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## IN THE PICTURE In town

Talk about places in a town

Pages 10-11

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Use some vocabulary from the lesson as an introduction to the theme of places where people live.
<b>WORK WITH WORDS</b>		Recycle vocabulary for places in a town. Listen to a girl talking about places in her city and find them on a map. Listen and complete a conversation with the correct places. Watch and listen to a video and decide which of the places you would like to visit.
<b>WRITE AND SPEAK</b>		Use the vocabulary from the lesson to write a list of interesting places in your town and compare with your partner.

### Get started

Books closed. Use this as an opportunity to pre-teach target vocabulary from the lesson. Write these jumbled words on the board: *wnot, tlaf, seohu, ticy, linbuidg*.

Ask students to work in pairs to reorder the words in a race. When the first pair has finished they should raise their hands.

Check their answers and ask students what theme links all the words together (*places where people live*).

Ask students if they know the names of any places in a town or a city.

Books open. Ask students to look at the unit title and say what they think the unit is going to be about (*young people describing places where they live around the world*).

#### ANSWERS

town flat house city building

### WORK WITH WORDS Places in a town

#### 1a RECALL

- Have students work in pairs to put the words in the correct order, from big (1) to small (6).
- Set a one-minute time limit and give regular updates, eg *Thirty seconds to go*.
- Nominate a student to say the answers.
- Drill the pronunciation of *building* /'bɪldɪŋ/.
- Point out to students that *flat* is British English and *apartment* is American English (and BrE = a *block of flats*, US = an *apartment building*).

#### ANSWERS

1 city 2 town 3 town centre / city centre 4 street  
5 building 6 flat/house

### 1b

#### Exam-type task

- Ask students to read the descriptions to complete the words for the places.
- Point out that the first letter is already there and there is a short line for each other letter in the word.
- Set a time limit of two minutes and give regular updates, eg *Only 20 seconds left*.
- Encourage students to write the answers on the board or check answers in open class.
- Ask students to do the Work with Words task on page 130.

#### ANSWERS

1 theatre 2 swimming pool 3 sports centre 4 zoo  
5 shop 6 restaurant 7 cinema 8 park

#### Fast finishers

If some students finish earlier than others, ask them to check their answers in pairs.

### 2

- Refer students to the map and the photos and ask them to say what the city is.

#### ANSWERS

Melbourne (in Australia)

### 3a 1.12

- Play the track for students to listen to Teresa. Ask them to number the places in the photos marked with a pin in the order they hear them (1-10) and note down another place Teresa talks about.

**ANSWERS / AUDIO SCRIPT**

▶ 1.12

1 Melbourne Airport 2 Melbourne Central Station 3 library  
 4 Melbourne Museum 5 shopping centre 6 stadium  
 7 Federation Square 8 Luna Park theme park 9 castle  
 10 Eureka Tower Teresa also talks about her flat and a restaurant.  
 Hi, welcome to my city! Most visitors arrive at Melbourne Airport or at  
 Melbourne Central Station. The station's in the city centre near the  
 library. It's also near my flat. My parents have got a restaurant and we  
 live over the restaurant.

The Melbourne Museum is about 10 minutes from our flat and  
 there's a shopping centre near our flat too. I often go shopping there.  
 I sometimes go to the stadium with my dad. We watch cricket and  
 Australian football. My favourite place is Federation Square or Fed  
 Square. I meet my friends there at weekends because there are free  
 music concerts. In the summer we sometimes go to Luna Park theme  
 park. When we have visitors we do a tour of Overnewton Castle or go to  
 Eureka Tower. The city looks fantastic from up there!

**3b** ▶ 1.13

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

**AUDIO SCRIPT**

▶ 1.13

1 airport 2 station 3 library 4 museum  
 5 shopping centre 6 stadium 7 square  
 8 theme park 9 castle 10 tower

**GO BEYOND FOR TEACHERS**

Melbourne

Melbourne /'mɛlbɔːrn/ is the capital and most populous city in the state of Victoria, and the second most populous city in Australia. Melbourne was founded in 1835 and during the Victorian gold rush of the 1850s it was transformed into one of the world's largest and wealthiest cities. It is often referred to as the 'cultural capital of Australia'; Melbourne is the birthplace of cultural institutions such as Australian film, Australian television, Australian rules football and the Australian impressionist art movement and is also a major centre for contemporary and traditional Australian music. Melbourne is also home to the world's largest tram network.

**4a** ▶ 1.14 **PRONOUNCE**

- Play the track for students to listen to the places in the box and choose the correct word to complete the explanation.
- Continue the track for students to listen and repeat.

**ANSWER / AUDIO SCRIPT**

▶ 1.14

first  
 See Student's Book, page 10, for audio script.

**4b**

- Ask students to take it in turns to say the words with the correct stress.
- Go round the class, nominating students to say the words.

**Extra activity**

Play a game to practise places. Divide the class into teams. You are going to give them a series of names of places mentioned in the lesson. Some members from each team have to act out each place for the rest of their team to guess. Set a time limit for each team and the team which guesses the most names in the time is the winner.

**5** ▶ 1.15

- Ask students to choose the correct words to complete the conversation.
- Students could compare their answers in pairs before you play the track for students to check them.

**ANSWERS / AUDIO SCRIPT**

▶ 1.15

1 library 2 station 3 museum 4 shopping centre  
 5 stadium  
 See Student's Book, page 10, for audio script.

**Extra activity**

Encourage students to take it in turns to read out the conversation, paying special attention to the word stress. When they have finished, ask them to swap roles and repeat the procedure.

