

### Vocabulary

- **Greetings:** *Bye Hi How are you? See you Thanks Well*
- **Family:** *aunt, brother, cousin, grandfather, grandmother, husband, parents, sister, uncle*
- **Classroom instructions:** *Close the door Look at the board Listen to the CD Open your books Work in pairs Write your name*
- **In the home:** *bed, chair, desk, door, shower, sofa, table, tree, wardrobe, windows*

### Grammar

- *be*
- **Subject pronouns**
- *have got*
- **Possessives**
- **Imperatives**
- **Plurals**
- *a / an*
- *there is / there are*

### Language objectives

- To revise vocabulary related to greetings (page 4), family (page 5), classroom instructions (page 6), home (page 7)
- To revise subject pronouns (page 4), *have got* and possessives (page 5), imperatives and plurals (page 6), *a / an* and *there is / there are* (page 7)
- To practise giving classroom instructions (page 6)

### Skills objectives

- To listen to and understand students greeting each other (page 4)
- To ask how someone is (page 4)
- To read and understand a text about families (page 5)
- To talk about your family (page 5)
- To listen to a teacher giving classroom instructions (page 6)
- To give classroom instructions (page 6)
- To read and understand a blog about people's homes (page 7)
- To ask and answer questions about your house (page 7)

## Assessment criteria

- Students can use *be*, subject pronouns, *have got*, possessives, imperatives, plurals, *a / an*, *there is / there* correctly.
- Students can recognize and use greetings, classroom instructions, vocabulary for family and in the home correctly.
- Students can read and understand a text about families and a blog about people's homes.  
Students can listen to and understand students greeting each other and a teacher giving classroom instructions.

## Resources

- Teacher's i-book
- Student's Book CD 1

## Key competences



### Linguistic competence

Page 4, 5 and 6



### Mathematical competence and basic competences in Science and Technology



### Digital competence

Page 6



### Social and civic competence

Page 5



### Cultural awareness and expression

Page 7



### Competence in learning to learn

Page 4, 7



### Sense of initiative and entrepreneurship

# Starter



## LISTENING

- 1 Listen and match questions 1–3 with answers A–C.
- |                    |                       |
|--------------------|-----------------------|
| 1 How are you?     | A She's okay, thanks. |
| 2 And you?         | B I'm fine, thanks.   |
| 3 How is your mum? | C I'm okay, thanks.   |
- 2 Listen to the second conversation and complete the sentences.
- I'm not feeling very ...
  - I've got a ...
  - I'm very ..., thanks.
  - That's ...



## VOCABULARY

### Greetings

- 3 Complete the sentences and questions with the words from the box.

fine Hi How See thanks well you

- A: How is Max?  
B: He's fine, ...
  - A: Bye!  
B: ... you!
  - A: Hello, Nick.  
B: ..., Josh!
  - A: ... are you?  
B: I'm ..., thanks.
  - A: How are ..., Carlos?  
B: I'm not feeling very ...
- 4 Work in pairs. Decide what the missing expressions in the mini-dialogues are. Then practise the mini-dialogues.

1  I'm okay thanks.	2  He's fine, thanks.
3  How are you?	4  That's good.
5  See you soon!	6  How's your sister?

## GRAMMAR

### be | Subject pronouns



*I'm Amy. I'm not Eve.  
You're happy. Are you Polly?  
Jack's at school. Max isn't in my class.  
Is he the new teacher?  
We're students.  
Billy and Liam aren't from London.  
Subject pronouns  
I you he she it we they*

Grammar reference page 113

- 5 Complete the sentences with the correct form of *be*.

- The new boy in my class ... Spanish. ✓
- I ... from England. ✗
- Matt ... at school today. ✗
- We ... Brazilian. ✓
- ... your parents teachers?
- ... Lisa okay?

- 6 Rewrite the sentences with a subject pronoun.

- Josh is from Boston. *He's from Boston.*
- The weather is cold today.
- You and Freya are twelve.
- Mrs Jones is a teacher.
- Maya and Max are at the cinema.
- My best friend and I are happy.

- 7 Work in pairs. Take turns to choose a famous person. Don't tell your partner. Your partner asks you questions and you answer.

*Is she a pop star?*

*No, she isn't.*

4

**FAST FINISHERS** Write three sentences about yourself and three about your best friend.

## Key competences



The exercises will help students to review and integrate previously learned grammar and vocabulary. Assess understanding and usage using the exercises in the Workbook.




The vocabulary, grammar and communicative exercises help children to check what they know and what they need to practise, leading to effective self-management of learning. Check how much they have remembered.

Starter A, B, C and D are optional, self-contained lessons that revise basic language and give students an introduction to the methodology of the course. Choose which language, if any, you feel your students would benefit from revising, and cover those lessons only.


### Warmer

With books closed, write the following text message abbreviations on the board: HRU? (How are you?), Nd U? (And you?) CU (See you), CUL&R (See you later), RUOK? (Are you OK?), B4n (Bye for now), thx (Thanks), UR (You're/ You are), GR8 (Great), thnq (Thank you). Tell students they are common greetings and salutations. In pairs, ask students to try and work out what the abbreviations mean.

- 1  1.2 **Transcripts page 28** Tell students they are going to hear the two girls in the photo, Amy and Eve, having a short conversation. Get them to try and match the questions and answers before they listen.

#### Answers

1 B 2 C 3 A

- 2  1.3 **Transcripts page 28** Tell students they are now going to hear two boys called Chris and Jamie chatting. Get them to try and guess the endings of the sentences before they listen.

#### Answers

1 I'm not feeling very well.  
2 I've got a cold.  
3 I'm very well, thanks.  
4 That's good.

- 3 Get students to do this individually. After you have checked answers, put them into pairs to practise the exchanges. They can swap roles and repeat the exchanges.

#### Answers

1 thanks 2 See 3 Hi 4 How, fine 5 you, well

- 4 Encourage students to use the phrases in exercises 1, 2 and 3 to help them.  
After you have checked answers with the class, get students to practise in pairs. Monitor round the class, and help with stress and intonation. Check also that students are using contracted forms.

#### Suggested answers

1 How are you?  
2 How's your brother?  
3 I'm fine, thanks.  
4 I'm very well, thanks.  
5 Bye!  
6 She's fine, thanks.

- 5 Remind students to use contracted forms where possible. Point out that after a word ending in *s*, such as *class* in number 1, we use the full form.

#### Answers

1 is 2 'm not 3 's not 4 're 5 Are 6 Is

- 6 Remind students that there is only one form of subject pronoun for the 2<sup>nd</sup> person (you), and that it is the same for both plural and singular forms. Also, there is no polite form in English.

#### Answers

2 It's cold today.  
3 You're twelve.  
4 She's a teacher.  
5 They're at the cinema.  
6 We're happy.

- 7 Choose a famous person yourself first to model the activity. Get students to ask you questions with the verb *be* to find out who it is (*Is he / she a TV star? Is it a woman? Is she American? Is she old?*). As students are doing the activity themselves, monitor round the class and give help where necessary.

