

UNIT 2 A WORLD OF THINGS

The expression *a world of* means 'a large number of'. The expression is used in particular to express a variety of something. If you say *I have a world of music/ideas*, you mean that you have a lot of different music or ideas.

Unit plan



Unit opener	(SB p. 18)	20 min.
Grammar: plural nouns, the indefinite article, <i>there is / there are</i>	(SB p. 20)	40 min.
Pronunciation: plural -s	(SB p. 21)	15 min.
Vocabulary: numbers 11–101	(SB p. 21)	25 min.
Reading: adverts	(SB p. 22)	30 min.
Grammar: <i>be</i> – <i>yes/no</i> questions	(SB p. 22)	40 min.
Listening: for numerical information	(SB p. 23)	30 min.
Vocabulary: prepositions of place	(SB p. 24)	25 min.
Writing: combining sentences with <i>and</i>	(SB p. 25)	30 min.
Speaking: describing a room	(SB p. 25)	20 min.
StudySkills	(SB p. 26)	45 min.
• Words you know	(SB p. 26)	
• Making flashcards	(SB p. 26)	
• My way to practise ... vocabulary	(SB p. 27)	
Language wrap-up	(SB p. 28)	15 min.
Communicative wrap-up: Units 1 & 2	(SB p. 29)	20 min.
Video and downloadable video worksheet		45 min.

Competences table



Unit 2	Competence developed
Unit opener	can name everyday objects
Grammar	can understand and use indefinite articles and plural nouns can understand and use <i>there is / there are</i>
Pronunciation	can correctly pronounce plural nouns ending in -s
Vocabulary	can understand and say numbers from 11–101
Reading	can understand simple adverts
Grammar	can understand and use <i>yes/no</i> questions with <i>be</i>
Listening	can understand information about items for sale
Vocabulary	can understand and use basic prepositions of place
Writing	can describe their own room
Speaking	can describe the positions of objects in a room
StudySkills	can use different strategies to learn new vocabulary

Unit opener (p. 18)

Lead-in

Explain that the students are going to find out what the unit topic is. Have them look at the title of the unit, making sure they understand *things* (a term that refers to an object or item in a general way). Direct the students' attention to the photo of the man and ask them where he is (in a museum) and what he is doing (taking photos of different things). Go through the pictures in the unit, eliciting a common theme (most of the pictures are related in some way to things). Direct the students to the three possible unit topics and make sure they understand what each means. Then have them tick the best answer to the question.

Answer

everyday objects

To get your students to think about the two skills being developed in this unit, ask them to look at the tasks in the cogs.

Listening: for numerical information

In pairs, have the students say a number between 1 and 10 for their partner to write. Then have them swap roles.

Writing: combining sentences with *and*

Explain that they will learn about using *and* in this unit. Ask them to look through the unit and circle two examples of *and*. Invite a few students to show where they found an example of *and*. Elicit the word for *and* in the students' language(s).

Refer the students to the **StudySkills** panel. Explain that flashcards are a method for studying and memorising some kinds of information. Have them look at the flashcard on p. 26 and ask them if they have ever used flashcards. Explain that in this unit, they will learn several ways to help them learn new vocabulary efficiently.

A

- Read the instructions to the class and ensure the students understand the task. If necessary, prompt them that they already know the word *mobile phone* from Unit 1 and see if they remember or know words for the other items in English.
- Give the students five minutes to look at the picture individually. Point out that some words may be the same as or similar to words in their language, e.g. *bicycle*, *DVD*.
- Ask the students to count the number of objects they can name in English.

B

- Read the instructions to the class. In pairs, give the students five minutes to find and label the 15 items with the numbers in the picture.
- **Highlight** the stress in some of the words; e.g. *backpack*, *bicycle*, *camera*, *e-reader*, *laptop*, *table* have the stress on the first syllable; *umbrella* is stressed on the second syllable; the phrases *mobile phone* and *laptop case* have the main stress on the last word.

