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IN THE PICTURE My things

Talk about your things

Pages 10-11

| STAGE | TIME | FOCUS |
|------------------------|---|---|
| GET STARTED |  | Review the letters of the alphabet. |
| WORK WITH WORDS |  | Review and brainstorm common nouns and categorise them. Practise spelling words. Watch and listen to a video and write the categories in the correct order. |
| WRITE AND SPEAK |  | Talk about your favourite words. |

Get started

Review the letters of the alphabet by starting with the letter *a* and nominating students to say the letters which follow. Then focus students on the pronunciation of the letters by writing the phonemes /eɪ/ /i:/ /e/ /aɪ/ /əʊ/ /u:/ /ɑ:/ on the board. Model and drill the sounds then ask students to decide which of the sounds the letters of the alphabet correspond to. Have students do the task in pairs then invite them to come to the board and add the letters under the correct sound.

ANSWER

See Extra activity for Student's Book, page 7, Exercise 5 on page 37.

WORK WITH WORDS Categories

1a **RECALL**

- Nominate a student to read out the instructions then elicit the words for one or two pictures. Point out that the first letter of the word is given.
- Divide the class into pairs and set a time limit of three minutes for students to write the words.
- While students are doing the task, circulate and help students with spelling.

Fast finishers

Ask fast finishers to think of another word for each of the letters of the alphabet.

1b 1.13

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

ANSWERS / AUDIO SCRIPT 1.13

A *address* B *bike* (*bicycle* is also possible.) C *car*
 D *dinosaur* E *elephant* F *football* G *group*
 H *homework* I *ice cream* J *jeans* K *key*
 L *lunch* (*lunchtime* is also possible.) M *metro* N *notebook*
 O *orange* P *phone* Q *question* R *room* S *sunglasses*
 T *T-shirt* U *us* V *video* W *website* X *Xbox* Y *you*
 Z *zoo*

Alternative procedure

In order to check spelling and focus on pronunciation, nominate students to write the words on the board after listening to them. You could do this for all the words or just the more problematic words. For example, students may struggle with the spelling and pronunciation of *dinosaur* or *question*. By having them write it on the board, you can highlight spelling, syllables and stress.

1c

- Read out the instructions and refer students to the model conversation. Model a couple of examples of the task in open class with students.
- Divide the class into pairs and set a time limit of two minutes for students to ask and answer questions.
- Stop the activity and ask students *What words are difficult to remember?* Invite students to share their thoughts and give reasons, eg *the English word is very different from my language, the spelling is difficult to remember.*
- Ask students to do the Work with Words task on page 130.

2a

- Have students read the instructions and check that they understand what the categories are. (See Teaching Tips, *Word Lists*, page 29.)
- Focus students on the example and elicit some more answers. As the main objective is to ensure that students have understood the categories, tell them that there can be more than one correct answer.
- Divide the class into pairs and set a time limit of three minutes for the activity.

2b

- Nominate students to give their answers in open class. Ask other students whether they agree or disagree and accept any answers that are possible.

| SUGGESTED ANSWERS | | |
|----------------------------------|-----------------------------------|------------------------------|
| Animals | Clothes | Food |
| dinosaur elephant zoo | jeans sunglasses T-shirt | ice cream lunch orange |
| Games | Home | People |
| football Xbox | address key room | group us you |
| School | Technology | Transport |
| homework notebook question | phone video website Xbox | bike car metro |

2c 1.14

- Play the track for students to listen and repeat the words. Point out the stressed syllables in the more problematic words, eg *animals*, *technology*, *transport*. You could also point out that *clothes* only has one syllable.

AUDIO SCRIPT

See Exercise 2b above for audio script.

 1.14

3a

- Read out the instructions and elicit some examples of other words for the categories. At this point you could draw the grid on the board and add the new words.
- Divide the class into small groups and explain that this is a race to get as many words as possible for each category. Set a time limit of three minutes.

3b

- Focus on each category in turn and find out which group has the most words. Ask a student from the group with most words to come to the board and add their words. Then invite other groups to call out any other words they can add to the class list.

4 THE MOVING PICTURE

- Ask students to watch the video and write the categories in the order they see them.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS / VIDEO SCRIPT

1 Food 2 School 3 Clothes 4 Animals 5 Transport
6 Home 7 Technology 8 Games 9 People

There is no voiceover to this video.

5a 1.15 PRONOUNCE

- Ask students to listen to the alphabet rap and repeat the letters.

AUDIO SCRIPT

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

 1.15

5b

- Nominate a student to read out the instructions and model the activity.
- Divide the class into A and B pairs and set a time limit of three minutes, asking students to swap roles half way through.
- Circulate and make a note of any problems for feedback at the end.
- Invite students to say how many words they guessed and how quickly they guessed them.

