

Vocabulary p6

Using a range of lexis to talk about the classroom

Warmer

Books closed. Pre-teach the words in exercise 1a that will be new for your students and/or difficult to pronounce. Move around the classroom, pointing to objects, eliciting or teaching the words and modelling and drilling the pronunciation of each. Tell students not to write anything down as they will see the spelling in the next exercise. After covering all the new/problem words, tell students to open their books and complete exercise 1a.

1a SPEAKING 01

- There is an audio recording of every vocabulary set in the Student's Book. If you wish, play it before or after the related exercises, and ask students to listen and repeat each word/phrase.
- Point out the silent 'r' in *board* /bɔ:(r)d/ and the stress on the first word in *board rubber* and *pencil sharpener*.

Answers

a window b computer c board d door e pencil sharpener
f notebook g rubber h chair i pen j desk k bag l textbook
m pencil n ruler o book

Mixed ability

To make the activity more challenging, ask more confident students to cover the box in exercise 1a and try to remember the words and the correct spelling for the classroom objects in the picture.

1b Answers

board rubber, dictionary, poster

1c SPEAKING

- After students do the task, collate additional classroom objects on the board, writing up the correct spelling and modelling/drilling the pronunciation.

Grammar p6

Using subject pronouns; using imperatives

Warmer

Books closed. Point at yourself and say *I am a teacher*. and then select a student, mouth the prompt *I am ...* and elicit *I am a student*. Reply with *Good! Yes. You are a student!* Select a male student, say *He is ...* and mouth a boy to elicit *He is a boy*. Select a female student and elicit *She is a girl*. Gesture towards the whole class and mouth *We are ...* and give a thumbs up sign to elicit *We are great/clever/etc.!*

- 1a With more confident classes, students may notice that there are no contractions of the verb *to be* in exercises 1a and 1b. Point out that contractions will be looked at in detail in Unit 1.

- After students do the task, check they understand that *he* is used for boys/men, *she* is used for girls/women and *it* is used for objects; and that *you* is used for everyone, singular and plural, from your best friend to kings and queens.

Language notes

In some languages, subject pronouns are often omitted. This is usually because the verb forms are much more precise than in English, so the subject can be identified from the verb form alone.

In English, with a few exceptions (e.g. the verb *to be*, present simple third person forms) it is not possible to know who we are talking about only from the verb.

If your students speak a language where subject pronouns are omitted, make sure they understand how important these are in English.

1b Answers

2 They 3 We 4 She 5 It 6 You

- 2a Before students do the task, ask them to use the Classroom objects vocabulary in the previous section and say what they can see in the pictures, e.g. *1 It is a textbook.; 2 It is a board.; 3 It is a pen.;* etc.

2b 02

Answers

1 Work 2 Come 3 write 4 Sit

- 2c When checking answers, make sure students understand that imperatives in English do not change according to the number of people being spoken to or the formality or informality of the situation.

Answer

don't have

+ Extra activity

Put students into pairs to think of other common instructions they hear in their lessons and to try and say these in English, e.g. *Be quiet.; Open your books (at page 00).; Close your books.; Don't talk.; Listen carefully.;* etc.

Speaking p7

Using the alphabet

Warmer

Tell students *I am [name and surname]*. Then say *Write it down.* and gesture for students to write. Repeat your name and surname, spelling it out, e.g. *My name's Joshua Ball. J - O - S - H - U - A B - A - L - L.* Then look at students, give them a thumbs-up and say *Easy?* and a thumbs-down and say *Difficult?* and elicit a response. Finally, write your name on the board, spelling it out one letter at a time.

1a PRONUNCIATION 03

- Point out any letters which are in the English alphabet but not in the students' own alphabet, and vice versa. Make sure students know that the English alphabet has 26 letters.

1b 04

Answer

Z is missing; /zed/

Language notes

Even if the students' own language uses the Roman alphabet, they may still have problems understanding or producing the English alphabet because the name of a letter in their language is similar to the name of a different letter in English. This leads many students to mix up pairs of letters such as *A/E, A/R, K/Q, E/I, G/J and I/Y*.

Students may also have problems with sound distinctions that don't exist in their own language, e.g. Spanish speakers may have problems with *B/V*.

Identifying the letters and sounds that your students are having trouble with and drilling/highlighting them regularly in class can help them to become more aware of these issues and focus on correcting them.

2a 05

- After checking answers, show students how the pronunciation of the colour, reflects the name of the letters in the group, e.g. *grey* (/greɪ/): *A* (/eɪ/), *H* (/etʃ/), *J* (/dʒeɪ/), *K* (/keɪ/). In the last group, the connection is in *dark not blue* (/dɑ:k/): *R* (/ɑ:/).

Answer

They are categorised according to the vowel sound in the name of the letter.

2b 05

+ Extra activity

Mouth a letter silently and ask students to tell you which colour group they think it is in and – if possible – what letter they think you were saying. Confirm the letter and then mouth the letter again for students to copy silently. They can then try saying the letter with sound before you move on to a new letter.

3 06

- After checking answers, highlight any pairs of letters which typically cause problems for students in your teaching context.

Answers

1 K, Q 2 E, I 3 A, R 4 G, J 5 D, T 6 A, E 7 B, V 8 I, Y

4 07

Answers

1 bag 2 desk 3 chair 4 window 5 computer 6 dictionary
7 board rubber 8 pencil sharpener

5 SPEAKING

- If possible, run this activity as a mill drill. Students close their books. Copy the speech bubbles onto the board, then tell students to stand up and talk to their classmates, repeating the dialogue with each person they meet. As students move around, slowly delete words from the speech bubbles on the board, forcing students to remember the dialogue.
- 6a Before students do the task, ask them to close their books. Point at the board and ask *What's this in English?*, *Can you repeat that, please?* and *How do you spell that?* If students give short answers to the first two questions then, after checking answers in exercise 6b, highlight the extra words they didn't use.

6b 08

Answers

1 c 2 a 3 b

- 6c After checking answers, point out that using as much English as possible in class, rather than their own language, is essential if students want to make fast progress. If a student uses their own language for an English expression that was already taught, elicit from the class how to say it in English.
- With more confident classes, if your level of the students' own language is good enough, consider teaching *How do you say ... in English?*

Answers

1 How do you spell that? 2 What's this in English?

7 SPEAKING

- Encourage students to use real objects that they have in class with them, but to use the pictures in the Vocabulary section on page 6 of the Student's Book where necessary.

Vocabulary p8

Using a range of lexis to talk about colours

Warmer

Books closed. Revise the colours from exercise 2a on page 7 of the Student's Book, i.e. *blue, green, grey, red, white, yellow*. Look for classroom objects for each colour, e.g. take a red pen out of your pocket and say *It is a pen. It is ...* (say *colour* and elicit *red*); hold up a white rubber and say *It is ...* (elicit *a rubber*) then *It is ...* (elicit *white*). With more confident classes, encourage students to give you the complete sentences with *It is ...*; first with the object, then with the colour, e.g. *It is a notebook. It is green*. With less confident classes, elicit just the objects and the colours.

1a 09

- After checking answers, ask students to find classroom objects for *black, brown* and *pink* as these were not included in exercise 2a on page 7 of the Student's Book and are not included in the picture in this exercise.

Answers

a purple **b** orange **c** red **d** blue **e** yellow **f** green
colours not included: black, brown, grey, pink, white

- 1b** If students are not clear about the task, mime carrying a paint palette and brush. Say *black* and mime taking one colour with your brush, then say *white* and mime taking another. Then mix the colours up with your brush, saying *black and white is ...* and elicit *grey*.

Answers

1 grey **2** pink **3** green **4** purple **5** orange **6** brown

- 2** With less confident classes, show students how the example sentence uses *is*. Then complete a second example as a class using *pens* and show them how the sentence uses *are*. Write *is* on the left of the board and say *one object*; then write *are* on the right of the board and say *two, three, four, objects*.

Answers

The pens are blue.
The ruler is red.
The pencil is yellow.
The notebooks are green.
The pencil sharpener is orange.
The rubber is blue and white.

Fast finishers >>

Students write more sentences about objects in their classroom using the colours in this section.

Vocabulary p9

Using a range of lexis to talk about cardinal and ordinal numbers, and days and months

Warmer

Books closed. Write *Today* on the board, followed by the day, and the date in numbers, e.g. *Thursday 09/09*. Say *It's ...* and see if students produce *Thursday the 9th of September* correctly. Write the date in words under the numbers and highlight the use of 'the' and 'of', i.e. *the 9th of September*. Tell students to open their books and point out that they will be working on *numbers, days and months*.

1a Point out that in English we use ordinal numbers for dates and cardinal numbers for counting and elicit if this is different to students' own language.

1b 10

- When checking answers, remember that some students may have difficulty pronouncing the /θ/ sound, e.g. *fourth*. Encourage them to put their finger on their lips and say the sound. Their tongue should lightly touch their finger. This sound is particularly complicated to produce in *fifth* (/fɪfθ/) and *sixth* (/sɪksθ/), words which some native speakers pronounce incorrectly.