Answers

1 laptop case	6 camera	11 pen
2 bicycle	7 watch	12 mobile phone
3 table	8 DVD	13 desk
4 umbrella	9 chair	14 backpack
5 laptop	10 e-reader	15 key

C 15

- Explain to the students that their task is to match the sounds in the recording to six of the objects in the picture.
- Play the recording once. Play it again, pausing after each sound. In pairs, ask the students to write the correct words in the spaces.

Audioscript

sound effects of the items in the answers below

Answers

1 mobile phone	3 keys	5 watch
2 umbrella	4 laptop	6 camera

D

- In different pairs, direct the students to the example conversation and explain that they can use this as a model to ask and answer questions about the objects in the picture. Have the students repeat the example after you, both chorally and individually.

▶ Workbook p. 10, Section 1 

Grammar: plural nouns, the indefinite article, *there is / there are* (p. 20)

Lead-in

Write these words on the board: *umbrella*, *camera*, *mobile phone*, *laptop*, *watch*. Ask the students to work individually and number the items from 1 (very important for them) to 5 (not important). Tell them to compare their answers in pairs, e.g. my number 1 is my laptop, my number 2 is my watch, etc. Listen to their ideas as a class. Find out which item is the most important for the majority of the students and which is the least important.

A 16

- See the Student's Book page for the **audioscript**.
- Elicit the vocabulary from Ex. A of the opener and write it on the board. Allow the students to look back at Ex. A on p. 19 if necessary. Have the students look at the photo and elicit ideas for where the people in the photo are (some kind of market or sale), in the students' first language if appropriate. Tell the students that, as they listen to the recording, they should count the vocabulary words from p. 19 that they hear. Play the recording, twice if necessary.

- Direct the students' attention back to the vocabulary words on the board. Point to each word and tick the words they say they heard. Have them count the ticked words aloud with you.

Answer

nine: laptop, camera, bicycle, umbrella, e-reader, DVDs, table, chairs, backpacks

NOTICE!

- Ask the students to look at the **Notice!** box. Check that they understand *underlined*. Point out that there are two underlined phrases in the conversation and invite two students to read them aloud for the class. Then write the words *singular* and *plural* on the board and ask the students if these two words look like words in their language. Then elicit or explain that *singular* means 'one' and that *plural* means 'two or more'.
- Write *laptop* and *chairs* on the board and point out that these words are underlined in the conversation. Ask the students which of the words refers to only one (*laptop*), and which word refers to more than one (*chairs*).

Answers

singular: There's a laptop!
plural: There are chairs here.

B

Plural nouns

Form

- Write the two spelling rules on the board exactly as they are in the book. Read the first rule aloud. Elicit the correct noun forms and write them in the gaps.
- Explain that sometimes we add *-es* to a word to make it plural. Underline the endings in the second rule and pronounce them for the students. Have the students consider the rule for a moment. Then elicit the plural of *box* and write it in the gap. Have the students complete item 4 individually.

Answers

1 books 2 camera 3 boxes 4 watch

The indefinite article (a/an)

Form

- Explain that the letters of the alphabet are consonants and vowels. Write *consonant* on the board, followed by the consonants (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z). Then write *vowel* on the board, followed by the vowels (a, e, i, o, u). Explain that *u* sometimes makes a consonant sound, e.g. *university*, and sometimes a vowel sound, e.g. *umbrella*, depending on the word it appears in.
- Write *camera* on the board. Ask the students whether this word starts with a consonant or a vowel sound (consonant sound). Write *a* in front of the word. Then write *e-reader* on the board and elicit whether it starts

with a consonant or a vowel sound (vowel sound). Write *an* in front of the word.

- Read the two spelling rules aloud and ask the students to use the conversation in Ex. A to help them complete the table. **Highlight** that *a/an* refers to one of something, and that these words are never used with plural nouns.

