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|---|-------|
| IN THE PICTURE Talk about your family and friends | 20-21 |
| READING Read text messages | 22 |
| GRAMMAR <i>Have got</i> Talk about your things, ideas and problems | 23 |
| LISTENING AND VOCABULARY Listen to a quiz show | 24 |
| GRAMMAR <i>Whose?; possessive 's/s' and possessive pronouns</i> Talk about your things, family and friends | 25 |
| LANGUAGE & BEYOND Be friendly to other students | 26 |
| SPEAKING Talk on the phone | 27 |
| WRITING Write a description of a person | 28 |

IN THE PICTURE Family and friends

Talk about your family and friends

Pages 20-21

| STAGE | TIME | FOCUS |
|------------------------|---|--|
| GET STARTED |  | Play a matching game to review family words. |
| WORK WITH WORDS |  | Review adjectives and their opposites. Learn and practise using family words. Practise the pronunciation of the long /ɑ:/ sound. Watch a video about someone's family and friends. |
| SPEAK |  | Talk about your family. |

Get started

In order to find out what family words students know, prepare a number of pictures showing famous pairs, eg George Bush Sr and Jr (father and son), Ben and Casey Affleck (brothers), Ashley and Mary-Kate Olsen (sisters), Brad Pitt and George Clooney (friends), although the pairs should not be in the same picture. Try to choose pairs that you think students will recognise. Post the pictures randomly around the classroom. Divide the class into pairs and tell them that they have three minutes to walk around and decide which famous people go together and what the relationship is. Model an example to make sure students understand the task. After three minutes stop the activity and ask students how many pairs they got. Invite them to share their answers in open class and write up the people and the family words on the board.

WORK WITH WORDS Family

1 RECALL

- Nominate a student to read out the instructions and elicit an example that isn't in the exercise, eg *cold - hot*.
- Divide the class into pairs and set a time limit of one minute for students to write the opposites.
- Nominate students to give answers in open class then refer them to the **Get it right** box.
- Ask students to do the Work with Words task on page 131.

ANSWERS

1 different 2 horrible 3 big 4 good 5 noisy 6 new

Alternative procedure: less confident classes

Write the opposite adjectives on the board in a random order. Ask students to match the opposites on the board to the adjectives in Exercise 1.

2a

- Nominate a student to read out the instructions and refer students to the **PHRASE BYTES** box. Explain that the phrases are useful for the task and give some examples, eg *I think the woman in photo 9 is Leon's sister*.

- Divide the class into pairs and set a time limit of two minutes for them to look at the photos and guess whether they are Leon's friends or family members.
- Don't check the answers at this stage as students listen and check their answers in Exercise 2b.

ANSWERS

Friends: photos 1, 4 and 6
Family: photos 2, 3, 5, 7 and 9

2b 1.24

- Ask students to listen and check their ideas from Exercise 2a and also match the names in the box to the photos.
- Play the track for students to do the tasks.
- Ask students to compare their answers in pairs and to give reasons if they can, eg *That's Felix. He has a red T-shirt*.
- Invite students to share their answers in open class.

ANSWERS / AUDIO SCRIPT 1.24

Asha - 6 Felix - 1 Nico - 4

- Dev:** Who are all those people on your phone?
Leon: This is my friend Felix in the red T-shirt. He's my best friend. ... That's my little brother Sam. He's nine and he's very noisy. ... And this is my grandma and grandad. They're quite old.
- Dev:** Who's that?
Leon: Oh, that's my friend Nico with his mother and father. His father's Italian. Nico is an only child, so he hasn't got brothers and sisters. ... This is my dad here in the horrible jacket! And this is my friend, Asha. She's with her grandmother and grandfather. She's their favourite grandchild!
- Dev:** Is that your mum there?
Leon: Yes, that's my mum. She's fantastic. Mmm. This person hasn't got a picture. I think it's my teacher Ms Nicol.
- Dev:** Is that your girlfriend?
Leon: Eew, no! That's my big sister Ella. She's fourteen.

3a  1.24

- Read out the instructions and nominate students to read out the family words. Elicit the meaning of an *only child* (someone who has no brothers or sisters).
- Play the track again for students to match the family words to the photos.
- Let students compare their answers in pairs but don't check them at this stage.

AUDIO SCRIPT

See Exercise 2b above for audio script.

 1.243b  1.25

- Play the track for students to listen and check their answers from Exercise 3a.
- Invite students to give answers in open class.

ANSWERS / AUDIO SCRIPT

brother - 2 dad - 5 father - 4 grandchild - 6
 grandad - 3 grandfather - 6 grandma - 3 grandmother - 6
 mother - 4 mum - 7 only child - 4 sister - 9

 1.254a  1.26 **PRONOUNCE**

- Read out the instructions and model the /a:/ sound. Tell students that this is the sound you make when the doctor looks in your mouth.
- Play the track for students to listen and repeat.

AUDIO SCRIPT

See Student's Book, page 20, for audio script.

 1.264b  1.27

- Read out the instructions and have students look at the words.
- Play the track for students to listen and repeat.

AUDIO SCRIPT

See Student's Book, page 20, for audio script.

 1.27

5

- Read out the instructions and model the task by nominating students and asking them questions in open class, eg *Who's in photo 4? That's Nico and his mother and father.*
- Divide the class into pairs and set a time limit of two minutes for the activity.

6 **THE MOVING PICTURE** 

- Nominate a student to read out the instructions.
- Play the video for students to watch and find the answers to the questions.