Answers

Cardinal numbers: two – 2, three – 3, four – 4, five – 5, six – 6, seven – 7, eight – 8, nine – 9, ten – 10

Ordinal numbers: second – 2nd, third – 3rd, fourth – 4th, fifth – 5th, sixth – 6th, seventh – 7th, eighth – 8th, ninth – 9th, tenth – 10th

2a If your class is more confident, ask students to cover the box and try to write the ordinal numbers, adding *th* and *st* and changing spelling where necessary.

2b 11

- After checking answers, elicit the ordinal numbers from 14th to 19th, highlighting how they all end in /θ/ and modelling/drilling pronunciation. Then show students how the ordinal numbers from 21st to 29th mirror the ordinals from *first* to *ninth* in the table in exercise 1a, i.e. 21st (*twenty-first*), 22nd (*twenty-second*), 23rd (*twenty-third*), etc.

Answers

a eleventh b twelfth c thirteenth d twentieth e twenty-first
f twenty-fifth g thirtieth h thirty-first

3a To make this exercise more fun, ask students to work in pairs and race against the rest of the class to complete the columns first. Pairs should put up their hands the moment they have finished. Look at their answers quickly to see if they have the correct order before declaring them the winners.

3b 12

Answers

Days: Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Months: February, March, April, May, June, July, August, September, October, November, December

4a Before students do the task, remind them to pay attention to whether the ordinal numbers end in *st*, *nd*, *rd* or *th*.

4b 13

Answers

2 the third of September 3 the twenty-fifth of December

4 the eleventh of June 5 the fifteenth of August

6 the twenty-second of April

+ Extra activity

Play dates bingo with the class. Write a total of twenty dates in numbers on the board, in the same format as exercise 4a, e.g. *15/02*. Then draw a simple grid with three columns and two rows:

Tell students to complete the boxes with dates from the board. Read out the dates on the board in a random order, keeping a note for yourself of the dates you use. The first student to complete their grid shouts *Bingo!* Look at his/her answers quickly to see if he/she has the correct dates before declaring him/her the winner.

5b Check if students understand the meaning of *today*, *yesterday* and *tomorrow* and encourage them to make a note of these words as they are very frequent.

Culture exchange

6 Point out that some dates are always clear, e.g. *15/12* (UK) or *12/15* (US) can only be *the 15th of December*, as there are only twelve months in a year. However, there are many combinations of dates which confuse even native speakers if they are not sure whether the text they are reading is from the US or the UK.

7 SPEAKING

- Follow up by asking each student to tell you when his/her birthday is and have students listen carefully to find out if any students have the same birthday.

Speaking p10

Telling the time

Warmer

Books closed. Write on the board: *What time is it?* Ask the question and, if you have one, point to the clock in the classroom. Write the current time in numbers on the board, e.g. 9.15 and elicit *nine fifteen*. Explain that we can tell the time using only numbers, but native speakers usually use a different system. Tell students the time using the 'o'clock' system, e.g. *It's quarter past nine*.

- 1 With less confident classes, put students into pairs to do this task and ask them to write each time in numbers after the item, e.g. 1 *one o'clock (1.00)*, 2 *ten past two (2.10)*, etc.

Answers

2 ten past two 3 quarter past three 4 half past four
5 twenty to five 6 quarter to seven 7 ten to eight
8 five to nine 9 nine o'clock

+ Extra activity

Draw a simple, circular clock face on the board with both hands at 12. Write *o'clock* at the top (at 12), *quarter* on the left (at 9) and *right* (at 3), and *half* at the bottom (at 6). Then, in a different colour, draw a semi-circular arrow around the right of the clock face from 12 to 6 and write *past* and a semi-circular arrow around the left of the clock face from 6 to 12 and write *to*.

Put students into pairs to copy the clock face into their notebooks. Then, in pencil, students draw in the hands for each of the times in exercise 1 and practise saying them, relating the position of the hands to the numbers on the clock and the words used to tell the time.

2 Answers

1 quarter past nine 2 five past six 3 quarter to three
4 twenty past twelve 5 twenty to nine 6 ten past three
7 twenty-five past ten 8 half past seven

3 Answers

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

4 SPEAKING

- Point out that when we give more precise minutes, not just *five*, *ten*, *twenty*, etc., we also need to include the word *minutes* e.g. *It's twenty-seven minutes past eight*. We do not include the word *minutes* in any other cases.
- After checking answers, if you are teaching in a country with more than one time zone, ask students to think of major cities in their country and ask each other questions with *What time is it in ...?*

5 SPEAKING

- Before students do the task, point out that even when the time is displayed in numbers, native speakers still tend to use the 'o'clock' system if someone asks them the time.
- With less confident classes, quickly review the days and months and remind students what they learnt in the previous Vocabulary section about using cardinal numbers when saying dates.

Test yourself p11

Grammar test

1 **Answers**
1 It 2 They 3 He 4 We 5 She 6 You

2 **Answers**
1 Open 2 Don't close 3 Use 4 Don't talk

Vocabulary test

1 **Answers**
1 desk 2 rubber 3 notebook 4 poster 5 computer
6 pencil

2 **Answers**
1 yellow 2 orange 3 red 4 purple 5 blue 6 green

3 **Answers**
1 Wednesday 2 February 3 December 4 Sunday 5 Saturday
6 June 7 Tuesday 8 October

1 ALL ABOUT ME

Vocabulary in context p12

Using a range of lexis to talk about countries and nationalities

Warmer

Write the unit title *All about me* in a circle in the centre of the board. Then write four or five words about yourself around the circle. Write some easy ones like: *Tom, 30, swimming, Brazil, British*. Ask students to guess how these words relate to your identity (*son, age, hobby, where you live, nationality*). Give students the answers and ask them to look at the photos at the top of pages 12 and 13 of the Student's Book and the unit title, and predict what they think the unit is going to be about – countries, nationalities, family, hobbies, etc.

1 SPEAKING 14

Answers

a Australia b the US c Japan d China e the UK

2 SPEAKING

- If possible in your teaching context, ask students to search quickly for photos of famous landmarks in the other countries in exercise 1 in order to test each other further.

3a 15

- Point out that students should put the countries in exercise 1 in alphabetical order in the first column and then match the nationalities to these. This will make it easier to check their answers in the next step.

Language notes

- Many nationalities end in *-(i)an*, e.g. *American, Argentinian, Australian, Brazilian, Egyptian, German, Mexican, Russian*. The stress comes before the *-(i)an* sound.
- Some nationalities end in *-ish*, e.g. *British, Spanish, Turkish*. These are generally two-syllable words and the stress is on the first syllable.
- A few nationalities end in *-ese*, e.g. *Chinese, Japanese*. The stress is always on the *-ese* sound.

3b 16

Answers

Argentina, Argentinian; Australia, Australian; Brazil, Brazilian; China, Chinese; Egypt, Egyptian; Germany, German; Japan, Japanese; Mexico, Mexican; Russia, Russian; Spain, Spanish; the UK, British; the US, American; Turkey, Turkish

4 17

- When checking answers, if useful for your students, play the recording and pause at the specific sentences which contain the answers.
- Point out that where the word used on the recording is a country, then the item has the nationality, and vice versa. Ask students to tell you which item uses countries not nationalities (item 2).

Answers

- Argentinian – *I come from Argentina.*
- Germany – *I'm German.*
- Turkish – *I come from Turkey.*
- American – *I live in the US ...*
- Japanese – *I come from Japan.*

5a Ask students: *Where can you see quizzes like this?* Elicit that they are often in *magazines* or *online*.

- With less confident classes, check gaps a–i before students answer the quiz questions in exercise 5b.

Answers

a Brazilian b American c Japanese d British e Turkish
f Spanish g German h Argentinian i Chinese

5c 18

Answers

- Brazil
- Bruno Mars
- Japan
- the UK
- Turkey
- Spain
- Germany
- Lionel Messi
- China

Fast finishers >>>

Students make a note of something famous for each country in exercise 1. After checking answers to exercise 5b, they share these with the class and other students say the correct country, e.g. *hot dogs – the US, kangaroos – Australia*, etc.

Use it ... don't lose it!

6 SPEAKING

- If you have students in your class of a range of nationalities, follow up by asking: *Where are you from?*, eliciting answers and checking all students know how to say their nationality in English.

Reading p13

Reading for gist and specific information

Warmer

Books closed. Write *Brasília*, *Madrid* and *Mexico City* on the board. Ask students: *What are these?* Elicit 'capital cities', and check students know they are the capital cities of *Brazil*, *Spain* and *Mexico* respectively.

In pairs, students race against each other to write down the capital cities for the other countries in exercise 1 on page 12 of the Student's Book. Choose one pair to come up and write them on the board. Check the spelling and pronunciation of each one. If a pair makes a mistake with the capital city, e.g. *Sydney* as the capital of *Australia*, ask them to sit down and invite a different pair to come to the board and continue.

Revise the countries by writing '*... is the capital of ...*' on the board. Elicit sentences for all the countries, e.g. **Teacher:** *Ankara*; **Students:** *Ankara is the capital of Turkey*.

