

# 1

## This is Me!

### Target language

<b>Reading skills:</b>	reading for gist / specific information (multiple matching, multiple choice questions)
<b>Vocabulary:</b>	topic vocabulary (talking about yourself and your friends, family members)
<b>Grammar:</b>	<i>be, have/have got</i> , possessives
<b>Listening skills:</b>	listening for gist / specific information (T/F, sentence completion)
<b>Speaking skills:</b>	talking about yourself
<b>Pronunciation skills:</b>	pronunciation of final <i>s</i>
<b>Writing skills:</b>	personal profile



### Get ready!

**Aim:** to learn and identify words and phrases to talk about yourself and your friends

- Ask students to look at the pictures and describe what they can see, eg two babies (pictures 1 and 2), a cat, a dog and a bird (picture 3), the world (picture 4), houses/buildings/a town (picture 5).
- Give students a short time to match each word or phrase with the pictures.
- You may also wish to refer students to the *Vocabulary database* on page 139.
- Check answers orally and write the numbers of the pictures on the board along with the correct letter and word or phrase for each picture.



1 b    2 e    3 d    4 a    5 c



### Reading

**Aim:** to give practice in reading for gist and specific information in texts in which young people are talking about themselves, their family and their friends

#### Warm up!

**Aim:** to introduce the concept of personal profiles

- Write the following prompts on the board and check students know what they mean.

### ON THE BOARD

*Name:*

*Age:*

*Town:*

*Family members:*

*Friends' names:*

*Pets:*

*Likes:*

- Ask students to write down the prompts in their notebooks. Then go through each of the prompts and answer them orally with your own information using words and not complete sentences, eg *Name: Paula/John, Age: 26, Town: London, Family members: mum – Fran, dad – Stephen, sister – Sarah*, etc. For 'Likes', make sure students understand that this means things they like such as computer games or books.
- Ask students to complete each of the items with their own information.

### 1

- Ask students to silently and individually read the personal profiles. Encourage them to ignore all unknown vocabulary at this stage.
- Ask students some very general and simple questions about the profiles, eg *Who are the writers?* (Harry Lee, Anna Melnik, Sunil Mittal, Joe Anderson), *What are the profiles about?* (their lives).
- Give students a few minutes to do exercise 1. Go round the class helping students where necessary.
- Check answers orally and/or by writing them on the board.



	Brothers	Sisters
Harry	×	✓
Anna	×	×
Sunil	✓	✓
Joe	×	×

## 2

- Encourage students to do this task quickly but carefully (to help develop their scanning skills).
- Explain to students they should decide which answer, A, B or C, is correct for each question.
- Encourage students to underline in the text where they find the answer.
- When they have finished, discuss the answers together. Encourage students to justify their answers by giving reasons.



- 1 B (She hasn't got a name! She's just 'cat'!)
- 2 B (My family has a house in the country and I often spend time there with Anastasia and Oksana.)
- 3 C (My favourite brother Sachin has got a job in Delhi and he lives there, but the rest of us live together in Mumbai.)
- 4 A (...we live in a small town in Ohio, so it can get a bit lonely.)

## 3

- Write the names *Harry*, *Anna*, *Sunil* and *Joseph* on the board and ask students to say who they want to be friends with and give some reasons why they would want to be friends with them.
- Encourage students to use complete sentences when answering. Write brief notes under each heading according to what the students tell you.
- Ask students to write their choices and reasons why in their Student's Book.
- Go round the class helping students where necessary.

### Cool down!

**Aim:** to encourage students to talk about differences

- Ask students to look at the four personal profiles again.
- Ask students to talk about things from the profiles that are different to their own lives, eg *Anna's in the 8<sup>th</sup> Grade, but I'm in the 6<sup>th</sup> Grade. Sunil has got a large family, but I've got a small family. Joe lives in a small town, but I live in a big town.*
- You may wish to point out to students that how people talk about school years varies depending on where they live, eg in the UK they talk about Year 7, for example, and in the USA they talk about 7<sup>th</sup> Grade.



## Wordpower!

**Aim:** to develop students' topic vocabulary

- Explain to students that all the answers appear in the personal profiles they have read.
- Ask students to try to complete the gaps without referring back to the text, but explain that they can if necessary.
- Remind students that they should only write one letter in each gap and that the first letter has been given to help them.
- Encourage them to be careful with their spelling.
- You may also wish to refer students to the *Vocabulary database* on page 139.
- Check the answers orally by asking students to read out the questions.