WRITE AND SPEAK

6

- Read out the instructions and give students examples of your favourite words for some of the categories. Try to make the words interesting but not too obscure to avoid having to illustrate or explain each one.
- Ask students to write their favourite words for each category in their notebooks. Encourage stronger students to close their Student's Book and write the words from memory.
- Refer students to the useful phrases in the **PHRASE BYTES** box then model the task by inviting students to ask you questions in the **PHRASE BYTES** box. Encourage students to extend their answers, eg *My favourite word for animals is dog. I've got a dog. She's called Millie.*
- Divide the class into pairs and set a time limit of three minutes for students to do the task.
- Nominate students to tell the class about their favourite words.

GO BEYOND

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




Homework

Ask students to add ten more words to their word lists from the Work with Words exercise on page 130. Explain that each word should begin with a different letter and remind students to write the L1 translation for each word. In the next class, have students compare their words in small groups and say what each word means. Ask students to give an example or two of their most interesting words and concept check some of their meanings in open class.

READING World Wide Words

Read an article from a book

Page 12

| STAGE | TIME | FOCUS |
|----------------|---|--|
| GET STARTED |  | Review words from pages 10–11 and practise saying letters of the alphabet. |
| SPEAK AND READ |  | Translate words into your language and say which ones are similar in your language. Read an article from a book about international words. Categorise words from the article and decide which words are international. |
| REACT |  | Talk about your favourite international words. Make a phrasebook of international words. |

Get started

Play *Snowman* (see Games, page 33) with the lesser known words from pages 10–11. This will provide further practice of saying the letters of the alphabet and review the words from the previous lesson.

SPEAK AND READ

1

- Nominate a student to read out the instructions and have students repeat the words from the box to practise pronunciation. Highlight the stress in *café*, *coffee*, *hotel*, *music*, *radio* and *taxi*.
- Refer students to the **PHRASE BYTES** box and model the task, eliciting words from students to complete the phrases.
- Divide the class into pairs and set a time limit of three minutes for the task. Remind students to work together and to use the useful phrases.
- Invite students to share their ideas in open class and ask other students if they agree or disagree.

2  1.16

- Write the word *article* on the board and ask students where they can read one, eg in a magazine, newspaper, book. Tell students what articles you like to read, eg *I read articles about sports and politics*, and ask them what articles they like to read.
- Ask students to look at the pictures and say what they can see.
- Ask students to read the start of the article and answer the question. 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.
- Choose a student to answer the question in open class. Point out that many words that refer to technology are international.

SUGGESTED ANSWER

An international word is the same or very similar in many different languages.

3

- Have a student read out the instructions and the words in the box.
- Reassure students that they don't have to understand all the words at this point but that they should underline any new words.
- Set a time limit of three minutes for students to match the sections to the categories.
- Let students compare their answers in pairs before you check them in open class. Discuss any new words from the article.

ANSWERS

1 Transport 2 Technology 3 Drinks 4 Food 5 Places

Fast finishers

Ask fast finishers to cover the text and write down from memory the international words which are mentioned for each category.

4

- Have students read the article again and then decide which words from Exercise 1 are international.
- Ask students to compare their answers before you check them in open class.
- It may be argued that *train* and *bus* are also international words (eg *bus* is commonly used in European languages) so be prepared for differences of opinion and encourage students to give their opinions.

ANSWERS

café, coffee, hotel, music, radio, taxi

REACT

5

- Read out the instructions and ask students to choose from any of the words in the lesson.
- Give students a couple of minutes to choose their words then divide the class into pairs and ask students to compare their words with their partner.
- Encourage students to explain their choices, eg *I like the word 'café' because I like coffee!*
- Carry out a quick poll to find out which are the class's favourite words.

GO BEYOND

Suggest to students that they start a new page in their notebooks for international words.

Ask students to note down all the international words from the lesson and try to think of more words for each category.

Have students compare their phrasebooks with a partner and include any words from their partner's list.

Invite students to share the new words on their list in open class.

Recorded reading text 1.16

In order to give extra listening practice, have students listen to the audio rather than read the text. As students may find this more difficult when listening to the five sections, play the sections one at a time and have students call out the category which they've heard.






Homework

Ask students to work alone and make a poster of international words for the classroom. Ask them to find or draw pictures for at least ten of the international words and to write the words next to the pictures. Display the posters round the classroom in the next lesson and invite students to move around the class and decide which poster is their favourite.

GRAMMAR Plural nouns; a/an, the

Talk about one or more things

Page 13

| STAGE | TIME | FOCUS |
|-----------------|--|--|
| GET STARTED |  | Play a game of <i>Pronunciation Mountain</i> to practise word stress and review international words. |
| READ |  | Read a social networking site about someone's likes and dislikes. |
| STUDY |  | Find examples for grammar explanations in the text. |
| PRACTISE |  | Practise writing plural nouns and decide when to use an article (<i>a/an, the</i>) or no article. |
| WRITE AND SPEAK |  | Talk about your likes and dislikes. |

Get started

Play a game of *Pronunciation Mountain* (see Teaching Tips, page 32) to review pronunciation of the international words from page 12. Choose ten words and include some which require students to think about word stress, eg *hotel, coffee*. At the end of the game, ask students which words are more difficult to pronounce and suggest that they review and practise them regularly.