#### Answers

Students' own answers

### Extra activity

This activity practises the 1<sup>st</sup> and 2<sup>nd</sup> person forms of *be*. Write the names of famous people or TV characters on sticky post-it notes. Get students to sit in small groups. Then go round and stick a post-it note on everyone's forehead. Students have to guess the name on their forehead by asking *yes / no* questions, e.g. A: *Am I a man? Am I Spanish?* B: *No, you're not. / Yes, you are.* A *yes* answer earns them another question, a *no* answer means the person sitting next to them gets to ask a question.



## READING

- 1 Work in pairs. Write down all the words for family you know in English.

*brother, sister...*

- 2 Read the text. Match the ages to the people in Joe's family.

10 12 14 40 84 88

Today's topic is ...

# Families

**We've all got one and this week we want you to tell us all about your family!**

I'm Joe and I'm twelve years old. I've got one brother and one sister. My brother is fourteen and his name's Ben and my sister is ten and her name's Erin. My sister is very annoying! My mum and dad are Lucy and Mike. They're 40.



My grandmother Betty and grandfather Frank are my mum's parents. They're both 88 and they're Irish. They've got a house in Ireland. It's enormous and we go there in the summer. Bill is my dad's dad and he's 84. He's very funny.

My dad hasn't got any brothers or sisters but my mum's got a sister called Clara. Clara's husband is Mark. Clara's my aunt and Mark's my uncle. They've got three children. They're my cousins and their names are Alfie, Charlie and Katie.

- 3 **Decide if the sentences are true or false.**

- Erin is annoying.
- Granddad Bill is a very serious man.
- Betty and Frank are Irish.
- Lucy and Clara are sisters.
- Joe hasn't got any cousins.

## VOCABULARY Family

- 4 What can you remember about Joe's family? Write the correct family words for the members of his family. Check your answers in the text.

- |                      |                             |
|----------------------|-----------------------------|
| 1 Ben <i>brother</i> | 6 Bill                      |
| 2 Erin               | 7 Betty and Frank           |
| 3 Lucy               | 8 Clara                     |
| 4 Mike               | 9 Mark                      |
| 5 Lucy and Mike      | 10 Alfie, Charlie and Katie |

- 5 Work in pairs. Take turns to say the name of a member of your family. Your partner guesses who it is.

*Mimi.*

*She's your mum.*

## GRAMMAR

**have got / Possessives**



*I've got two brothers.  
I haven't got any cousins.  
Have you got any brothers or sisters?  
Lidia's got four sisters, but she hasn't got a brother.  
We use possessive adjectives and 's to show possession.  
my your his her its our their  
Jack's brother is funny.*

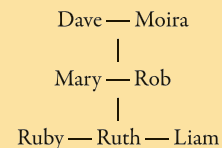
Grammar reference page 113

- 6 **Write sentences. Use the correct form of *have got*.**

- we / a computer **X** *We haven't got a computer.*
- you / mobile phone ?
- Harry / two cousins **✓**
- my parents / a car **X**
- Esther / a sister ?
- I / three brothers **✓**

- 7 **Look at the family tree and complete each sentence. Use a word from the box.**

Liam's my Rob's  
Ruth's their



- Dave and Moira are *Liam's* grandparents.
- Mary and Rob are Ruby, Liam and ... parents.
- Liam: 'Ruby and Ruth are ... sisters.'
- Liam is Ruby and Ruth's brother. He's ... brother.
- Dave is ... dad.

## Key competences



Reading texts help children to practise understanding and interpreting written material, developing the habit of reading widely. Ask questions to see how much they have understood.



Students engage with a topic relating to individuals and the family, demonstrating a sense of belonging in society. Ask students about their own families and reflect that different models are equally valid.

Starter A, B, C and D are optional, self-contained lessons that revise basic language and give students an introduction to the methodology of the course. Choose which language, if any, you feel your students would benefit from revising, and cover those lessons only.

### Warmer

Ask students: Have you got any brothers / sisters / cousins? How old are they? Get students to ask and answer these questions in pairs.

- 1 With stronger classes, you could introduce the prefix *step* and *great*, e.g. *step-father / mother / brother / sister / son / daughter* and *great uncle / aunt / niece / nephew / grandfather / grandmother*.

### Suggested answers

mother, father, aunt (auntie), uncle, nephew, niece, grandparents, grandfather (granddad), grandmother (grandma), daughter, son, parents

- 2  1.4 The text is available to listen to.

Check students know how to say the numbers in the box. Then, before they read the text, get them to look at the ages in the box, and guess which of Joe's relatives they refer to. They can then read the text and check their guesses.

### Answers

Joe – 12  
Ben – 14  
Erin – 10  
Lucy and Mike – 40  
Betty and Frank – 88  
Bill – 84

- 3 As you are checking answers, get students to correct the false sentences.

### Answers

1 True 2 False 3 True 4 True 5 False

### Extra activity

Ask students to write four more *True / False* sentences about the text. Tell them to swap their sentences with a partner, and say whether their partner's sentences are true or false.

### Warmer

Write two headings on the board in two columns, *Men* and *Women*. Get individual students to come up to the board and write the name of a family member in the correct column.

- 4 Students can do this activity in pairs. Get them to cover the text while they do it. They can check their answers in the text afterwards.

### Answers

2 sister 3 mother 4 father 5 parents 6 granddad / grandfather  
7 grandparents 8 aunt 9 uncle 10 cousins

- 5 Encourage students to confirm their partner's guesses by saying: *Yes, you're right. / No, you're wrong*. Remind them to use contracted forms.

### Answers

Students' own answers

- 6 Refer students to the grammar table and ask: *When do we use any?* (Before plural nouns in questions and negative sentences). Check students are using the contracted forms.

### Answers

2 Have you got a mobile phone?  
3 Harry's got two cousins.  
4 My parents haven't got a car.  
5 Has Esther got a sister?  
6 I've got three brothers.

- 7 Check that students are familiar with the idea of a family tree. Focus their attention on the family tree in the Student's Book and ask: *Who are the oldest people in the family tree?*

### Answers

2 Ruth's 3 my 4 their 5 Rob's

### Extra activity

Get students to draw their own family tree like the one in exercise 7. Tell them to swap their family trees with a partner, then take turns to tell the class something about their partner's family using the information in the family tree, e.g. *Elena's mum is Rosa. Elena's got one brother*.

# Starter

## LISTENING

- 1 Look at the picture. What objects can you name?  
*table, pencil...*
- 2 Copy the words. Then listen and tick the words you hear.

bag book class computer desk door  
mobile phone notebook window

- 3 Choose the correct words. Then listen again and check.

- 1 The students are in **class 7 / year 7**.
- 2 Harry **closes / opens** the door.
- 3 Lily moves to a different **desk / class**.
- 4 The students open their books at page **5 / 25**.
- 5 The students write in their **books / notebooks**.