**6 THE MOVING PICTURE** ▶

- Tell students they are going to watch a video about different places.
- Play the video and ask students to make a list of all the places they see.
- Divide the class into pairs to compare their answers and discuss if they would like to visit these, giving reasons why or why not.
- Ask a few students to report what their partner said.
- Play the video again with the sound down. Pause after each activity and ask students to try and remember the exact words of the conversation in each frame.

**ANSWERS / VIDEO SCRIPT**

Hi guys, let me show you my city!

Melbourne is a busy place and there are a lot of things to do and see. The tall, dark blue and white building here is the Eureka Tower. It's nearly 300 metres high and it's the tallest building in Melbourne. Federation Square isn't far from the Eureka Tower. I think the buildings are really cool. It's a great place to hang out with friends or watch football or tennis on the big screens.

This is the library. Well, ... *this* isn't the library, that's the library over there. Sometimes there are free films here and I come with my friends.

Now we're at Luna Park theme park. There are fantastic rides here - come on in, everybody!

So, ... sorry but it's time to leave, guys! This is Melbourne Airport - it's really modern and there are lots of great shops. Hope to see you here soon! Bye!

**WRITE AND SPEAK****7a**

- Ask students to work in pairs and make a list of interesting places in their town or area.

**7b**

- Ask pairs to read out their list to another pair to see if they have the same places. Draw students' attention to the model conversations and ask students to talk about their favourite places.

**GO BEYOND**

Ask students to do the Words & Beyond exercise on page 130.




**Homework**

Ask students to rewrite the conversation in Exercise 5, changing as many facts as they can, eg names, places, activities. At the start of the next lesson encourage students to read out their conversations in pairs for their partner to note down all the changes they hear.

## READING Meet Melbourne's sister cities

### Identify the type of text

Page 12

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle key vocabulary to talk about places.
SPEAK AND READ		Identify the type of text. Read an online city guide to Osaka and make notes.
REACT		Discuss why you would or wouldn't like to visit Osaka. Talk about sister cities and if they are a good idea. Note: Find out about students' sister cities <i>before the lesson</i> in case students do not know. Alternatively, if the class has internet access, this can be done in class.

### Get started

Divide the class into pairs. Ask students to take turns to act out mimes for the key vocabulary about places (city, theatre, cinema, tower, etc).

### SPEAK AND READ

1

- Divide the class into pairs to look at the title of the page and choose the correct explanation for 'sister cities'.
- Nominate a student to report back to the class.

#### ANSWER

B

### GO BEYOND FOR TEACHERS

Twin towns / Sister cities

The terms *twin towns* and *sister cities* are used to describe an agreement made between towns and cities in different countries to promote friendship and understanding but also trade and tourism. In the United Kingdom, the term *twin towns* is most commonly used; the term *sister cities* is more usual in the United States. Point out to students that both words – *sister* and *twin* – relate to family vocabulary.

2a

- Encourage students to think of any tips they know on how to identify a type of text.
- Have students read the **HOW TO** box and see if they thought of the same tips.
- Ask them to cover the **HOW TO** box and elicit the three tips on how to identify the type of text. (See Teaching Tips, *Predicting before reading*, page 32.)

2b  1.16

- Ask students if they know anything about Osaka (Japan's third largest city by population after Tokyo and Yokohama).
- Have students read the text quickly and try to identify the type of text: A, B, C or D.
- You could ask students to raise their hands and vote to indicate if they think the answer is A, B, C or D to take the pressure off one particular student. 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.

#### ANSWER

C

3

- Ask students to tick the tips in the **HOW TO** box that helped them with Exercise 2b.
- Encourage different students around the class to say why the other options were incorrect.

4

### Exam-type task

- Explain to students that Teresa is making notes on Melbourne's sister cities.
- Ask students to read the text again and complete her notes with one word, number or date.
- Draw students' attention to the example answer before they start.
- Nominate different students to say the answers and where they found the information in the text.

#### ANSWERS

1 six 2 1978 3 2.5 4 puppets 5 under 6 100  
7 museum

### GO BEYOND FOR TEACHERS

Osaka

The National Bunraku Theatre opened in 1984 as a base to preserve and pass on Bunraku, the tradition of puppet drama. HEP Five is a major shopping and entertainment centre in the Umeda commercial district of Osaka. The highlight of the shopping centre is the big wheel above the seventh floor of the centre with a height of 106 metres from street level. The wheel has 52 luxury gondolas that fit up to four people and each rotation of the wheel lasts 15 minutes.

Osaka Castle is a concrete reconstruction of the original built in 1583. The castle and park are at their colourful best in the cherry-blossom and autumn-foliage seasons.

### Alternative procedure: less confident classes

In a less confident class, ask students to match some key words to their definitions before they do Exercise 4. Write these words and definitions in a jumbled order on the board for students to work on in pairs.

main	most important
puppet	a model of a person or an animal that you can move with wires or strings
under	in a lower position
big wheel	a machine at a fair or park (US <i>Ferris wheel</i> )
roof	top, outer part of a building

### Fast finishers

Write these words on the board: *main*, *puppet*, *under*, *big wheel*, *roof*. Fast finishers write definitions with the help of their dictionaries. They then read out their definitions when everyone has finished for other students to match to the words on the board.

## REACT

5

- Ask students to work in pairs and say what they think about the different questions, giving reasons for their answers.
- 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 why they would or wouldn't like to visit Osaka and if sister cities are a good idea.