ANSWERS / VIDEO SCRIPT

Grandad - family Brother - family Grandma - family
 Rosie (sister) - family Mum and Dad - family
 Mrs Cuthbertson - friend Three friends

Felix: Hi Grandad! What are you doing?**Grandad:** I'm working! I'll see you tomorrow.**Brother:** Hi!**Felix:** Hi big brother.**Brother:** How's it going?**Felix:** I'm good thanks. I'll see you later.**Brother:** Bye!**Felix:** Hi Grandma.**Grandma:** Hi Felix.**Felix:** I'll see you tomorrow.**Grandma:** OK, good!**Felix:** Hi Rosjé.**Felix:** Uh - sisters!**Felix:** Hi Mum. Hi Dad. I'll see you at home!**Felix:** Hello Mrs Cuthbertson.**Mrs Cuthbertson:** Hello Felix.**Felix:** Hi guys!**Friend 1:** Hiya!**Friend 2:** Hi Felix!**Friend 3:** Hi Felix!**SPEAK**

7

- This task would work well with students bringing in photos of their family. If you would like to do this, ask students in the previous lesson to bring photos in. Where students have mobile phones and are allowed to use them at school, you could ask them to take photos of their family on their phones to show in class.
- Read out the instructions and give students five minutes to draw their pictures. If they have photos, ask them to think about who each person is and to think of something else to say about them, eg *This is my grandma. She's 80!*
- Refer students to the **PHRASE BYTES** box. Model the expressions and have students repeat them.
- Divide the class into pairs and have students show each other their pictures or photos and talk about their families. Set a time limit of three minutes.
- Monitor and make notes of good language and errors for feedback at the end of the task.
- Invite students to tell the class something about their partner's family then give feedback and error correction.

GO BEYOND

Ask students to do the Words & Beyond exercise on page 131.




Homework

Ask students to use their pictures from Exercise 7 and write a short description (60 words) of their family for a blog. Remind them to use the expressions from the **PHRASE BYTES** box and to include some extra information about the people. If students have a school blog page, you could ask them to add the description and pictures or photos to the page. In the next class, have students work in small groups and read each other's descriptions. Ask them to find things they have in common, eg *We both have two brothers.*; *Our mums are young.* and share them with the class.

READING I've got a new phone

Read text messages

Page 22

| STAGE | TIME | FOCUS |
|----------------|---|---|
| GET STARTED |  | Review language from previous lessons in a game of <i>Broken Telephone</i> . |
| SPEAK AND READ |  | Talk about people in your telephone contact list. Read and understand instant messages. Learn new words related to mobile phones. |
| REACT |  | Talk about when you use your phone and what for. Write a text message. |

GO BEYOND FOR TEACHERS

Text messages

Text messages, also known as SMS, are short written messages usually sent between mobile phones. It's a service which is widely used across the world and has transformed the way people communicate. In order to communicate the message more effectively and concisely, people use abbreviations and 'emoticons' (eg, 😊, 😞). Instant messaging is a similar form of communication and is also extremely popular, especially with younger people. It's motivating for students to work on text messages in class, and due to their brevity they can be used with all levels. If phones are permitted in the classroom, you can even have students use their phones to send each other real text messages.

Get started

Students look at text messages in the lesson so you could lead in by pre-teaching *message* and play a game of *Broken Telephone* (see Games, page 33) in which students have to pass on messages. Prepare sentences that recycle language from previous lessons, eg *I like a big watermelon on a hot day. The Japanese children are in South Africa.* At the end of the activity have students reflect on the topic of messages by asking in open class, *Is this good for sending messages? How do you send messages?*

SPEAK AND READ

1

- Read out the instructions then give some examples of people in your contact list and tell students about them, eg *Julia's my sister.*
- Refer students to the **PHRASE BYTES** box and ask them if you used any of the useful expressions.
- Give students a couple of minutes to write the names then divide the class into pairs and set a time limit of three minutes for the task.
- Monitor and make notes of good language and errors for feedback at the end of the task.
- Invite students to tell the class about their contact list then give feedback on good language and errors.

2 1.28

- Ask students to look at the photos and say who they think the people are. Don't confirm their ideas at this stage as they're going to read and find out.
- Point out that these are text messages and the photos are of the people sending the messages.
- Nominate a student to read out the instructions and refer students to the **Reading Tip**.
- Ask students to read the sentences and answer the questions. Don't play the audio at this point. It is an extra feature and a suggestion for using it in class is included at the end of the lesson.

- Let students compare their answers in pairs before you check them in open class.

ANSWERS

The messages are from Leon.
They're for Asha, Felix and Nico.

3

- Read out the instructions and set a time limit of three minutes for the task. Ask students not to worry about understanding everything at this stage but to underline any new words for discussion at the end of the task.
- Stop the activity and ask students to compare their answers in pairs and point to the part of the text where the answer is.
- When students have compared their answers, invite them to give their answers in open class and discuss any new words they've underlined.

ANSWERS

1 Leon and Felix 2 Ms Nicol 3 Leon 4 Asha
5 Leon and Felix 6 Ms Nicol

Fast finishers

Ask fast finishers to write another message for each conversation.

4

- Read out the instructions and refer students to the example. Point out that some letters of the words are given.
- Ask students to complete the words using the messages in Exercise 2 to help them.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 camera 2 photo 3 games 4 internet 5 text messages

REACT

5

- Read out the instructions and the questions then refer students to the useful phrases in the **PHRASE BYTES** box. Elicit some possible endings for the phrases.
- Give students a minute to think about their answers then divide the class into pairs to ask and answer the questions. Encourage students to extend their answers, eg: *My best friend uses the camera on her phone. She loves it!*
- Invite students to share their answers and carry out a quick poll to find out what they use their phones for.

