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IN THE PICTURE Special days

Talk about special days in your life

Pages 6-7

STAGE	TIME	FOCUS
GET STARTED		Introduce yourself and the theme of the lesson. Talk about students' special days.
WORK WITH WORDS		Recycle vocabulary to describe the stages of life and learn new words. Talk about important life events and when they happen in your own country. Do a quiz and compare ages you need to be to take part in different life events in different countries. Pronounce words with /e/ and /ɜ:/ sounds. Watch a video and describe the people and what they are doing.
SPEAK		Do a survey to talk about the age or experience you need to take part in different life events in your own country.

Get started

Introduce yourself to students as a lead-in to the theme of the lesson and to provide them with extra listening practice. Explain that you are going to talk about yourself and that they should think of questions to ask you afterwards.

MODEL LIVE LISTENING

My name's Joe and I'm 36 years old. I've got two children, they are both boys. They both love sport. I love being with them and it's great having a family. The two days when my children were born were the most special days of my life. Another special day was the day I got married. My wife's name is Julie.

Invite questions from students and answer them, eg *What are the names of your children? How old are they? Where did you get married?* etc.

Write the title of the lesson, *Special days*, on the board and encourage students to work in pairs or small groups to ask each other *What was a special day in your life?* Elicit interesting examples from the class.

WORK WITH WORDS

1a and 1b **RECALL**

- Divide the class into pairs to do the tasks. Draw students' attention to the instructions to both Exercises 1a and 1b and the photos on pages 6-7. Ask students to do both tasks, matching the stages of life to the photos and then completing the sentences. Point out that some photos may match more than one word/phrase. Set a time limit of three minutes.
- Encourage students to check their answers in pairs and then nominate one pair to say their answers in open class.
- Ask students to do the Work with Words task on page 130.

SUGGESTED ANSWERS

Exercise 1a

baby - 7 child - 1 teenager - 2, 3, 4, 6, 9 university student - 9
young adult - 8, 9 adult - 5, 7, 10 parent - 1, 7, 8

Exercise 1b

1 pensioner - photo 10 2 middle-aged person - photo 8

Fast finishers

Ask fast finishers to write down what ages (approximately) go with each stage of life, eg *baby 0-3, child 4-12, teenager 13-19, university student 18-22, young adult 20-30, adult/parent 30+ years*. Encourage students to compare their ideas in pairs.

2

- Focus students on photo 4 and ask them what they think is happening. Point out the example answer.
- Divide the class into pairs to match photos (1–10) to the actions in the box. Don't check answers at this point.

3 ▶ 1.01

- Play the track for students to listen and check their answers to Exercise 2.

ANSWERS / AUDIO SCRIPT

▶ 1.01

get a driving licence - 6 get a job - 2 get married - 5
 go on a first date - 4 go to university - 9 have children - 7
 leave home - 8 retire - 10 start school - 1 vote - 3

- Today I start school. Um ... that's all I can think of to say.
- Check out the uniform. Well, you can't really see it in the photo. I got this job through a friend and I started today. I don't really like fast food but that's OK. It's a job!
- This is a special day for me because it's the first time I can vote in an election. I think it's important for young people to vote.
- Hi. I'm Johnny.
And I'm Kirsten. And today's special because we're going on our first date.
- My best friend got married today. I made a video and took some photos ... at the wedding - obviously.
- What do you think? Isn't this the worst driving licence photo ever? I got it today. Finally. And this is the key to Dad's car!
- Um ... This is my wife, Rosa, and this is little Marc. It's a very special day. Now we have a baby I suppose we're a family.
- Well, as you can see, I'm leaving home. That's Dad in the blue shirt. It's kind of scary but exciting at the same time.
- These are some of the other students ... It's our first day at university so we're all very serious and a bit nervous.
- This is the first day of the rest of my life. Now I'm retired, I can relax, take things easy and spend time with my friends.

4

- Ask students to write the life events in Exercise 2 in the order people usually do them in their country.
- Encourage students to compare their answers in pairs before you discuss them in open class.

5a ▶ 1.02 **PRONOUNCE**

- Point to the words *get* and *first* and to the phonemes. Play the track for students to listen and repeat the sounds.

5b ▶ 1.03

- Before you play the track, invite students in pairs to say the words out loud in order to distinguish between the two sounds.
- Play the track for students to listen and confirm their answers.

ANSWERS / AUDIO SCRIPT

▶ 1.03

/e/ friend, Net /ɜ:/ person, work, university
 See Student's Book page 6 for audio script.

5c ▶ 1.03

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

Extra activity

Dictate words from the list below in a different order and ask students to write them next to the correct sound, /e/ or /ɜ:/.

/e/ bread, breakfast, heavy, head
 /ɜ:/ third, perfect, nurse, dirty

6a

- Refer students to the quiz and ask them to complete the sentences and then check their answers in pairs.
- Encourage the students to guess the correct words to complete the sentences.

6b ▶ 1.04

- Play the track for students to listen and check their answers. Ask students if they think any of the facts are surprising or interesting.

ANSWERS / AUDIO SCRIPT

▶ 1.04

- In some parts of the USA, you can get married at 14.
- Children in Finland don't start school until they're 7.
- In Brazil and Austria, you can vote in an election when you're 16.
- In Niger, you can't get a driving licence until you're 23.
- People in Saudi Arabia can't go on a date before they get married.
- Most people can only have one child in China.