## VOCABULARY Classroom instructions

- 4 Match the instructions with the pictures.

Close the door. Look at the board. Listen to the CD.  
Open your book. Work in pairs. Write your name.



- 5 Work in small groups. Take turns to give classroom instructions to the others.

Look at the window.

Open your dictionary.



## GRAMMAR

### Imperatives | Plurals



Write in your notebooks. **Don't write** in your books.

Close the door, please. **Don't close** the window!

Plurals

book – books

class – classes

family – families

Irregular plurals

child – children

person – people

man – men

woman – women

Grammar reference page 113

- 6 Complete the sentences with the verbs in the box. Use the affirmative or negative imperative forms.

do eat open send stand wear

- 1 ... your homework now!
- 2 ... there. I can't see.
- 3 ... the window, please. It's very hot in here.
- 4 ... your trainers in the house. They're dirty.
- 5 ... me a text later.
- 6 ... in the classroom! It isn't lunchtime.

- 7 Work in small groups. Take turns to give instructions. Use the verbs below.

ask leave listen look move speak

- 8 Write the plural for the nouns.

1 desk

4 sandwich

7 woman

2 box

5 brother

8 bus

3 diary

6 child

9 person

6

## Key competences



Small group work encourages students to speak and cooperate more, and to practise social interaction in a safe environment in a variety of communicative situations. Monitor the activity without interrupting.



Students use the digital components (Visual grammar) for additional practice of grammar exercises. If possible, get the students to manipulate the Visual grammar presentation in front of you.

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### Warmer

To revise classroom vocabulary, get students to play *I spy*. Say: *I spy with my little eye something beginning with c*. Students guess what it is by asking questions with *Is it...?*, e.g. *Is it a coat? Is it a chair?*

- 1 Ask students: *Who is in the picture?* (a teacher and four students). Ask: *Where are they?* (in the classroom).

### Suggested answers


desk, book, poster, window, paper, pen, notebook, whiteboard, a watch, glasses

- 2  1.5 **Transcripts page 28** With a stronger class, instead of students copying the words, get them to close their books, then dictate them. Ask them to check the spellings against the Student's book.

Check that students know the following expressions: *Don't shout. Be quiet. Put your hands up. Pay attention.*

### Answers

door, desk, book, notebook, class, window.

- 3  1.5 **Transcripts page 28** After checking answers, you could photocopy the audioscript and ask students to underline all the classroom instructions. Tell them there are 17 in total, and that 4 of them are negative instructions containing the word *don't*. Give them a time limit and see how many they can find within the time.

Highlight the use of the preposition *at* in sentence 4. Point out that we don't say *The grammar section is at page 6*. Instead, we say *The grammar section is on page 6*.

### Answers

1 class 2 closes 3 desk 4 25 5 notebooks

- 4 Before students do the matching activity, model pronunciation of the instructions, and get students to repeat them. After checking answers with the class, elicit more classroom instructions that students know. Ask them if they remember any from the listening in exercise 2.

### Answers

- 1 Open your book.
- 2 Write your name.
- 3 Look at the board.
- 4 Close the door.
- 5 Listen to the CD.
- 6 Work in pairs

- 5 Monitor round the class helping students with pronunciation and stress where necessary.

### Answers

Students' own answers

### Teaching tip

It's a good idea to display the classroom language on the classroom walls to encourage students to use English as much as possible during the lesson. Get students to make posters with speech bubbles containing the instructions, and display them around the classroom.

### Warmer

Play *Simon Says* to practise classroom instructions. Explain the game to students. You call out instructions, e.g. *Simon says Stand up. Simon says open your book. Write your name*. Students do what you say, but only if the instruction is preceded by *Simon Says*. Otherwise they do nothing. If they get it wrong they are out of the game and have to sit down. If students enjoy the game, play again, getting one of the students to call out the instructions.

- 6 To make this more challenging, you could cover up the words in the box.

### Answers

1 Do 2 Don't stand 3 Open 4 Don't wear 5 Send 6 Don't eat

- 7 You could turn this activity into a game. Write the verbs in the box onto small cards. Put students into groups of 4 or 5. Give each group a set of around 12 cards, making sure they have all the verbs. Students turn the cards face down in a pile, and take it in turns to pick up a card. They look at the card and give an instruction using the verb on the card. If they get it right, they keep the card, if not they put it at the bottom of the pile. The student with the most cards at the end wins.

### Answers

Students' own answers

- 8 When students have finished, model and drill pronunciation of the plurals. Highlight the different pronunciation of the *s* sound at the end of the words: /s/, /ɪz/ or /z/. You could get students to list the nouns in one of the three pronunciation groups. Note the irregular plural form of *person*.

### Answers

1 desks 2 boxes 3 diaries 4 sandwiches 5 brothers  
6 children 7 women 8 buses 9 people

### Extra activity

Get students to put the plural nouns in exercise 8 into four groups: *s*, *es*, *ies* and *irregular plurals*. Give them two minutes to add as many other plural nouns as they can to the lists.



## READING

1 Answer the questions with a partner.

- 1 Have you got a TV in your bedroom?
- 2 Have you got any pets?

2 Read the text. Answer the questions.

- 1 What is Annie's dog called?
- 2 How old is Annie?
- 3 How many rooms has Simran's flat got?
- 4 How old is Simran?

**What's your house like? Is it big or small? Is there a TV in your bedroom? We want to know NOW!**

My house is very big. There are four bedrooms. I haven't got any brothers or sisters so I've got my own bedroom. There are two windows in my bedroom and it's very big. There's a bed, a desk, an armchair and a wardrobe. There isn't a TV in my bedroom ☹️ There's a beautiful tree in the garden. I've got a pet dog called Milo. Annie, 12

I live in a small flat. There are four rooms: two bedrooms, a kitchen and a bathroom. There isn't a living room. There are two beds in my bedroom (my bed and my sister's bed), a small wardrobe and a TV. In the kitchen, there's a big table and four chairs. There isn't a garden and there aren't any trees. I don't mind. There's a park near my flat. Simran, 11



3 Write Annie or Simran for each sentence.

- 1 This person's house is big.
- 2 This person hasn't got a desk in their bedroom.
- 3 This person has got a desk in their bedroom.
- 4 This person hasn't got a TV in their bedroom.
- 5 This person hasn't got a garden.
- 6 This person lives near a park.

## VOCABULARY In the home

4 Match the words below with the pictures.

bed chair desk door shower sofa  
table tree wardrobe window



5 Look at the rooms and places below. Write objects which you normally find in each place or room. Use the objects in exercise 4 and your own ideas.

living room bedroom garden  
sofa bathroom kitchen

## GRAMMAR a / an | there is / there are



*a bed an armchair*

**There's a bed. There isn't a garden.**

**There are four rooms. There aren't any trees.**

**Is there a garden? No, there isn't.**

**Are there two windows? Yes, there are.**

Grammar reference page 113

6 Complete the sentences with *a* or *an*.

- 1 I want ... apple.
- 2 Have you got ... pen?
- 3 I'm hungry. Let's have ... sandwich.
- 4 What's this? It's ... umbrella.