- |         |           |               |
|---------|-----------|---------------|
| 1 best  | 3 country | 5 chat online |
| 2 close | 4 share   | 6 only        |



## HOMEWORK!

Assign exercises 1–3 on pages 4 and 5 of the Workbook.

## Grammar 1



*be, have/have got*

**Aim:** to facilitate students' understanding of the structure and usage of the verbs *be* and *have/have got*

### Warm up!

**Aim:** to describe what things and people are like and to talk about what they possess

- Write the following words on the board:

### ON THE BOARD

MY FRIEND:

ANNA

13

A SISTER

NO PETS

- Ask students to talk about Anna as if she were their friend, eg *My friend is Anna. or My friend's name is Anna. She's 13 years old. She has/has got a sister. She doesn't have/hasn't got a pet/any pets.*

### Grammar presentation 1

- Go through the grammar presentation with students. Check they understand how and when we use *be* and *have/have got* (to describe things and to say what things are ours, respectively).
- Explain to students that there is more information on *be* and *have/have got* in *Grammar database 1* on page 145 at the back of the book.

- Ask them to read through the information in the Grammar database on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 145.
- Check answers orally and ask students to justify their answers, eg *I have a brother. because I takes have.*



**Quick check**

Circle these correct answers:

- |              |                    |
|--------------|--------------------|
| 1 have       | 4 Yes, I have.     |
| 2 Yes, I am. | 5 No, they aren't. |
| 3 hasn't got |                    |

**1**

- Explain to students that they have to choose the correct form of either *be* or *have/have got* in each of these sentences.
- Check answers orally and/or by writing them on the board.



- |       |         |          |
|-------|---------|----------|
| 1 is  | 4 Do    | 7 Have   |
| 2 are | 5 don't | 8 hasn't |
| 3 has | 6 has   |          |

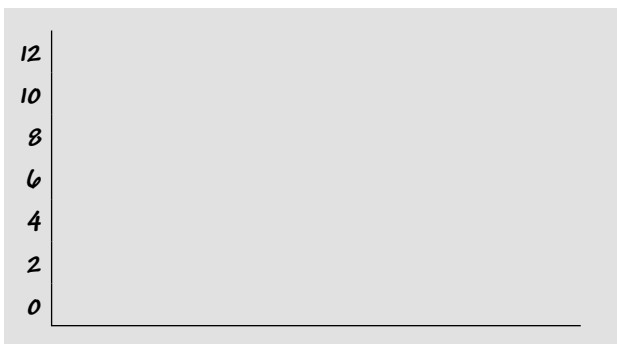
**2**

- Ask students to look at the pictures and say if they don't know what any of these pictures are.
- Ask students to tick which items they've got and write complete sentences below. Encourage them to write negative sentences about the items that they haven't got.
- Check answers orally and/or by writing them on the board.

**3**

- Explain to students that you're going to ask them who has got each one of the items from exercise 2. Ask students to raise their hand if they've got the item that you're asking them about.
- Copy the following chart on the board (but you may have to adjust the numbers, depending on your class size).

**ON THE BOARD**



- Under the chart, draw a picture of the item that you are asking students about. Alternatively, you can write the word.
- Place a mark on the board that represents how many students have got that particular item.

- Ask students to place marks on the charts in their Student's Book as you go along with the exercise.
- Discuss the results of the survey. Ask students to tell the class what items they have that other students have or don't have, eg *I have a skateboard, but John doesn't have a skateboard. Mark has a watch, but I haven't got a watch.*

**Additional Task**

- You may wish students to carry out a second class survey, where students go round the room asking other students what they have.
- You could encourage students to come up with different things to ask about, such as DVD player, rollerskates, comic books, sunglasses, guitar, hamster, camera, clock etc.
- After they have carried out their survey, students can report back orally to the whole class on their findings, and/or write sentences giving the results of their survey, eg *12 students in my class have got a watch.*

**Cool down!**

**Aim:** to review the functions and usage of *be* and *have/have got*

- Ask students to talk about their friends or family members. Ask them to say their names and how old they are, eg *My best friend's name is George and he is 13 years old.*
- Encourage them to make statements to say what their friends or family members have got that they haven't got and vice versa, eg *My best friend Alice has got an MP3 player, but I haven't got an MP3 player. I've got a mobile phone, but my brother hasn't got a mobile phone.*

Sample marketing text © Macmillan Publishers LTD



**HOMEWORK!**

Assign exercises 1–4 on pages 5 and 6 of the Workbook.