READ Grammar in context

1

- Have students look at the 'Social Scene' text and ask them *Where do you see a text like this?* (on a social networking site, eg Facebook). Point out the thumb icons as students will probably be familiar with these as representing likes and dislikes.
- Before having students read the text, elicit the meanings of any words they might not know, eg *great, drama group, noisy, full, boring*.
- Ask students to read the text and tick the likes and dislikes which are similar to theirs.
- Let students compare their answers in pairs before you invite them to share their answers in open class.

Extra activity

Have students read the text again and try to remember all of Stella's likes and dislikes. Then divide the class into pairs, ask them to close their books and write down all the things they can remember. Set a time limit of two minutes then invite students to come to the board and add a like or dislike. At the end of the activity, leave the list on the board as it may be useful for highlighting the plural forms and articles in the STUDY section of the lesson.

STUDY

2

- Read out the instructions and refer students to the grammar table. Point out that it focuses on singular and plural nouns. Ask students to find examples of nouns in the text then ask them to identify whether they are singular or plural. (See Teaching Tips, *English plural nouns*, page 29.)
- Have students complete the table with nouns from the text. Let them compare in pairs before you check them in open class.
- Ask students to look at the completed table and elicit the spelling rules. You could also ask them to think of more examples for each spelling rule. Point out the difference in the pronunciation of the ending of words in the first and second groups. (See Teaching Tips, *The /ɪz/ sound*, page 32.)
- Refer students to the **Grammar Database** on page 120.

ANSWERS

game > games

box > boxes *bus* > buses *class* > classes

lunch > lunches

key > keys *city* > cities

man > men *woman* > women *person* > people

jeans > jeans

3

- Ask students to complete the table with words from Exercise 1. You could ask more confident groups to cover the text and do this from memory.
- Let students compare their answers in pairs before you check them in open class.

- Point out that words in bold are articles (*a/an* and *the*) and elicit some of the rules for using articles, eg *Do we use a or an before a vowel sound?; Do we use a, an or the for specific things?*
- Refer students to the **Grammar Database** on page 120.

ANSWERS

great ice cream school drama group jeans video

Extra activity

With monolingual groups, you might like to have students translate some of the sentences into their own language. This provides an opportunity for students to focus on form and think about whether the same rules apply in their language. This is particularly useful in the case of articles where the rules can vary greatly between languages and focusing on the differences may help students to remember them.

PRACTISE

4

- Read out the instructions, highlight the example and elicit another example.
- Have students do the exercise and let them check their answers in pairs before checking in open class.

ANSWERS

1 category 2 video 3 match 4 phone 5 Xbox
6 woman

5

- Ask students to look at the words in the box and explain that they have to match them to the photos and write the number plus the appropriate plural noun.
- Focus students on the example and remind them to refer to the **Grammar Database** on page 120 for the spelling rules.
- Have students write what is in the photos.
- Let students compare their answers in pairs before you check them in open class.

Alternative procedure: less confident classes

Have students match the words to the pictures in open class.

ANSWERS

1 three days
2 two men
3 three glasses
4 four apples
5 two stories
6 three sandwiches [clarify that they are club sandwiches]

6

- Refer students to the text and ask *What type of text is it?* (a personal profile) and *Where can you see them?* (a social networking site).
- Ask students to read the text quickly and tell a partner three things about the person in the profile, eg *He's from Washington. He likes dinosaurs. He plays basketball.*
- Set a time limit of three minutes for students to choose the correct options to complete the profile.

- Let students compare their answers in pairs and ask them to justify their answers by referring to the grammar rules, eg *'Dinosaurs' has no article. It's a thing in general.*
- Nominate students to give their answers in open class.

ANSWERS

1 the 2 a 3 - 4 a 5 - 6 an 7 a 8 the

7

- Have students look at the text and tell a partner which of the sentences are true for them. Tell them not to worry about the gaps at this stage.
- Draw students' attention to the example and then ask them to complete the rest of the sentences.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

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

WRITE AND SPEAK

8a

- Ask students to read the instructions and then model some possible sentences, eg *I'm from London. My favourite colour is blue.* To illustrate that some sentences are false, provide endings that are evidently false, eg if you're a woman, say *I'm a man.*
- Set a time limit of two minutes for students to complete the sentences. Circulate and help students where necessary.

8b

- Nominate a student to read out the instructions. Model the task by asking some students to read out some of their sentences and asking the class to decide if they're true or false.
- Divide the class into pairs and have students do the task.
- Invite students to tell the class what they found out about their partner.

Homework

Ask students to prepare a social networking page for themselves, which includes a brief profile and lists of their likes and dislikes. Refer them to the texts in exercises 1 and 6. Ask them to write about 50 words for each and to illustrate the page with photographs. If you're using an online platform with student profile pages, you could ask students to do this online but make sure that you have parents' permission and that students are using a suitably secure platform. In the next class, have students compare their profiles and find likes and dislikes that are similar.

LISTENING AND VOCABULARY It's a small world!