Answers

1 a 2 a 3 an 4 an 5 - 6 -

there is / there are

Form

- Write *there* on the board. Direct the students back to the conversation in Ex. A and ask them to circle all the phrases containing this word. Elicit the answers and write them on the board (*There's a sale; There's a laptop; There's a camera; There's an umbrella; ... there are DVDs; There are chairs; ... there are backpacks*). Elicit the form with *there* that precedes the singular nouns (*there's*) and the form that precedes plural nouns (*there are*). Point out that *'s* is the contraction of *is*.
- Have the students complete the table with *is* ('s) or *are* using the information in Ex. A.
- Direct the students' attention to the **What's right?** box, and explain that only two of these four sentences are correct. Write the first two sentences on the board. Ask the students to look at the table and decide which of the two sentences is correct (*There are cameras*). Explain that we don't use *there are* in contracted form.
- Write the second pair of sentences on the board. Have the students look back at the table for indefinite articles. Elicit which sentence is correct (*There's a camera*). Explain that we don't use *a/an* before plural nouns, but *camera* is singular so we need to use *a* in front of this noun.

Answers

1 's/is 2 's/is 3 are 4 are

Function

- Explain that we use *there is / there are* to say that something exists.

Extra: grammar practice

Refer the students back to the picture on p. 19 and have them write or say full sentences with the items in the picture. Check for any errors in the use of the articles: *It's a camera, They're pens, It's an umbrella*, etc.

C

- Read the instructions to the class and demonstrate the task by completing item 1 as an example.
- Give the students time to complete the sentences individually. In pairs, encourage them to discuss any differences in their answers and refer back to the table before deciding which *is/are* correct.

Answers

1 There is a 3 There is an 5 There are
2 There are 4 There is a 6 There is an

D

- Read the instructions aloud and elicit or explain the meaning of *imaginary* (not real but only created in your mind).
- Direct the students' attention to the example sentences and say that they can use these as a model as they describe their imaginary classrooms. Have the students work in pairs and explain that they should switch roles so they both have an opportunity to describe and draw.

Extra: grammar practice

Make a list of some words from this unit that the students have already seen. Have a mix of singular and plural (e.g. *keys, bicycle, umbrellas, watch*). Put the class into teams of four or five students. Invite a member from one group to come to the board. Show them one of the words and ask them to start drawing a picture of it on the board. The first team to guess the object correctly, using the correct singular or plural verb form, and *a/an* if required, gets a point, e.g. *It's a bicycle*.

▶ Workbook pp. 10–11, Section 2

Pronunciation: plural -s (p. 21)

A 17

- See the Student's Book page for the **audioscript**.
- Explain that the -s sound at the end of plural nouns is not always pronounced /s/. Tell the students that they are going to listen to the pronunciation of some plural nouns, and they should listen for the sound at the end of each noun. Direct the students' attention to the words and remind them that they learnt these words earlier in the unit.
- The first time you play the recording, ask the students to listen only and to count the different pronunciations of -s (three). Play the recording again if necessary.
- Play the recording again for the students to listen and repeat.

Answer

They are different.

B 18

- See the Student's Book page for the **audioscript**.
- Read the instructions to the class and draw their attention to the table and the words in the box. Write the three ways to pronounce the plural ending -s on the board: /s/, /z/, /ɪz/.
- You do not need to go into any detail with your students at this level, but note that for words ending with voiceless consonants like /k/ and /p/, the -s is pronounced /s/, while for voiced consonants like /n/ and /l/, and for words ending in a vowel sound like *camera*, the -s is pronounced /z/. For words ending with the sounds /ks/, /tʃ/, /s/ and /z/, the -s is pronounced /ɪz/.
- Play the recording, pausing after the sounds for the students to repeat. Then play the recording again and have the students write the words from the box in the correct column.

Answers

/s/ backpacks, laptops

/z/ bicycles, pens

/ɪz/ boxes, watches

C 19

- See the Student's Book page for the **audioscript**.
- In pairs, ask the students to decide if the plural nouns are pronounced as /s/, /z/ or /ɪz/. Give them time to say the sentences to each other.
- Play the recording for the students to check their answers. Play it again and ask the students to repeat each sentence chorally and individually.

Vocabulary: numbers 11–101

(p. 21)

Lead-in

Say the numbers 0–10 in random order. Invite individual students to come to the board to write each number as a word.