GO BEYOND

- Nominate a student to read out the instructions.
- Ask students to look at the people on pages 20–21 and think about what Leon wants to say to them.
- Set a time limit of three minutes for students to write their messages. Circulate and help where necessary, both with ideas and language.
- Divide the class into pairs and have students swap messages. Ask them to read each other’s messages and match them to the people on pages 20–21.
- Invite students to read out their messages in open class.

Recorded reading text 1.28

As the written messages could just as easily be spoken, they provide a nice model for speaking and pronunciation practice. Have students read the messages between Leon and Asha again then practise reading both parts out aloud. Monitor and help students with pronunciation. Then ask students to just listen and read the messages in the first conversation play the track. Finally, explain that you are going to play the conversation again and that students should read the conversation out loud at exactly the same time. Ask them to use their voices in the same way, focusing on intonation. Repeat the activity with the remaining conversations.

Homework

Ask students to think of three people to ‘send’ text messages to, eg family members or friends, and write short text messages to each of them (10–15 words for each). In the next lesson, divide the class into small groups and have students read out their text messages. The group should guess who the message is for.

GRAMMAR Have got

Talk about your things, ideas and problems

Page 23

| STAGE | TIME | FOCUS |
|------------------------|------|--|
| GET STARTED | | Review text messages from the previous lesson and focus on the meaning and form of <i>have got</i> . |
| READ AND LISTEN | | Read and listen to a conversation about choosing a present for someone. |
| STUDY | | Find examples for grammar explanations in the text. |
| PRACTISE | | Practise using <i>have got</i> in controlled exercises. |
| SPEAK | | Carry out a survey to find out more about your partner. |

Get started

In order to review the text messages from the lesson on page 22 and focus on examples of *have got*, write the following phrases on the board:-

- I've got a new p.....* . (Leon)
- You've got the wrong n.....* . (Ms Nicol)
- Has it got the i..... on it?* (Felix)
- We've got lots of h.....* . (Felix)
- We haven't got t..... for games today.* (Felix)

Divide the class into small groups and explain that they're from the text messages on page 22. Ask them to remember the word that goes in each space and who said it. Check answers in open class and highlight to students that they use *have got* to talk about real and abstract possession, eg *I've got a laptop*; *She's got a brother*.

READ AND LISTEN Grammar in context

1 1.29

- Ask students to look at the picture and elicit who's talking (two friends).
- Read out the instructions and play the track for students to read and listen to the conversation.
- Give students a minute to complete the sentences.

- Let students compare their answers in pairs before you check them in open class. You could also ask students to suggest a present for Clara's dad.

ANSWER / AUDIO SCRIPT

1.29

birthday present
See Student's Book, page 23, for audio script.

STUDY

2

- Read out the instructions and refer students to the grammar table. Point out that it focuses on *have got*, which is another way of saying *have*. Explain that we use it with things, family, ideas, problems, etc.
- Ask students to find examples of *have got* in the conversation to complete the table.
- Let students compare their answers in pairs before you check them in open class.
- Ask students to look at the completed table and point out the contractions. Elicit the full form of the verbs in each case but explain that we normally use contractions.
- Refer students to the **Grammar Database** on page 121 and see Teaching Tips, *Have got*, page 29.

ANSWERS

Have got (I, you, we, they)

| ✓ Positive | X Negative |
|----------------------------|---------------------------------|
| <i>I've got a problem.</i> | <i>I haven't got a present.</i> |

? Questions Short answers

| | |
|------------------------------|--------------------------------|
| <i>Have you got an idea?</i> | Yes, I have. No, I haven't. |
|------------------------------|--------------------------------|

Have got (he, she, it)

| ✓ Positive | X Negative |
|---------------------------|--------------------------------|
| <i>He's got a laptop.</i> | <i>He hasn't got a tablet.</i> |

? Questions Short answers

| | |
|--------------------------|--------------------------------|
| <i>Has he got a pen?</i> | Yes, he has. No, he hasn't. |
|--------------------------|--------------------------------|

PRACTISE

3

- Explain that in this exercise Clara talks about her house and what it's got in it.
- Read out the instructions and highlight the example. Suggest that students read the text through briefly before trying to complete the sentences.
- Ask students to complete the sentences with 've got / have got or haven't got.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

- 1 've got 2 haven't got 3 've got 4 've got 5 have got
6 haven't got

4

- Explain that in this exercise, Aazim talks about his family and things he has got.
- Read out the instructions and ask students to look at the pictures. Elicit a few ideas in open class and remind students to use positive and negative sentences.
- Set a time limit of three minutes for students to write their sentences.
- Let students check their answers in pairs before you check them in open class.

ANSWERS

- 1 *He's got three sisters.*
2 *He hasn't got a brother.*
3 *He's got a laptop.*
4 *He hasn't got a tablet.*
5 *He hasn't got internet.*
6 *He's got lots of books.*

Fast finishers

Ask fast finishers to rewrite the sentences in Exercise 4 so they're true for them.

5 1.30

- Explain that in this exercise, Clara talks to a friend about her favourite film.
- Read out the instructions and refer students to the example. Point out that they will use different forms of *have got* and to refer to the tables in Exercise 2 for help.

- Ask students to complete the conversation.
- Let students compare their answers in pairs.
- Play the track for students to check their answers then nominate students to share them in open class. With less confident groups, you might like to stop the track for each answer and replay it if necessary.

ANSWERS / AUDIO SCRIPT

 1.30

- 1 *Have* 2 *haven't* 3 *have* 4 *Has* 5 *hasn't* 6 *Have*
7 *have*
See Student's Book, page 23, for audio script.

6

- Ask students to look at the survey questions and then to write three more questions using *have got*.
- Circulate and help students where necessary.