### Extra activity

Introduce the idea of borrowed words in the English language. Write these words on the board and ask students if they can identify which country the words come from:

Food: *pizza, pasta, sushi, tapas*

Music: *opera, arpeggio, piano*

Add these words: *bonsai, kamikaze, manga, samurai, sayonara, tsunami, kimono, karaoke, judo, ninja, origami, sumo.*

Divide the class into pairs and ask them to write definitions for at least three words in the lists. They can use their dictionaries. Ask if students know any other borrowed words in English.

## GO BEYOND

Ask students to write the nationalities for the countries in the text.

### ANSWERS

Japanese, Chinese, Greek, American, Russian, Italian

### Recorded reading text 1.16

The audio could be used for less confident classes to listen while reading the text for the second time. You could also use the audio for checking the answers to Exercise 4, asking students to raise their hands when they hear the relevant information.






### Homework

Divide the class into small groups and ask students to choose from the list of Melbourne's sister cities so that each group has a different one. For homework, ask them to do some research individually for an online city guide, eg the number of people who live there, what you can do and any other interesting information, to present to their group at the start of the next lesson. Give students a limit of 150 words.

## GRAMMAR *There is / there are; prepositions of place*

Describe what's in a place

Page 13

STAGE	TIME	FOCUS
GET STARTED		Look at some emoticons and talk about how they are used in informal messages.
READ		Read a chat message for specific information.
STUDY		Use the chat message to complete grammar explanations for <i>there is / there are</i> . Label pictures with the correct prepositions of place.
PRACTISE		Produce target language in written exercises.
SPEAK AND WRITE		Produce target language in a speaking task. Describe and draw a picture. Write questions and answers about your town/area using <i>there is / there are</i> .

### Get started

Draw a simple emoticon on the board, eg :) , and ask students what we call these symbols in English (*emoticons* – 'emotional icons' or 'smileys') and what this emoticon means (*I'm smiling*). Ask students to say where we can find them (*emails, text messages, chat rooms and forums*). Encourage students to say why we use emoticons. (*They make messages look friendly and fun and are particularly useful when what you write could be misunderstood.*) Ask students to compare these two sentences:

*You always say the same thing.* (No emoticon – it looks like a criticism.)

*You always say the same thing ;-)* (It looks friendlier.)

Elicit definitions for well-known emoticons and let students come up and draw the corresponding emoticons on the board, for example:

:/	not so good
@}->-	a rose for you
:(	I'm crying.
:-o	Uh oh!
-)	Ha ha!
:-	I'm seriously angry.

### READ Grammar in context

1

- Ask students to read the chat messages and say where Owen lives and how many people live there.

### ANSWERS

He lives in New York, Texas. Fifteen people live there.



## GO BEYOND FOR TEACHERS

New York

New York, Texas, was first settled around 1856. The town declined after it was bypassed by the railroad in 1901. In 1992 the town included the Reynolds store and a Baptist church.

New York City is one of the most important cities not only in the United States but also in the world. New York has been described as the cultural capital of the world, and it exerts a significant impact upon commerce, finance, research, technology and education. New York is also an important centre for international diplomacy and home to the United Nations Headquarters.

## STUDY

2

- Have students use the chat messages in Exercise 1 to help them complete the explanations.
- Check their answers.

## ANSWERS

are  
isn't  
there are; isn't

## Alternative procedure: less confident classes

Ask students to look at Exercise 1 again to help them write example sentences in their notebooks for positive/negative sentences, questions and short answers for both *there is* and *there are* in full and contracted forms, for example:

There is / There are	
Positive	<i>There is a zoo. / There's a zoo. There are some small houses. (no contracted form)</i>
Negative	<i>There is not a zoo. / There isn't a zoo. There are not any parks. / There aren't any parks.</i>
Questions and short answers	<i>Is there a zoo? Yes, there is. No, there is not. / No, there isn't. Are there any towers? Yes, there are. No, there are not. / No, there aren't.</i>

## Extra activity

Ask students to work in pairs and practise reading out the chat messages. They then swap roles and read them again. To make this more fun, and more like a real chat message, students could sit back-to-back. Remind students of the rising intonation in Yes/No questions (questions that are used to check information, ask for confirmation and check facts).

3

- Ask students to look at the pictures and complete 1–5 with the correct words in bold in Exercise 1.

## ANSWERS

1 in 2 near 3 next to 4 opposite 5 between

## PRACTISE

4

- Ask students to write sentences about New York City.
- Draw students' attention to the example sentence before they start.

- Let students compare their answers in pairs before you check them in open class. (See Teaching Tips, *Checking answers*, page 28.)
- Encourage students to use contracted forms wherever possible.

## ANSWERS

- There are some tall buildings.*
- There's a big park.*
- There aren't any big farms.*
- There are a lot of people.*
- There isn't a beach.*
- There aren't a lot of quiet places.*

## Extra activity

Recycle vocabulary for classroom objects. Ask students to say sentences about objects in the classroom with *There is / There isn't / There are / There aren't*.

5

- Refer students to the picture and ask them to predict what they think the exercise is going to be about (a description of a town).
- Have students complete the sentences about the town using *there is / there are* and prepositions of place.
- Draw students' attention to the example answer before they start.

## ANSWERS

- There are some shops in the square.*
- There's a restaurant over / next to one of the shops.*
- There are some trees behind the museum.*
- There's a bookshop next to / near the museum.*
- There are some tables in front of the café.*
- And there's me on the chair!*

## Extra activity

Ask students to write two negative sentences about their city, area or school using *there isn't / there aren't*. Divide the class into pairs and ask them to read out their negative sentences for their partner to listen to and correct if necessary.