Answers

Argentina, Buenos Aires; Australia, Canberra; China, Beijing; Egypt, Cairo; Germany, Berlin; Japan, Tokyo; Russia, Moscow; Spain, Madrid; the UK, London; the US, Washington DC; Turkey, Ankara

1a SPEAKING

- Make sure students understand that the question is referring to the two photos at the top of page 13 of the Student's Book.

Answers

1 at the beach 2 at school/in a classroom

- 1b** Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.

Answers

1 They started an organisation to help people say 'no' to plastic bags.
2 He invented an online quiz app.

2

- The reading texts are recorded so students can listen to them as they read. This recorded material provides exposure to correct pronunciation, stress, and sentence rhythm. With less confident classes, use the audio to help support students as they read the text. With more confident classes, you could use the audio to check answers to comprehension questions, asking students to raise their hands when they hear the part of the track with the answer.

Answers

- 1 True – *Melati and Isabel Wijsen are sisters ...*
- 2 True – *These sisters have got their own organisation for young people, Bye Bye Plastic Bags ...*
- 3 True – *Over 20,000 people are with them on one clean-up in Bali!*
- 4 False – *... organisation for young people, Bye Bye Plastic Bags ...*
- 5 False – *He's from the US ...*
- 6 False – *It's for teachers and students.*
- 7 True – *... students in 100 countries ...*
- 8 True – *His mum, dad, sister and brother all help him.*

Mixed ability

To simplify the activity, tell less confident students, or the whole class, to work on only half of the questions. Tell half the students to work on items (1–4) (about Melati and Isabel) and the other half on items (5–8) (about Josh).

Then pair students with a student who worked on the other questions or make groups of three including a more confident student who worked on all eight questions. Students explain their answers before feeding back to the class.

- 3** Encourage students to use their dictionaries to find the meaning of the underlined words in the text. If students have access to the Internet, they can look up the words in the Macmillan Online Dictionary.

Answers

island – land surrounded by water
change – make different
clean up – remove pollution from a place
rubbish – things you throw away because you don't need them
quiz – a competition with questions and answers
awards – a prize when you do something good
team – a group of people who work together
barks – when a dog makes a short loud sound

4 SPEAKING

- Follow up by asking: *What do you do for the environment? What apps do you use to help you learn?*

5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- If you feel your students need more support, write these prompts on the board:
In my opinion, Bye Bye Plastic Bags/Gimkit is a useful and interesting idea because ...
I believe/feel/think that Bye Bye Plastic Bags/Gimkit is a useful and interesting idea because ...

1 ALL ABOUT ME

Grammar in context 1 p14

Using to be – affirmative and negative; using to be – questions and short answers

Warmer

Books closed. On the board, write five sentences about yourself that use *I'm*, including one false piece of information, e.g.

I'm a teacher. / 46 years old. / happy today. / from Chicago. / American.

Put students into pairs to identify the false information. Take feedback as a class, and see if students are able to use *to be* correctly in their answer, e.g. *You're American, but you aren't from Chicago, you're from Dallas.*

Circle the *I'm* on the left of the board and ask students: *What verb is this?* and elicit *to be*.

1a Answers

1, 3, 4 and 6 are affirmative.
2 and 5 are negative.

1b Answers

1 *I'm* 2 *'s* 3 *'re* 4 *'re* 5 *isn't* 6 *aren't*

1c After checking answers, elicit when we use long forms and when we use short forms or contractions (see Language notes).

Answers

1 *I'm* 2 *She's* 3 *They aren't* (*They're not* is also possible.)
4 *I'm not* 5 *We're* 6 *He isn't* (*He's not* is also possible.)
7 *You're* 8 *They're* 9 *We aren't* (*We're not* is also possible.)
10 *It isn't* (*It's not* is also possible.)

Language notes

A contraction is two words joined together to make a short form. The verb *to be* is often shortened. We use an apostrophe (') in place of the missing letters. We can only make contractions with certain words. There are four common types:

- Subject + auxiliary verb, e.g. *I'm, She's, They're*
- Negative sentences with *not*, e.g. *You aren't Mexican.; He isn't from Brasilia.* (Note that it is not possible to contract *am* and the negative adverb *not*, i.e. *not ~~amn't~~...*)
- Question words with *is*, e.g. *What's, Who's, Where's*
- Singular subject nouns with *is*, e.g. *name's, mother's, sister's*

Contractions are common in spoken English and informal writing. We don't usually use contractions in formal writing.

2 When checking answers, point out that in spoken English *is* is often contracted in sentences like sentences 2, 5 and 6 but that a short form can't be used in sentence 7.

Answers

2 *is* 3 *are* 4 *am* 5 *is* 6 *is* 7 *are* 8 *is*

3 Before students do the task, make sure they understand that the sentences are grammatically correct, but that they need to change the information to make them true for them and their class.

4 When checking answers, make sure students are clear in which sentences they can use short forms and in which they need to use long forms. Explain if necessary that the short form is not used in **h** because *It's name's* is difficult to say.

• After checking answers, make sure students understand that Naomi Osaka (*/na:'o:mi:'o:'sa:ka:/'*) is a real person.

Answers

a *'s/is* b *'s/is* c *'s/is* d *are* e *isn't/is not* f *is*
g *aren't/are not/re not* h *is*

5a Make sure students understand that more than one answer is possible for some of the sentences.

5b SPEAKING

Possible answers

- 1 *I'm Japanese/a tennis player.*
- 2 *I'm not from Florida/American.*
- 3 *My mother isn't American/from the US.*
- 4 *My father is from Haiti/called Leonard.*
- 5 *My dog is black and white/called Panda.*

+ Extra activity

Put students into pairs. Tell them to work individually and write as many sentences as they can about their partner, using *to be*, e.g. *You're 14 years old. You're from Guadalajara. Your parents are teachers. Your sister's name is Carla.*

Students then tell their partner the sentences they wrote about them. They can answer with *Yes, that's right!* or correct any incorrect information with *No, I'm not. I'm ..., etc.*

6 Show students how question inversion works by holding up three fingers to represent *He, is* and *American*. Then use your other hand to show how the first two words change position for the question *Is he American?*

Answers

a *after* b *before* c *long* d *short*

7a With less confident classes, ask students *What word is first in a question?* and elicit *the verb 'to be'*. Look at items (1–8) and identify the form of *to be* in each one. Tell students to start with that word.

Answers

- 1 Is it 12 o'clock?
- 2 Is your brother happy?
- 3 Are you American?
- 4 Is Katy 12 years old?
- 5 Are your parents at home?
- 6 Are you and your friend tennis players?
- 7 Is your birthday in March?
- 8 Am I a good friend?

7b Before students do the task, point out that for some questions more than one answer is possible.

Answers

- 1 c/g 2 d 3 a 4 e 5 b 6 h 7 c/g 8 f

8a **Answers**

- 1 Is it Monday today?
- 2 Are you 12 years old?
- 3 Are you in Australia?
- 4 Is your bag blue?
- 5 Are you Mexican?
- 6 Are we in class?
- 7 Is your birthday in July?
- 8 Am I a good student?

8b **SPEAKING** 

- Encourage students to continue any *No, ...* answers, e.g. **A:** *Is it Monday today?* **B:** *No, it isn't. It's Tuesday.*

9a  **20**

- Ask students to look at the diagram. Then ask them what type of information is in each column (*country, job, gender, name*) and what they know about the people. Draw students' attention to the dialogue below. Play the audio track and show students how to follow the conversation across the four columns of the diagram.

Answer

Ella Mai

 **Culture notes**

DeRon Horton (Houston, Texas; 1992) *Lionel Higgins* in *Dear White People*; **Natalia Dyer** (Nashville, Tennessee; 1995) *Nancy Wheeler* in *Stranger Things*; **Adam Levine** (Los Angeles, California; 1979) lead singer of *Maroon 5*; **Beyoncé** (Houston, Texas; 1981) first solo hit single *Crazy in Love* (2003); **Tom Holland** (London, England; 1996) *Spider-Man* in the Marvel film series; **Daisy Ridley** (London, England; 1992) *Rey* in the recent *Star Wars* trilogy; **Ed Sheeran** (Halifax, England; 1991) first hit single *The A Team* (2011); **Ella Mai** (London, England; 1994) first hit single *Boo'd Up* (2018)

Vocabulary p15

Using a range of lexis to talk about the family

Warmer

Books closed. Write *family* in a circle in the centre of the board, then write these six gapped words around it: m _____, f _____, b _____, s _____, s _____, d _____. Put students into pairs to see if they can complete the family words. Check answers, including the spelling and pronunciation of each one.

Answers

mother, father, brother, sister, son, daughter

1a  **21**

- Check students are clear which words form male/female pairs, e.g. *brother/sister, father/mother*; which do not change for gender, e.g. *cousin*; and which are plurals, e.g. *grandchildren* (singular *grandchild* or *grandson/granddaughter*), *grandparents* (singular *grandparent* or *grandfather/grandmother*).