A 20

- See the Student's Book page for the **audioscript**.
- Play the recording and ask the students to repeat the numbers chorally and individually.
- **Highlight** the difference between numbers like *fourteen* and *forty*. In *fourteen*, the /i:/ sound in the second syllable is long and the second syllable is stressed: /ˌfɔː(r)ˈtiːn/. In *forty*, the first syllable is stressed and the sound in the second syllable is shorter: /'fɔː(r)ti/.
- Point out that there are two ways to say 101 in British English: *one hundred and one* and *a hundred and one*.

B

- Read the instructions to the class and ensure the students understand the task.
- Draw the students' attention to the information in the **How to say it** box. Emphasise that although we write the £ sign before the number, we always say *pounds* after the number, e.g. *forty pounds*.
- In pairs, ask the students to look at the photos and underline the price for each item they think is correct.
- Direct the students to the modal conversation and encourage them to use it when they talk to their partners. Listen to their ideas, but do not correct them at this stage.

C 21

- Tell the students they will hear six short conversations about the six items in Ex. B. Ask them to listen and see if their predictions were correct. You may need to play the recording more than once before checking answers.

Audioscript

1

A: Oh! A mobile phone!

B: How much is it?

A: Um ... it's sixty pounds.

2

A: Excuse me, how much are the DVDs?

B: Twenty-three pounds. Twenty-three pounds for eight DVDs.

3

This is a great camera! And it isn't ninety-nine pounds ... it isn't ninety-five pounds ... it's just ninety pounds! Ninety! That's a great price!

4

A: Look – it's forty pounds!

B: Forty pounds? For a laptop?

A: It isn't a laptop. It's a laptop case.

B: Oh ...

5

A: How much are the pens?

B: Um ... let's see ... twenty pounds.

A: What? No, they aren't twenty pounds. They're twelve pounds. See?

B: Oh! Sorry. Twelve pounds. Yeah.

6

A: This is a nice backpack.

B: Yes ... and it's thirty-four pounds.

A: That's great!

Answers

1 £60 2 £23 3 £90 4 £40 5 £12 6 £34

▶ Workbook p. 11, Section 3

Reading: adverts (p. 22)

Lead-in

Bring two or three adverts from a newspaper or magazine to the class and stick them on the board. Ask the students what they are. Elicit the words *advert* or *advertisement*. Point out that in English, we often say simply *ad*.

A

- Direct the students to the three adverts and point out that these are community adverts – adverts we use to sell things in our local area or community. Make sure the students understand the term *for sale* (people can buy things that are for sale).
- Give the students time to read the adverts and write down what items are for sale in each case. Make sure they understand *over 100 books* (more than 100 books) and the meaning of *great* (*very good* or *fantastic*). Explain *delivery* by asking when the postman delivers the post each day.

Answers

- 1 DVDs, DVD cases, books
- 2 a bicycle
- 3 three chairs, a table

B

- Read the instructions aloud and ask the students to read the words in the two columns. Have them look at the adverts again and match the words in the left-hand column to the words in the right-hand column.

Answers

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

C

- In pairs, ask the students to imagine they have something for sale. Ask them to write an advert for their item on a sheet of paper, and prompt them to use the expression *for sale* in their advert. Elicit what type of information they may want to include in the advert, e.g. item for sale, price, contact details.
- Collect the adverts and stick them on the classroom wall. Ask the students to walk around the room noting any adverts that interest them.

D

- In pairs, have the students tell their partner about the adverts that interest them. Direct the students to the example conversation and encourage them to use it as a model when they talk to their partners.
- Take a poll of the class and find out which items were the most popular.

Extra: homework

Ask the students to write a second advert for a different item they have for sale.

Grammar: *be* – yes/no questions (p. 22)

Lead-in

Write six or seven prices in pounds on the board, e.g. £45, £21, £39, £77, £28 and £10. In pairs, have the students practise saying the prices, e.g. *forty-five pounds*. Invite individual students to the board to write the full form next to each price. If there are any errors, ask the class to correct them.

A 22

- See the Student's Book page for the **audioscript**.
- Draw the students' attention to the photo and ask them what they think it shows (an open air market). Explain that they will hear a conversation about a situation like the one in the photo. Read the instructions to the class.
- Play the recording once and have the students listen and follow the conversation in their books. Give the students time to read the three true/false questions.