## SPEAK AND WRITE

6

- Ask students to work in pairs, Student A and Student B.
- Explain to students that they are going to describe a picture to their partner for him/her to draw it and then compare it with the picture in the book.
- Ask Student A to look at the picture on page 141 and Student B to look at the picture on page 142.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.

7a

- Ask students to write the questions for a survey.
- Do the first one together in class as an example.
- Nominate random students to read out their questions in a natural way, paying attention to the rising intonation in these Yes/No questions.

## ANSWERS

- Is there a theme park in your area?*
- Is there a sports centre near your home?*
- Are there any parks?*
- Is there a swimming pool?*
- Are there (any) free concerts in your town?*
- Are there (any) other places for young people?*

## 7b

- Ask students to write their answers.
- Go round the class, asking students to say if they think their town or area is a good place for young people.

### Alternative procedure: more confident classes

In a more confident class, students answer the questions without preparing their answers first in written form. Have students interview each other and then report back to the class, saying if their partner's town or area sounds like a good place for young people. Ask students to justify their opinion with examples.





## Homework

Ask students to write a chat message between themselves and a friend about their favourite places in their city, town or area using *there is / there are*. Refer students to the chat message format in Exercise 1 and remind students to recycle vocabulary about places and include as many prepositions as they can in their description. They can also use emoticons to add style and emotion! In the next lesson put students in pairs and ask them to read their chat message conversations in turn.

## LISTENING AND VOCABULARY Meet my family

Listen for the main ideas

Page 14

STAGE	TIME	FOCUS
GET STARTED		Recycle prepositions of place as an introduction to the theme of the lesson.
SPEAK AND LISTEN		Circle 12 family words in a word group. Listen to four students talking about whether they've got a big family or a small family.
REACT		Compare and discuss what's good or bad about living in a small family or a big family.
WORK WITH WORDS		Listen to people describing their families to complete sentences with the correct words. Talk about people in your family with your partner.

### Get started

Draw a block of flats on the board and write a name in one of them, for example:

Susan		

Ask students to come up and write different words for members of the family in each of the flats, for example:

sister	niece	uncle
aunt and uncle		brother
Susan		grandparents
cousin		mum and dad

Now draw a 3 x 3 grid and recycle the prepositions of place from the previous class, writing them in the spaces, for example:

between	under	over
next to	near	in front of
opposite	on	in

Each team makes a sentence to describe where the members of Susan's family live, using the correct preposition of place to win the square, for example:

Susan's niece lives between her mum and dad and her cousin.

Susan's brother lives on the third floor.

Susan's sister lives in a flat on the top floor.

Susan's brother lives over his grandparents.

### SPEAK AND LISTEN

#### 1 RECALL

- Ask students to work in pairs and circle the 12 family words. Draw students' attention to the example answer before they start.
- Nominate a student to read out the words.

#### ANSWERS

mother, father, mum, dad, grandma, grandad, grandfather, grandmother, brother, sister, child, grandchild - in any order

#### 2a

- Refer students to the **HOW TO** box and ask a student to read it out loud. (See Teaching Tips, *Listening for the main idea*, page 31.)

#### 2b 1.17

- Focus on the photos of four students and recycle nationalities by asking the nationality of each one (*Australian, Japanese, Italian, American*).
- Ask students to write a list of the four names.
- Play the track for students to listen to the students and decide if they've got a big family or a small family.
- Nominate a student to read out the answers.
- Ask students which key words helped them decide (underlined in the audio script).
- Ask students to look back at the **HOW TO** box and discuss which of the tips helped them in Exercise 2b.

**ANSWERS / AUDIO SCRIPT**

▶ 1.17

Riley: small

Akari: big

Antonio: big (but his nuclear family is small)

Jessie: big

**Riley:** In my family there's my mum and my dad, my sister Rose and me – just the four of us. All my friends have got big families and I like that. A small family is a bit boring.

**Akari:** I've got four big brothers and they all love watching sport on TV. My parents like watching TV too. My grandparents – my grandma and grandad – live with us – and they watch TV all the time. It's very noisy in our house.

**Antonio:** I'm an only child and it's just me and my mum at home. But I've got lots of aunts and uncles and cousins. They all live near us, so there are always lots of people in our flat.

**Jessie:** I've got a brother and sister. But my mom and my dad are both married to other people now. My mom's husband has got two children and my dad's wife has got three children. So I've got seven brothers and sisters. I'm never lonely!

**GO BEYOND FOR TEACHERS**

Cultural differences in families

Today very few homes house more than two generations (ie children and parents). Most modern families take one of two forms: nuclear or blended. The nuclear family is a family group consisting of a mother and a father and their children. A variation on this type is the single-parent family. The second most common type of family is the blended family: a family group created by remarriage that includes step-parents or step-siblings or both. An extended family includes relatives beyond nuclear and blended family levels, ie cousins, aunts and uncles, grandparents and great grandparents. In Italy and Japan a very high percentage of adults continue to live with their parents and grandparents in extended families.

**3** ▶ 1.17

- Ask students to read the sentences before listening. Play the track again for students to listen and circle *T* (true) or *F* (false).
- Encourage students to compare their answers in pairs before you elicit the answers from different students around the class.
- Point out that *mum* is the British spelling (also used in Australia and New Zealand) and *mom* is American.

**ANSWERS**

1 F 2 T 3 T 4 F 5 T 6 F

**Alternative procedure: less confident classes**

In a less confident class, ask students some follow-up comprehension questions to make sure they have fully understood the listening. You could play the track again if necessary.