Page 14

Listen to a description of where things are from

| STAGE | TIME | FOCUS |
|-------------------------|---|---|
| GET STARTED |  | Play a game to find out what countries students can name. |
| WORK WITH WORDS |  | Learn vocabulary to describe countries and the word endings used for nationalities. Talk about things that are famous in those countries. |
| SPEAK AND LISTEN |  | Talk about where things are from and listen to someone talking about where their things are from. |
| REACT |  | Talk about where your things are from. Write about the countries and nationalities of famous people. |

Get started

As the lesson focuses on countries and nationalities, find out what countries students know by playing *Alphabet Race* (see Games, page 33). For this game you can include Z, you could include Q (Qatar) but omit X.

WORK WITH WORDS Countries and nationalities

1a 1.17

- Check that students know what countries and nationalities are; have them look at the picture and elicit that they show countries. Explain that nationality describes the origin of the person from a country and give an example, eg where you come from and your nationality. Highlight the plural form of each word (*country/countries, nationality/nationalities*).
- Divide the class into pairs. Ask students to match the pictures to the countries and write the number in the table.
- Play the track for students to check their answers. Stop the track after each answer and drill pronunciation. Get feedback from students to see how many they answered correctly. Highlight the word stress of each country. (See underlining in audio script below.)

ANSWERS / AUDIO SCRIPT

1 South Africa 2 Italy 3 Brazil 4 Trkey 5 Germany
6 Japan

1b 1.18

- Read out the instructions and look at the example with the class.
- Ask students to use the suffixes *-an, -ese, -ian, -n* and *-ish* to complete the nationalities.
- Let students compare their answers in pairs before you play the track for them to check their answers.
- Continue the track for students to listen and repeat. You could also ask students to mark the stressed syllable in each word, then check answers in open class (see underlining in audio script below) and ask students to say when the word stress changes. (Italy/Italian, Japan/Japanese).

ANSWERS / AUDIO SCRIPT

Brazil Brazilian
Germany German
Italy Italian
Japan Japanese
South Africa South Affrican
Turkey Trkish

Extra activity

Have students draw two columns in their notebooks and write the countries and nationalities given in Exercise 1a. Divide the class into pairs and ask students to think of five more countries to add to their lists. Then ask them to write the nationality for each of the countries if they can. Set a time limit of three minutes. Circulate and help students by referring them to the suffixes in Exercise 1b. Have students compare their words in small groups and add any other countries and nationalities to their lists. Then in open class, ask students to share their ideas and ask them what new countries they learned.

2

- Nominate a student to read out the instructions and elicit some examples of countries and something famous for each one, eg *Italy/Pompeii, Japan/sushi*.
- Divide the class into pairs and have them think of something famous for each country. Set a time limit of three minutes and circulate and help students with ideas.
- Stop the activity and invite students to come to the board and make a class list of ideas.

Extra activity

For extra practice, have students play *Pelmanism* (see Games, page 33) with the countries from Exercise 1 and the things they are famous for. Prepare for this before the lesson by cutting up twelve small squares of paper for each pair of students. Hand them out and ask students to write countries on six of the pieces of paper. On each of the remaining pieces, ask them to write the famous things. Before playing, ask students to say the words when they pick them up and set a time limit of three minutes.

SPEAK AND LISTEN

3a

- Nominate a student to read out the instructions then ask students to look at the photos.
- Elicit a couple of ideas in open class for where the things are from. You could write the phrase *I think ... is from ...* on the board and ask students to use it in the activity.
- Divide the class into pairs and set a time limit of two minutes for the activity.
- Invite students to share their ideas in open class but don't confirm them at this point.

3b  1.19

- Read out the instructions and refer students to the **Listening Tip**. Elicit that the topic for this activity is where the things in the picture are from and recap some of the ideas from Exercise 3a. Point out that this is all they know about the topic so far.
- Play the track for students to check their ideas from Exercise 3a in pairs.
- Choose students to say the answers in open class.

ANSWERS / AUDIO SCRIPT 1.19

Jeans: Turkey T-shirt: Turkey Sunglasses: Italy
 Oranges: South Africa Apples: Brazil Fridge: Germany
 Television: Japan Phone: Japan

It's a small world!

You don't believe me? Watch.

Let's start with my clothes. I'm in the UK. These jeans ... are from Turkey. That isn't very far. And this T-shirt ... is Turkish too. Those sunglasses are from Italy. A lot of the sunglasses in the world are Italian.

Let's look at some food now ... What about those oranges? They're ... South African. That's really far away. There's more food in the fridge. Where are these apples from? They're from Brazil. Wow, that's on the other side of the world!

What about all the technology? The fridge is German. That television is from Japan. And my phone ... It's Japanese too.

Hi Ron. I don't know. London? ... You're in New York! Wow. Ron? Ron?

You see? It really *is* a small world!

4  1.19

- Read out the instructions and give students a minute to read the questions.
- Play the track for students to listen and choose the correct answers.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS / AUDIO SCRIPT 1.19

1 A 2 B 3 C

See Exercise 3b above for audio script.

Alternative procedure: less confident classes

Before checking the answers to Exercise 4, hand out the audio script then play the track and ask students to shout *stop* when it comes to each answer. When you've finished checking the answers, ask students to underline any new words or phrases and go through them in open class.