- Play the recording again and ask them to circle the correct answers.

Answers

1 F 2 T 3 T

NOTICE!

- Direct the students' attention to the **Notice!** box. Ask them to look at the conversation to find out which phrase is used in a question. Then have them look to find out which phrase is used in a statement.

Answers

Are you, They are

Extra: shadow reading

Use the conversation in Ex. A as a shadow reading exercise. Play the recording and ask the students to read the conversation aloud in time with the recording. Repeat the exercise several times until they can read it well, with the same stress and intonation as the original.

B

Function

- Write *yes/no question* on the board. Elicit or explain that when we ask a *yes/no question*, we expect the answer to be *yes* or *no*.

Form

- Read the instructions aloud and remind the students that all the information needed to complete the table can be found in the conversation in Ex. A.
- **Highlight** that with short answers, we do not need to repeat other words from the question, e.g. *Are you busy?* The answers are *Yes, I am* or *No, I'm not*, and not *Yes, I am busy* or *No, I'm not busy*. We can also use the other negative contractions, e.g. *No, he isn't* and *No, he's not* – there's no difference.
- Write the two short answers in the **What's right?** box on the board, and ask the students to decide which answer is correct (*Yes, they are.*). Explain that in affirmative short answers, contractions are not used, but they are used in negative short answers, e.g. *No, they aren't.*

Answers

1 Are 3 Is 5 it is
2 Are 4 they are 6 I'm not

C

- Remind the students to refer to the information in Ex. B and ask them to compare their answers in pairs, referring back to the table before deciding which one is correct.

Answers

1 they are 3 Is she 5 Is he, is
2 Are you, am 4 Am, you are 6 Is, No

D

- Read the instructions and ask the students to work in pairs. Emphasise that they need to take turns asking their partner questions that will elicit the short *yes/no* answers in the box, and that they should cross off answers as they elicit them (demonstrate a cross on the board if necessary). Explain that whoever manages to use up all their answers on the card wins.
- Direct the students to the model conversation and write some example questions on the board, e.g. *Is she a student? Are they CDs?*, and elicit the short answers, e.g. *Yes, she is; No, they aren't.*

Culture note

In English, the answer *Yes* or *No* can be impolite by itself. Saying *Yes, I am / No, I'm not* in English is more polite than just saying *Yes/No*. That's why short answers are very commonly used. **Highlight** the structure: 1 [Yes/No] + 2 [person] + 3 [auxiliary verb]. Tell students that a good way to remember this is with the phrase *Three is the magic number!*

▶ Workbook pp. 11–12, Section 4

Listening: for numerical information (p. 23)

Lead-in

Bring in pictures of adverts of different objects from a catalogue, e.g. a DVD, a bicycle, a laptop, a mobile phone, etc., and stick them on the classroom wall. Ask the students to walk around the room in pairs reading the adverts and giving their opinions on the prices. Write sentences on the board such as *Item 6 is a good/great price. Item 2 isn't a good/great price*, and ask the students if they agree.

A

- Ask the students to look at the skills panel. Explain that some numbers sound very similar in everyday speech in English and that this is a problem, even for native speakers! Point out the examples and pronounce them for the students. Remind them of the difference between *fourteen* and *forty* that you discussed in the previous Vocabulary section. Then point out that other numbers can be confusing when spoken, and pronounce the examples. Say the examples in the skills panel again for the students to repeat, both chorally and individually.
- Put the students into pairs and read the instructions to the class. Set a time limit and tell the students they don't need to do all the numbers. Circulate while pairs are dictating numbers, noting any problems to discuss with the class after the task.

B 23

- See the Student's Book page and the answers below for the completed **audioscript**.

- Explain to the students that when they listen to the recording, they will only hear one of the prices in each sentence. Have the students read the sentences and note that some of the numbers sound similar, and others are confusing. Ask them to circle the price they hear. Play the recording and check answers.