*How many people are there in Riley's family? (four)*

*Who are they? (Riley, his mum, dad and sister Rose)*

*What does Riley think about living in a small family? (He says it's boring.)*

*How many people live in Akari's house? (nine)*

*Who are they? (four big brothers, mum and dad, grandparents and Akari)*

*What does she say about living in a big family? (It's very noisy.)*

*Who lives near Antonio? (his aunts, uncles and cousins)*

*How many people live in Antonio's home? (two – Antonio and his mum)*

*How many brothers and sisters does Jessie have? (seven)*

*Who are they? (one brother and one sister and five step-brothers and step-sisters because her mom and dad are married to other people now)*

**REACT****4**

- Get students into pairs to discuss what's good about a small family and what's good about a big family.
- Draw students' attention to the **PHRASE BYTES** box to help them structure their answers.

**Alternative procedure: more confident classes**

Hold a debate.

Divide the class into two groups. Ask each side to prepare arguments for the talking point, choosing either big or small families. Give students five minutes to prepare their arguments.

Write some phrases on the board to help the debate, eg *We don't agree*; *We think that ...*; *That is true, but ...*

Ask each side to read out their arguments one at a time for the other side to reply and give their opinion.

At the end of the debate, ask students to vote on whether they think it is better to live in a small family or a big family.

**WORK WITH WORDS Family****5** ▶ 1.18

- Have students work in pairs to complete the sentences with the correct words. Point out to students that each group of three words in brackets refers to the previous three gaps.
- Play the track for students to check their answers.
- Play the track again for students to listen and repeat.

**ANSWERS / AUDIO SCRIPT**

▶ 1.18

1 parents 2 son 3 daughter 4 grandparent  
5 granddaughter 6 grandson 7 uncle 8 aunt 9 cousin  
10 married 11 husband 12 wife  
See Student's Book, page 14, for audio script.

**6**

- Ask students to write the first names of five people in their family.
- Divide the class into pairs to show their partner the names and answer questions.
- Draw students' attention to the model conversation.

**GO BEYOND**

Ask students to do the Words & Beyond exercises on page 130.






**Homework**

Students write five sentences about their family: three true and two false. At the start of the next lesson students read out their sentences to their partner for him/her to guess which sentences are true and which are false. You could model this activity first by writing sentences about your own family on the board, eg *I have three brothers. I live with my grandparents. ...*

## GRAMMAR *Have got*

Talk about relationships and possessions

Page 15

STAGE	TIME	FOCUS
GET STARTED		Do a quiz using sentences with <i>have got</i> .
READ AND LISTEN		Read and listen to a conversation for specific information.
STUDY		Complete the grammar explanations for <i>have got</i> . Use <i>have got</i> in a chain sentence.
PRACTISE		Recognise and produce the target language in written exercises.
SPEAK		Ask other students questions using <i>have got</i> and report to a partner.

### Get started

(See Teaching Tips, *Test before you teach*, page 29.)

Ask students to work in pairs.

Write the following on the board and ask students to complete the sentences with *has got* or *hasn't got* to make them correct.

*The Beyond A2 Student's Book:*

- ..... 12 units.
- ..... a grammar database.
- ..... a dictionary.
- ..... an audio script.
- ..... a photo of Australia on page 20.
- ..... a list of irregular verbs.

Set a time limit of three minutes to see how many sentences pairs can complete in this time. The pair with the most points wins the game.

#### ANSWERS

- 1 hasn't got    2 has got    3 hasn't got    4 hasn't got  
5 hasn't got    6 has got    7 hasn't got    8 hasn't got

### READ AND LISTEN Grammar in context

#### 1 1.19

- Refer students to the pictures in Exercise 1. Ask students what they think the conversation is going to be about.
- Play the track for students to read and listen to the conversation and say who Josh is.
- Nominate a student to say the answer and ask him/her to read out the lines from the text that give the answer.

#### ANSWER / AUDIO SCRIPT

Josh is Lucy's brother.  
See Student's Book, page 15, for audio script.

 1.19

### STUDY

#### 2

- Focus students' attention on the explanations and ask them to complete them with the correct words from the text in Exercise 1.

- Students may ask about the difference between the verbs *have* and *have got*. Point out that we can use *have* and *have got* for possession. In American English *have* is preferred – and the negative and question forms are with the auxiliary *do*, eg *Do you have ... ?* However, *have got* is much more common in spoken British English, although we use *have* in writing as it is more formal. We use only *have* when talking about actions, eg *I'm having a shower*. *Have got* is also used for timetabled events or illness: *I've got guitar practice at 3pm.* / *I've got a cold.*
- Check answers in open class.

#### ANSWERS

has/'s  
haven't  
Have

#### 3

- Start a chain sentence going round the class.
- Nominate a student to start and ask the person next to him/her to repeat and add another thing.
- Draw students' attention to the model sentences.

### PRACTISE

#### 4a

- Ask students to complete the description with the correct form of *have got*. Remind students to use contractions where possible.
- Go round the class, nominating random students to say the answers. (See Teaching Tips, *Checking answers*, page 28.)

#### ANSWERS

1 've got    2 's got    3 haven't got    4 've got    5 hasn't got  
6 've (always) got

#### Fast finishers

Encourage students who finish early to look at the photo and make three sentences with *has got* or *hasn't got*. Tell them to write one false sentence. At the end of the activity, ask students to read out their sentences for other students to say which sentence is false.

#### 4b

- Have students write three or four sentences to describe one of their family members.

#### 4c

- In pairs, students take it in turns to read their sentences to their partner.



## 5a

- Ask students to write questions for other students in the class using *have got*. Refer students to the prompts.
- Allow them to compare their questions with a partner.
- Check questions in open class.