Extra activity

Ask students to recycle nationalities and languages for each country, eg American (English), Finnish, Brazilian (Portuguese), Austrian (German), Nigerien (French, Hausa, etc), Saudi Arabian (Arabic), Chinese (Mandarin, Cantonese, etc).

7 **THE MOVING PICTURE**

- Tell students they are going to watch a video about special days for some people. Play the video.
- Divide the class into pairs to describe the people and say what they are doing.
- Choose different students and elicit answers in open class.

SPEAK

8

- Ask students to work in the same pairs to ask and answer the questions in the survey. Before they start, draw their attention to the expressions in the **PHRASE BYTES** box.
- Monitor and note good use of language and errors to go over in a feedback session.
- Check students' answers in open class.

Extra activity

Ask students if they remember questions to ask for: meaning, pronunciation, spelling, repetition or clarification, eg *What does X mean? How do you pronounce/say this word? How do you spell X? Could you say that again, please? Could you speak more slowly, please?*

You could ask students to make posters of these questions and display them in the classroom for the first month of the course.

GO BEYOND

Ask students to do the Go Beyond tasks on page 130.




Homework

Ask students to write a short report of approximately 200 words on what they can and can't do in their country, using the questions in the survey and the expressions in the **PHRASE BYTES** box to help structure their texts.

READING Coming of age

Find specific information

Page 8

STAGE	TIME	FOCUS
GET STARTED		Recycle vocabulary to describe stages of life and introduce the theme – coming of age.
SPEAK AND READ		Compare coming-of-age ceremonies where you live to those in other countries. Read an article about coming-of-age traditions and rituals around the world. Discuss tips on how to understand main ideas and find specific information.
REACT		Give your opinion on which celebration and ritual you found the most interesting and say why.

Get started

Recycle vocabulary from the previous lesson by writing the words to describe stages of life in a jumbled order on the board: *middle-aged person, baby, teenager, child, pensioner, young adult, university student*. Ask students to work in pairs to put the stages in a logical order.

Invite different students to number the stages from 1–7 on the board.

Elicit the stressed syllable of each word and then have a quick drilling session. Also recycle the /e/ sound in *pensioner* and the /3:/ sound in *person* and *university*. (See Tips for drilling techniques page 31)

Ask students if there are any important ages or celebrations within any of the life stages on the board.

SPEAK AND READ

1

- Elicit the meaning of *coming of age* (the age when a person becomes an adult). Divide the class into pairs to ask and answer the questions. Set a time limit of two minutes.
- Invite different students to report their partner's responses.

GO BEYOND FOR TEACHERS

Coming of age

Coming of age in Australia, New Zealand, the United Kingdom and Ireland is celebrated at either 18 or 21. The age of legal majority is 18 and means you can vote, get married without parental consent and sign contracts. In comparison, turning 21 has few legal effects.

Alternative procedure

For this speaking activity do question 1 as a pair work activity. For question 2 divide the class into small groups.

2 1.05

- Tell students they are going to read the results of a survey. Ask students to read the texts quickly in order to answer the questions. Don't play the audio at this point. It is an extra feature and suggestions for making use of it in class are included at the end of the lesson.
- Encourage students to compare their answers in pairs before you check them in open class.

ANSWERS

- Students in class 3B at a school.
- Students' own answers.

3a

- Ask students to discuss in pairs what skills they use to understand the main ideas and specific information in a text. Prompt their discussion by asking them: *What parts of a newspaper page can help you with main ideas? (headlines, photos, etc) How do you find out what a book is going to be about? (Read the back cover, look at the cover illustration, etc)*
- Refer students to the tips in the **HOW TO** box, inviting some more confident students to read the tips out loud.
- Ask students if their strategies are the same or different from the ones in the **HOW TO** box.

3b

- Ask students to read the texts again, this time in more detail, to complete the table. Point out that if a text doesn't include the information, they should write *doesn't say*.
- Walk round and monitor, helping students if necessary.
- Write the table on the board and nominate different students to come up and write their answers.

ANSWERS

Name	Type Party? Ritual?	Boys/ Girls	When	Age	Clothes	Activities
Seijin no Hi	Special Day	Both	Second Monday of January	20	A special kimono for girls; a suit for boys	A ceremony at the local city offices called Seijin-Shiki, then a party with friends and family
Satere-Mawé	Ritual	Boys	Doesn't say	12 or above	Gloves with ants inside them	Boys have to wear gloves with hundreds of ants in them for ten minutes and they mustn't scream
Quinceañera	Party	Girls	On their 15th birthday	15	Usually a pink dress and crown	A church ceremony, then a big party

- Ask some comprehension questions to check full understanding of the texts:
 - Seijin no Hi: *What is a kimono?* (a traditional form of dress in Japan, like a long dress with sleeves);
 - Satere-Mawé: *What's special about the bullet ant?* (Its bite hurts more than any other insect bite in the world); *What mustn't boys do when they are wearing the gloves?* (They mustn't scream.) *How many times do they have to do this ritual?* (20 times).
 - Quinceañera: *What present does the birthday girl get?* (A doll called *la última muñeca* – 'the last doll') *What does she do with it?* (She dances with it and then gives it to a younger girl.)

4

- Elicit from students which tips in the **HOW TO** box they used to help them in Exercise 3b and ask them to tick them.