REACT

5

- Read out the instructions and give students a couple of minutes to think about some of their possessions and where they are from. Suggest they think about their clothes, things they have at school, in their bedroom, etc. Remind students that clothes often say where they were made on the label.
- Refer students to the **PHRASE BYTES** box and explain that these are some expressions they can use to talk about where their things are from. Model the phrases and have students repeat them.
- Divide the class into pairs and have students talk about where their things are from. Set a time limit of two minutes. You could also ask them to find similarities in their lists, eg both have T-shirts from Bangladesh.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity. (See Teaching Tips, *Error correction*, page 28.)
- Stop the activity and invite students to tell the class about where their things are from.

GO BEYOND

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

Homework

Tell students that they are going to prepare a quiz about specific things and where they're from. Ask them to think of five things they have in their bedroom, and find out where they're from. They should then write five multiple-choice questions for each thing, for example:

A Samsung mobile is from ...






A China B South Korea C Japan

Encourage students to make their quizzes as challenging as possible and not to use questions with an obvious answer or choose things from only one country. Remind students to list only five things that have a label indicating clearly where they're from. In the next lesson, divide the class into groups of four and have the students ask and answer the questions.

GRAMMAR This/that, these/those

Talk about the things around you

Page 15

| STAGE | TIME | FOCUS |
|-----------------|---|--|
| GET STARTED |  | Play <i>Vocabulary Tennis</i> to review word categories from previous lessons. |
| READ AND LISTEN |  | Read and listen to a conversation at the market and label pictures. |
| STUDY |  | Complete grammar explanations with examples from the text. |
| PRACTISE |  | Practise using <i>this/that, these/those</i> in controlled exercises. |
| SPEAK |  | Talk to a partner about your things and practise using the target language. |

Get started

To review vocabulary from previous lessons and find out what students know about the vocabulary areas in this lesson, play a game of *Vocabulary Tennis* (see Games, page 33). Include the categories *colours*, *international words*, *countries*, *fruit* and *clothes* (the last two categories being those which appear in this lesson). You might like to make a note of any new vocabulary on the board and check that students know what the words mean at the end of the game.

READ AND LISTEN Grammar in context

1 1.20

- Read out the instructions and ask students to look at the picture and say what they think the fruit is. The aim of this stage is to find out what students know, but don't confirm any answers until they've read and listened to the text.
- Play the track for students to read and listen to the conversation and write the names of the fruit.
- Let students compare their answers in pairs before you check them in open class. When checking answers, ask students *What's at the front/back?* (This will help to make the language point clearer in Exercise 2.)

ANSWERS / AUDIO SCRIPT

At the front: apples, watermelon
At the back: *bananas*, grapes, fruit salad
See Student's Book, page 15, for audio script.

STUDY

2

- Read out the instructions and check that students understand *here* and *there*.
- Have students complete the table with words from Exercise 1.
- Let students compare their answers in pairs before you check them in open class.
- Refer students to the **Grammar Database** on page 120.

ANSWERS

apples fruit salad *bananas/grapes*

Extra activity

Ask students to practise reading the conversation in pairs. Encourage them to act out the conversation and point out the things they're talking about, especially when they're using *this/that*, *these/those*. In order to get students practising the conversation from memory, you could do this activity as a conversation build.

PRACTISE

3

- In open class, ask students to look at the picture. Point out that it's a market stall (you might have to elicit or explain the difference between *shop* and *stall*) and ask them to say what they can see at the front and back of the stall.
- Ask students to complete the sentences with *this*, *that*, *these* and *those*.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 *those* 2 *This* 3 *these* 4 *that* 5 *Those* 6 *this*

4

- Point out that this is another market stall and ask students to say what they can see. Check answers in open class.
- Ask them to read the conversation quickly to check their ideas and not to worry about the gaps.
- Ask students to complete the conversation with *this*, *that*, *these* and *those*.
- Nominate different students to read out the answers.

ANSWERS

1 *those* 2 *that* 3 *this* 4 *these* 5 *this*

SPEAK

5

- Nominate a student to read out the instructions and model the task by putting some of your things on the desk, eg keys, mobile phone, pens, lunchbox, purse/wallet.
- Refer students to the useful phrases and invite students to come to the desk and ask you questions about your things. Encourage students to ask extra questions using the expressions from the **PHRASE BYTES** box on page 14, eg *Where's it from?* *What's on the label?*
- Divide the class into pairs and set a time limit of three minutes for students to do the task using things from their bags or pockets.

Extra activity

Ask students to draw their own market stall with some things at the front and some at the back. You could suggest that they include things from the unit. Divide the class into pairs and have them ask and answer questions using *this/that*, *these/those*, eg *What are those?* At the end of the task, have the pair sit with another pair. Ask them to show the other pair their partner's picture and say what the things are, eg *That's a bicycle and these are story books*. Ask the groups to decide which market stall has the most interesting things.