## ANSWERS

- Have you got a big or a small family?*
- How many cousins have you got?*
- Have you got any pets?*
- Has your family got a house or a flat?*
- What colour hair has your mum got?*
- Have your parents got a car?*

## 5b

- Ask students to write one more question using their own ideas.

## SPEAK

## 6a

- Have students stand up and walk round the class asking other students the questions in Exercise 5.
- Encourage them to find at least two students with the same answer to each question and write their names.
- Circulate, noting down errors and good use of language without interrupting the flow of the activity.

## 6b

- Ask students to report to a partner about what other students have said.
- Draw students' attention to the model conversations.
- Give feedback to students at the end of the activity, pointing out errors and good use of language. (See Teaching Tips, *Error correction*, page 28.)

## Alternative procedure

You could put some quiet music on in the background to provide a party-like atmosphere. Encourage students to try to keep the conversation going by making at least one comment. You could write some comments on the board in a random order, eg *That's interesting ...* ; *Wow, that's a lot ...* ; *What's your dog's name?*; *Which floor's your flat on?*; *That's a nice colour ...* ; *What colour's their car?*

## Homework

Ask students to write an introduction for a famous person's blog. Encourage them to describe the famous person's family and possessions using *have got*.

At the start of the next lesson divide the class into pairs or small groups. Have them take it in turns to read out their introduction for the others to guess who the famous person is.

You could read out these model sentences as an example:






*I've got a car collection. I've got a Ferrari. I've got a house in Jamaica. I've got four gold medals. I've got one brother and one sister. (Usain Bolt)*

## LANGUAGE BEYOND

## COMMUNICATE &amp; COOPERATE

## Understand different ways to say 'hello'

Page 16

STAGE	TIME	FOCUS
GET STARTED		Think about the differences between formal and informal language when we speak.
SPEAK AND READ		Talk about who you meet on a school day. Look at pictures and say if the situation is formal or informal.
DO		Compare tips on how to say hello in the UK with your own country. Match tips to formal and informal situations.
REFLECT		Discuss what formal and informal greetings are in your own language, how you use them and why using names is important.
EXTEND		Act out formal and informal situations.

## LIFE SKILLS COMMUNICATE &amp; COOPERATE: UNDERSTANDING DIFFERENT WAYS TO SAY 'HELLO'

First impressions count! Introducing yourself in the correct way in different social situations is an important life skill. There are all sorts of different ways to greet people. In this lesson, students learn some of the most popular and useful expressions for saying 'hello' to friends or other people in relaxed situations, more formal situations and/or if you want to sound polite.

Get started 

Recycle ways of saying goodbye and other useful language in this quiz to introduce the idea of formal and informal language when we speak.

Write these pairs of sentences on the board. Ask students to work in pairs and choose which sentence is more formal (F) and which is informal (I) in each pair.

*Excuse me. Do you have the time, please?* (F)  
*Have you got the time?* (I)

Thanks a lot. (I)  
Thanks very much indeed. (F)  
See you later! (I)  
Goodbye! (F)

Encourage students to think of when they would use each sentence and who they would be speaking to.

## SPEAK AND READ

### 1

- Ask students to make a list of all the people they meet on a school day and the places they meet them.
- You could write possible places on the board, eg *a lift, a street, a shop, the classroom, the playground, after-school club*.
- Have students work in pairs to compare their list with their partner.
- Ask a few more confident students to report on the people they had in common with their partner.

### 2

- Refer students to the pictures and discuss if Marie knows the other person in each picture and whether he/she is a friend.

#### ANSWERS

- Mrs Matthews: Yes, but she's not a friend.
- Keesha: Yes, she's a good friend.
- Man: No, he's not a friend.
- Jerome: Yes, he's quite a good friend.
- Student: No, she's not a friend as Marie's meeting her for the first time.

#### Extra activity

Ask students to answer these questions:

*When do you think it is important to use formal language?* (when we want to be polite or with people we don't know well)

*What affects the way we talk to someone?* (how well we know them)

*What body language usually accompanies formal greetings and informal greetings?* (straight back, sit or stand up straight, handshake in formal greetings / a hug, kiss, more relaxed body language in informal greetings)

## DO

### 3

- Divide the class into small groups and ask them to read the tips and discuss if they are the same for their country.
- Set a time limit of two minutes.
- Elicit answers from a spokesperson from each group in open class.

## GO BEYOND FOR TEACHERS

Different customs for saying 'hello'

In certain cultures any type of physical contact in public, eg kissing as a form of greeting someone, is considered taboo. Examples are China and Japan. On the other hand, in most western European cultures, kissing is accepted and is even a formality, eg in the Netherlands, Germany, Spain and France. The number of kisses, however, differs across countries and can depend on gender, age, relationship and context. In the US or Australia hugging is more common than kissing. In Muslim cultures it's usually only appropriate to kiss members of the same sex – physical contact between males and females is not accepted. British people tend to be reserved and it is unusual to kiss a person on first acquaintance.

### 4

- Ask students to match the tips to the pictures. Remind them that the pictures will match to more than one tip.

#### ANSWERS

a 2, 4   b 1   c 5   d 1, 3, 5   e 3   f 2, 4   g 1, 4

## REFLECT

### 5

- Discuss the questions in open class.
- Refer students to the **PHRASE BYTES** box to help them structure their answers.
- Ask a student to read out the **REFLECTION POINT** and see if the class agrees with it.

#### Alternative procedure: less confident classes

Give less confident students 3–4 minutes to prepare their answers in note form individually before comparing their answers in pairs. You could generate more ideas by having a 'pyramid discussion': ask pairs to become groups of fours and then finally hold a group discussion.