Answers

1 13 2 60 3 25 4 74 5 18

C 24

- Direct the students to the photos and ask them to decide how much they think each item costs. Listen to their suggestions. Make sure they say the numbers correctly (e.g. *sixty pounds*).
- Play the recording and ask the students to see if their predictions were correct. Ask them to write the correct price for each item.

Audioscript

A: Oh, it's a garage sale.
B: Yes – and look! A bicycle. How much is it?
A: Um ... it's seventy pounds.
B: Seventeen pounds? That's very cheap.
A: Not seventeen pounds. Seventy pounds.
B: Oh ... well, it's still cheap. Is it new?
A: I don't know, let's see ... No, it isn't. See?
B: Hmmm ...
A: How about this backpack?
B: Oh yes, it looks almost new.
A: Hang on, it's ninety-two pounds! Isn't that a little expensive?
B: No, look, it's only twenty-nine pounds. It's a good price.
A: Oh, right! Let's get it then.
A: Look at this DVD. This is Jenny's favourite film.
B: Really?
A: Yeah. Let me see ... fourteen pounds for a DVD? It's not new!
B: No, I agree, fourteen pounds is too expensive.
A: Let's go.

Answers

1 £70 2 £29 3 £14

▶ Workbook p. 12, Section 5

Vocabulary: prepositions of place (p. 24)

Lead-in

Remind the students of the word *case* (see Ex. A on p. 19) and elicit objects that have a case, e.g. *laptop, camera, mobile phone, CD, DVD*.

A 25

- See the Student's Book page for the **audioscript**.
- Have the students look at the pictures and point out that the mobile phone and the case are in different positions in each picture.

- Play the recording and ask the students to follow in their books. Play it again and have them repeat each phrase chorally and individually.
- Ask the students to make full sentences about the mobile phone, e.g. *The mobile phone is in the case, The mobile phone is next to the case, etc.*

Extra: prepositions of place

You will need a mobile phone and a case for this exercise. Tell the students you will make some statements that are not correct, and that they should correct you. For example, put the mobile phone on the case and say, *The mobile phone is under the case*. Elicit from the students, *No, the mobile phone is on the case*. Continue with the other prepositions of place in the same way.

B

- Ask the students to look at the picture. Elicit what objects they can see in the picture, such as a *laptop, a chair, a desk, books, CDs, an umbrella, etc.*
- Give the students time to read the statements and circle *T* or *F*. Check the answers as a class, and ask them to correct the false sentences.

Answers

1 T
 2 F The umbrella is in the box.
 3 T
 4 F There's a chair in front of the desk.
 5 T
 6 F The keys are on the laptop.

C

- Read the instructions, then direct the students to the model conversation. In pairs, ask them to ask and answer questions about the picture in the same way.

Extra: memory game

Take some of your own possessions (e.g. mobile phone, watch, key, pen) and two or three more that you have in your classroom (e.g. laptop, CD, book) and put them on a table or desk where all the students can see them. Ask them to look at the objects for a minute or two. Then cover the objects with a cloth or a large sheet of paper. Have the students work in pairs and write down all the objects they can remember and their position in relation to each other.

Extra: homework

Ask the students to complete these sentences about the picture using prepositions of place:

1 The laptop ... 4 The box ...
 2 The mobile phone ... 5 The keys ...
 3 The CDs ... 6 The camera ...

▶ Workbook p. 13, Section 6

Writing: combining sentences with *and* (p. 25)

Lead-in

Invite the class to name items that they can see in their classroom in English. Write their ideas on the board. Don't erase the words on the board because students will use them to write their descriptions in Ex. C. Then direct their attention to the skills panel. Write the word *and* on the board. Explain that we can use this word to add more information about the same idea when we speak or write. Ask the students how to say *and* in their language.

A

- Read the instructions to the class and then read the text aloud as the students follow along in their books. Ask them to close their books and write three things they remember from the text. In pairs, have them say the three things they remember to their partners.
- With books open again, direct the students' attention to the words in bold (*and*). Have them look at the first sentence and ask them what two things are connected with *and* (*a teacher, 20 students*). Write *a teacher and 20 students* on the board. Repeat the procedure for the second sentence (*desks and chairs*).
- Have the students go through the other three sentences and underline the words that are connected with *and* (*a laptop and a laptop case, books on the desk and an e-reader under the desk, pens and backpacks*). Check answers with the class.