Homework






Ask students to imagine that they're at a market in an unusual place. To generate ideas, show pictures of unusual markets around the world, eg a German Christmas market, a floating market in Thailand, a flea market in Paris, a food market in China. Ask students to write a short conversation (about 50 words) taking place in one of these markets, using the conversations in exercises 1 and 4 to help them. Ask them to include *this/that*, *these/those*. In the next class, have students read each other's conversations and try to guess where the market is. If there's time, students could act out their conversations in pairs. Monitor and make notes of good language and errors for feedback at the end of the task.

LANGUAGE & BEYOND

SCHOOL SKILLS

Be a good classmate

Page 16

| STAGE | TIME | FOCUS |
|----------------|---|---|
| GET STARTED |  | Review classroom language and use it to write conversations in the classroom. |
| SPEAK AND READ |  | Match expressions to describe classroom behaviour to pictures and talk about how often you do those things. |
| DO |  | Decide whether classroom behaviour is good or bad and justify your ideas. |
| REFLECT |  | Talk about the importance of being a good classmate. |
| EXTEND |  | Discuss good and bad behaviour in other situations outside school. |

SCHOOL SKILLS BEING A GOOD CLASSMATE

It's a good idea to establish what's expected of students early on in the course, but just 'laying down the law' may not be the best way to encourage good behaviour. Students will probably be more motivated if they have the opportunity to think about and discuss what constitutes good behaviour and why it's important. This also moves the focus away from the individual student and towards the group as a whole. This lesson asks students to think about what sort of behaviour is conducive to learning and can be used as a foundation for encouraging good behaviour throughout the course.

Get started

The lesson is concerned with the skill of being a good classmate so it's useful for students to review and practise some classroom language. Write the following jumbled questions on the board:

- repeat / that / you / please? / Can (Can you repeat that please?)
- What's / our language? / 'bus' / in (What's 'bus' in our language?)
- go / the toilet / to / Can / I / please? (Can I go to the toilet please?)
- help / Can / me? / you (Can you help me?)
- spell / 'category' / you / Can / please? (Can you spell 'category' please?)

Ask students to put the words in order to make questions in pairs then check answers in open class. Check they understand all the questions then ask what word we use to be polite (*please*). Then ask students to write a short conversation with some of the questions. Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.

SPEAK AND READ

1a

- Ask students to look at the picture and describe what they can see.
- Nominate a student to read the instructions in open class and read through the descriptions.
- Divide the class into pairs and have them match the situations to the descriptions.
- Invite students to give their answers in open class and check that students understand the vocabulary.

ANSWERS

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

1b

- Nominate a student to read the instructions and elicit answers from some students.
- Ask students to note down their answers then invite them to share their answers in open class. You might find that seating students in a circle for this discussion creates a more collaborative and positive atmosphere.

DO

2a

- Nominate a student to read out the instructions and elicit an example, eg *It's good to listen to the teacher in class.*
- Divide the class into pairs and have them classify the descriptions in Exercise 1a.
- Nominate students to give their answers in open class. You could ask whether any answers can be both good and bad, eg *be quiet.*

SUGGESTED ANSWERS

| It's good to ... in class. | It's bad to ... in class. |
|----------------------------|---------------------------|
| help classmates | be noisy |
| listen to the teacher | use a phone |
| throw rubbish in the bin | |
| be quiet | |

2b

- Read out the instructions and refer students to the sentence stems and the words in the box. Elicit some example sentences and encourage students to think of more reasons of their own.
- Divide the class into pairs and set a time limit of three minutes for students to write sentences. Remind students to think of more reasons of their own.
- Invite students to share their ideas in open class.

REFLECT

3

- Read out the instructions and the questions then divide the class into small groups for students to discuss the questions.
- Refer students to the useful expressions in the **PHRASE BYTES** box and set a time limit of two minutes for the task.
- Stop the activity and invite students to share their answers in open class.
- Nominate a student to read out the **REFLECTION POINT** and ask the class whether they agree or disagree, encouraging them to give reasons.

EXTEND

4

- Read out the instructions and explain that students have to choose just one of the situations and they should also think of reasons to justify their ideas.
- Refer students to the **PHRASE BYTES** box and encourage them to use these and the structures from Exercise 2b to justify their answers.
- Divide the class into small groups and set a time limit of three minutes for the task.
- When students have finished, invite them to share their ideas in open class and ask other students if they agree or disagree.

Homework

Ask students to create a poster for one of the situations they've talked about in the lesson (at school, with friends or at home). Explain that they should include two things which it's good to do and two things it's bad to do and their reasons, and encourage them to illustrate their posters. In the next class, have students display their posters around the classroom and ask them to circulate and decide which posters they like best.

SPEAKING Is it new?

Describe things

Page 17

| STAGE | TIME | FOCUS |
|-----------------|------|--|
| GET STARTED | | Review <i>this/that, these/those</i> . |
| SPEAK | | Match adjectives to their opposites. |
| WATCH OR LISTEN | | Watch or listen to conversations where people describe things. Complete the conversations with adjectives. Practise the conversations. |
| ACT | | Write a conversation where people describe things and act it out. |

Get started

Review *this/that, these/those*. Prepare pictures of things students know the words for (food, clothes, toys, etc), making sure some pictures show one item and others show a number of items. Give some students a picture and place others around the classroom. Invite students to either hold up a picture if they have one, or to point to a picture, and to say something about it using *this, that, these* or *those*.