7 Write true sentences about your house. Use the words below and *there is / isn't* and *there are / aren't*.

- |                  |               |
|------------------|---------------|
| 1 three bedrooms | 5 car         |
| 2 TV             | 6 an armchair |
| 3 desk           | 7 garden      |
| 4 five chairs    | 8 six windows |

8 Work in pairs. Ask and answer questions about the things in exercises 4 and 5.

*Are there three bedrooms in your house?*

*Yes, there are.*

**FAST FINISHERS** Draw a plan of your bedroom and write the things in it.

7

## Key competences



People's homes come in wide range of different forms. Variations reflect differences in style and culture around the world, which we can all appreciate and enjoy. Ask students questions about their homes.



Matching activities help students to develop abstract thinking strategies, such as analysing, observing, linking information, forming ideas about visual clues, etc. Check that students match vocabulary and pictures correctly.



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### Warmer

Ask students to draw a floor plan of their flat or each storey in their house, and draw a couple of items of furniture in each room. They shouldn't label the rooms. In pairs, get students to swap plans. Get them to ask and answer questions: *Is this the living room? Yes, it is. / No, it isn't.* Get students to label their partner's plan with the names of the rooms.

- 1 When students have finished, suggest that they swap partners and ask their new partner the questions.

#### Answers

Students' own answers

- 2  1.6 The text is available to listen to. Before they read, ask students to look at the pictures. Ask: *What type of homes are these? (a flat and a house). Which one would you prefer to live in?*

#### Answers

1 Milo 2 Twelve 3 Four 4 Eleven

- 3 Get students to underline the key words in the sentences (*big, desk, TV, garden, park*) to help them find the relevant information in the text more quickly.

#### Answers

1 Annie 2 Simran 3 Annie 4 Annie 5 Simran 6 Simran

- 4 Before students do the matching activity, model pronunciation of the words and get students to repeat them.

#### Answers

1 door 2 shower 3 desk 4 tree 5 chair 6 window  
7 sofa 8 bed 9 wardrobe 10 table

- 5 You could do this as a class activity. Write the five categories on the board and get students to stand up. Ask individual students to give you a word for one of the categories. When they have given you a word, they can sit down.

#### Suggested answers

**Living room:** door, chair, sofa, windows, TV, carpet, pictures, cushions

**Bedroom:** door, chair, window, bed, wardrobe, chest of drawers, bedside table, lamp

**Garden:** shed, tree, table and chairs

**Bathroom:** door, windows, shower, bath, towels, mirror, toilet

**Kitchen:** door, window, fridge, cooker, microwave, sink, freezer, washing machine, dishwasher

#### Extra activity

Ask students to discuss in pairs: *What have you got in your bedroom / living room / bathroom?*

- 6 Ask students to look at the grammar table. Ask them when we use *an* (when the following noun begins with a vowel).

#### Answers

1 an 2 a 3 a 4 an

- 7 Remind students that they need to use *any* before plural nouns in negative sentences.

#### Answers

Students' own answers

- 8 Tell students they should ask questions with *there is / there are*. Before they begin, elicit a few examples of other questions they could ask, e.g. *Is there a tree in your garden? Is there a shower in your bathroom?* Allow students to write down the questions first if they need to.

#### Answers

Students' own answers

### 1.2 Student's Book page 4, exercise 1

A = Amy, E = Eve

- A Hi, Eve.  
 E Hello Amy. How are you?  
 A I'm fine, thanks. And you?  
 E I'm okay, thanks.  
 A How is your mum?  
 E She's okay, thanks.  
 A That's good. See you soon.  
 E Yes. Bye, Amy.  
 A Bye!

### 1.3 Student's Book page 4, exercise 2

C = Chris, J = Jamie

- C Jamie?  
 J Oh, hey Chris!  
 C Hey!  
 J How are you?  
 C I'm not feeling very well.  
 J Really?  
 C Yeah, I've got a cold.  
 J Oh. I hope you feel better soon!  
 C Thanks. How are you?  
 J Oh, I'm very well, thanks.  
 C That's good.

### 1.5 Student's Book page 6, exercises 2–3

MW = Mrs White, S = Students, O = Olivia, H = Harry,  
 L = Lily, B = Becky, R = Robbie

- MW Good morning, class 7.  
 S Good morning, Mrs White.  
 MW Okay. Harry, close the door, please. Thank you. Right, Sit down please.  
 MW Lily, please don't sit there. Move to this desk.  
 MW Thank you. Now open your books at page 25, please.  
 O Page 5?  
 MW No, page 25, Olivia. Okay. Do exercises 1, 2 and 3, please.  
 H All of them?  
 MW Yes, all of them.  
 MW And remember, don't write in your books. Write in your notebooks.  
 MW Class 7. Be quiet!  
 MW Okay. Stop working, please. Swap books with your partner. Now, what's the answer to question 1?  
 L Red!  
 MW Don't shout. Put your hands up. Yes, Becky.  
 B It's red.  
 MW That's correct. Thank you. Excuse me, Robbie. Pay attention. Don't look out of the window!  
 R Yes, miss.  
 MW Okay. Now work in pairs and check the rest of the answers...

### Workbook page 4

- 1 1 e 2 c 3 a 4 b 5 d  
 2 1 A: Hi, Andrea.  
 B: Hello, Scott.  
 2 A: Bye, Clara!  
 B: See you, Dani!  
 3 A: How are you, Luka?  
 B: I'm not feeling very well.  
 4 A: How is your mum?  
 B: She's OK, thanks  
 3 1 Hi  
 2 How  
 3 thanks 4 you  
 5 fine  
 6 That's  
 7 Bye  
 8 soon  
 4 1 Alice isn't 13 years old. She is 12 years old.  
 2 She isn't from Liverpool. She is from Brighton.  
 3 Her best friends aren't Eve and Polly. They are Molly and Beth.  
 4 Her school is Greenwood High. It isn't Greendale High.  
 5 She is in Class 10. She isn't in Class 7.  
 6 Alice's favourite teacher isn't Mrs Williams. It is Mr Samuels.  
 5 1 Are you happy?  
 2 Is your mum OK?  
 3 How are you?  
 4 Are you at school now?  
 5 Is your best friend in your class?  
 Students' own answers  
 6 1 We  
 2 She  
 3 They  
 4 We  
 5 You  
 6 He  
 7 It  
 7 1 Hi 2 I'm 3 I'm 4 aren't 5 They're 6 is 7 she's 8 are  
 9 We're 10 Are you