Extra activity

Write these definitions on the board: *a party or special event that you celebrate* (celebration /ˌseləˈbreɪʃ(ə)n/), *something you do regularly and always in the same way* (ritual /ˈrɪtʃuəl/), *a formal, public event with special traditions* (ceremony /ˈserəməni/)

Ask students to match the definitions to the words in the text. Chorally drill the pronunciation.

REACT

5

- Divide the class into pairs to discuss the questions.
- In open class, choose different students to give their point of view and say why. Try to develop a class discussion on the different points. Start by asking some questions such as *Do you think that the Satere-Mawé ritual is dangerous? Do you think that coming-of-age celebrations should be fun or serious events? Should they be different for girls and boys?*

Extra activity

Books closed. Write these sentence prompts on the board and ask students to complete them from memory:

- In Japan, you can't vote until you're ...*
- The bite of the bullet ant ...*
- During the ritual, the boys ...*
- At a Quinceañera, the birthday girl dances with ...*
- Now she's 15, the girl can ...*

Ask students to look at the texts again if necessary to check their answers.

ANSWERS

- 20
- hurts more than any other insect bite in the world
- have to wear gloves with hundreds of ants inside them
- a doll
- go on her first date

GO BEYOND

Books closed. Ask students to each choose one of the rituals and write down whatever they remember about it.

Encourage them to read out their notes to a partner to see if he/she can remember any further details. Finally, invite students to check their notes by reading the texts again.

Recorded reading text  1.05

The reading text is recorded as an extra audio track which can be exploited for various purposes.

In this lesson, use the audio as part of the checking process in Exercise 3b. Ask students to raise their hands when they hear the specific information they used for the table.






Homework

Ask students to write about how coming-of-age is celebrated in their own country or in another one of their choice. Encourage students to make notes and present their information in the next class in groups of five or six.

GRAMMAR Present tenses review

Talk about present actions

Page 9

STAGE	TIME	FOCUS
GET STARTED		Brainstorm ideas for having a low-cost or an expensive party.
READ AND LISTEN		Read and listen to a conversation about a coming-of-age party.
STUDY		Use the conversation to study the use of the present simple and the present continuous.
PRACTISE		Complete exercises with the correct form of the present simple or the present continuous.
SPEAK		Ask and answer questions about habits and routines and what is happening now.

Get started

As a class, brainstorm things that are important for a party. Write students' ideas on the board, eg *music, food, decorations, clothes, activities, entertainment, theme, drink, invitations*, etc.

Divide the class into pairs to think of ideas for a low-cost party and an expensive party. Draw two columns on the board with the headings: *Low-cost party* and *Expensive party*. Invite students to come up and write their ideas in the columns. Discuss which party students think they would enjoy most and why. Use the opportunity in this discussion to pre-teach to *afford* (to have enough money for) as this comes up in Exercise 1.

READ AND LISTEN Grammar in context

1 1.06

- Refer students to the photo and ask students what they think the conversation is going to be about.
- Play the track for students to read and listen to the conversation. Ask students where the girls are and what they are doing.
- Ask a few comprehension questions to check full understanding of the text: *What is the name of the typical coming-of-age party in the USA? (a Sweet 16); Why is Tina unhappy about her sister's coming-of-age party? (Her sister wants a big party but Tina thinks it is too expensive.)*

ANSWERS / AUDIO SCRIPT 1.06

They're at the home of one of the girls. They're celebrating her 16th birthday.
See Student's Book page 9 for audio script.

STUDY

2a

- Refer students back to the conversation in Exercise 1 and ask them to underline eight examples of the present simple and circle four examples of the present continuous. (See Tips page 29)
- Nominate students to say the examples.

ANSWERS

Present simple: They're, It's, do people (usually) do, They do, My sister wants, she talks, The problem is, I don't think
Present continuous: are these girls doing, This girl's celebrating, she isn't wearing, She's preparing

2b

- Ask students to read and complete the grammar explanations with words and expressions from the conversation.
- Nominate a student to read out the grammar explanation.

ANSWERS

usually every day at the moment want think

Extra activity

Students may not remember the spelling rules for the *-ing* form. Write these verbs and the spelling rules on the board and ask students to make present continuous sentences using these verbs:

lie (we change the *-ie* to a *-y* and add *-ing*, ie *lying*)

get, run, swim, set (verbs with one syllable, ending in one vowel and one consonant, double the final consonant and add *-ing*, ie *getting*)

have (verbs ending in *-e*, remove the *-e* and add *-ing*, ie *having*)

PRACTISE

3 1.07

- Refer students to the photo and the conversation. Ask them to circle the correct options to complete the conversation.
- Play the track for students to listen and check their answers.
- Ask students extra questions to check their understanding of the grammar, eg: *Why is the answer to 2 in the present simple? (because it is a state verb) Why is the answer to 3 in the present continuous? (because she is describing an action that is taking place now) Why are the answers to 4, 5 and 6 in the present simple? (because they are describing a tradition that is repeated every year).*

ANSWERS / AUDIO SCRIPT 1.07

2 don't know 3 's preparing 4 do the girls dance
5 lasts 6 dance
See Student's Book page 9 for audio script.

Extra activity

Divide the class into pairs to practise reading out the conversation.

4

- Ask students to complete the questions with the present simple or present continuous form of the verbs in brackets. Before they start, draw students' attention to the example and elicit why the present continuous is used.
- Walk round and monitor, helping students if necessary.
- Encourage students to compare their answers in pairs before you check their answers in open class.