**Wordpower!**

**Aim:** to develop students' ability to recognise and use words related to family members

**1**

- Ask students to look at the family tree, then read the text and choose a word from the box to go in each gap.
- Encourage students to make a guess if they're not sure.
- You may also wish to refer students to the *Vocabulary database* on page 139.
- Check the answers orally and/or write answers on the board.



- |          |                     |
|----------|---------------------|
| 1 aunt   | 6 grandfather       |
| 2 uncle  | 7 grandmother       |
| 3 niece  | 8 great-grandfather |
| 4 cousin | 9 great-grandmother |
| 5 nephew |                     |

## Additional Task

- Using the other pictures in the family tree, ask students to say how the different people may be related to other people in the family, eg *Arthur is Toby and Sam's grandfather, and he's Alice's father.*

## 2

- Ask students to draw their own family tree using the family tree in exercise 1 as guide. Go round the class helping students where necessary.
- Ask students to form pairs and ask each other about their families.



### HOMEWORK!

Assign exercises 1 and 2 on page 7 of the Workbook.



## Listening

**Aim:** to give practice in listening for gist and specific information

### Warm up!

**Aim:** to introduce the topic of radio shows

- Ask students to look at the sentences in exercise 1.
- Ask simple questions about the sentences and elicit responses, eg *Who are the people in the radio show?* (Paula, Seb and Sienna), *What is the radio show about?* (Their families and their rooms)

## 1

- Explain to students that they are going to listen to people talking on a radio show.
- Go through the list and ask students to predict what the caller might say for each thing, eg *I've got a large family.* or *I haven't got a large family.* for *Paula has got a large family.*
- Explain to students that they will hear all three people in the show.
- Ask students to circle true (T) or false (F) as they listen to the show.
- Play the CD track once all the way through. Repeat if necessary.



- F (I'm an only child,...)
- T (I've got a lot of books and CDs, and I have pictures on the walls. ...I've got a computer.)
- T (...there's me, my brother and my sisters... And my four grandparents and two great-grandparents. ... And there are aunts and uncles and some cousins.)
- F (I share with my brother.)
- T (I love our dog, Prince.)
- T (It's large, and it's full of my things.)



CD Track 1

## 2

- Explain to students that they will listen to the recording again.
- Ask them to read through the sentences before they listen, and to predict the answers.
- You may wish to check at this point that students understand the meaning of the word relatives in number 1.
- Play the CD again. Pause when you hear the first correct answer (*an only child*), and ask students to write it in the gap. Check their answers.
- Play the rest of the recording in its entirety and ask students to listen and work independently to fill in the rest of the answers.
- Check answers together with students. If necessary, play the recording again for students to check incorrect answers.



- |                      |                |
|----------------------|----------------|
| 1 an only child      | 4 fish         |
| 2 a TV               | 5 grandparents |
| 3 great-grandparents | 6 best friend  |



CD Track 1

## 3

- Ask students to form pairs and ask and answer the questions from the exercise. When one of the students has asked all the questions, they should swap roles.
- Encourage students to think of other questions to ask and answer each other, eg *Have you got a computer at home? Do you use the computer to talk to people? Have you got any grandparents? Do they live with you? Do you see them often?*

### Cool down!

**Aim:** to personalise what the students have listened to

- Ask students to say how their lives are similar or different to Paula's, Seb's or Sienna's, eg *Paula is an only child, but I've got two brothers.*



### HOMEWORK!

Assign exercises 1 and 2 on pages 7 and 8 of the Workbook.



## Speaking

**Aim:** to provide practice in talking about yourself and describing other people

### Warm up!

**Aim:** to introduce students to basic phrases we use to talk about ourselves and others

- Choose a student and ask the other students to describe that student's hair, eg *Mike's got short hair.* or *Paul's got very short hair.* Choose another student whose hair is different and ask the other students to describe that student's hair, eg *Maria's got very long hair.*



- Encourage students to use *has/has got* in their answers (or *have/have got* if you ask students to describe two students at the same time).

### 1

- Ask students to look at the pictures and match each word or phrase with the pictures. Remind students that all of the pictures match with more than one word or phrase.
- When they have finished, check the answers orally, and/or write them on the board.

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

### 2

- Ask students to complete the profile using their own information.
- You may wish to encourage them to add any additional information that they think is interesting.