Answers

1 grandmother 2 father 3 aunt 4 sister 5 cousin

2b  **22**

Answers

a sister b mother c father d grandparents e grandfather
f uncle g aunt h niece i cousin

+ Extra activity

Draw your family tree with all the relationships you want to practise. Do not show it to students at this point. Prepare a number of statements about the relationships, e.g. *Richard is John's father.*; *Lily is Sarah's niece.*; etc. Divide the class into small groups. With more confident classes, read the clues out one at a time. With less confident classes, write the clues up on the board one at a time. Students use the clues to draw your family tree bit by bit. The winner is the first team to put together a family tree identical to the original.

Use it ... don't lose it!

3 **SPEAKING** 

- With more confident classes, consider introducing *great-* (e.g. *great-grandson* [an extra generation]), *half-* (e.g. *half-sister* [sister with one shared parent]) and *step* (e.g. *stepbrother* [brother because parents have remarried]).

1 ALL ABOUT ME

GREAT LEARNERS GREAT THINKERS p16

Thinking about the importance of family and friends

Warmer

Books closed. Revise family words from Vocabulary on page 15 of the Student's Book by asking students questions, for example, *Who is my mother's mother?* (my grandmother); *Who is my mother's sister's son?* (my cousin).

Make sure you cover both *grandmother* and *cousin* as these are used in the video. If you did not introduce *great-* (e.g. *great-grandson* [an extra generation]) in the Vocabulary section, do so here as *great-great-grandmother* is used in the video.

1a After checking answers, check the pronunciation of *generous* (/ˈdʒenərəs/), *clever* (/ˈklevə(r)/), *kind* (/kaɪnd/) and *friendly* (/ˈfren(d)li/).

Answers

1 d 2 a 3 b 4 c

1b With more confident classes, brainstorm other words to describe people, including the opposites to the words in exercise 1a (i.e. *mean*, *stupid*, *unkind* and *unfriendly*). Point out that in English being direct is generally avoided in negatives, so people tend to say, for example, *My brother is not very clever*, rather than *My brother is stupid*.

1c With less confident classes, suggest students draw a simple family tree with what they know about their family history and make notes for each person. They can then use these notes to help them tell a partner.

2 VIDEO

Answers

- 1 C – A man is with a child.
- 2 E – Two men are in a library.
- 3 A – A man is by a river.
- 4 F – A man and a woman are at a table.
- 5 B – A man is in a car.
- 6 D – Two men are in a big house.

3 VIDEO

After checking answers, check the meaning of the following adjectives from the video: *famous* (when a lot of people know a person's name), *poor* (when a person hasn't got money), *sad* (the opposite of happy, when something bad happens), *rich* (when a person has got a lot of money) and *powerful* (when a person can control what other people do or think).

Answers

- 1 an actor – *Danny Dyer is a British actor*
- 2 London – *He was born in London and still lives there today.*
- 3 two children – *Danny has children, ...*
- 4 cousin – *Lord Tollemache ... is Danny's distant cousin.*
- 5 happy – *Danny is amazed!*

GREAT THINKERS



5 SPEAKING

- The *CSI: Colour, Symbol, Image* thinking routine helps students to focus their ideas. It encourages students to record their responses to a text/video/recording in a non-verbal way.
- Before students work individually, demonstrate the first step with the class. Ask students to share some of the ideas from the text that they think are interesting or important and collate these on the board. Choose one, circle it and ask them: *What colour does this make you think of?* Elicit some ideas and make sure students understand there is no 'correct' answer for this, or for any of the steps.
- Students then work individually responding to the main ideas. If possible, ask students to search online for a photo in step 3 rather than trying to create an image themselves.
- In step 4, students can now respond to each other's ideas.

6 SPEAKING

- Before students do the task, make sure they understand that they should put the five qualities in order from 1 to 5, not rate them, i.e. they can only use each number once.

GREAT LEARNERS SEL



- Highlight how important it is to give reasons for your opinions if you want people to understand what you think, even if they don't agree with you.

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile on page 150 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often justify my opinions' and 5 means 'I frequently justify my opinions'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for justifying their opinions more. Alternatively, ask students individually to think of ways to justify their opinions more.

Listening p18

Listening for specific information

Warmer

Write A [students' nationality] family is ... on the board, e.g. A Brazilian family is ... and ask students for ideas on how to complete the sentence, e.g. big, happy, two parents and three children.

1 SPEAKING

- After students do the task in pairs, extend to a class discussion by asking: *Is your family big or small? Are there big families in [students' country]?*

2

- Exam tip** To answer the question in the Exam tip box: looking at the pictures helps students predict the situation and vocabulary in the listening.
- Point out that in the preparation time given before they listen students should try to make predictions about the information that fills the gaps. Look at the items together and elicit ideas, e.g. item 2: *a family relationship – mother? grandmother? aunt?*; item 3: *a number*; etc.
- Remind students that they will usually hear the recording twice. Tell them not to panic if they do not understand information the first time. If they don't hear the answer for one gap, they should start listening immediately for the answer for the next gap.

3

Answers

2 mother 3 38 4 32 5 Mexico 6 garden 7 21

4 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

Possible answer

I think my ideal family is a big family. I say that because my family is small, just me and my parents! We're happy, but brothers are sisters are lots of fun, I think. They play basketball and football with you and help you with your homework.

Grammar in context 2 p18

Using have got; using possessive adjectives

Warmer

Take an object from your bag, e.g. your mobile phone. Write on the board *I _____ a _____* and elicit the sentence *I have got a mobile phone*. Use three of your fingers to show the words 'I', 'have' and 'got' and close the first and second fingers up to elicit the contraction *I've*.

Draw a question mark (?) on the board and elicit the question *Have you got a mobile phone?* Then point at the ? on the board and point into your bag and elicit other questions with *Have got ...?* from the class. If students guess an item you have, take it out and reply *Yes, I have*. If not, say *No, I haven't*.

- 1a You may have set the Flipped Classroom video for homework, but if not, watch the video in class before working through the activities.

Answers

1 affirmative 2 question 3 short answer 4 negative

1b Answers

1 's got 2 haven't got 3 Have 4 Has 5 have 6 haven't 7 has 8 hasn't

1c Answers

1 have got 2 has got 3 has not got 4 have not got

Language notes

Both *have* and *have got* are used to talk about possessions. In American English, *have* is more frequent and the negative and question form is formed with the auxiliary *do*, e.g. *Do you have a mobile phone?*

In spoken British English, *have got* is much more common, e.g. *Have you got a mobile phone?* *Have* is used in writing as it is more formal.

Have and *have got* are also used for timetabled events, e.g. *I've got an exam today*. and illnesses, e.g. *I've got a cold*. The informal expression *have got it*, e.g. *I've got it now*. is used to say we understand something.

2a Answers

2 Have you got a pencil in your bag?
3 Have you got a cat?
4 Has your grandfather got a phone?
5 Have your friends got big families?

2b SPEAKING

- Drill the pronunciation of the questions before students work in pairs.

1 ALL ABOUT ME

+ Extra activity

In pairs, students take turns to ask each other five *Have you got ...?* questions and get one point each time the answer is *Yes, I have.*, e.g. *Have you got a blue pen in your bag?* They then ask five *Have you got ...?* questions where they get one point for each time their partner says *No, I haven't.*, e.g. *Have you got a million pounds?* The student with the most points wins the game.

3 Answers

- 2 hasn't got; He's got a red pencil.
- 3 have got
- 4 hasn't got; He's got a pencil.
- 5 hasn't got; He's got a ruler.
- 6 has got
- 7 haven't got; They've got a textbook.
- 8 hasn't got; She's got a blue notebook.

Culture exchange



- 4 When checking answers, point out that item c is singular because it's *one home in four*, but items d, e and f are all plural because the percentages are referring to homes.

Answers

- a 's/has got b has got c hasn't got d have got e have got
f have got

- 5a After checking answers, draw students' attention to the possessive adjective *Its* and make sure they understand that, although it looks like the verb *to be* (i.e. *It's*), it is written as one word, without an apostrophe.

Answers

- 1 My 2 Her 3 His 4 Our 5 Their

- 5b When checking answers, point out that we generally refer to animals as *it*, as in item 1. In some circumstances, usually when talking about pets, we may use *he* or *she*, as is done when referring to Josh's dog at the end of the text on page 13 of the Student's Book.

Answers

- 1 Its; b 2 Their, his, Her; c 3 your, their; a 4 My, my, His, His; d

Use it ... don't lose it!

- 6 With less confident classes, demonstrate the task by writing three questions on the board that are true for you and asking students to match them to three of the short answers (1–6), e.g. *Have you got a cat?* (2 *Yes, I have.*); *Are you a teacher?* (1 *Yes, I am.*); *Is your family big?* (5 *No, it isn't.*)

7 SPEAKING

- Make sure students understand that in this activity they should use the questions they wrote in exercise 6 but give true answers.
- With more confident classes, ask students to give more information where possible, e.g. **A:** *Is your family big?* **B:** *Yes, it is. I've got two brothers, four sisters and fourteen cousins!* You can also ask them to make notes about their partner and feed back to the class at the end of the activity, using the third person to talk about their partner.

Developing speaking p20

Asking and answering personal questions 1

Warmer

Give students a spelling test with the following ten words, which cover all 26 letters of the alphabet. In each case, say the complete word and then spell it out, letter by letter, e.g. *Brazil*, B – R – A – Z – I – L.