ANSWERS

2 Do you think 3 are most teenagers wearing
4 Do adults usually wear 5 does a person really become
6 are they doing

Fast finishers

Encourage fast finishers to look at the texts on page 8 and find an example of the present continuous tense (*the girls are wearing traditional kimonos*).

SPEAK

5






- Divide the class into pairs to ask and answer the questions in Exercise 4. Remind students to ask each other follow-up questions to ask for examples, details and reasons.
- Ask a more confident pair of students to demonstrate this activity before students continue in pairs.

Homework

Ask students to find a photo of a celebration or a ceremony and write notes to prepare a presentation for the next class. Encourage students to describe it using the present simple and the present continuous. For less confident students, write a short plan on the board: *Describe where the photo is taken; Describe what is happening; Describe what the people are doing; Describe this ritual or celebration (time of the year, traditions); Say what you think about it.*

LISTENING AND VOCABULARY Leaving home

Recognise informal speech

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle the present simple and present continuous tenses.
SPEAK AND LISTEN		Describe objects from your childhood. Listen to a conversation about Aidan leaving home and sorting out objects he has stopped using. Learn how to recognise informal speech.
REACT		Discuss what is going to happen when Aidan leaves home.
WORK WITH WORDS		Order adjectives to describe objects.
SPEAK		Talk about an interesting present you gave and one you received.

Get started 

Play a game of *Three in a Row* (See Games page 33). To win a square, teams take it in turns to choose a square and make a question with the present simple (PS) or the present continuous (PC) using the indicated verb.

PS: study	PC: wear	PS: think
PC: prepare	PS: think	PC: dance
PS: know	PC: do	PS: celebrate

SPEAK AND LISTEN

1

- Refer students to the photos. Divide the class into pairs to discuss the questions. Encourage students to use adjectives and add as much extra detail as possible for the descriptions in question 1.

2  1.08

- Explain to the students that they are going to listen to a conversation between Aidan and his sister, Katie, about him leaving home. Play the track for students to listen and put photos a–d in the order they hear them mentioned.

ANSWERS / AUDIO SCRIPT  1.08

1 d 2 b 3 c 4 a

Katie: What's in this box?**Aidan:** Nothing. Just stuff I'm throwing out. Take anything you want.**Katie:** Look at this. It's enormous!**Aidan:** Hey, don't laugh. That was my first mobile phone. Mum gave it to me when I started school.**Katie:** Does it still work?**Aidan:** I dunno.**Katie:** So it's not very useful. Who does this tiny blue shirt belong to?**Aidan:** That's my Chelsea football shirt.**Katie:** I don't think it fits you any more. Why have you still got it?**Aidan:** It's ... kinda ... you know ...**Katie:** Colourful?**Aidan:** No.**Katie:** Unusual?**Aidan:** Special.**Katie:** Why?**Aidan:** It was a present from Uncle Harry. He gave it to me on my eighth birthday when he took me to see a match – my first.**Katie:** So if it's special, why are you throwing it out?**Aidan:** I dunno. I've got too much stuff. I can't keep everything. You have it.**Katie:** No thanks. I don't want your old cotton football shirts. ... Ahah! Here's something really embarrassing. Big brother's plastic doll.**Aidan:** It's not a doll. It's an action figure. It's antique.**Katie:** Old-fashioned, you mean.**Aidan:** It's probably valuable.**Katie:** Hello? It's broken. Anyway, they're only worth money if they're in the original packaging. Can I keep these?**Aidan:** What? I can't see.**Katie:** Here's a clue. They're round plastic things you keep in a kind of square case?**Aidan:** Are you talking about my CDs? I thought you didn't like my music.**Katie:** I don't. But I can play them when I miss you.**Aidan:** Hey, that's a really nice thing to say.**Katie:** Not really. When I hear your terrible music, I'm gonna remember how lucky I am that you're not here.**Aidan:** Very funny.**Dad:** Aidan! Are you ready to go?**Aidan:** Coming Dad!**Katie:** Got everything?**Aidan:** Think so.**Katie:** So ... see ya.**Aidan:** Yeah. See ya.3  1.08

- Focus students on the sentences. Play the conversation again for students to decide if each sentence is correct (C) or incorrect (I).
- Encourage students to compare their answers in pairs and ask them to correct the incorrect sentences. Check answers in open class.

ANSWERS

1 I (his mother gave him the phone) 2 I (the shirt is tiny) 3 C
 4 I (Aidan thinks it's probably valuable) 5 C
 6 I (she says she doesn't like his music)

4a

- Encourage students to think of how they can recognise informal speech when they listen.
- Ask students to read the tips in the **HOW TO** box and compare them with the ideas they thought of.

4b 1.09

- Play the extracts from the conversation and ask students to complete them with words from the **HOW TO** box.
- Ask students to find six contractions in the extract.
- Give students extra practice with the new informal words and phrases to help them sound natural. Chorally drill them and then ask students to practise the conversation in pairs.

ANSWERS / AUDIO SCRIPT

1.09

1 Hey 2 kinda 3 you know 4 dunno 5 stuff 6 Um
7 ya 8 Yeah
Contractions: don't, It's, it's, I've, can't
See Student's Book page 10 for audio script.

REACT

- 5**
- Divide the class into pairs to discuss the questions.

WORK WITH WORDS

6 1.10

- Point out to students that when they see more than one adjective before a noun, the adjectives follow the order of the table. Give and elicit some more examples, eg *a beautiful, old, wooden chair*.
- Ask students to complete the table with the adjectives in the box.
- Play the track for students to listen and check their answers.
- Play the track again for students to listen and repeat.