### Workbook page 5

- 1 1 aunt 2 brother 3 cousin 4 dad 5 grandfather  
 6 grandmother 7 husband 8 mum 9 sister 10 uncle  
 2 1 brother 2 sister 3 mum 4 dad 5 grandmother  
 6 grandfather 7 husband 8 aunt 9 uncle 10 cousin  
 3 1 haven't got  
 2 Have ... got  
 3 've got  
 4 Has ... got  
 5 hasn't got  
 4 1 Has Lisa got a brother? No, she hasn't. She's got a sister.  
 2 Have Dan and Sam got a sister? Yes, they have.  
 3 Has Jenny got a mobile phone? Yes, she has.  
 4 Have Mark and Tom got a computer? No, they haven't



<b>5</b>	<b>Possessive adjectives</b>
1	my
2	your
3	his
4	her
5	its
6	our
7	their

- 6** 1 your  
2 my, Her  
3 Their  
4 our  
5 his  
6 its
- 7** 1 John and Alison are Ben's parents. [P]  
2 Teresa's got four sisters. [H]  
3 My grandfather's 90 years old. [I]  
4 Your English teacher's got a dictionary. [H]  
5 My brother's name's Harry. [P and I]
- 8** 1 dad 2 mum 3 I've got 4 sisters 5 Their 6 's got  
7 aunts 8 grandfather 9 dad's 10 grandmother  
The person is Bart Simpson.

### Workbook page 6

- 1** 1 Work  
2 Look at  
3 Listen to  
4 Open  
5 Close  
6 Write
- 2** 1 Open  
2 sit  
3 Close  
4 look at  
5 Move  
6 work
- 3** 1 Don't talk.  
2 Sit down.  
3 Listen to the CD.  
4 Work in groups.  
5 Don't write in your book.  
6 Don't eat in class.
- 4** 1 Close the door.  
2 Listen to the teacher.  
3 Don't be late for class.  
4 Don't send text messages in class.  
5 Don't talk to other students in an exam.
- 5** -s: desks, brothers, books  
-es: classes, sandwiches, buses  
-ies: diaries, families, activities  
Irregular: children, women, people
- 6** 1 students  
2 diaries  
3 woman  
4 classes  
5 activities

- 7** 1 Do  
2 notebook  
3 Use  
4 pen  
5 pencil  
6 Open  
7 sandwiches  
8 Don't eat

### Workbook page 7

- 1** 1 window 2 sofa 3 chair 4 desk 5 shower 6 door  
7 bed 8 table  
Hidden word: wardrobe
- 2** 1 kitchen 2 bedroom 3 living room 4 bathroom 5 garden
- 3** 1 Have your parents got a car?  
2 Is there a sofa in the kitchen?  
3 Oh no! I haven't got an umbrella.  
4 I've got an apple and a sandwich for lunch.  
5 There's a desk and an armchair in the living room!  
6 Tim's got an aunt and a cousin in Australia.
- 4** 1 a  
2 a  
3 an  
4 a  
5 an  
6 an
- 5** 1 are  
2 are  
3 are  
4 is  
5 is  
6 are  
7 is
- 6** 1 Is there  
2 there is  
3 Are there  
4 there aren't  
5 There's  
6 there are
- 7** 1 is 2 shower 3 isn't 4 table 5 are 6 garden 7 aren't  
8 Is there 9 There's 10 armchair

## Vocabulary

- **Likes & dislikes:** *be able to stand, be into, be keen on, enjoy, fantastic, favourite, hate, horrible, like, love*
- **Free time activities:** *go bowling / shopping / skateboarding / swimming, go for a bike ride / a run / a swim / a walk, have a barbecue / a party / a picnic / a sleepover, play basketball / computer games / football / a musical instrument*
- **Adjectives**
- **-ing forms**
- **Face 2 Face:** *Your turn / I agree / Go ahead*

## Grammar

- Present simple affirmative & negative
- Present simple questions

## Pronunciation

- Third person -s
- *do* and *does*

## Recycled language

- Content Starter Unit

## Language objectives

- To learn vocabulary related to likes and dislikes (page 9) and free time activities (page 13)
- To revise present simple & affirmative (page 10) and present simple questions (page 14)
- To practise using punctuation (page 17)

## Skills objectives

- To read and understand a message board about music (page 8)
- To discuss likes and dislikes (page 9)
- To listen to and understand a dialogue about TV programmes (page 11)
- To discuss favourite TV programmes (page 11)
- To read a questionnaire about teenagers and their free time (page 12)
- To practise saying *hello* and *goodbye*, introducing people and asking how people are (page 16)
- To write a personal profile (page 17)

## Assessment criteria

- Students can use the present simple affirmative, negative and questions
- Students can use vocabulary for likes and dislikes and free time activities
- Students can pronounce third person -s and *do* and *does*
- Students can read a message board about music and a questionnaire about teenagers' free time
- Students can listen to and understand a dialogue about TV programmes
- Students can find out about people's likes and dislikes
- Students can greet people and introduce people
- Students can write a personal profile

## Resources

- **Teacher's i-book**
- **Student's Book CD 1**
- **Teacher's Resource Book:**
  - Vocabulary Support Worksheet Unit 1, page 12
  - Vocabulary Consolidation Worksheet Unit 1, page 13
  - Grammar Support Worksheet Unit 1, page 36
  - Grammar Consolidation Worksheet Unit 1, page 37
  - Speaking Worksheet Unit 1, page 60
  - Test Consolidation Unit 1, page 82
  - Test Extension Unit 1, page 86
  - Speaking Test Unit 1, page 217

## Key competences



### Linguistic competence

Page 9, 10, 11, 14, 16, 17



### Mathematical competence and basic competences in Science and Technology

Page 12



### Digital competence

Page 12



### Social and civic competence

Page 9, 10, 11, 13, 16



### Cultural awareness and expression

Page 8, 11, 12, 14



### Competence in learning to learn

Page 8, 9, 13, 15



### Sense of initiative and entrepreneurship


Page 10, 13, 15, 17

For a detailed description of the Key competences and how they support students' learning, go to page 15.

## Go Digital!

### Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

#### Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 8 and 12

#### Listening

The **IWB Listening activities** are designed to help students explore the listening dialogues in greater depth.

- Listening extra, page 11

#### Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 17



**More practice** provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 10 and 14
- Vocabulary, pages 9 and 13
- Pronunciation, pages 10 and 14



**Grammar presentation** provides a step-by-step visual grammar presentation with a focus on form and use.

- Grammar, pages 10 and 14

#### The High Achievers game: Mystery World Tour

Remind students to complete the games for the unit at home. If they achieve 80% or more correct answers throughout the unit, they will be given a question about a famous World landmark. If they answer correctly, they will receive the first clue out of nine to solve the final challenge.

# 1 Free time

**Grammar** Present simple affirmative & negative  
Present simple questions  
**Vocabulary** Likes & dislikes | Free time activities  
**Challenge** Find out about people's likes and dislikes  
**Interaction** Greetings & introductions  
**Writing** A personal profile

## READING

1 Write down the names of some songs, singers or groups you know in English.

2 Work with a partner and discuss these questions.

- Are any of your answers the same?
- Are any of your songs, singers or groups very famous?
- Are they your favourite songs, singers or groups?
- Can you sing any of the songs?