## EXTEND

### 6a

- Ask students to work in pairs to act out the situations in Exercise 2.
- You may like to ask a few students to do this in open pairs before students continue in closed pairs. (See Teaching Tips, *Open and closed pairs*, page 28.)

### 6b

- Remind students that you expect to hear them say hello to you and their classmates in English from now on.

#### Homework

Write some more situations on the board for students to act out in pairs, eg *at reception in a hotel, in an online chat, at a doctor's surgery, at a job interview, at a party*.

For homework, ask students to choose two or three situations and write a short conversation where two people greet each other.





At the start of the next lesson, ask students to read their conversations to the class.

Have others decide what the situation is, who the people are and how well they know each other.

## SPEAKING How do I get there?

Ask for and give directions

Page 17

STAGE	TIME	FOCUS
GET STARTED		Listen to a story about getting lost.
SPEAK		Talk about what you do to find your way in a new place and if you often get lost.
WATCH OR LISTEN		Watch or listen for general and specific information in four conversations about giving directions. Look at the script and work on polite phrases and questions for asking directions. Match directions to pictures.
ACT		Role-play asking for directions to places.

### Get started

Introduce the theme of the lesson by telling students about a time when you got lost. Students love to hear your own story, but if you have never been lost, you can adapt the story below. Ask students to write down as many expressions related to giving directions as they can as you tell the story.

Ask for volunteers among students to come up and write the words on the board. Have students copy the words into a vocabulary list to use later on in the lesson.

*I'm in Paris, OK, with a friend and I want to get to an art museum. I've got a map but it's a tourist map and it isn't very good. I turn left, I take a right, I go straight on. I'm lost! I stop a man and ask for directions. I ask, 'Can you tell me where I am?' He says, 'Blah, blah, blah.' He doesn't speak English and I don't speak French. I point to my map and stamp my foot [do actions]. My friend looks at me and thinks, 'What are you doing?' but I do it again. The man looks at the map and indicates where we are. The museum is just round the corner.*

### SPEAK

1

- Divide the class into pairs to ask and answer the questions.
- Elicit answers from different students around the class.

### WATCH OR LISTEN

2   1.20

- Refer students to the photos and ask them to predict what they are going to listen to.
- Have students close their books.
- Play the video or audio track for students to watch or listen to the scenes to find out why the last person can't give directions.

#### ANSWER / VIDEO/AUDIO SCRIPT

  1.20

He's lost too.

1

**Alex:** Excuse me, can you tell me the way to the shopping centre?

**Rose:** Yes. Go straight on for 200 metres. It's on the left.

**Alex:** Thank you.

2

**Amy:** How do I get to the library, please?

**Luca:** Turn left. Then take the second right. It's next to the museum.

**Amy:** Thanks.

3

**Joe:** Can you tell me the way to the station, please?

**Skye:** It's just round the corner. You can't miss it.

**Joe:** Thanks.

4

**May:** Excuse me, I think I'm lost. How do I get to the stadium?

**Ryan:** Sorry, I don't know. I'm lost too!

3a

- Ask students to read the tips in the **HOW TO** box. (See Teaching Tips, *Intonation in questions*, page 32.)

3b   1.20

- Play the video or audio track again for students to watch or listen and underline polite phrases in Exercise 2.
- Nominate random students around the class to check answers.

#### ANSWERS

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

3c  1.21

- Play the audio track for students to listen and repeat the questions.

#### AUDIO SCRIPT

 1.21

- Excuse me, can you tell me the way to the shopping centre?
- How do I get to the library, please?
- Can you tell me the way to the station, please?
- Excuse me, I think I'm lost. How do I get to the stadium?

4a

- Ask students to match the directions to the pictures.

#### ANSWERS

1 c 2 b 3 e 4 a 5 d

4b  1.22

- Play the track for students to listen and repeat the sentences.

#### AUDIO SCRIPT

 1.22

See Student's Book, page 17, for audio script.

### ACT

5a  1.23

- Divide the class into pairs, Student A and Student B.
- Ask Student A to ask for directions to the places in the box. Remind them to repeat and check the directions.
- Ask Student B to look at the map on page 141 and give their partner directions.
- Draw students' attention to the **PHRASEBOOK** to help them structure their conversation. These phrases are recorded so they could be used for students to practise pronunciation and intonation.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.

### 5b

- Ask Student B to ask for directions to the places in the box. Remind them to repeat and check the directions.
- Ask Student A to look at the map on page 141 and give their partner directions.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.
- Give students feedback at the end of the activity on mistakes and good use of language.

#### Alternative procedure: less confident classes

Ask two more confident students to demonstrate this activity first in open class.

#### Extra activity

Divide the class into pairs. Draw a simple map of a town and ask students to come up and write names of places, eg *shopping centre, cinema, post office*.

Ask students to work in pairs to give each other directions from one place on the map to another, without naming the destination. When they arrive they say the name of their destination to see if they have followed the directions correctly.







#### Homework

Ask students to write directions out of the classroom to a place in the school or nearby in the neighbourhood, no more than five minutes' walk away. At the start of the next lesson their partner must listen and work out where the final destination is. In a less confident class, demonstrate this yourself first as a model. Students listen to you and work out the final destination.

## WRITING Hello from St Petersburg

Use correct punctuation

Page 18

STAGE	TIME	FOCUS
GET STARTED		Play a letter game and begin to find out about the country of Russia.
SPEAK AND READ		Say what you know about St Petersburg. Clarify how to use correct punctuation.
PRACTISE		Add punctuation to an email.
PLAN		Plan an e-postcard.
WRITE AND CHECK		Write and edit an e-postcard.
SHARE		Swap e-postcards with other students and say where you would like to go and why.