B

- Read the instructions to the class. Explain that if both things are singular, you normally do not need to repeat *There is*, e.g. *There is a chair and a table*. This is the same for plural nouns, e.g. *There are chairs and tables*.
- Invite four students to come to the board and write their sentences. Ask the class to read the sentences. If a student finds a mistake, invite them to the board to correct it.

Answers

- 1 There is a pen and an e-reader. / There is a pen, and there is an e-reader.
- 2 There are books and backpacks. / There are books, and there are backpacks.
- 3 There are students, and there is a teacher.
- 4 There is a laptop, and there are DVDs.

C

- Explain that the students are going to write a description of their classroom similar to the description in Ex. A and that they can use the words on the board from the Lead-in. Remind them to use *there is / there are* correctly, as well as the indefinite articles *a/an* and plural forms.
- Have the students write their descriptions in their notebooks. Remind them to connect similar ideas with *and*.
- Put the students into pairs or small groups to read their descriptions to each other.

Alternative

Instead of having the students read their descriptions in pairs and groups, you could have them swap papers to edit. Partners / group members should look for correct spelling of the vocabulary words and correct use of *there is / there are*, *a/an/-*, plural forms and *and*. Then have the students rewrite their paragraphs with corrections. This teaches the students that editing and proofreading are an important part of writing.

▶ Workbook p. 13, Section 7

Speaking: describing a room (p. 25)

Lead-in

In pairs, have the students make a list of the things in their bedrooms at home (e.g. books, a laptop, a desk, a table, a chair). Listen to their ideas and write the words on the board.

A

- Direct the students' attention to the pictures of the two rooms. Elicit what is different about the rooms (one is tidy and one is untidy). Read the instructions aloud to the class and make sure they understand the task. Do not check answers at this point.

B

- Direct the students to the model conversation. In pairs, ask them to talk about the things in the pictures in the same way.
- Invite students to come to the board to write sentences showing the different locations, e.g. *In Picture B, the camera is on a chair. In Picture A, the camera is on the floor.*

Extra: homework

Have the students write a description of their bedrooms. The description should be at least five sentences, and contain examples of grammar and vocabulary they have studied in this unit. Encourage them to use vocabulary they have learnt to describe their rooms, and to use *and* to connect ideas in their sentences.

▶ Workbook
p. 14, Read and write
p. 15, Down time

Lead-in

Highlight the aims of this StudySkills section. Tell the students they will learn different ways of recording new vocabulary and how to make vocabulary flashcards. Explain that this will make it easier for them to remember and review new words.

Direct the students' attention to the inset of the *Macmillan Online English Dictionary*. Ask the class if they know what it is (a free online dictionary), and to raise their hands if they have ever used this or any other online dictionary. Explain that this is a very good online dictionary and give them the web address for it: www.macmillandictionary.com.

Words you know

A

- Read the instructions to the class and explain that they should write their words in their notebooks and should not start until you say. Have the students write as many words in English as they can. Stop them after 60 seconds and have the students count their words. Invite volunteers to say how many words they wrote.

B

- In pairs, have the students share their words and suggest that they write any words they didn't have before in their notebooks.

C

- Put the students into groups and read the instructions to the class.
- Give the students time to play the game a few times and then elicit who the winners were.

Making flashcards

A

- For this exercise, you should have available index cards or other durable card and scissors to cut the cards, if needed.
- Direct the students' attention to the pictures of the two sides of a flashcard. Elicit what they see on the first side (a picture of an umbrella). Then elicit the contents of the second side (the word and an example sentence).
- Remind them that we use flashcards to help us learn or remember something. Explain that flashcards should be small enough to keep in our pocket so we can carry them around with us and revise vocabulary whenever we have a moment. Ideally, flashcards should be made of card, not thin paper.
- **Highlight** the three things we normally include in a flashcard (*word, example sentence and picture*).