ANSWERS / AUDIO SCRIPT

1.10

Opinion: useful, old-fashioned, unusual, valuable;
Size: enormous, tiny;
Shape: square;
Age: antique;
Colour: colourful;
Material: cotton

Fast finishers

- Ask students to write another adjective in each column.

SPEAK

7a

- Ask students to work individually to write a few sentences about an interesting present they gave and one they received, using more than one adjective. Before they start, invite a volunteer to read out the model sentences.

7b

- Divide the class into pairs to talk about their presents. Encourage them to use and respond with informal language, looking back at the extracts in Exercise 4b if necessary.

Alternative procedure: less confident classes

Disappearing conversation: create the conversation together on the board, eg:

A: Hey! What interesting present did you receive?
B: I got a kinda interesting present for my last birthday.
A: What was it?
B: It was an enormous lion for my bedroom.
A: Yeah, kinda interesting.
B: What interesting present did you give?
A: I gave my brother a pet frog. He loves frogs, you know.
B: Yeah, that's definitely different!

Erase the middle part of the conversation. Ask students to try to reconstruct the conversation in pairs, each one saying their part. Then erase almost all of the conversation and ask students to swap roles and try to remember as much as they can. Walk round and monitor. Invite a pair who can remember it all to say the conversation to end the activity.

GO BEYOND

Ask students to do the Go Beyond task on page 130.

Homework

Ask students to cut out pictures from magazines or newspapers and write sentences with more than one adjective to describe them, eg *An interesting, old, Spanish politician, A fast, red sports car, A small, round, black box.*

GRAMMAR Past tenses review

Talk about past actions

Page 11

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle irregular past tense forms.
READ AND LISTEN		Read and listen to a conversation about a mystery object to discover what it is.
STUDY		Read the grammar explanations about past tenses and complete them.
PRACTISE		Practise the target language in written exercises. Complete a conversation and questions with the past simple or the past continuous.
SPEAK		Talk about things you lost.

Get started 

Play a game of A-Z List. Divide the class into small teams to write an A to Z list of irregular past tense verbs. Point out that there are no irregular verbs that begin with *j, n, q, v, x, y* or *z*. Set a time limit of three minutes. Invite students to write the verbs on the board. Then encourage students, in the same groups, to ask each other and answer three questions starting with a question word, eg *When did you ... ? What did you ... ?*, choosing from the irregular verbs on the board. Remind them of the question order if necessary, question word – auxiliary – subject – verb (infinitive form), and ask them to answer with full sentences.

READ AND LISTEN Grammar in context**1**  1.11

- Refer students to the photo and ask them *How do you think the girl is feeling? Can you describe her?* (She looks excited. She is a teenager with long, brown, wavy hair. She is carrying shopping bags.)
- Play the track for students to read and listen to the conversation and guess what type of object they are talking about.
- In open class, invite different students to share their ideas.

ANSWER / AUDIO SCRIPT

They're talking about a musical instrument.
See Student's Book page 11 for audio script.

STUDY**2**

- Ask students to read and complete the grammar explanations with *continuous, simple* and words and expressions from the conversation.
- Check answers in open class.

ANSWERS

sounded bought were simple continuous

PRACTISE**3**

- Refer students to the text and ask them to choose the correct options. (See Tips page 29)
- Encourage students to compare their answers in pairs before you check them in open class.

ANSWERS

1 met 2 was visiting 3 became 4 occasionally came
5 were sitting 6 saw

4  1.12

- Ask students to complete the conversation with the past simple or past continuous form of the verbs in brackets.
- Play the track for students to listen and check their answers.

ANSWERS / AUDIO SCRIPT

1 did you see 2 saw 3 was staying 4 were talking
5 noticed 6 took 7 weren't looking 8 saw 9 was doing
10 put

See Student's Book page 11 for audio script.

Extra activity

Ask students to practise saying the conversation in pairs. First, ask them to prepare the conversation by underlining all the stressed words. You can play the track again if necessary.

When they read the conversation, ask them to 'glide' over the unstressed words. Encourage them to put more emphasis and volume on the stressed words to reproduce the 'rhythm' in English speech.

5

- Ask students to write questions with the past simple, past continuous or both, if necessary. Focus students on the prompts and the example question.
- Ask students to compare their answers in pairs before you check them in open class.

ANSWERS

2 When and where did you lose it?
3 What were you doing when you lost it?
4 How long did you look for it?
5 While you were looking for it, did other people help you?
6 Did you ever find it?

6

- Ask students to think of something they lost in the past and write answers to the questions in Exercise 5.
- Walk round and monitor, helping students if necessary.

SPEAK**7**






- Divide the class into pairs to talk about the things they lost. Encourage them to ask follow-up questions, as well as the questions they wrote in Exercise 5, in order to have a more natural conversation and get more information from their partner. Refer students to the model conversation for some examples of follow-up questions.
- Ask them to make notes about their partner's lost item and invite them to share their information in open class.

Extra activity

Ask students to swap partners and repeat the activity without using their notes.

Homework

Ask students to write a short text of approximately 150 words about a dream they had. Tell students a dream you had or make one up and ask them to listen to the key points of the dream whilst taking notes. Ask students to include at least one sentence with *while* and another with *when*.