### Get started

Play a game of *Snowman* (see Games, page 33) using the word *Russia*.

Ask students a few general questions about Russia, eg *What's the capital of Russia?* (Moscow); *What's the name of the currency?* (rouble); *What language do they speak?* (Russian); *How many people live there?* (about 150 million people).

Elicit other information that students know about Russia, eg the names of famous Russians.

### SPEAK AND READ

#### 1

- Refer students to the title and the photo and elicit what they know about St Petersburg.
- Focus students' attention on the architecture. Ask them to describe it and say if it reminds them of the architecture in another city.

### GO BEYOND FOR TEACHERS

St Petersburg

St Petersburg (formerly Leningrad) is located in the north-west of the Russian Federation at the eastern part of the Gulf of Finland on the Baltic Sea. The city is an important industrial centre and the port on the Baltic and Arctic Ocean is Russia's main port for trade with Europe and the rest of the world.

St Petersburg is the second largest city (after Moscow) in the Russian Federation. The area of the city is 606km<sup>2</sup> and it has a population of over five million people. One of the nicknames of St Petersburg is 'Venice of the North' as it has lots of old and beautiful buildings that are similar in architectural style. Internal waters occupy about 10% of its territory.



2

- Have students read the e-postcard and tick the things Dasha writes about.
- Ask students to add two more things.
- Refer students to the **Get it right** box and ask them to say which of the greetings and endings in the **Get it right** box are used in Dasha's email (*Dear* and *Best wishes*).

**ANSWERS**

parks shops a museum old buildings rivers and canals  
theme park water park

3a

- Ask students to read the tips in the **HOW TO** box.

3b

- Ask students to find one example of each punctuation mark in Dasha's e-postcard. (See Teaching Tips, *Punctuation*, page 30.)
- Choose random students around the class to read out their examples.

**Fast finishers**

- Ask students to write an example sentence for each tip in the **HOW TO** box.

**PRACTISE**

4

- Ask students to add punctuation to Jessie's email.
- Encourage students to compare their answers in pairs before you check them by inviting students come up to the board and write a sentence.

**ANSWERS**

Hi Dasha,  
Thanks for your e-postcard.  
St Petersburg looks amazing in the card's photo.  
I can't speak Russian. Do a lot of people speak English?  
Write soon!  
Jessie

**PLAN**

5

- Explain to students that they are going to write an e-postcard from an interesting town or city.
- Direct students' attention to the **Writing plan** to help them prepare.
- Set a time limit of three minutes.

**Alternative procedure: less confident classes**

To help students think of ideas, have them brainstorm different places and things they can see/do in an interesting town or city before they start planning.

**WRITE AND CHECK**

6

- Have students write their e-postcards and check them.
- 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.

**Alternative procedure**

Ask students to write the first draft of their e-postcards and then swap texts in pairs. Write the following criteria on the board and ask students to refer to it and check each other's work.

*Does the e-postcard start and finish well?*

*Has he/she followed the Writing plan?*

*Is it interesting?*

*Are the spelling and punctuation good?*

*Is there a lot of different vocabulary?*

*Is the grammar correct?*

Encourage students to read each other's e-postcards and give comments and suggestions for improving their partner's written work before students write their final e-postcards.

**SHARE**

7

- Ask students to swap their e-postcards with other students in the class.
- Ask students in open class to say where they would like to go and give reasons why.

**Homework**

Ask students to write an e-postcard to tell their pen pal about their town or city. Have students bring their e-postcards to the next lesson to share. Divide the class into pairs and ask students to explain to their partner the interesting places and things their pen pal can do when they come to visit.

## VOCABULARY Places in a town

1

- Ask students to look at the picture and say what they can see (a town square with different types of buildings).
- Have students complete the places they can see in the picture and places that are not in the picture.
- Go round the class, nominating different students to read out the answers. (See Teaching Tips, *Checking answers*, page 28.)

### ANSWERS

- 1 square 2 library 3 museum 4 castle 5 tower  
6 airport 7 station 8 stadium 9 shopping centre  
10 theme park

## Family

2

- Ask students to complete the text with the family words in the two boxes.
- Let students compare their answers in pairs before you check them in open class, nominating different students to read out the answers.

### ANSWERS

- 1 parents 2 Aunt 3 husband 4 Uncle  
5 daughter 6 son 7 cousins 8 married 9 wife  
10 granddaughter 11 grandson 12 grandparents

## GRAMMAR *There is / there are; prepositions of place*

3

- Ask students to choose the correct words and phrases.
- Allow them to compare their answers in pairs.
- Check answers by nominating different students around the class.

### ANSWERS

- 1 There isn't 2 there's 3 There are 4 there are  
5 behind 6 there's 7 next to

## *Have got*

4

- Ask students if they know the meaning of the word *gadget* (a small piece of equipment that uses technology) and elicit examples, eg *computer, laptop, mobile phone*.
- Ask students to complete the exercise with the correct forms of *have got*.
- Nominate a student to read out the text.
- Have students work in pairs to talk about the gadgets they've got.

### ANSWERS

- 1 have got 2 haven't got 3 haven't got  
4 've got / have got 5 's got / has got 6 hasn't got  
7 have (you) got

## 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](http://www.macmillanbeyond.com) for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video worksheets and 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 test for Unit 1
- downloadable PDF and Word tests for Unit 1 (all skills)
- tips for using the Grammar Database
- extra reading materials
- and more!

Go to the Workbook, pages 8–19, for further practice material.