SPEAK

7

- Divide the class into pairs and set a time limit of three minutes.
- Ask students to ask and answer the questions in the survey and the questions they wrote in Exercise 6. Encourage them to extend their answers, eg *Have you got a TV in your room? Yes, I have. It's old but really big!*
- Monitor and make a note of good language and errors for feedback at the end of the task.
- Invite students to tell the class something about their partner then give feedback on good language and errors.

Alternative procedure: more confident classes

Rather than carry out the survey in pairs, you could do a whole class survey. Have students prepare their questions in pairs and write them on a piece of paper. Collect in all the pieces of paper and choose one question from each pair and write it on the board. (You could use more questions if it's a small class). Have students copy the questions in their notebooks and give them five minutes to talk to as many people as possible and put a tick if they say yes. Then stop the activity and nominate students to share some of their results in open class.

Homework: less confident classes

Ask students to use their partner's answers from the survey in exercises 6 and 7 to write a brief description (50–60 words) of what they've got. Refer them to the text in Exercise 3 and suggest that they write a similar text but point out that they'll need to use the third person form (*has got*). In the next lesson, have students display their texts around the classroom then ask students to move around and read the descriptions to guess who they are.





Homework: more confident classes

If you followed the alternative procedure, ask students to use their classmates' answers from the survey to write a brief description (50–60 words) of what they've got. Refer them to the text in Exercise 3 and suggest that they write a similar text. In the next lesson, discuss what most students have or haven't got, and anything unusual that they've got.

LISTENING AND VOCABULARY Whose is it?

Listen to a quiz show

Page 24

| STAGE | TIME | FOCUS |
|-------------------------|---|---|
| GET STARTED |  | Play <i>Find Someone Who ...</i> to review <i>have got</i> . |
| WORK WITH WORDS |  | Learn vocabulary for parts of the body. Practise using the vocabulary by describing and drawing pictures. |
| SPEAK AND LISTEN |  | Answer quiz questions and listen to a quiz. |
| REACT |  | Talk about parts of the body. |

Get started 

Play *Find Someone Who ...* (see Games, page 33) to review and practise *have got*. You could use any information about students which came up in the survey in exercises 6 and 7 on page 23 or the related homework to create a worksheet before the class. Alternatively, you could improvise by asking students to suggest ideas for the game, eg *Find someone who's got a big family / a computer in their room*.

WORK WITH WORDS Parts of the body

1

- Read out the instructions and refer students to the pictures.
- Have students look at the **PHRASE BYTES** box and explain that they're useful phrases for giving opinions.
- Divide the class into pairs and have students discuss the question then invite them to give their opinions in open class.

2a  1.31

- Ask a student to read out the instructions and check students understand the task.
- Play the track for students to listen and point to the body parts in the pictures.
- If you feel students need to listen again, play the track again, pausing after each word to check that students can find it.
- Ask students to do the Words & Beyond exercise on page 131.

AUDIO SCRIPT

 1.31

Mina: These are my new pictures.
Dan: Wow! They're clever. Arm ... hand ... leg ... foot ... back ... head ... Great idea.
Mina: Thanks. The face picture is a bit hard to read.
Dan: Let me look ... face ... ear ... mouth ... teeth ... eye ... nose ... It's fine. Really cool.

2b  1.32

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

AUDIO SCRIPT

 1.32

See Student's Book, page 24, for audio script.

Extra activity

For extra practice with body parts, play a game of *Simon Says ...* (See Teaching Tips, *Total Physical Response*, page 28.) Before starting the game, pre-teach any instructions which students might not know, eg *shake (your head)*, *touch (your feet)*, *put up (your arm)*, *wave (your hands)*. Remind students to only do the action if you start the sentence with 'Simon says ...'

3a

- For this activity, students will need coloured pencils or felt pens. They will need the colours red, blue, pink, green and yellow.
- Divide the class into A/B pairs and read out the instructions.
- Have Student A read the description on page 141 and dictate it for Student B to draw the picture.
- Set a time limit of three minutes for the task.
- Stop the activity and ask students to hold up their pictures to compare them in open class.

3b

- Ask students to read the instructions. Have Student B read the description on page 142 and dictate it for Student A to draw the picture.

Extra activity

For extra practice, have students play another variation on *Picture Dictation* (see Games, page 33). Rather than using a written description as in Exercise 3, ask students to draw their own monsters and encourage them to make their monsters really strange. Set a time limit of three minutes for students to draw their pictures. When they've finished, have them take it in turns to describe their pictures for their partner to draw.

SPEAK AND LISTEN

4

- Ask students to look at the title of the quiz and the photos. Explain that this is a quiz – a game where you have to answer questions. Elicit some examples of TV or radio quiz shows which students watch or listen to.
- Nominate a student to read out the instructions and divide the class into pairs.
- Set a time limit of three minutes for students to do the quiz.
- Stop the quiz but don't check answers at this point as students are going to listen and check their answers in Exercise 5.

ANSWERS

1 B 2 B 3 A 4 B 5 C

5  1.33

- Nominate a student to read the instructions.
- Play the track for students to listen and check their answers from Exercise 4 then let them compare their answers in pairs. Remind students to say who the winner of the quiz is.
- Invite students to give the answers in open class.

ANSWERS / AUDIO SCRIPT

▶ 1.33

The winner is Hazel.