Words to test: *Brazil, wife, award, generous, Japan, question, Turkish, Mexico, clever, happy*

Check answers by choosing students to come up and write each word on the board, saying aloud the letters as they do so.

1a SPEAKING

- Extend the discussion by asking: *What can you see in the photo?* and eliciting the words *corridor* and *lockers*, and *Who are the people in the photo?* and eliciting that they are probably teacher and student.

1b 24

- Books closed. With less confident classes, as students listen and check their guesses in exercise 1a, they should also listen to see how many questions they hear (7). With more confident classes, ask students to note down the key words from each question, e.g. *name, surname, spell*, as they listen; then put them into pairs to try and reconstruct the questions. Students then look at the questions in exercise 2a.

Answer

at school

- 2a** Remind students that they can look back through the unit to help them complete the dialogue.

2b 24

Answers

1 My name's 2 My surname's 3 S-I-L-L-V-A 4 I'm
5 from Lisbon in Portugal 6 I've got 7 sports


2c SPEAKING

- If useful for your students, play the recording, pausing and repeating each question and answer for students to listen and repeat. Make sure students are pronouncing the contractions correctly.
- 3** After checking answers, brainstorm common hobbies to answer the question *What are your hobbies?*, e.g. *football, volleyball, video games, computers, basketball, reading*.

Answers

1 e 2 g 3 f 4 d 5 a 6 c 7 b

4a 24

-  **Exam tip** To answer the question in the Exam tip box: in speaking exams, the first questions are usually personal questions. One typical question is *Can you spell your name/surname?* To spell, students need to know the alphabet, so they should practise spelling their name, surname and other words they think they might be asked to spell.

- Remind students to use 'double' when possible, as, for example, *F – E – double R – E – I – R – A* will give the examiner a better impression than *F – E – R – R – E – I – R – A*.

Answers

a name b surname c How do d old e from
f brothers or sisters g hobbies

4b SPEAKING

- Before students do the task, point out the use of *brothers* or *sisters* in the question *Have you got any brothers or sisters?* Make sure students understand that in English they need to use both words when asking this question.

Practice makes perfect

5a–b SPEAKING

- For each role-play, make sure students read through the information carefully before they start. The 'teacher' should try and memorise the questions he/she needs to ask, and the 'student' should check how to say any letters they need and have problems with so that they can answer the question *How do you spell that?*

5c SPEAKING

Mixed ability

To make the activity more challenging, ask more confident pairs to introduce their partner to the class, rather than acting out their dialogue. They should use either the personal information from exercises 5a and 5b or real information they know about their partner. Remind students to use suitable phrases, e.g. *This is ..., I'd like you to meet ...*; and third person forms, e.g. *He/She is ..., He/She has got ...* to do this.

1 ALL ABOUT ME

Developing writing p21

Writing a personal profile

Warmer

Books closed. Write or project these jumbled questions on the board:

your / what's / name / ?

old / are / how / you / ?

you / are / from / where / ?

a big family / you / have / got / ?

your / are / what / hobbies / ?

Students put the words in order.

Answers

What's your name? How old are you? Where are you from? Have you got a big family? What are your hobbies?

1a If you used the Warmer, after students have read the personal profile, ask: *Does Gabriela answer all five questions?* (Yes, she does.)

- Check students understand the meaning of *collection* (a group of things).

1b Make sure students understand that they should complete the fact file with notes only, not full sentences.

Answers

Name: Gabriela **Surname:** Cruz **Age:** 12 **Nationality:** Mexican **Parents:** Juan and Sofia **Brothers/Sisters:** two brothers and one sister **Pets:** a/one dog **Hobbies:** music and films

2 Check students understand the meaning of *group related ideas* (put together things that are connected).

Answer

Yes, she does.

3 With more confident classes, after checking answers, tell students to divide the profile into paragraphs. Tell them to refer to Gabriela's personal profile in exercise 1a and organise the information in a similar way. (Paragraph 1: d, b; Paragraph 2: f, c, i, a, g, h, j (or c, i, f, a, g, h, j)); Paragraph 3: e)

Answers

1 d 2 b 3 f 4 c 5 i 6 a 7 g 8 h 9 j 10 e
OR 1 d 2 b 3 c 4 i 5 f 6 a 7 g 8 h 9 j 10 e

Fast finishers >>

Ask students to find all the subject pronouns and possessive adjectives in the personal profile in exercise 3 and note down who or what they are referring to, e.g. **a** I (Ben) 've got; **His** (Oliver) name; **we** (Ben and his family) call; **b** I (Ben) 'm from; etc.

4 Remind students they can look back at the subject pronouns on page 6 of the Student's Book to help them complete the sentences.

- When checking answers, make sure students remember that *he* is third person singular (people, male); *she* is third person singular (people, female); *it* is third person singular (things); and *they* is third person plural (people/things, male/female).

Answers

a My b I c I d My e My f Their g His h He
i Their j They

5 Remind students that, as in exercise 1b, they should complete the fact file with notes only, not full sentences.

Practice makes perfect

6a Before students do the task, ask them to look at Gabriela's personal profile in exercise 1a and ask: *Is this text type formal or informal?* Elicit that the use of contractions for *to be*, the verb *have got* and the phrase *I'm really into ...* all make the personal profile a good example of an informal text.

6b Read through the Writing checklist with the class before students check their own work. Make sure they understand each point and check the meaning of any words you think students may have problems with.

Test yourself p23**Grammar test**

1 **Answers**
a Are b am/'m not c Are d are e Is f isn't g is

2 **Answers**
1 have 2 have 3 haven't 4 Has Tom, has 5 Have Mary and Harry, haven't

3 **Answers**
1 His 2 My 3 Its 4 Our 5 Her, her

Vocabulary test

1 **Answers**
1 Argentina 2 Egypt 3 Germany 4 Japan 5 Brazil
6 Australia

2 **Answers**
1 Brazilian 2 British 3 American 4 Mexican 5 Chinese
6 Spanish 7 Turkish

3 **Answers**
1 uncle 2 grandmother 3 grandfather 4 sister 5 niece
6 aunt 7 son

Vocabulary in context p24

Using a range of lexis to talk about school subjects and everyday objects

Warmer

Books closed. Write *My school* in a circle in the centre of the board and brainstorm names for different rooms in a school, e.g. *gym, science lab, music room, art room, classrooms, library, office, staffroom, cafeteria, hall*, etc. With less confident classes, you could give the first letter(s) of some words and some simple clues, e.g. *You do exercise here. (gym); You do experiments here. (science lab)*.

1a SPEAKING 25

- Point out the use of brackets. Explain that *DT* and *PE* are usually referred to by their abbreviations rather than their full titles, *design and technology* and *physical education*.

1b 26

- After checking answers, ask students: *Which subjects have a capital letter?* (*DT, PE* and languages).

Answers

a science b French c drama d PE (physical education)
e history f art g computer science h DT (design and technology) i maths j music k geography l English

- 2a** Tell students to include their own language in the lists if they wish, e.g. *Portuguese, Spanish*, and highlight that people often study both *language* and *literature* in their own language. However, people don't usually do this when learning second languages.

2b SPEAKING

- Write *We both like _____*. *And we're both good at _____* on the board. As students complete the task, ask them to note down any subjects which are the same for them both. They then feed back to the class on these at the end.

3 SPEAKING 27

+ Extra activity

Look at the word boxes in exercises 1a and 3 with the class. Confirm which words have more than one syllable. Then play audio tracks 25 and 27 for students to underline the main stress in the words with two or more syllables. Tell them that recording word stress is important to help them remember how to say new words correctly.

Answers

computer science, DT (design and technology), drama, English, geography, history, music, PE (physical education), science; calculator, earphones, folder, glasses, laptop, marker pens, pencil case, trainers, water bottle

4a Answers

1 calculator 2 glasses 3 pencil case 4 phone 5 trainers

4b SPEAKING

Answers

1 a 2 c 3 b 4 c 5 b

Culture notes

Digital pocket calculators were first sold in Japan in 1970. These were more 'portable' than 'pocket' calculators: the first battery-powered calculator, the Sharp QT-8B, was nearly 25 cm long. The price was equally large – several thousand dollars in today's money.

Glasses were invented in northern Italy in the late 13th century in Venice, Florence or Pisa, the exact location is not clear. However, much of the later development of glasses was in northern Europe, particularly around Germany.

Wooden or metal **pencil cases** were first made in China in the mid-18th century. Boxes to hold writing instruments existed before this but were generally luxury items made from expensive materials.

The first **mobile phone**, the Motorola® DynaTAC 8000X, was sold in 1983. It weighed over a kilogram, took 10 hours to charge and had 30 minutes of talk time. The price in 1983 was \$3,995, over \$10,000 in today's money.

Trainers as we know them today, first appeared in the 1950s. This is when teenagers – inspired by James Dean in *Rebel Without a Cause* and other movie stars – started wearing them as a fashion statement. The first use of the word *trainer* appears to be in the 1960s.