SPEAK

1

- Choose a student to read out the instructions.
- Divide the class into pairs and have students match the adjectives to their opposites.
- Nominate students to share their answers in open class. As students give the answers, take the opportunity to drill pronunciation.

ANSWERS

1 c 2 a 3 d 4 b

Extra activity

Ask students to work in pairs to think of more adjectives and their opposites, eg *young/old, happy/sad*. Set a time limit of two minutes for students to think of as many as they can. Circulate and help generate ideas. Then have students work with another pair and compare their lists, adding any new adjective pairs that they learn. Ask pairs in open class to give you some of their examples. Encourage students to keep a list of adjectives with their opposites in their notebooks and add to them as they learn new words.

WATCH OR LISTEN

2 1.21

- In open class, ask students to look at the photos and say what they can see.
- Nominate a student to read out the instructions then ask students to cover the texts.
- Play the scene for students to watch or listen and decide what things the people describe.
- Ask students to read the conversation to check their answers and let them compare their answers in pairs.
- Nominate students to give the answers in open class.

ANSWERS / VIDEO/AUDIO SCRIPT 1.21

Conversation 1: a school bag

Conversation 2: sunglasses

Conversation 3: a house (and its neighbours) and a room.

1

Becca: I can't find my school bag.

Kent: What colour is it?

Becca: It's black and it's really old.

Kent: Is that it on the chair?

Becca: Yes, that's it.

2

Jiya: Do you like Zac's sunglasses? They're new.

Becca: I know. They're Italian. They're very nice.

Jiya: I think they're horrible.

3

Zac: What's your house like?

Jiya: It's OK, but the neighbours are really noisy.

Zac: What about your room? Is it big?

Jiya: No, my room's very small.

3  1.21

- Nominate a student to read out the instructions and refer students to the adjectives in Exercise 1.
- Have students complete the conversations then encourage them to compare their answers in pairs.
- Play the scene again for students to watch or listen and check their answers.
- Choose students to give their answers in open class.

ANSWERS / VIDEO/AUDIO SCRIPT

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

4  1.22

- Play the track for students to listen and repeat the sentences.
- Encourage them to copy the intonation of the speakers and to use gestures if they like.

AUDIO SCRIPT

- What colour is it?
- It's black and it's really old.
- They're very nice.
- What's your house like?
- The neighbours are really noisy.
- My room's very small.

Extra activity

Divide the class into pairs and ask students to practise the conversations. Give them two or three minutes to practise, then invite pairs to act out one of the conversations in open class.

ACT5  1.23

- Read out the instructions and check that students understand the task by asking them to suggest some things they could include for each of the conversations.

- Refer students to the **PHRASEBOOK** and play the track for them to listen and repeat the useful phrases. Check that students understand the questions by eliciting some possible answers, eg *What's it like? It's big.*
- Divide the class into pairs and set a time limit of ten minutes for them to write and practise their conversations. Remind students to use the phrases from the **PHRASEBOOK** in the conversation.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.
- After five minutes, have students present their conversations in open class.
- At the end of the activity, ask the group to decide which conversations were best.

Alternative procedure: less confident classes

Less confident students may feel uncomfortable presenting their conversations in front of the whole class, in which case, divide the class into groups of four and have the pairs present their conversations to each other.

Homework







Ask students to write two conversations similar to the ones in Exercise 2. As in Exercise 5, ask them to write about different things and to use different adjectives. Remind them to refer to the useful expressions in the **PHRASEBOOK** and write 20–30 words for each conversation. In the next lesson, divide the class into pairs and have them compare their conversations and say what things are different.

In the next lesson, students write about their things and it's suggested that they use photos. Ask students to bring in photos of three things that are important to them, eg a pet, a game, a musical instrument.

WRITING My things

Write a description of a thing

Page 18

| STAGE | TIME | FOCUS |
|------------------------|---|--|
| GET STARTED |  | Play a guessing game to review adjectives. |
| SPEAK AND READ |  | Describe photos, read descriptions of the photos and find out how to use adjectives. |
| PRACTISE |  | Focus on word order in sentences with adjectives. |
| PLAN |  | Make a plan for a description of a thing. |
| WRITE AND CHECK |  | Write and check a description of a thing. |
| SHARE |  | Swap your description with other students and choose your favourite. |

Get started 

As the lesson focuses on using adjectives in written descriptions, review the adjectives that students have encountered in previous lessons, eg *big, yellow, nice*, and prepare a list in advance. Remind students that adjectives are words that describe nouns or things. Explain that you're going to call out adjectives and they have to think of one thing they associate with each adjective, eg *big – brother, yellow – banana*. Ask them to write their words individually in random

order, not in a list. When you've read all the adjectives, divide students into pairs and have students read their words to their partner, who should guess what the adjective was for that word, for example:

A: *Banana*

B: *Yellow?*

A: *That's right. A banana is yellow.*

SPEAK AND READ

1a

- Tell students that they are going to look at things that are important to somebody. Ask them to look at the photos and say what they think those things are (a bike, two elephants, a T-shirt).
- Read out the instructions and ask students not to read the texts for the moment. Remind them that adjectives are used to describe nouns and elicit some phrases to describe the photos, eg *a small elephant, a blue bike*.
- Divide the class into pairs and set a time limit of two minutes for students to do the task. Remind students to note down their ideas.
- Stop the activity and invite some students to come to the board one at a time and write their ideas.