### 3

- Go through the *Phrase Bank!* with students before you ask students to do exercise 3.
- Point out that we use these words and phrases to talk about ourselves.
- You may also wish to refer students to the *Speaking database* on page 143.
- Ask students to use their notes from exercise 2 and the phrases in the *Phrase Bank!* to tell the class about themselves.

### Cool down!

**Aim:** to give students additional practice talking about themselves and others

- Ask a student to choose a friend, a family member or another student in class and talk about what is similar, eg *I'm very tall and my friend Jim is tall too.* and what is different, eg *I've got two sisters, but my friend Helen is an only child.*



### SoundSpot

**Aim:** to give practice in pronouncing the final *s*

### 1

- Check that students know the word *sound*.
- Ask students to look at the seven words and guess how we say the *s* at the end of each of the words.
- Encourage them to say the words aloud, but don't correct their pronunciation or answers at this stage.
- Play the recording and then check students' answers.
- Point out that sometimes we pronounce the *s* at the end of a word like a 'z'.
- You may wish to ask students if they can think of other words (eg *laptops, talks*) with the same *s* sound as *aunts* and *pets*.



	like 's'	like 'z'
1 aunts	✓	
2 brothers		✓
3 cousins		✓
4 friends		✓
5 pets	✓	
6 sisters		✓
7 uncles		✓

CD Track 2

### 2

- Ask students to look at the sentences and say each of them aloud, but don't correct their pronunciation.
- Play the recording and ask students if they pronounced the sentences correctly or if they need to practise again.

CD Track 3

### Additional Task

- Ask students to practise with some other words, such as cats, dogs, things, rooms, bicycles, rabbits, etc.
- Encourage students to work out individually or in pairs which words have a final *s* that does not sound like a 'z' (the ones that end in *ts*).

## Grammar 2



### Possessives

**Aim:** to facilitate students' understanding of the function and use of possessives

### Warm up!

**Aim:** to talk about things that belong to people (possessives)

- Write on the board:

### ON THE BOARD

*I've got a pen. It's ..... pen. It's ..... .*  
*You've got a book. It's ..... book. It's ..... .*

- Ask students to look at the sentences on the board. Say the first sentence in the first line aloud, *I've got a pen.* Then ask students if they can complete the second and third sentences on the first line.
- Continue to the second line and ask students to say the second and third sentences. Then call on students to come up with their own sentences about themselves and their classmates, eg *I've got a schoolbag. It's my schoolbag. It's mine. You've got a rubber. It's your rubber. It's yours.*
- You may wish to make this a game where if a student gets it right, they can choose another student to come up with the next sentences.

## Grammar presentation 2

- Go through the grammar presentation with students. Check they understand when we use possessives (to show that something belongs to someone).
- Explain to students that there is more information in *Grammar database 2* on page 146 at the back of the book.
- Ask them to read through the information in the *Grammar database* on their own.
- Ask them if they have any questions.
- Ask students to complete the Quick check task on page 146.
- Check answers orally and ask students to justify their answers, eg *1 That's my desk.* because we use possessive adjectives before nouns.



### Quick check

Circle these correct answers:

- 1 my
- 2 its
- 3 John's
- 4 hers
- 5 girls'

### 1

- Ask students to read the sentences and, using the word in bold, complete each gap with the correct possessive.
- When students have finished, check the answers together orally.



- |         |       |       |
|---------|-------|-------|
| 1 your  | 3 our | 5 my  |
| 2 their | 4 his | 6 her |

### 2

- Ask students to complete the exercise by putting the words of each sentence in order and using 's or s' where appropriate.
- Check answers by asking students to write them on the board.



- 2 My sister's pet rabbit hasn't got a name.
- 3 Other people's families are interesting.
- 4 Theo's mum hasn't got brothers or sisters.
- 5 Has Imogen's family got a large house?
- 6 My brothers' room is next to mine.

### 3

- Ask students to complete the exercise by replacing the word in bold with the correct word.
- When students have finished, play the recording to check the answers together.
- Assign students to read out the dialogue. Time permitting, repeat with as many students as possible.



- |        |           |        |
|--------|-----------|--------|
| 1 mine | 5 hers    | 8 my   |
| 2 my   | 6 David's | 9 his  |
| 3 his  | 7 yours   | 10 our |
| 4 mine |           |        |

CD Track 4

## Cool down!

**Aim:** to review the functions and usage of possessives

- Ask students to look around the classroom and say which items belong to whom, eg *That bag is Lydia's bag. It's her bag. It's hers.* or *That desk is the teacher's desk. It's your desk. It's yours.* or *That board is our board. It's ours.*
- Encourage students to use both possessive adjectives, the possessive form of nouns, and possessive pronouns to talk about as many things in the classroom as they can.