5 28

- Before students do the task, make clear that they will hear four different conversations. Each conversation mentions one everyday object that the speaker has in their bag, but may contain more than one school subject.

Answers

2 folders – science, English, French 3 a laptop – geography
4 a phone – maths

Use it ... don't lose it!

6 SPEAKING

- Encourage students to extend the conversation by asking about other days of the week and contrasting what objects are in their bag depending on the subjects they have that day.

Reading p25

Reading for gist and specific information

Warmer

Write or project the following statements on the board:
At our school ...

... we haven't got textbooks.

... we've got laptops.

... the students are from different countries.

... the students are kind and friendly.

... the English teachers are very clever!

Put students into pairs to discuss if the statements are true or false for their school. Encourage them to change the false sentences to make them true, e.g. *We haven't got laptops, but we've got tablets.* With more confident classes, encourage students to try and make more statements about their school using the grammar and vocabulary from the course so far.

1 SPEAKING

- After checking answers, ask students if they know of any 'schools with a difference' in their country and what they know about them.
- 2 After checking the answer, make sure students understand that *Agora*, *THINK Global* and *Urban Academy Lab* are real schools.
- Check any words you think students may have problems with, not including the underlined words, e.g. *open areas* (*places with nothing in them, only empty space*), *meeting rooms* (*special spaces for groups of people to work together in*) and *catalogue* (*a list of things you can choose from*).

Answer

School uniforms

3



- **Exam tip** To answer the question in the Exam tip box: it is a good idea for students to read quickly because they just need to identify very specific information.
- Make sure students understand that, before they do a reading comprehension task like in exercise 3, they should read the text quickly (as they did in exercise 2) and then read the questions. They should then think carefully about the questions they are being asked before reading the text more thoroughly.
- Remind students that it is not necessary to understand everything in a reading text; they just need to answer the question(s).
- Before students do the task, make sure they understand that each answer can be more than one school.

Answers

- 1 A – *My project today ...; My classmate's project ...; B our teachers' projects ..., our own project*
- 2 A – *Many schools have got ... tests, but not mine*; C – *We have no tests*
- 3 A – *In the morning, I show the class my plan for the day and they show me theirs.*
- 4 B – *We live in four countries each year.*
- 5 B – *... and we give a presentation to local experts.*
- 6 A – *I also search for information on my ... phone.*
- 7 A – *I choose what I want to learn each day*; C – *We choose the classes we want to do from a course catalogue.*

Fast finishers

Ask students to look at the text again and see how many words from the Vocabulary in context section they can find in the text, e.g. *maths, laptop, phone, music.*

4 Answers

- build* – make a building or large structure by putting its parts together
- coaches* – someone who teaches a special skill
- guide* – help someone to do something by giving them advice at different stages
- travelling* – always moving from one place to another
- bring* – take something from one place to another
- presentation* – a formal talk in which you describe or explain something to a group of people
- change* – stop doing one thing and start doing something different
- assignments* – work that you must do as part of a course of study

6 Critical thinkers

Possible answer

In my opinion, all subjects are important but for different reasons! We all need to know about maths, geography, science and history. But I think art, drama and music are also important because we need to be creative. And computer science is useful because we use computers for all jobs now!

2 MY SCHOOL DAY

Grammar in context 1 p26

Using possessive 's and possessive pronouns; using regular and irregular plural nouns

Warmer

Books closed. Write the following three phrases on the board:

our teachers projects

other peoples families

Sander and Emmas schools

Tell students that all three phrases have the same type of mistake. Ask them to work in pairs and correct the mistakes. Check ideas as a class and write the correct answers on the board.

Answers

our teachers' projects; other people's families; Sander and Emma's schools

1 Answers

a 2 b 1 c 3

- 2 When checking answers, if students are unclear about the reference to 'singular nouns' in rule 1 in exercise 1, give them *My cat's name is Lucky.* as an example.

Answers

a 3 b 1 c 1 d 2

Language notes

We use the possessive 's when we want to show that something belongs to somebody or something. The number of objects is not important. The important thing for this structure is the possessor and not the possessed, e.g. *It's Jane's bag. They're Jane's bags.*

- 3 With less confident classes, when checking answers elicit which rule (1–3) from exercise 1 applies to each sentence. (1 – rule 1 [singular name]; 2 – rule 1 [singular noun]; 3 – rule 2; 4 – rule 2; 5 – rule 2)

Answers

2 sister's 3 brothers' 4 grandparents' 5 friends'

- 4 Before students do the task, use the example to make sure they understand that the sentences are in numerical order, i.e. for the pictures on the right not in order according to the people.

Answers

2 Eric's earphones 3 Alex's bag 4 Aline and Amy's books
5 Harry and Emma's trainers

5 SPEAKING

- Before students do the task, drill the pronunciation of *whose* /hu:z/ and point out that this is a question word to ask about possession.
- With less confident classes, model this activity first with some more confident students.

+ Extra activity

Ask ten students to give you one object each that they will not need for the next few minutes. Show each object to the class and say clearly, for example, *It's Sara's pencil case. They're Julio's marker pens.* Tell students not to write anything down, but to try and remember who gives you each object.

Tell students to forget about the objects, then, after exercise 8, return each item to its owner by asking: *Whose is it?/Whose are they?* and eliciting sentences from students and then confirmation. Students can use possessive 's, possessive pronouns and possessive adjectives to return each item to its owner, e.g.

T: [holds up red pen] *Whose is it?*

Ss: *It's João's pen.*

T: *Is it yours, João?*

J: *Yes, it is. It's my pen!/No, it isn't. My pen is blue. I think it's Sara's.*

- 6a Point out that the sentences are based on sentences from the reading on page 25 of the Student's Book.

Answers

a is b isn't

- 6b When checking answers, point out that the only possessive pronoun which is the same as the possessive adjective is *his*. All the other pronouns are formed by adding an -s, apart from *my* – *mine*.

Answers

1 mine 2 hers 3 theirs

Language notes

Students often confuse possessive pronouns and possessive adjectives.

Possessive adjectives come before the noun they modify to show possession, e.g. **My bag is heavy.**

Possessive pronouns often clarify who an item or an idea belongs to. In this case, the possessive pronoun is always placed at the end of a sentence, e.g. **The bag is mine.**

Point out that none of the possessive pronouns are spelled with an apostrophe.

7 Answers

2 ours 3 his 4 hers 5 yours 6 mine

- 8 If you set up the Extra activity after exercise 5, remember to complete the second part of the activity here and return the objects to their owners.

Answers

2 hers 3 mine 4 yours 5 his 6 Ours 7 theirs

9a **Answers**

1 men 2 women 3 children 4 people 5 boys 6 girls
7 friends 8 families 9 countries

9b After checking answers, drill the pronunciation of the irregular plurals: *man* /mæn/ – *men* /men/; *woman* /'wʊmən/ – *women* /'wɪmɪn/; *child* /tʃaɪld/ – *children* /'tʃɪldrən/; *person* /'pɜː(r)s(ə)n/ – *people* /'pi:p(ə)l/.

Answers

Regular: boys, countries, families, friends, girls
Irregular: children, men, people, women

Language notes

With regular plurals, we usually add -s, e.g. *bags*, *days*.

Nouns that end in -ch, -x, -s, -z or -s-like sounds require -es for the plural, e.g. *boxes*, *sandwiches*.

Nouns that end in a consonant + -y drop the -y and take -ies, e.g. *cities*, *countries*, *nationalities*.

Note that a lot of nouns that end in o take -es in the plural: *tomatoes*, *potatoes*.

There are many irregular plurals that you can point out to students as they come up: *feet*, *mice*, *teeth*, etc.

10 After checking answers, ask students if they've got a similar school tradition in their country and, if so, what it is called and when it happens.

Answers

a countries b parties c students d families

Use it ... don't lose it!

11 **SPEAKING**

- After students do the task, collate their ideas on the board and extend to a class discussion by asking: *Which of the traditions do you think are good? Why? Are there any you don't like? Why not?*

Vocabulary p27

Using a range of lexis to describe faces

Warmer

Books closed. Write on the board:

- _____ at the board.
- _____ to the dialogue.
- _____ to your partner.

Ask students what verbs complete the classroom expressions (Answers: *Look*, *Listen*, *Talk*). Then say *Look at the board.* and point to your eye. Ask students: *What is it?* and elicit/teach the word *eye*. Repeat with *Listen ...* (elicit/teach: *ear*) and *Talk ...* (elicit/teach: *mouth*).

1 **SPEAKING**

- After checking answers, if you wish to give students further practice, teach them *Touch your ...* Then give them instructions, e.g. *Touch your lips.*; *Touch your eyebrows.*; *Touch your ears.*; and check that each student touches the correct body part for each instruction.

Answers

a hair b nose c ear d eyebrows

Mixed ability

To make the activity more challenging, tell the more confident students to cover the box and name the parts of the face using suitable words. They can then look at the box and check their spelling.

Students repeat the process with exercise 2, trying to describe the faces before looking at the adjectives in the box. Tell them to note any new adjectives they didn't think of themselves.