3 Read the message board and find each person's favourite singer or group.

*Adriano's favourite groups are ...*



**Today's message board topic:** What's your favourite music? And your favourite way to listen?

I'm into rock music. My favourite groups are Mayday Parade and Red Hot Chili Peppers. They're both famous American bands. I listen to music all the time when I'm at home and when I walk to school. I don't listen to it when I'm in lessons, of course! I download a lot of music, but I've got a record player and a collection of vinyl records, too. They're old-fashioned, but they're cool. I like the ones in bright colours best! **Adriano**



I usually wear my headphones and listen to tracks on my mobile. I've got new green headphones. They're big, but they aren't expensive. My sister loves One Direction and she goes to a lot of their concerts, but I don't like them. She likes pop music and I prefer hip hop. The Black Eyed Peas are really good, but Brazilian hip hop is the best. **Jessica**



I enjoy dance music and I love breakdancing. I'm not very good, but it's fun. I use online music sites and I watch a lot of music videos on my phone. I copy dance moves from friends or from videos. I practise in my room and I want to be in a video one day. My favourite track ever is *Happy* by Pharrell Williams. I think the music video is great. It's a really happy song and I always dance when I hear it! **Kolya**



8

## Key competences



People can use music to express themselves. Music can also serve as a catalyst for new ideas. Ensure that all opinions about music are respected.



Discussing questions before reading helps students to make links between their own experiences and new content, uncovering what they really know about a topic. Check the answers to the questions in exercise 2.

### Warmer

Play short extracts of songs from different music genres, e.g. rap, indie, rock, hip hop, pop, dance music. Ask students to write down what each type of music is called. Ask them to discuss their favourite types of music in pairs. Ask: *Why do you like it? How does it make you feel?*

- 1 Ask students to write down the names of five singers, five groups and five songs. Elicit some example answers from the class.


**Answers** Students' own answers

- 2 Put students in pairs to discuss. If any students are keen to sing, they could sing a line from one of the songs they have written down, and see if their partner can guess what it is.

**Answers** Students' own answers

### Teaching tip

When students are doing pairwork activities, get them to swap partners and repeat the activity to maximise student interaction, and so they hear different opinions.

- 3  1.7 The text is available to listen to. Pre-teach the following words and phrases: *I'm into...* (I like), *tracks* (songs), *moves* (actions, movements) and *vinyl* (records).

### Answers

Adriano's favourite groups are Mayday Parade and Red Hot Chili Peppers.  
Jessica's favourite group is the Black Eyed Peas.  
Kolya's favourite singer is Pharrell Williams.

## Go Digital!

i-book 



### Hot spots: *track, breakdancing*

Use the hot spots to highlight potentially difficult words or cultural information before the reading activities.

- Touch the Reading text to access the hot spots.

### Extra activity: highlight words

This activity can be done as a whole class activity.

- Touch  to open the extra activity.
- Ask students to choose two colours to highlight words in the text.
- Ask for volunteers to come up to the board to highlight 4 types of music in one colour.
- Ask for more volunteers to highlight 6 things you can use to listen to music in another colour.
- Use  to show the solution for this exercise.

**Suggested use:** before exercise 5, page 9

## VOCABULARY

## Likes & dislikes

- 4 Read the message board again and decide if the sentences are true or false.

- 1 Adriano loves rock music.
- 2 He doesn't like old-fashioned things.
- 3 Jessica has got a phone.
- 4 She likes the same music as her sister.
- 5 Kolya listens to music on a computer or laptop.
- 6 His favourite song hasn't got a music video.

- 5 Read the sentences and find the person.

- 1 This person talks about a family member.
- 2 This person knows what they want in the future.
- 3 This person likes American bands.
- 4 This person talks about friends.

- 6 Read *Word Zone*. Then find opposite adjectives 1–6 in the message board.

**WORD ZONE**

**Adjectives**

Adjectives describe things. In English, they never have a plural form.

*new red headphones*

NOT ~~news reds headphones~~

sad	<sup>1</sup> <i>happy</i>	small	<sup>4</sup> ...
awful	<sup>2</sup> ...	modern	<sup>5</sup> ...
uncool	<sup>3</sup> ...	cheap	<sup>6</sup> ...

- 7 Copy the table. Then listen to Lorena and tick the sentences she says.

	Lorena	You
I use online music sites.		
I watch a lot of videos on my phone.		
I like hip hop music.		
I listen to tracks on my mobile.		
I've got small earphones.		

- 8 Now tick the sentences that are true for you. Compare your answers with a partner and report back to the class.

*Luke uses online music sites.*

*We both watch videos on our phones.*

- 9 Read the speech bubbles. Then listen and match comments 1–5 with replies A–E.

1 I **love** this website.

A I think it's **horrible**.

2 I **enjoy** dancing.

B Me too. I **like** all the funny videos.

3 I'm not **keen on** this programme.

C It's my **favourite**.

4 I **can't stand** romantic movies.

D Same for me, but I'm not **into** this band.

5 This song's **fantastic**.

E I **hate** them too.

- 10 Look at the **red** expressions in exercise 9. Decide if they describe *likes* or *dislikes*. Which are the strongest?

- 11 Write some sentences about things that you like and don't like. Use the ideas below.

*I'm really keen on basketball.*

films actors sports sports people bands

TV programmes games websites singers

- 12 In pairs, discuss your ideas.

*I think Chelsea are fantastic.*

*Yes, I like them too.*

**FAST FINISHERS** Write a short comment about your favourite music for the message board.



9

## Key competences



The exercises help students to learn and apply strategies to remember, increase and consolidate their vocabulary. Ask students to write down the phrases from exercise 9 in a notebook, and check their work.



The pairwork discussion helps students to understand and practise appropriate codes of conduct and manners, such as respecting other people's ideas. Monitor students as they do the task.



Students develop their learning strategies by categorizing vocabulary in a table. Check that they can work independently to develop their own learning styles.



- 4 Get students to do this individually. Check answers with the class. Get students to explain why the false answers are wrong.

**Answers**

- 1 True
- 2 False (He likes old-fashioned records because he thinks they are cool.)
- 3 True
- 4 False (She doesn't like the same music.)
- 5 True
- 6 False (His favourite song has a music video.)

- 5 Get students to compare their answers in pairs.

**Answers**

- 1 Jessica 2 Kolya 3 Adriano 4 Kolya

- 6 Elicit the opposites before students check in the text. Elicit other examples of adjectives which have the prefix *un-*, e.g. *unhappy, untidy, uncertain, unclear*.

**Answers**

- 1 happy 2 great 3 cool 4 big 5 old-fashioned 6 expensive

**Extra activity**

Ask students to write six of their own sentences containing the adjectives in exercise 6.