- Presenter:** On *Whose is it?* today we have more famous body parts. And to play we have Hazel ...
- Hazel:** Hello.
- Presenter:** ... and Rufus.
- Rufus:** Hi.
- Presenter:** Welcome to *Whose is it?* Let's start. Photo 1 ... a mouth. Whose is it?
- Hazel:** Er, I think it's Angelina Jolie's mouth.
- Presenter:** No, I'm afraid that's wrong. It isn't hers. It's not really the mouth, it's the smile ... it's the Mona Lisa's mouth. ... Next picture. Ah yes ... two white hands.
- Rufus:** Are they Mickey Mouse's hands?
- Presenter:** Good try ... Mickey has got white hands but they aren't his. They're Mario's hands - from the Super Mario games Photo 3. A footballer's legs. Have you got any ideas?
- Rufus:** That's easy. They're Balotelli's legs. They're fantastic with a football!
- Presenter:** Correct! Yes, Mario Balotelli's legs. ... Photo 4. Ah ... a funny ear.
- Hazel:** It's Mr Spock's ear. He's got funny ears like that.
- Presenter:** Correct! It's Mr Spock's ear from Star Trek. ... OK, photo 5. A brown eye with lots of make-up?
- Hazel:** Lady Gaga ... she's got brown eyes and she always wears lots of make-up.
- Presenter:** Correct! Yes, it's Lady Gaga's eye. ... And the winner is ...

6 ▶ 1.33

- Read out the instructions and refer students to the examples.
- Play the track for students to do the exercise.
- Let students compare their answers in pairs before checking in open class.

ANSWERS / AUDIO SCRIPT

▶ 1.33

- Her smile is special.
 - His hands are white.
 - His legs are fantastic with a football.
 - His ears are funny.
 - Her eyes are brown with lots of make-up.
- See Exercise 5 above for audio script.

Alternative procedure: less confident classes

The recording of the quiz show might be more challenging than some students are used to so, for less confident classes, hand out copies of the audio script the second time students listen. Explain that they can read along if they want to.

REACT

7

- Read out the instructions and refer students to the **PHRASE BYTES** box. Point out that we use *have got* to talk about parts of the body. Elicit some other possible sentences, eg *I've got green eyes. My mum's got green eyes too.* Model the phrases and have students repeat them.
- Divide the class into pairs and have students discuss the questions. Set a time limit of two minutes.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.
- Stop the activity and invite students to tell the class what they found out about their partner.
- Give feedback on good language and errors.

GO BEYOND

Ask students to do the Words & Beyond exercise on page 131.

GO BEYOND FOR TEACHERS

Teaching parts of the body

In some younger classes, students may get embarrassed or over-excited by discussion of bodies and body parts. Think about the maturity and sensitivity of your group and try to anticipate their reaction and how you'll deal with it. Ignoring their response is always a possibility, although it can be argued that where there's an emotional response, there's greater student engagement. In which case, you might like to laugh along with the jokes or teach the more personal body parts. However, if you choose to do this, make sure it's done in a sensitive manner which doesn't offend anyone (students, parents, other teachers, etc).






Homework

Ask students to create their own quiz like that in Exercise 4. Suggest that they find the body parts from five pictures of famous mystery people on the internet or in magazines and that they write a multiple-choice question with three options for each one. In the next lesson, divide the class into groups of four and have students ask and answer the questions in each other's quizzes.

GRAMMAR *Whose?*; possessive 's/s' and possessive pronouns

Talk about your things, family and friends

Page 25

| STAGE | TIME | FOCUS |
|-----------------|---|--|
| GET STARTED |  | Play a guessing game to review possessive adjectives and test knowledge of possessive 's/s' and possessive pronouns. |
| READ AND LISTEN |  | Read and listen to a conversation about a holiday photograph. |
| STUDY |  | Complete grammar explanations with examples from the text. |
| PRACTISE |  | Practise using <i>whose?</i> , possessive 's/s' and possessive pronouns in controlled exercises. |
| SPEAK |  | Play a game to practise using possessive 's/s' and possessive pronouns. |

Get started

In order to review possessive adjectives and test what students know about the target structures in the lesson, play a game where students have to guess whose things are whose. You will need to bring two large bags to the lesson. Divide the class into two groups and give a bag to each group. Ask everyone to put something of theirs in the bag, eg a watch, a scarf, etc and swap bags with the other group. Then explain that students take it in turns to take something from the bag and their group should try to guess whose it is. Model an example and then play the game as a whole class activity. Circulate and draw students' attention to any good use of possessive 's/s' and possessive pronouns.

READ AND LISTEN Grammar in context

1 1.34

- Have students look at the photo and ask *What can you see?; Where are the people?*
- Read out the instructions and check that students understand the question.
- Play the track. Students listen and answer the question. Ask students to give their reasons.
- Let students compare their answer in pairs before you check it in open class.

ANSWERS / AUDIO SCRIPT

The (nice) legs on the left.

See Student's Book, page 25, for audio script.



STUDY

2

- Read out the instructions and have students complete the table with words from Exercise 1.
- Circulate and help students as they do this.
- Let students compare their answers in pairs before you check them in open class.
- At this point, you might like to highlight the difference between possessive 's and the short form of *is* – 's. Borrow something from a student, eg a pen, and write two gapped sentences about the student on the board, eg *Gemma's years old. This is Gemma's*. Elicit the words to go in the spaces then elicit from students that in the first sentence 's is the verb *be* and in the second it's possessive 's.
- Refer students to the **Grammar Database** on page 121 and see Teaching Tips, *Possessive adjectives and possessive pronouns*, page 29.

ANSWERS

My sister's legs. My brothers' legs.

3

- Read out the instructions and invite a student to read through the list of possessive adjectives. Check students remember what they mean by eliciting sentences for each, eg *Whose pen is this? It's her pen.*
- 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 121.

ANSWERS

my – mine your – yours his / her – his / hers our – ours
their – theirs

Extra activity

If you allow students to use mobile phones in class, divide the class into two groups and have students take a

photo of all the feet in their group. The photo could be similar to the one in Exercise 1, although they don't need to take their shoes off! Then ask the groups to swap phones and say whose feet they can see. Encourage them to use the language from exercises 2 and 3.