STAGE	TIME	FOCUS
GET STARTED		Introduce the theme of working in a group and talk about personal strengths.
SPEAK AND READ		Discuss the last time you organised an activity and complete a survey about organising activities. Make a list of tips for organising activities to discuss in a group.
DO		Work in groups to plan a sale of second-hand things.
REFLECT		Reflect on which tips were useful and how you performed in the group activity.
EXTEND		Plan an end-of-term trip in groups.

LIFE SKILLS COLLABORATE TO ORGANISE A GROUP ACTIVITY

Group work can motivate students and help them develop problem-solving and decision-making skills. It also helps students to identify their own strengths and weaknesses and to discover if they are good negotiators, leaders or motivators. Acknowledging the strengths and talents of others helps students develop the social skills they need for life, such as cooperation and respect. The skills students learn by taking part in group tasks make them highly valued in the workplace. Employers are very keen to hire people who can work well with others to analyse arguments and complete tasks on time.

Get started 

Play a game of *Talent Party*. Explain to students that they have all been invited to a party but instead of bringing food to share, they are going to bring the strengths they think they contribute to this group. Brainstorm a few ideas, eg *a creative thinker, a good note-taker, can motivate others, a good listener, very organised*.

Ask students to write down two strengths or talents that they're going to bring to the party. Encourage students to compare with a partner what they are going to bring to the party. Then ask them to join up with another pair to see what strengths they now have as a four. Invite students to write their strengths on the board and to read what other people have written. Explain to the students that today they are going to look at ways of working together. Elicit whether they think the party would be better if they organised it alone or as a group. Do not erase the strengths. Review them at the end of the lesson to see if students have discovered new talents.

SPEAK AND READ

- Divide the class into pairs to answer the questions.
 - Invite different students to tell the class about their discussion.
- Refer students to the photo at the top of the page and ask when they work in groups in class (projects, discussions, presentations, problem-solving activities, etc).
 - Ask students to do the survey about group work individually.
- Divide the class into groups to compare their answers before you elicit them in open class.

- For each question, invite students to raise their hands for either the A or B options to see which option most people chose. For each answer, read out the following comments and discuss the different options in open class.
 - A – You prefer a fair division of work where everyone is responsible.
B – You are interested in completing the task and think the result is more important than the organisation.
 - A – You think control and organisation are the most important things.
B – You think it's a good idea to explore ideas and take it in turns to listen to the views of others.
 - A – You like to appoint a leader in a group.
B – You prefer everybody's opinion to be equal.
 - A – You prefer to take on a role.
B – You prefer things to be open and unstructured.

4

- Encourage students to write a list of tips for organising a group activity.
- Ask them to compare their lists with the tips on page 141 and discuss the differences in pairs or small groups.

DO

5

- Explain to students that they're going to organise a sale of second-hand things to make money for an end-of-term trip. Divide the class into groups and ask a student to read out the tasks to make sure they understand the instructions. Explain to them they're going to give a short presentation to the class on what they have discussed. Before they start, draw students' attention to the **PHRASE BYTES** box and encourage students to use these expressions to structure their answers.
- Monitor and help students with any language difficulties.

6

- Invite each group to present its decisions to the class.
- Then ask students to pool their ideas and, as a class, decide how they are going to organise the sale.
- You could ask students to vote by raising their hands for the best decision for each category (day, place, etc).

REFLECT

7

- Focus students on the **REFLECTION POINT** and ask them whether they agree or not. Invite students to discuss the questions one by one in open class.

GO BEYOND FOR TEACHERS

Collaboration

Emphasise the importance of exploring ideas together and agreeing on a set of 'talk rules' to make sure everyone takes it in turns to speak, takes on a role and collaborates to complete the task.

You could read out this case study of a group of teenagers who didn't enjoy a group work activity and ask students to recommend ways for them to work better in the future:

We argued a lot in our group and we didn't get anywhere. We all had different ideas and we couldn't agree on anything at all. Some people in the group didn't say anything and one person talked all the time. When I said something, someone laughed at me.

Suggestions:

- All group members should feel a sense of personal responsibility for the success of their team mates and realise that their individual success depends on the group's success.
- Assign different roles to the group members so that they are all involved in the process (eg recorder, spokesperson, timekeeper, etc).
- Specify clear objectives.
- Don't make fun of each other, and accept everyone's ideas.

EXTEND

8

- Ask students to get into groups to plan their end-of-term trip.
- Give them a few minutes to note down where they're going, what needs to be done and who's going to do what.
- Point out to students that they are going to write up their plan for the end-of-term trip for homework. They should take careful notes at this stage to help them complete the homework task.
- Ask students to present their ideas and discuss which idea is the best in open class.

Extra activity

Ask students to review the strengths they talked about at the beginning of the lesson and add any more important qualities for working together successfully in groups.





Homework

Ask students to write up their plan for an end-of-term trip.

SPEAKING Invitations

Make and react to invitations

Page 13

STAGE	TIME	FOCUS
GET STARTED		Introduce the theme of the lesson, what to put in an invitation and collocations with the word <i>invitation</i> .
SPEAK		Discuss the last time you went to a party and recycle talking about events in the past.
WATCH OR LISTEN		Watch or listen to teenagers talking about who can come to a birthday party. Work with phrases to accept and refuse an invitation and ways of saying thank you.
ACT		Role-play inviting someone to a party and accepting or refusing the invitation.