Answers

a picture; a word and an example sentence

B

- Ask the students to work individually to create flashcards for three words they learnt in this unit or Unit 1. Suggest that they make the flashcards small enough to carry in a small bag or a pocket.

C

- Put the students into pairs and explain the task. Direct the students to the model conversation, and explain that they should use this form as they test each other.

My way to practise ... vocabulary

A

- Remind the students that they have just learnt one way to practise vocabulary. Explain that there are other ways to practise vocabulary and that it is important to choose a study method that feels comfortable for them.
- Ask the students to look at the three photos and read about each of the students to find out which one uses the method they learnt on p. 26 (Padma).
- Have the students read the three texts again and underline words that look like words in their language (cognates). Explain any challenging vocabulary (e.g. *draw, out loud, type, together, everywhere*, etc.).
- Ask the students to read the three texts again to answer the question in the rubric. Take a poll to find out how many students prefer each method of practising vocabulary. Explain that each method is effective, but that we all have different learning styles. Note that in each situation, students can use translations instead of pictures if they prefer.

B

- Explain that this is a list of methods of learning and practising vocabulary. Go through the list to ensure that the students understand each method.
- Ask the students to read each of the ten methods and tick the correct box – *no* if the method doesn't suit them, *sometimes* if the method might suit them, and *yes* if they think this is a good study method for them.

C

- Put the students into pairs or groups to compare their answers from Ex. B and talk about more ideas to practise vocabulary.
- Direct the students' attention to the model conversation and invite them to share their ideas and suggestions with the class. If there are new ideas for practising vocabulary, write them on the board and have the students copy them in their notebooks.

Set a goal

- Direct students to the **Set a goal** box. Remind them that making goals for their learning helps them to be more active learners and to take responsibility for their own learning.
- Give the students time to think about the new ways they learnt in this unit to learn and practise new vocabulary. Ask them to choose and write one new way they plan to practise vocabulary. Explain that they can use a suggestion from Ex. B or another idea that they learnt from their pair/group work. Circulate and read the students' ideas as they work.
- Take a poll of the class to find out how many students are going to use each vocabulary practice idea.

Language wrap-up (p. 28)

See notes on p. 10.

1 Vocabulary

Answers

A

1 b 2 e 3 c 4 a 5 d

B

1 in front of 3 next to 5 between
2 on 4 under

2 Grammar

Answers

A

1 There are – 3 There are – 5 There's a
2 There's an 4 There's a

B

1 isn't 2 Is 3 aren't 4 am 5 Are

Communicative wrap-up: Units 1 & 2 (p. 29)

1 Who is it?

A

- Read the instructions to the class and have the students prepare the three pieces of paper. Explain that they should not write their first names on any of the papers.

B

- Direct the students' attention to the three example conversations. Have them repeat the conversations after you, both chorally and individually.
- Explain that these three conversations show how to ask classmates for the information they are looking for.
- Mix up the papers and distribute them to members of the class. Try to give each student the papers of three different students. As you distribute them, make sure you are not giving one student their own paper.
- Have the students stand up and circulate in order to find the students whose papers they have. Continue until all the students have been matched with their papers.

2 Find the differences

A

- Put the students into pairs. Read the instructions to the class and direct the students' attention to the example conversation. Point out that this exercise provides practice with the prepositions of place that they learnt in Unit 2. Suggest that they use the example conversation as a guide as they do the exercise.
- After the students have finished the task, ask them to uncover their partner's picture and compare the differences.

Score yourself!

When the students finish doing all the exercises in the Communicative wrap-up, ask them to complete the evaluation table. Alternatively, you can ask them to score themselves as they complete the corresponding task, rather than waiting until the end of the wrap-up. Ask the students to circle 5 if something is easy and 1 if something is difficult. Tell any students who have scored 1 or 2 for any of the questions to look again at the relevant material and exercises in Units 1 and 2.

It is common for students who lack confidence to underestimate their abilities. As this is their first attempt at self-evaluation, encourage them not to be too hard on themselves. Ask, for example, if they were able to exchange information and find the students whose papers they had in the first exercise, despite some small errors. If the answer is yes, you could suggest they increase their first score.