- 7 1.8 **Transcripts page 52** Get students to read the sentences carefully before they listen. Play the audio twice, if necessary.

**Answers**

	LORENA
I use online music sites.	✓
I watch a lot of videos on my phone.	
I like hip hop music.	✓
I listen to tracks on my mobile.	✓
I've got small earphones.	✓

- 8 When students have completed the table for themselves, elicit questions they can ask their partner, e.g. *Do you use online music sites?* Get them to ask and answer the questions. They could add another column to the table and complete it for their partner. Get students to report back to the class. Elicit the phrase *Neither of us ...*

**Answers** Students' own answers

**Warmer**

Write the following adjectives on the board: *old-fashioned, boring, funny, uncool, exciting*. Write the following words on the board: *football, walking, sports programmes, rock music, going to museums*. Ask students what their opinion is. Ask them to match the words with the adjectives, e.g. *I think football is boring*.

- 9 1.9 **Transcripts page 52** You could ask students to try and match the speech bubbles before they listen. Then play the audio for them to check their guesses.

**Answers**

- 1 B 2 D 3 A 4 E 5 C

- 10 You could get students to rank the phrases in order, from the strongest to the weakest (1 *favourite*, 2 *love*, 3 *fantastic*, 4 *enjoy*, 5 *like*, 6 *I'm not into / not keen on*, 7 *horrible*, 8 *hate / can't stand*). They could do this in pairs, as it will lead to interesting discussion.

**Answers**

**Likes:** love, enjoy, keen on, fantastic, like, favourite, into  
**Dislikes:** I can't stand, horrible, hate  
**Strongest:** love, favourite, I can't stand, hate

- 11 Elicit an example from students, as a model. Students could write sentences about what members of their family like and dislike.

**Answers** Students' own answers

- 12 Quickly drill questions such as *Do you like...? What's your favourite...?* to review question forms and to practise pronunciation. After a few minutes, get students to change partners and exchange ideas.

**Answers** Students' own answers

**Extra activity**

Make copies of pictures of singers, different sports, tv programmes and actors. In pairs, students discuss whether they like / dislike the thing in the picture, e.g. A: *Madonna! Do you like Madonna?* B: *No! I can't stand her!*

**Continuous assessment**

**Teacher's Resource Book**

Vocabulary Support Worksheet: page 12, exercises 1, 2 and 3

Vocabulary Consolidation Worksheet: page 13, exercises 1, 2 and 3

**Go Digital!**



**Vocabulary**

**More practice**

Students order words in sentences, which helps them consolidate the learning points for **likes and dislikes**. This can be set for homework: give students a quick demonstration of the game and show them where to find it. Alternatively, you can play it at the end of class.



We use the present simple to talk about regular actions, such as habits and routines.

We also use it to describe permanent situations and facts.

*I **get** home from school at four o'clock.*

*We **live** in Rio de Janeiro.*

*My brother **works** in a café.*

*My sister **studies** dance and drama.*

*I **don't like** rock music.*

*She **doesn't go** to my school.*

Grammar reference page 114

- 1 Complete the text with the correct form of the verb in brackets.

## My day

by Jack Newton

On school days, I <sup>1</sup> ... (get) up at seven o'clock.

I have breakfast in the kitchen, but I'm very quiet because my older brother Zach is asleep. I <sup>2</sup> ... (go) to school. Zach <sup>3</sup> ... (get) up at 2pm, but he isn't lazy. He has his breakfast at 3pm and then he <sup>4</sup> ... (watch) TV.

I <sup>5</sup> ... (arrive) home at 4pm so we usually have some free time together. Sometimes we <sup>6</sup> ... (play) basketball in the park. Then Zach <sup>7</sup> ... (leave) the house and goes to work. What's his job? He's a DJ. So he <sup>8</sup> ... (work) at night and then he <sup>9</sup> ... (come) home at about 5am. He's very tired then, so he <sup>10</sup> ... (go) to bed!



10

More practice

- 2 Write sentences about Jack and Zach.

- Zach / not get up / at 7am
- Jack / have / breakfast in the kitchen
- Jack / not watch TV / after breakfast
- Zach / not study / at university
- Jack and Zach / sometimes play / basketball in the park
- Jack and Zach / not work / all day

- 3 Correct the negative sentences in exercise 2.

- Zach **doesn't get up** at 7am. Jack gets up at 7am.*

### PRONUNCIATION Third person -s

- 4 Listen and repeat.

- |         |         |           |
|---------|---------|-----------|
| /s/     | /z/     | /ɪz/      |
| 1 likes | 3 goes  | 5 watches |
| 2 hates | 4 reads | 6 teaches |

More practice? page 127

- 5 Listen and write five sentences about Maria's family on Friday evenings. Use the words below.

*On Friday evenings, Maria's mum goes to dance lessons.*

her mum her dad her sister Joanna she we

play work go stay at home watch

restaurant dance lessons films

volleyball my friend's house

- 6 Write sentences about what you and your family do in your free time. Use the ideas below or your own ideas.

*On Saturday evenings, I go to my friend's house.*

Friday	mornings	play (games, sport, etc)
Saturday	afternoons	go to (cinema, friend's house, park, etc)
Sunday	evenings	have (karate training, music lessons, etc)

- 7 In pairs, read your sentences to each other. Then tell the class about your partner's family.

*On Saturday evenings, Sam stays at home with his family.*

FAST FINISHERS Describe your perfect day.

### Key competences



By listening to and repeating sentences, students learn to imitate the pronunciation, intonation and stress of English. Listen to students individually to help them to develop natural-sounding English.




Students develop their social skills when they understand the importance of a healthy lifestyle. Ask them about their daily routine and about what they do to look after their health and well-being.



Discussing ideas and information with students can help them to develop motivation to overcome obstacles and determination to reach their personal goals. Acknowledge and appreciate all contributions.

## GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 114.
-  Visual grammar presentation

## Warmer

Write the following paragraph on the board, but mix up the order of the sentences. Get students to write the sentences in the correct order:

*Tom wakes up every day at seven o'clock. He gets up at a quarter past seven and has a shower. He cleans his teeth and brushes his hair. He eats corn flakes for breakfast and drinks a cup of coffee. He leaves his house at eight o'clock. He rides his bike to school.*

- 1 Ask students to look at the photos. Ask: *What can you say about the people in the photos? Ask: How old do you think they are? What sport does Jack play? What does the boy with the black cap do?* Before students complete the text, ask them to quickly read through the whole text first, ignoring the gaps.

## Answers

- 1 get 2 go 3 gets 4 watches 5 arrive 6 play  
7 leaves 8 works 9 comes 10 goes

## Teaching tip

Create a pile of small correction cards. For this lesson, write an s on a card and put it in your pocket. If a student forgets to add s to the 3<sup>rd</sup> person singular form, e.g. *Zach leave the house.*, take the card from your pocket and show the student. Correction cards provide helpful, visual prompts for self-correction. Students often react to seeing you put your hand in your pocket, and correct themselves before you can even get the card out!