Get started 

Recycle vocabulary for celebrations and talk about a party you went to, using different collocations with the word *invitation*, eg *Last year, I got a wedding invitation from my best friend in the UK. He wanted me to be the best man and make a speech. I didn't want to refuse the invitation, but it was on Friday so I had to take the day off work. I accepted the invitation and it was a great wedding.*

Ask students to say the verbs that go with *invitation*. Ask: *Can you think of any others? (send, decline, turn down, say no to, etc).* Elicit the kind of events they would receive an invitation for and what information is usually included in an invitation. Refer students to the invitation on page 13 to see if it has the same information they thought of.

SPEAK

1

- Divide the class into pairs to ask them to look at the invitation and answer the questions.
- Elicit answers from different students and encourage them to explain their answer.

WATCH OR LISTEN

2   1.13

- Refer students to the photos and ask them to predict what the conversations are going to be about.
- Play the scenes for students to watch or listen to find out who can't come to the party and why not.
- Ask students to read the conversation to check their answers before you confirm in open class.

ANSWERS / VIDEO/AUDIO SCRIPT   1.13

Leo, because he's visiting his grandparents that day.

Ethan: Hi Alice. Can you come to my birthday party?

Alice: When is it?

Ethan: It's next Saturday, the 6th. I'm having a barbecue.

Alice: Sure. That sounds great. Thanks for inviting me.

Ethan: Great. See you there!

Ethan: Hey, Leo. I'm having a birthday party next Saturday. Are you free?

Leo: Sorry. I'd love to come, but I can't. I'm visiting my grandparents that day.

Ethan: That's too bad.

Leo: Yeah. But thanks for the invitation!

Ethan: Max, would you like to come to my birthday party?
Max: Yes, I'd love to. When is it?
Ethan: It's next Saturday.
Max: I'm sorry, but I can't. I'm going to a barbecue in Wilson Park.
Ethan: A barbecue in Wilson Park?
Max: Yeah. Alice is going, and she invited me.
Ethan: Max, that's my party!
Max: Really? Well, I guess I'll see you there!

3 **1.13**

- Ask students to complete the questions in the conversation.
- Play the scene again for students to listen and check their answers.

ANSWERS

1 Can you 2 Are you 3 would you

4 **1.14**

- Play the track for students to listen and repeat the invitations. Drill the questions chorally.

AUDIO SCRIPT



1 Can you come to my birthday party?
 2 I'm having a birthday party next Saturday. Are you free?
 3 Would you like to come to my birthday party?

Extra activity

Ask students to read out the conversations in pairs. Remind them to pay special attention to the rising intonation in the invitations.

5a

- Ask students to underline the sentences for accepting and refusing an invitation and for saying thank you.

5b **1.15**

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

ANSWERS / AUDIO SCRIPT



1 Sure. That sounds great. 2 Yes, I'd love to.
 3 Sorry. I'd love to come, but I can't. 4 I'm sorry, but I can't.
 5 Thanks for inviting me. 6 Thanks for the invitation!

Extra activity

Recycle the present continuous for future use. Refer students back to the conversation and ask them to use a different colour to underline all the sentences they can find with the present continuous for future use. Ask them to also underline a time expression. Ask students to discuss in pairs what they have in their diary for next Saturday. Nominate a few students to answer.

ACT

6 **1.16**

- Ask each student to write an invitation to a party, using Ethan's invitation to help them.
- Divide the class into A/B pairs. Student A should invite Student B to his/her party. Student B should accept or refuse the invitation, giving a reason as necessary. Before they start, play the track of the expressions in the **PHRASEBOOK** box and encourage students to use them in their conversation.
- Ask students to swap roles and act out the situation again with Student B's invitation.

7

- Encourage students to work in the same pairs and write out their conversation. Monitor as they work, helping as necessary.
- Then invite pairs to join up with another pair to present their conversations.

Homework

Ask students to imagine that they've been invited to spend a weekend with their English e-pal's family. Ask them to write a short email to say why they can't go and give a reason why not. Remind them that this is quite a formal piece of writing and they should remember to say thank you for the invitation.

WRITING A special object

Make a writing plan

STAGE	TIME	FOCUS
GET STARTED		Discuss memory and facts about elephants.
SPEAK AND READ		Describe and compare model elephants. Read a description of a special object. Discuss the difference between <i>remember</i> and <i>remind</i> . Talk about how to make a writing plan.
PRACTISE		Make a writing plan for another description.
PLAN		Plan a description about a special object or a special day.
WRITE AND CHECK		Write the description and check you have covered the points in the plan.
SHARE		Swap your description and compare with other students' descriptions.

Get started

Play the game *What's the Question?* Write this short, famous poem about elephants on the board:

*I have a memory like an elephant.
In fact, elephants often consult me.*

(Noel Coward 1899–1973)

Ask students if they think it is true that elephants have long memories.

Write these words in clouds on the board: *Mammoth; Asian and African elephant; ivory; 5kg; 16 hours a day.*

Ask students to think of five questions to ask that would give them these answers (*What is the prehistoric ancestor of the elephant called? What two species of elephant are left in the world? What is the elephant hunted for? or What are its tusks made of? How much does an elephant's brain weigh? How many hours a day does an elephant spend eating?*) Set a time limit of three minutes.

Nominate different students to read out their questions for you to write the correct parts on the board until you have constructed the correct questions.

Elicit any other facts students know about elephants.

SPEAK AND READ

1

- Refer students to the photos. Divide the class into pairs to describe and compare the elephants.
- Encourage students to tell their partner which elephant they like best and say why.
- Nominate different students to share their descriptions and opinions in open class, and use the opportunity to recycle comparative and superlative adjectives.