2a **SPEAKING**

Possible answers

eyes: blue, brown, green
eyebrows: thick, thin
hair: blonde, brown, curly, dark, fair, grey, long, red, short, straight
lips: red, thick, thin
nose: long, straight
teeth: straight

2b **Answer**

Photo a

3 **SPEAKING**

- With less confident classes, put students into small groups to prepare a description of one of the people in exercise 1 together. They then regroup and share their descriptions. If students have prepared descriptions for the same person, they should compare to see if they have included the same information, or if there are differences.

Use it ... don't lose it!

4 **SPEAKING**

- Before students do the task, suggest they start their description with *It's a boy/girl.* and then make sure they use the correct subject pronoun (*He/She*) and the third person singular. Remind students that they may also need to use *It's* or *They're* to describe parts of the face if they have already mentioned them, as in the example in exercise 2b.

GREAT LEARNERS GREAT THINKERS p28

Thinking about different school systems

Warmer

Write on the board:

An awesome school is(n't) .../has(n't) got ...

Check the meaning of *awesome* (*very, very good* [often used by young people]) and elicit sentences from the class with their ideas for an awesome school, e.g. *... isn't big./... has got computers and tablets for all the students.*

1 SPEAKING

Possible answers

1 Name in Japanese: Nihon/Nippon; **Total people:** about 125 million; **Capital city:** Tokyo (about 14 million); **Money:** Yen; **Emperor:** Naruhito

2 VIDEO

- After checking answers, check the meaning of *shoe box* ([in this context] *a special box to put your shoes in*) and *packed lunches* (*a meal you make at home, put in a box and take to eat at school*), and make sure students understand these are called 'bentos' in Japan.
- If you used the Warmer, ask students: *Is the school in the video awesome? Why/Why not?*

Answers

Students should tick: 2, 3, 4, 5

3b Answers

- 1 True – *I am originally from Germany.*
- 2 False – She's a student for six months. *For six months, she went to high school in Japan.*
- 3 True – *I just loved riding my bicycle to school every single day.*
- 4 False – Students have got their own shoe box. *... everyone has their own shoe box ...*
- 5 False – She's in the first year. *Sophie was in the first year of high school.*
- 6 True – *In Japan, there is six years of primary school, or elementary school, ...*

- 4 When checking answers, be aware that whether the lessons are short or long (item 2) is subjective and may depend on how long lessons usually are in your students' school.

Answers

1 Finland 2 short 3 outside 4 between the lessons 5 No 6 No – *30 minutes of homework*

GREAT THINKERS



5 SPEAKING

- *The 4 Cs: Connections, Challenges, Concepts, Changes* thinking routine helps students structure a simple discussion. It encourages them to connect a video/recording/text to their own life; ask questions about it; identify key concepts from it; and consider how they might change as a result of it.
- Students work individually in steps 1–4 and then in small groups in step 5.
- If possible, share a copy of the video script with students. For this routine it is ideal if students can highlight text related to the *connections, challenges, concepts* and *changes* in different colours for reference in the final step.
- In the groupwork stage, students should all first share the *connections* they have made between the video and their lives; then share the *challenges*; then share the *concepts*; and finally the *changes*. If you feel your students need more support, write these prompts on the board for students to share their ideas from steps 1–4:
 - 1 *School life in Japan/Finland is similar/different to my school life because ...*
 - 2 *I think ... in the video/text is a good/bad idea because ...*
 - 3 *It's important to remember ... because ...*
 - 4 *I want to change ... because .../It's important for people to change ... because ...*

GREAT LEARNERS SEL



- Highlight how important it is for students to understand that people from different countries, and people from different schools in the same country, can have very different ideas and experiences. It is important to learn from other people and how they do things, and not only from teachers in a formal classroom situation.

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile on page 150 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often try to value diversity' and 5 means 'I always try to value diversity'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for valuing diversity more. Alternatively, ask students individually to think of ways to value diversity more.

Listening p30

Listening for specific information

Warmer

Write the following fact file about your students' school on the board and put students into pairs to complete it:

[Name of school]

Students are _____ to _____ years old.

School starts at _____ and finishes at _____.

School has got _____ classrooms.

Classes have got about _____ students.

Summer holiday is _____ weeks.

Check students' ideas as a class.

1 SPEAKING 

- Use the photo to check if students remember the meaning of *school uniform* (the set of clothes you wear for a specific school).

2  32

 **Culture notes**

Schools in the UK are divided into a total of thirteen years: *primary school* (six years) from 5 to 11 years old and *secondary school* (seven years) from 11 to 18.

Schools in the US are divided into a total of twelve grades: *elementary school* (five grades) from 6 to 11 years old; *middle school* (three grades) from 11 to 14 and *high school* (four grades) from 14 to 18.

Fast finishers >>

Ask students who complete the task in exercise 2 after listening only one time to listen carefully when you repeat the recording. The second time they should make notes about how the school in New York is similar or different to their school. After checking answers in exercise 3, ask students to tell the class the things they noted down, e.g. *The summer holiday at Sam's school is six weeks, but we have nine.*

3  32

Answers

- b 8.30 – Schools start at 8.30 am.
- c 30 – We are about thirty students.
- d six – We only have six weeks in the summer.
- e uniform – Liz: Who wears a uniform in the UK? Sam: Well, all students.
- f car – or they go by car.

4  **Critical thinkers**

- If you feel your students need more support, write these prompts on the board:
In my opinion, it's good to start school early/late because ...
I like the idea of starting early/late but I believe/feel/think a lot of students ...
At my school, we start early/late and I believe/feel/think this is good/bad because ...

Grammar in context 2 p30

Using question words; using *this, that, these, those*; using articles

Warmer

Books closed. Draw a question mark (?) on the board and ask students to think of as many question words as they can. If you wish, play the recording from the previous section again and ask students to listen out for the question words. Ask students to look at exercise 1a on page 30 of the Student's Book to see if they thought of all the same question words.

- 1a** You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.
- Point out that many of the questions (i.e. seven out of ten) are based on questions from the listening in the previous section.

1b **Answers**

- 2 where 3 why 4 who 5 how much, how many 6 how
- 7 which 8 when

- 2** Make sure students understand that they should make questions with *to be*. With more confident classes, after checking answers, ask students which question we could make with *have got* (4 *How many people have you got in your family?*).

Answers

- 2 What is your favourite subject at school?
- 3 What colour is your bag?
- 4 How many people are in your family?
- 5 What is your favourite hobby?
- 6 Where is your house?
- 7 Who is your favourite singer?

Use it ... don't lose it!

3 **SPEAKING** 

- With more confident classes, before students do the task, model and drill the questions in exercise 2 to show how *Wh-* questions usually end in a falling intonation.

2 MY SCHOOL DAY

4a Answers

1 d 2 c 3 a 4 b

4b After checking answers, give further examples using classroom objects, e.g. [holding up a ruler] *This is a ruler.*; [pointing to the board from a distance] *That is the board.*; [holding up some pens] *These are my pens.*; [pointing to posters on a far wall] *Those are posters.*

- Make sure students understand that in English there are no specific words to indicate 'the item(s) all the way over there', as there are in some other languages. We use *that/those* for any item which is not close to us, however far away it is.

Answers

1 this 2 that 3 these 4 those

5 Answers

2 these 3 This 4 that 5 these

+ Extra activity

Give students further practice with *this, that, these* and *those* by writing on the board:

What

What colour is this/that?/are these/those?

Whose

Model the activity first with some more confident students, eliciting answers with *It's ...* and *They're ...*; e.g. *It's a dictionary.*; *They're brown.*; *It's mine/Julia's.* Point out that the answers are with *It* and *They*. With more confident classes, explain that they can also answer with *This/That is ...* and *These/Those are ...* but that the word may change, e.g. **A:** [holding up a rubber] *What's this?* **B:** *That's a rubber.* Put students into pairs to practise asking about classroom objects.

6a When checking answers, make sure students understand that when we use *an* depends on the sound, not the spelling. Demonstrate this with *uniform*, e.g. *I wear a uniform for school.* We use *a* because *uniform* does not begin with a vowel sound (/ˈjuːnɪfɔː(r)m/), it begins with /j/. Another common example is *university* (/ˌjuːnɪˈvɜː(r)səti/).

Answers

1 b 2 d 3 e 4 a 5 c

6b When checking answers elicit which rule (a–e) from exercise 6a applies to each sentence. (1 e; 2 b; 3 c; 4 a; 5 d)

Answers

2 a 3 The 4 an 5 the

7 Note that if you read the text aloud for students to check their answers, students may notice that *the* is pronounced differently in item f. The normal pronunciation of *the* is /ðə/, but when the next word begins with a vowel, it is pronounced /ði/.

- Follow up by asking: *Is this a good school trip? Why/Why not?*

Answers

a a b The c the d the e The f the g the h a i an

Use it ... don't lose it!

8a Answers

1 the 2 -, - 3 a 4 the

8b SPEAKING

- Before students do the task, check the pronunciation of the questions and highlight the weak forms of the articles *a* /ə/ and *the* /ðə/.