### HOMEWORK!

Assign exercises 1–4 on pages 8 and 9 of the Workbook.



## Writing

**Aim:** to develop the skills necessary to produce a personal profile

### Warm up!

**Aim:** to further develop students' understanding of personal profiles

- Ask students if they have ever read a profile about a person in a magazine or on a website such as Facebook.
- Ask students what personal information they read about these people, eg their age, where they live, where they are from, what they like and don't like.
- Accept all suggestions at this point, but allow students to disagree with each other if they want to.

Sample marketing text © Macmillan Publishers LTD

### 1

- Ask students to read the profile silently and individually, and then to answer the questions, deciding if the statements are true (T) or false (F).
- Check answers together when students have finished.



- |     |     |     |     |
|-----|-----|-----|-----|
| 1 F | 2 F | 3 F | 4 T |
|-----|-----|-----|-----|

### 2

- Explain the meaning of the phrase 'in common' if students are not familiar with it (having shared interests/characteristics/etc).
- Ask students to write what they have in common with Zara.
- Go round the classroom to assist students where necessary.
- Call on students to tell the class what they have in common with Zara.

### 3

- Ask students to read the personal profile again and match each paragraph with a statement.
- Check answers together when students have finished.



- |     |     |     |     |
|-----|-----|-----|-----|
| 1 b | 2 c | 3 a | 4 d |
|-----|-----|-----|-----|



## Language Lab

**Aim:** to focus on key language skills required to achieve this kind of writing task

- Ask students to read the statements aloud.
- Check their understanding of terminology such as 'short forms', 'exclamation marks', etc before they attempt the task.
- You may wish students to find and underline the examples individually, or to work together as a class.

40

- 1 I'm Zara and I'm 13 years old. / I'm quite tall. I've got ... And I've got / That's what / I've got a large family. I've got ... and we're very close. / We don't have many cousins / we've got our own friends / but it's a large room so that's OK. I've got a desk / it's got / I've got / I've also got lots of photos / It's full of excitement and magic!
- 2 I'm Zara
- 3 That's what my friends say, anyway! / Over the desk I've got pictures of my favourite bands and film stars! I've also got lots of photos of me and my sisters! / My favourite film star is Jennifer Aniston because her films are always very funny! / It's full of excitement and magic!
- 4 See paragraph breaks in text.

### Cool down!

**Aim:** to personalise what the students have just read

- Ask students if they would like to meet Zara.
- Encourage them to give reasons why they would or wouldn't like to.
- Ask them what other things they would like to know about Zara. Encourage them to think of questions they would ask her, eg *Where are you from? Do you like school? What do you like about school? What don't you like about it? What other film stars do you like?* etc.



### HOMEWORK!

Assign exercise 1 on page 9 of the Workbook.



## Plan your project!

**Aim:** to guide students through the writing process

### 1

- Explain to students that they are going to write a personal profile similar to Zara's.
- Ask students to write two sentences about themselves in order to introduce themselves and describe what they look like.

### 2

- Explain to students that they are going to make a list of some of their favourite things.
- Ask students to make short notes about why they like these things.
- Go round the classroom to assist students where necessary.

### 3

- Explain to students that they are going to complete the *Planner*.
- Point to the first column and explain that these are the different parts of the profile.
- Point to the second column and explain that this is useful information about each part.
- Ask the students to complete the notes in the third column with information about themselves.
- Encourage them to use their imagination.
- Check their planners before moving on to exercise 4.

### 4

- You may wish to assign this for homework or, if there's time, for the students to do this in class.
- Explain to students that they are going to use their notes from the *Planner* in exercise 3 to write their profile.
- Explain to them that using their notes is important for making a detailed plan before they start writing.
- Allow them to look back at Zara's personal profile if they're not sure what to do. At this stage, the most important thing is that the students create a successful piece of writing.
- You may also wish them to consult the *Writing database* on page 133, which has a further model to study.
- You may wish to encourage stronger students to take risks with their writing, but it's probably best if weaker students follow the model completely.
- Encourage the students to add photos or drawings to their profile to make it look more authentic.
- You may wish to comment on the students' writing before they produce a final version.

### Additional Tasks and Tests

- Student's CD-ROM: Unit 1
- Teacher's DVD-ROM: Unit 1 Test
- Teacher's DVD-ROM Test Generator: Unit 1