2

- Ask students to read Jessica's description and decide which elephant she is describing and what Lucy's elephant looks like.
- Nominate a student to give the answer in open class.
- Ask students to read the **Get it right** box. Ask them to underline the example in the text, *When I see my elephant, it reminds me of that summer and my friend.* Point out that the elephant helps Jessica remember.

ANSWER

Jessica is describing elephant c. Lucy's elephant looks exactly the same.

Extra activity

If students have problems understanding the difference between *remember* and *remind*, teach them this sentence: *You remember something and you remind somebody to do something.*

Ask students to complete these sentence stems in pairs:

*I remember the first time I ...; Can you remind ...;
I can't remember ...; To remind me of things, I ...; Do you remember ... ?; I can remember*

Divide the class into groups to compare their answers.

Choose different students to read out their sentences.

3a

- Ask students to read the tips in the **HOW TO** box. Invite a volunteer to read them out.

3b

- Focus students on Jessica's plan and encourage them to find the answers to the questions in Jessica's description.
- In open class, elicit the sentences that answer the questions in each section.
- Ask them if she followed all the steps and answered all the questions. (There were some questions she didn't answer in the corresponding paragraph, eg *Is it old or new?*)

ANSWERS

Paragraph 1: It's a small, black, wooden model elephant. It's standing on a shelf in my room ...

Paragraph 2: I got the elephant while I was staying with my friend Lucy in Wales. She said they were best friends like us.

Paragraph 3: When I see my elephant, it reminds me of that summer and my friend. It's a nice feeling to know that Lucy has an identical elephant.

PRACTISE

4

- Ask students to make a writing plan for another description called 'A special day'.
- Walk round and monitor students, helping as necessary.

PLAN

5

- Explain to students that they are going to write a description of a special object or a special day.
- Direct students' attention to the **Writing plan** to help them prepare. (See Tips for writing lessons page 30)
- Give students a few minutes to brainstorm ideas and take notes.
- Walk round the class, helping students if necessary.
- Ask students to check that they followed all the steps and answered all of the questions.

WRITE AND CHECK

6

- Ask students to use their plan to write their description. Set a time limit of 10 minutes.
- When students have finished writing, encourage them to check their texts.

SHARE

- Ask students to swap their descriptions with one or two classmates and discuss the similarities and differences.

Homework

Ask students to write the other description about a special day or a special object.

Introduction

Unit Reviews bring together all the grammar and vocabulary seen in the unit. Students can refer to the Grammar Database and Words & Beyond pages first and then try to do the exercises. Alternatively, they can try the exercises first and then study the reference material if necessary. Unit Reviews can be used in the classroom or for self-study at home. Procedural notes are provided here for their use in the classroom.

As in an exam, in the Unit Reviews students can clearly see how many points they can score for each exercise. When they have finished, encourage students to swap their books with a partner and mark each other's work, totalling up the score.

VOCABULARY Special days

1

- Focus on the title of the text and ask students what things could be included in a life plan, eg *going to university, getting married*, etc.
- Ask students to read Tony's life plan and complete it with the words and phrases in the box.
- Check answers in open class.

ANSWERS

1 school 2 driving licence 3 first date 4 home
5 university 6 job 7 married 8 children 9 vote
10 Retire

Adjectives for describing objects

2

- Explain to students that they are going to read a list of things for sale. Ask students to read the introductory text and say why these things are on offer. (Tony needs money to buy a car.) Elicit the three items for sale (watch, carpet, MP3 player).
- Set a time limit of three minutes for students to complete the adjectives in the descriptions. Point out that the first and the last letter of each adjective is given.
- Encourage students to compare answers in pairs before you check them in open class.

ANSWERS

1 antique 2 useful 3 fashioned 4 valuable
5 enormous 6 coloured 7 cotton 8 square
9 tiny 10 unusual

GRAMMAR Present tenses

3

- Explain to students that they are going to read a conversation between two men who haven't seen each other for a long time. Focus on the options and ask students to say what the two tenses are (present simple and present continuous), and when we use them.
- Ask them to complete the conversation by choosing the correct options.
- Circulate and monitor as they do the task. If you feel they are having difficulty, stop them mid-task and do a quick review of the use of the present simple and present continuous, as well as state and dynamic verbs.
- Check answers in open class.

ANSWERS

1 are you doing 2 'm not working 3 usually spend
4 'm looking 5 Do you ever see 6 don't know
7 'm making

Past tenses

4

- Explain to students that they are going to read an email from Tony to an old school friend.
- Ask students to complete the email with the past simple or past continuous form of the verbs in brackets.
- Ask fast finishers to think of two more ways to start and sign off an email, eg *Hi! Hi there! Hello! Best wishes, Speak to you soon.*
- Check answers in open class. If students have the wrong answers, guide them towards the correct answers by asking questions like: *Did the action happen once or over a period of time? Was Stan in the middle of an action?*

ANSWERS

1 was looking 2 found 3 spoke 4 phoned
5 were doing 6 saw 7 was shopping 8 got

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 and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- CLIL lessons, with full teacher's notes
- a life skills lesson, with full teacher's notes
- Speaking Database materials
- the *Beyond* B1 wordlist
- test generator for Unit 1 testing materials (all skills)
- tips for using the Grammar Database
- and more!

Go to the Workbook pages 4–15 for further practice material