Developing speaking p32

Describing people

Warmer

Draw a face on the board and draw different features to revise the vocabulary from *Describing faces* on page 27 of the Student's Book: *Parts of the face*: ears, eyes, eyebrows, hair, lips, mouth, nose, teeth; *Adjectives*: blonde, blue, brown, curly, dark, fair, green, grey, long, red, short, straight, thick, thin.

Then draw two stick figures, one much bigger than the other and use these to elicit: *big, small, tall* and *short*. Point out that *short* is the opposite of both *long* (e.g. for hair) and *tall* (for people).

In pairs, ask students to take turns to describe a simple face for their partner to draw.

1 SPEAKING

- When checking answers, ask students: *What is similar in the photos?* and elicit, for example, *They are at school.; They are girls and boys.* Then ask: *What is different in the photos?* and elicit, for example, *The students in a haven't got uniforms, but the students in b have.; The students in a are in class, but the students in b aren't.*

Possible answers

- a** 1 students 2 at school/university/in a science lab 3 about 18
4 happy 5 long hair 6 short hair
b 1 students 2 at school 3 about 16 4 happy 5 long hair
6 short hair

2a

- Before students do the task, make sure they understand that the conversation is not people in the photo talking; it is two people looking at and talking about the photo.

Answer

photo b

- 2b** Before students do the task, look at the gaps together and discuss what type of word or words could complete each gap, e.g. **b** a type of people (e.g. *classmates, friends*); **c** word(s) to describe hair (e.g. *long, short, straight* but *not* a colour because Matt asks about the colour in the next line); etc.

2c

- After checking answers, highlight the use of *light* in the dialogue. Explain that *light* and *dark* can be used with colours to make them 'less' and 'more' respectively. If possible, find examples of light and dark colours around the classroom to check students have understood the difference.

Answers

- b** friends **c** long, straight **d** Light brown **e** very long
f short, red **g** really

3

Answers

Students should tick all the expressions except the last one.

Language notes

Adjectives are words that describe the qualities of something. Some adjectives in English are gradable – meaning you can have different degrees or levels of that quality.

The adverbs (*not*) *very, really, a bit* and *quite* can all be used with gradable adjectives, e.g. *very hot, not very interested, really tall, a bit shy, quite cold*.

4 SPEAKING

- Tell students to be as specific as possible when describing the differences. This means using more than one adjective and/or words like (*not*) *very, really, a bit* and *quite*.

Practice makes perfect

5 SPEAKING

- Before students do the task, make sure they understand that they both have the same photo, but the people they are describing are different.

Mixed ability

To simplify the activity, put students into pairs or small groups, with Student As together and Student Bs together. They look together at the three people they have to describe in the photo (Student A, people a, d and f; Student B, people e, b and c) and prepare to describe them, using the Speaking bank to help them. Tell them not to write full sentences or a script, but to make notes. Then put students in new pairs with a Student A working with a Student B to complete the activity.

2 MY SCHOOL DAY

Developing writing p33

Writing an informal email

Warmer

Books closed. Play a quick game of *Shark!* with students. Draw short lines on the board to represent the phrase *international students*, as follows:

----- Students take turns to say a letter. If it is in *international students*, write the letter in all the places it appears and continue playing with the same student.

If the letter is not in *international students*, draw a stick figure (wrong guess 1). The turn then passes to a different student. Repeat the process. If the student guesses correctly, write in the letter; if not, draw a wooden platform under the stick figure (wrong guess 2). Repeat, drawing a series of waves (wrong guesses 3–6); follow this with a shark fin (wrong guess 7) and, finally, by 'throwing' the man into the water (wrong guess 8) if students don't guess correctly. If/When a student guesses the phrase, write in all the remaining letters.

Culture exchange



2 Answers

- 1 Students who move to a different country to study at school or university.
- 2 (Possible answer) Yes, because you can meet people from different countries, learn a language and learn about different cultures.

+ Extra activity

Check comprehension of the Culture exchange text by asking the following questions:

How many countries are in the text? (six: Canada, India, South Korea, France, Japan, Mexico [British Columbia, Ontario and Quebec are regions in Canada])

What percentage of international students in Canada are at secondary schools? And universities? (secondary schools: about 13.5%; universities: over 76%)

Where are many international students in Canada? (in towns and cities in British Columbia, Ontario and Quebec)

3a Make sure students understand the meaning of *exchange student/partner* (a student from a different country who comes to study in another student's school; the students usually then change and visit the other country later in the year or in the next year).

Answer

On Monday and Wednesday

3b Before students do the task, make sure they understand that the letters in this exercise do not match the paragraph letters (A–D) in the email. Explain that they will think about the paragraphs in more detail later.

Answers

a 2 b 1 c 3 d 4

3c Before students do the task, tell them they should use the information in Tom's email to answer in the first person, as in the example.

Answers

- 2 I'm from Toronto, in Canada.
- 3 My school is Garth Webb Secondary School.
- 4 It's got about 1,000 students.
- 5 My favourite subjects are maths and science.
- 6 I'm in the robotics club and I also do school broadcasting club.

4b After checking answers, ask students to look at the email in exercise 3a again and find all the contractions. Check as a class, and draw students' attention to the contractions with 's and elicit if each one is *is* or *has*. (*My name's* (= *is*), *He's* (= *is*), *It's quite* (= *is*), *It's got* (= *has*))

Answers

- 1 Hi Emily Anderson
- 2 I've got curly hair.
- 3 Write back soon and tell me about yourself.
- 4 Goodbye Write back soon/All the best/Best wishes

4c **Exam tip** To answer the question in the Exam tip box: paragraphs make your email clear for the reader.

- Make sure students understand that they need to use the same four-paragraph structure in their writing.
- Draw student's attention to the four paragraphs (A–D) in Tom's email in exercise 3a and elicit what information is contained in each: **A** *Introduction* (name, age, from); **B** *Me and my family*; (names, description); **C** *My school* (name, students, ages, times, subjects); **D** *after-school activities*.

Practice makes perfect

5 Before students write their email, check they understand that they are writing a reply to Tom, so their email will not start and finish in exactly the same way as the one in exercise 3a. Suggest they make reference to Tom's email at the start and teach them *Thanks for your email* to do this. Also point out that they don't need to finish with ... *and tell me all about yourself*. as Tom has already done this.

Test yourself p35

Grammar test

1 **Answers**
a my; b mine c sister's; d hers e sisters'; f theirs

2 **Answers**
1 countries; people 2 children; families 3 friends; men
4 women; girls

3 **Answers**
1 When 2 Why 3 Who 4 How 5 Where 6 What

4 **Answers**
1 a 2 the 3 - (no article) 4 That 5 those 6 an

Vocabulary test

1 **Answers**
1 music 2 art 3 computer science 4 science 5 geography
6 PE (physical education)

2 **Answers**
1 pencil/pen 2 calculator 3 earphones/phone 4 phone
5 water bottle 6 laptop

3 **Answers**
a long/brown/curly b brown/curly c eyes/eyebrows
d lips e thick f nose

Reading

2

Answer

The boys give information about everything except *their houses* and *their age*.

3

Answers

- 1 C – *My favourite subjects are ... English and maths.; My hobby is doing maths sums ...*
- 2 A – *My mum's tall with brown eyes and hair. I am tall and my eyes and hair are brown, too.*
- 3 B – *I've got a cat, Etta.*
- 4 C – *My family is Spanish but we live in Mexico.*
- 5 B – *... I like ... playing Australian football with my friends.*
- 6 B – *We are all quite tall with dark hair.*
- 7 A – *I spend a lot of time with him (= my granddad) because we like playing games on our smartphones together.*

Speaking

3

Answers

1 c 2 c 3 b

- If you wish, go to page 152 of the Student's Book to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 100 and 110, for more information and practice on this Key for Schools task.

1 SPEAKING

- Students work in groups of three to four.
- Nominate one student in each group to refer to the Culture exchange text while the others work with their books closed. Groups start their discussion by trying to remember what was in the text before thinking about what is similar in their country.

2 SPEAKING

- Students continue to work in their groups from exercise 1.
- After reading the *Research areas*, ask students to consider which ones are easier to find official data for (probably *population, number of families, number of children in a family*) and which they are more likely to find independent reports about (probably *possessions* and *pets*). Elicit that if students can find official data, one source will be enough for this project, but if they find independent reports, they should look for more than one to make sure the information is roughly the same.

3 Ask individuals to read out the tips and discuss them with the class.

- After reading the *Digital skills* section, ask students for the common URL endings used in their country and what these mean. Point out that *.edu*, *.ac.uk* and *.gov* (and their equivalents in the students' country) can generally be considered official sources of information. Many countries also have official statistics organisations. If possible, make sure you have the URLs for these, so that you can share them with students.
- In the *Collaboration* section, make sure students understand that the *Useful language* is phrases to help them work together and complete the task in English, not phrases that they should use in their finished project.

4 SPEAKING

- Outline a timeframe for the project, starting with the deadline for presenting it. Include key interim dates and make sure students are clear about which stages of the project they need to do at home and which they will have time to do in future classes.
- Point out that, when working on the project, as much discussion as possible should be in English, both in and out of class.

5 Explain that Presentation here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.



Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries, and encourage students to present their projects to each other.