PRACTISE

4

- Ask students to look at the pictures and say what parts of the body they can see.
- Read out the instructions and refer students to the example.
- Ask students to complete the sentences with 's or s' and a part of the body.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

- That's my sister's tooth.*
- Those are my grandad's teeth.
- Those are my brothers' arms.
- Those are my friends' hands.
- Those are my grandparents' feet/legs.
- That's my mum's foot.

5

- Ask students to skim the conversation to find out what things are mentioned. Tell them not to worry about the gaps.
- Check ideas in open class then read out the instructions and have students complete the conversation. Remind students to refer to the grammar explanation in Exercise 3.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

- 1 *hers* 2 *mine* 3 *theirs* 4 *his* 5 *ours* 6 *yours*

Fast finishers

Ask fast finishers to look at the quiz on page 24 and write two sentences for each of the pictures, one with possessive 's and one with a possessive pronoun, eg *That's the Mona Lisa's mouth. That mouth is hers.* Note that in this case, where the sense of distance is subjective, students can use *this/that* and *these/those* interchangeably. To avoid confusion, accept either possibility in students' sentences.

SPEAK

6

- Have a student read out the instructions and check they all understand the game. Remind them to use possessive 's and possessive pronouns.
- Have students stand up and play the game. To liven the game up, you could play music when students are moving around (as in the game *Musical Chairs*) and stop it when they sit down in whichever chair they arrive at. Make sure students have enough space to move around the classroom without bumping into one another.

Homework

Ask students to draw or take photos of things which belong to their family and friends, eg their dad's chair, their sister's bike, etc. Ask them to choose six things and on the back of the paper or photo write a couple of sentences to say whose it is and something about it. Encourage them to use possessive 's/s' and possessive pronouns where possible. In the next class, divide the class into pairs and have students ask each other questions to find out who the things belong to.

| STAGE | TIME | FOCUS |
|--------------------|------|--|
| GET STARTED | | Talk about what a friend is. |
| READ | | Read and listen to a conversation between two girls. Say what they've got in common. |
| DO | | Read tips about making friends. Put them in order and match them to examples. |
| REFLECT | | Talk about your friends and making friends. |
| EXTEND | | Think about your interests and make new friends in class with similar interests. |

SCHOOL SKILLS

BE FRIENDLY TO OTHER STUDENTS

The value of friendship in teenagers is generally taken for granted. Research suggests that it can, amongst other things, help them:

- develop social skills
- learn to control emotions
- feel more positive about school
- build self-esteem
- learn about relationships
- by providing stimulation

All of these benefits are felt not only in childhood but in adult life too, helping to define us emotionally, socially and morally. It's therefore important that a class has a friendly atmosphere and students are encouraged to make friends.

Get started

In order to set up the topic for the lesson, write the question *What's a friend?* on the board. Brainstorm a couple of ideas, eg *they help you with your homework, they share things with you*, etc and start a list on the board. Then ask students to think of more ideas and give them a minute or two to think about it. Divide the class into pairs and ask students to make a list of their ideas. Circulate and help students, and when each pair has two or three ideas invite students to come to the board and add their ideas to the list. To conclude, ask students in open class to decide which ideas are the most important.

READ

1 1.35

- Ask students to look at the photo and describe what they can see, eg *two girls talking, a school bag*, etc. Teach any words students are unsure about, eg *lockers*.
- Nominate a student to read out the instructions then play the track for students to read and listen to the conversation.
- Invite students to give the answer in open class.

ANSWERS / AUDIO SCRIPT



High School Story is their favourite film.
See Student's Book, page 26, for audio script.

Extra activity

Ask students to close their books and make two columns in their notebook with the headings 'Darina' and 'Marta'.

Divide the class into pairs and ask them to note down everything they can remember about the two girls. Elicit a couple of examples, eg *Darina's got one sister, Marta's in the film club*. Set a time limit of two minutes for this then stop the activity and ask students to open their books and compare their ideas. Invite students to say how many things they remembered correctly.

DO

2

- Read out the instructions and nominate a student to read out the tips in the 'Make Friends' box.
- Divide the class into pairs and ask them to order the tips. Remind them to use the conversation in Exercise 1 to help them.
- Nominate students to share their answers in open class and ask them to match the tips to a part of the conversation in Exercise 1, eg *d - Hello. I'm Darina*.

ANSWERS

1 d 2 c 3 e 4 b 5 a

3

- Read out the instructions and elicit the answer to number 1. Point out that some tips may be used more than once.
- Ask students to match the sentences to the tips in Exercise 2.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

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

REFLECT

4

- Read out the instructions and the questions.
- Nominate students to read out the expressions in the **PHRASE BYTES** box.
- Divide the class into small groups for students to discuss the questions using the expressions from the **PHRASE BYTES** box.
- Set a time limit of two minutes for the task then stop the activity and invite students to share their answers in open class. As this may be a sensitive issue for some students, only have students speak if they want to.
- Nominate a student to read out the **REFLECTION POINT** and ask the class whether they agree or disagree, encouraging them to give reasons.

EXTEND

5a

- Tell students that they're going to try to make new friends in the class and that they're going to think about things to talk about.
- Read out the instructions and give some examples of things you would write, eg *brother – Andy, favourite film – Gone with the Wind*, etc.
- Set a time limit of two minutes for students to make their notes. Circulate and help students where necessary.

5b

- Have a student read out the instructions and check that students understand the task.
- Set a time limit of five minutes for the task and make sure that everyone is standing up and mingling.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.
- Stop the activity and invite students to give feedback before giving feedback yourself on good language and errors.

