 32–43, for further practice material.

GRAMMAR Present simple negative, questions and short answers

3

- Ask students to complete the questions and answers. Remind them that some are short answers.
- Allow them to compare their answers by reading out the conversation in pairs.
- Check the answers in open class.

ANSWERS

- 1 What do you do?
 2 Do you like
 3 I do
 4 Why do you think
 5 doesn't finish
 6 Do students wear
 7 they don't
 8 Do the students enjoy

Possessive 's and possessive pronouns

4

- Ask students to complete the sentences with possessive 's and possessive pronouns and adjectives.
- Nominate different students around the class to read out the sentences.

ANSWERS

- 1 ours 2 mine 3 her 4 's; his 5 ' ; theirs
 6 's; hers 7 yours