1b

- Nominate a student to read out the instructions and refer students to the list of adjectives they've written on the board.
- Have students read the descriptions and see if they use the same adjectives.
- Check answers in open class.

Alternative procedure: less confident classes

With less confident classes, have them read the texts one by one and check answers in open class after each text.

2

- Refer students to the **HOW TO** box and nominate students to read each of the points.
- As word order can sometimes be a problem, ask students, *Do adjectives go before or after the verb?* (after), and point out that this is regardless of the position of the noun in the sentence, eg *This is a great photo/This photo is great*. Remind students that *am/are/is* can be negative, eg *It isn't expensive*. Elicit some examples from students to check understanding. Have students underline the other adjectives, and ask them to compare in pairs. Ask students to match the adjectives with the rules.
- Nominate students to share their answers in open class.

ANSWERS

This is my new bike. It's a mountain bike and it's cool and *really* fast.
This is a great photo of Nele and Leni, the African elephants in my local zoo. Nele's the big one.
This is my favourite T-shirt. That's my name in Japanese on the front.

PRACTISE

3

- Read out the instructions and elicit the first sentence.
- Have students put the words in order to make the remaining sentences.
- Let students compare their answers in pairs before you check them in open class.
- Before referring students to the **Get it right** box, ask them which of the sentences in Exercise 3 have got plural nouns (2, 3, 5) and whether the adjective changes for singular or plural nouns. Then refer students to the **Get it right** box.

ANSWERS

- 1 This is my new phone.
- 2 These sunglasses are really nice. / These are really nice sunglasses.
- 3 This is my collection of Japanese comics.
- 4 My computer isn't very fast.
- 5 My favourite jeans are really old.

Fast finishers

Ask fast finishers to rewrite the sentences in Exercise 3 by changing the last word in each sentence, eg *This is my new hat.*; *These sunglasses are really old.*

PLAN

4

- Nominate students to read out the instructions and the **Writing plan** points.
- If students have brought photos, ask them to tell their partner what they are going to write about. If they haven't, have students draw pictures of their things and then tell their partner about them.
- Set a time limit of five minutes for students to write their plan. Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.

WRITE AND CHECK

5

- Have students use their plan to write their descriptions. Ask them to write about 20 words for each description and to refer to their plan from Exercise 4.
- Set a time limit of ten minutes and circulate and help where necessary.
- When students have finished writing, ask them to check their description, ticking the points in the plan to make sure they have followed the steps and answered all the questions.

SHARE

6

- Ask students to swap their descriptions with other students in the class and choose their favourites.

Homework

Ask students to write six sentences about their things, four true and two false, using different adjectives, eg *My dog is really old*. Encourage them to find pictures to illustrate their sentences. Refer students to the **HOW TO** box and encourage them to write complete sentences and use *really/very*. In the next class, divide the class into small groups and have students show each other their pictures and read out their sentences for the group to decide if they are true or false.

VOCABULARY Categories

1

- Have students look at the website and explain that students have to label the icons with the categories. Point out that the first letter of each word is given.
- Ask students to complete the words.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 animals 2 home 3 clothes 4 people 5 food
6 technology 7 games 8 transport

Countries and nationalities

2

- Read out the instructions and point out that the first few letters of each word are given.
- Ask students to complete the words for countries and nationalities.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 Brazilian; Brazil
2 Italy; Italian
3 South African; South Africa
4 Turkey; Turkish
5 Japanese; Japan
6 Germany; German

GRAMMAR Plural nouns; a/an, the

3

- Read out the instructions. Highlight that students may need to indicate no article (-) or change words in brackets into the plural form.
- Ask students to read the text through first without worrying about the gaps.
- Ask students to complete the message *a, an, the, -* or the plural of the noun in brackets.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 a 2 cities 3 an 4 - 5 The 6 classes
7 the 8 a 9 videos

This/that, these/those

4

- Ask students to look at the picture and say what they can see, eg *Those are sunglasses*.
- Explain that this is a description someone has written for a social networking site. Encourage students to read the text through first to help them understand.
- Ask students to complete the description with *this, that, these* and *those*.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 This 2 These 3 This 4 Those 5 That 6 that

SKILLS CHECK

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

Extra Resources

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

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video worksheets and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- school skills lessons, with full teacher's notes
- Speaking Database materials
- the *Beyond A1+* wordlist
- Test Generator for generating/editing grammar and vocabulary tests 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.