Alternative procedure: less confident classes





Before starting the activity in Exercise 5b, ask less confident classes to look at the conversation in Exercise 1 and underline the questions. Invite students to come up to the board and write the questions. Brainstorm variations on the questions, eg *What's your favourite football team?*; *What's your email address?*, etc and encourage students to refer to the board if they can't think of any questions.

Homework

Ask students to write an article for a website about how to make friends. Ask them to write about 50 words and to include ideas of their own. In the next lesson, ask students to swap their articles and compare their ideas.

SPEAKING On the phone

Talk on the phone

| STAGE | TIME | FOCUS |
|------------------------|---|---|
| GET STARTED |  | Review and practise saying phone numbers. |
| SPEAK |  | Look at photos of people on the phone and speculate about them. |
| WATCH OR LISTEN |  | Watch or listen to three phone conversations and complete them. Practise the conversations. |
| ACT |  | Act out different phone conversations. |

Get started 

The lesson focuses on phone conversations so this lead-in reviews how to say phone numbers. Prepare five phone numbers and explain that you're going to say some phone numbers for students to note down. Make sure that some of the numbers include 0. When you've dictated the numbers, let students compare their answers in pairs before nominating students to come to the board and write up the phone numbers. Ask students how we say 0 (*oh*) and elicit that we say each number individually, eg 4-1-2-5-3-2. Ask students to practise reading the numbers on the board. If you think it's appropriate, you could then have students exchange their own phone numbers in pairs to add to their contact lists. If you don't feel it's appropriate, ask students to invent a phone number before doing the task.

SPEAK

1

- Choose a student to read out the instructions.
- Divide the class into pairs and have students answer the question. Write some useful phrases on the board for giving opinions, eg *I think ... / I agree ... / I disagree*, and encourage students to use them when discussing the photos.
- Nominate students to share their answers in open class. Ask students how the people feel and elicit or teach adjectives, eg *worried, relaxed*, etc.

ANSWER

Kelly and Felix

WATCH OR LISTEN

2   1.36

- Nominate a student to read the instructions and the problems aloud then ask students to cover the texts.
- Play the scene for students to watch or listen and match the problems to the conversations.
- Ask students to read the conversations to check their answers and let them compare their answers in pairs.
- Nominate students to share their answers in open class.

ANSWERS / VIDEO/AUDIO SCRIPT

  1.36

1 C 2 A 3 B

- 1**
- Felix:** Hello.
Tara: Hello. Can I speak to your mother?
Felix: Sorry, she isn't here.
Tara: OK, can she phone me, please? It's Emily Zemontas.
Felix: Er ... Can you spell that, please?
Tara: Z-E-M-O-N-T-A-S.
Felix: Emily Zemontas. OK.
Tara: Thank you. Goodbye.
- 2**
- Kelly:** Hi, are you at the cinema?
Felix: Sorry, I don't understand.
Kelly: Is that Josh?
Felix: No, it isn't. You've got the wrong number.
Kelly: Oh, I'm sorry. Bye.

3

Felix: Hello.
Rico: Is Kyle there?
Felix: No, sorry, he isn't.
Rico: OK. It's Rico. My number is 0703-749031.
Felix: 0703 ... Sorry, can you repeat that?
Rico: 0703-749031.
Felix: 0703-749031. OK.
Rico: Thanks. Bye.

3a 1.36

- Nominate a student to read out the instructions then play the scene again for students to watch or listen and complete the conversations.
- Let students compare their answers in pairs but don't check answers at this point.

ANSWERS / VIDEO/AUDIO SCRIPT

1.36

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

3b 1.37

- Play the track for students to listen and check their answers to Exercise 3a.
- Nominate students to share their answers in open class then continue the track for students to listen and repeat the sentences.
- As students are doing this, draw attention to the rising intonation in the requests.

AUDIO SCRIPT

1.37

- 1 Can I speak to your mother?
- 2 Can she phone me, please?
- 3 Can you spell that, please?
- 4 Sorry, I don't understand.
- 5 You've got the wrong number.
- 6 Sorry, can you repeat that?

4

- Read out the instructions then divide the class into pairs for students to practise the conversations.
- Allow two or three minutes for them to practise then invite pairs to act out the conversations in open class.

ACT

5 1.38

- Read out the instructions and give students a minute or two to read through the situations.
- Refer students to the **PHRASEBOOK** and nominate students to read out the useful phrases. Alternatively, play the track for students to listen and repeat.
- Divide the class into A/B pairs and have students sit back to back in order to simulate the conditions of a phone call.
- Set a time limit of five minutes for students to act out the conversations and remind them to use the phrases from the **PHRASEBOOK** in their conversations.
- Monitor and make notes of good language and errors for feedback at the end of the task.
- Stop the activity and focus on the good language and errors that you noted, then invite pairs to act out the conversations in open class.

Extra activity

So that students have the chance to practise the conversations with different students, have them sit in two concentric circles with half the class in the inside circle facing in and the other half in the outside circle with their backs to them. Explain that the students in the inside circle are Student A and those on the outside are Student B and that they have just one minute to act out each conversation. Read out the notes for Conversation 1 and have students act out the phone call with the person behind them. After one minute, have the students on the outside move one place to the left and then repeat the activity for the remaining conversations.

Homework

Ask students to think of famous people and write two phone conversations similar to the ones in Exercise 2. Elicit some ideas for celebrities, for what they might say and their situations. For example, it could be Justin Bieber calling to speak to Miley Cyrus's mum. Refer students to the expressions from the **PHRASEBOOK** and ask them to write 4–6 lines for each conversation. In the next lesson, have students practise and act out the conversations with a partner.

WRITING My favourite person

Write a description of a person

Page 28

| STAGE | TIME | FOCUS |
|------------------------|------|---|
| GET STARTED | | Talk about important people in your life. |
| READ | | Describe people in photos. Read a description of a person and check how to use apostrophes. |
| PRACTISE | | Complete a text with apostrophes. |
| PLAN | | Make a plan for a description of a person. |
| WRITE AND CHECK | | Write a description of a person. |
| SHARE | | Compare your description with other students. |

Get started

In order to prepare students for the topic of the lesson and provide an opportunity for reviewing family words, write the names of six people who are important to you on the board, eg mother, best friend, neighbour, etc. Then explain that students have to find out who the people are by asking yes/no questions, eg *Is Paul your brother?* When students have found out who the people on your list are, have them make their own lists. Divide the class into groups of three or four and have them find out who the people are.

READ

1

- Nominate a student to read out the instructions and the words in the box. Check pronunciation of the words and drill where necessary.
- Divide the class into pairs and ask them to describe the people. Remind them to use the words in the box and *have got*, eg *She's got a black jacket*, and set a time limit of two minutes.
- Monitor and make notes of good language and errors for feedback at the end of the task.
- Stop the activity and invite students to share their ideas in open class then give feedback on good language and errors.

2

- Read out the instructions and point out that students should underline the important words that help them match the description to a photo.
- Set a time limit of two minutes for students to match the description to one of the photos.
- Let students compare their answer in pairs before you check it in open class. Ask them to give reasons for their choice by referring to the words they underlined.
- Refer students to the **Get it right** box. Ask them to find examples of *it's* and *its* in the description.

ANSWERS

Photo 1

Important words: clever, friendly, grey hair, small nose

Extra activity

To clarify the difference between *it's* and *its*, tell students that you're going to describe a city and they have to guess which one. Read out the following description; *It's very big and its inhabitants are from all over the world. Its cafés are very expensive and its nickname is 'the City of Love'.*
Answer: Paris.

Alternatively, use any big city that you think students will recognise from its description. Let students discuss their ideas in pairs before you check the answer in open class. Ask students which were the important words, eg *city*, *'City of Love'*, etc then ask them to reconstruct the description using *it's* and *its*. Circulate and help where necessary before inviting students to reconstruct the text on the board. Time permitting, you could ask students to write their own descriptions of another city.

3

- Nominate a student to read out the tips from the **HOW TO** box and highlight that a word with a missing letter replaced by an apostrophe is also called a contraction and that possessive 's/s' goes with a noun.
- Ask students to look back at the description in Exercise 2 and underline all the words with apostrophes. Then have them work with a partner to decide which are for missing letters (contractions) and which are possessive 's/s'.
- Check answers in open class.

ANSWERS

dad's = possessive She's = She is She's = She is
She's = She has I'm = I am It's = It is garden's = garden is

PRACTISE

4

- Read out the instructions and have students read the text through quickly. Ask them what they can remember about the writer, eg *She's got a brother and two sisters*.
- Read out the first sentence and, as an example, ask students where to put an apostrophe (in *brothers*).
- Have students put the apostrophes in the rest of the description. Remind them to refer to the **HOW TO** box.
- Let them compare their answers in pairs before you check them in open class.

ANSWERS

My brother's 14. He's got very big feet. My brother's room has got lots of clothes and things everywhere. My two sisters' rooms aren't like that.

PLAN

5

- Nominate students to read out the instructions and the **Writing plan points**.
- Set a time limit of five minutes for students to write their plan. Circulate and help where necessary.

WRITE AND CHECK

6

- Have students use their plan to write their descriptions.
- Set a time limit of ten minutes and circulate, giving 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

7

- Ask students to swap their descriptions with other students in the class and find students with similar descriptions, eg both about parents, best friends, etc.

Homework

Invite students to think of a famous person they like, such as a pop star, sports star, scientist, etc. Ask them to write a description (about 60 words) of that person but tell them not to include their name. Suggest they use the adjectives from Exercise 1, as well as referring to the **Words & Beyond** section on page 131. At the start of the next lesson, they can display their descriptions around the classroom for other students to guess who they are.

VOCABULARY Family

1

- Ask students to look at the photo and elicit ideas about Hakan and who he is (a young Turkish pop star). Encourage students to discuss what family members they can see.
- Ask students to complete the description of the photo. Point out that some of the letters of each word are given and that there's one space for each letter.
- Let them compare their answers in pairs before you check them in open class.

ANSWERS

1 mother 2 father 3 mum 4 dad 5 grandmother
6 grandfather 7 Grandma 8 Grandad 9 grandchild
10 only child 11 brothers 12 sisters

Parts of the body

2

- Refer students to the words in the box and the picture.
- Ask students to write the parts of the body.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 head 2 face 3 eye 4 nose 5 mouth 6 teeth
7 ear 8 back 9 arm 10 hand 11 leg 12 foot

GRAMMAR Have got

3

- Explain that students are going to read an interview with Hakan talking about his house.
- Ask students to read the text through quickly without worrying about the gaps.
- Ask students to complete the interview with *have got*. Remind them to use the correct form of contractions.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 've got 2 Has (it) got 3 has 4 's got 5 have got
6 Have (you) got 7 haven't

Whose?; possessive 's/s' and possessive pronouns

4

- Ask students to look at the conversation and choose the correct options to complete it. Suggest that they read the text through first to help them understand.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 Whose 2 mum's 3 hers 4 mine 5 friends'
6 theirs

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
- CLIL 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 Units 1&2
- downloadable PDF and Word tests for Unit 2 (all skills)
- tips for using the Grammar Database
- extra reading materials
- and more!

Go to the Workbook pages 20–31 for further practice material.