- 2 Do the first one with the class as a model. Remind students to use contracted forms.


## Answers

- Zach doesn't get up at 7am.
- Jack has breakfast in the kitchen.
- Jack doesn't watch TV after breakfast.
- Zach doesn't study at university.
- Jack and Zach sometimes play basketball in the park.
- Jack and Zach don't work all day.

- 3 Encourage students to check back in the text in exercise 1 to help them.

## Answers

- Jack doesn't watch TV after breakfast. Zach watches TV after breakfast.
- Zach doesn't study at university. Zach works as a DJ.

- 4  1.10 Before they repeat, tell students to listen carefully to the sound at the end of the verbs. Ask: *Is the pronunciation the same or different? How many different sounds can they hear? What sounds can they hear?* Then get students to listen and repeat.

## Answers

Students' own answers

- 5  1.11 **Transcripts page 52** Play the audio a second time and get students to repeat the sentences for pronunciation practice.

## Answers

- On Friday evenings, Maria's mum goes to dance lessons.
  - Maria's dad plays volleyball.
  - Maria's sister, Joanna, works in a restaurant.
  - Maria doesn't stay at home.
  - Maria watches films at her friend's house.
- 6 Encourage students to write at least five sentences, including three sentences about what other members of their family do so they can practise the third person form.

## Answers

Students' own answers

- 7 As an example, ask one student to read out one of their sentences about their family, then ask another student to report back to the class, e.g. *Elena's sister does karate on Friday evenings.* Check students are confident using the possessive 's.

## Answers

Students' own answers

## Continuous assessment

## Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1, 2 and 3

Grammar Consolidation Worksheet: page 37, exercises 1, 2 and 3

## Go Digital!

 i-book

## Grammar

 Visual grammar presentation

 More practice

Students play a fun game to practise the use of **present simple affirmative and negative**. This can be set for homework: give students a quick demonstration of the game and show them where to find it. Alternatively, you can play it at the end of the class.

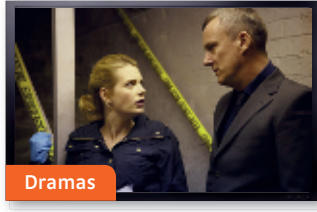
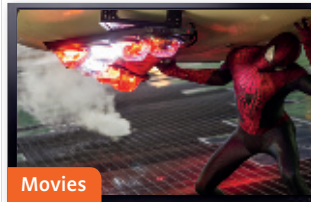
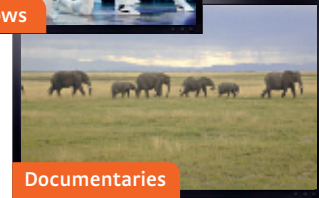
## Pronunciation

 More practice

This listening activity gives students more practice identifying the three different sounds associated with the **third person 's'**.

**LISTENING**

**Understand a dialogue about TV programmes**



- In pairs, look at the TV screens. Think of an example of each kind of programme in your country.
- Listen to five people talking about TV. Match the names to the type of TV programme they talk about.



- |                    |                     |
|--------------------|---------------------|
| A movies           | E sports programmes |
| B cartoons         | F comedies          |
| C dramas           | G documentaries     |
| D reality TV shows | H talent shows      |

- Listen again and decide if the sentences are true or false.

- Elena's favourite programme is *The Simpsons*.
- Mandy likes the programme she talks about.
- Karl's favourite time is Saturday evening.
- Matt likes animals.
- Leila watches a lot of TV.

- Read the expressions in *Face 2 Face*. Go to page 126 and put them into the dialogues. Listen and check.

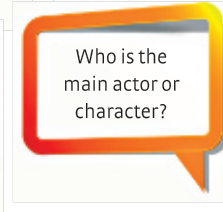
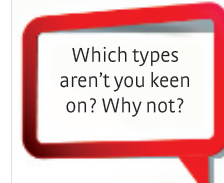
**FACE 2 FACE**



- your turn
- Go ahead
- I agree

Dialogues page 126

- In pairs, discuss the questions.



**Key competences**



Listening to different types of audio enables students to understand the spoken word in a variety of communicative contexts. Assess their comprehension by asking questions about what they hear.



TV programmes influence teenagers and their development. Through TV, they learn values and attitudes, and integrate them into their lives. Ask students their opinions on how TV influences people.



TV is a major influence on the culture of many societies. Most teenagers love TV and spend a lot of time watching it. Ask students what types of TV programmes they love to watch in their free time. Discuss.

### Warmer


Ask students: *How many TV channels can you name? Which TV channels do you normally watch?* With books closed, get students to brainstorm types of TV programmes. Write them on the board.

- 1 They can name the programmes in their own language if they don't know the English equivalent.

**Answers** Students' own answers


### WORDS TO KNOW

Check that students know the following words: *drawing, snack, penguin, film-maker.*

- 2  **1.12 Transcripts page 52** Ask students to look at the list of TV shows A–H, and to try and guess which programmes the people watch. Play the audio so they can check if their predictions were right.


**Answers**

Elena - B Mandy - D Karl - A Matt - G Leila - H

- 3  **1.12 Transcripts page 52** Encourage students to check answers with a partner afterwards. Then correct the false sentences.

**Answers**

- 1 False (Her favourite programme is Spongebob Squarepants.)
- 2 False (She doesn't like reality TV shows. She thinks they're boring.)
- 3 True
- 4 True
- 5 False (She doesn't watch TV every day.)

- 4  **1.13 Transcripts page 314** These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 126, ask students which one means: *It's time for you to do it now.* (your turn), *You can carry on and do that.* (go ahead), *I have the same opinion as you.* (I agree).

**Answers**

1 your turn 2 I agree 3 Go ahead

- 5 Get students to ask and answer the questions with a partner. Quickly review the phrases for expressing likes and dislikes on page 9 and remind them to use them. Get students to report back to the class something they learned about their partner.

**Answers** Students' own answers

### Teaching tip

It's often helpful to get students to report back their partner's ideas and opinions in feedback. This practises 3<sup>rd</sup> person s, e.g. *Anna thinks...*, *Sabine really likes...* Students also tend to listen more carefully to each other if they think they might be asked to explain what their partner said.

### Fast finishers


Ask fast finishers to talk about films and clips they watch on the internet. Write the following questions on the board and ask students to discuss them in their pairs. *Do you watch YouTube? Do you stream TV shows? Do you like watching films on laptops or tablets or do you prefer TV? Why / Why not?*

### Go Digital!

i-book 

#### Extra activity: drag and match

Students work in pairs or in small groups.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- Five quotes from the text are presented on screen. From their knowledge of the text students match the quotes and the speakers.
- Ask them to predict the answers.
- Play the audio asking students to focus on the speaker and the quotes and match them up.
- When the activity is completed, use the **Check** button to show the correct answers.

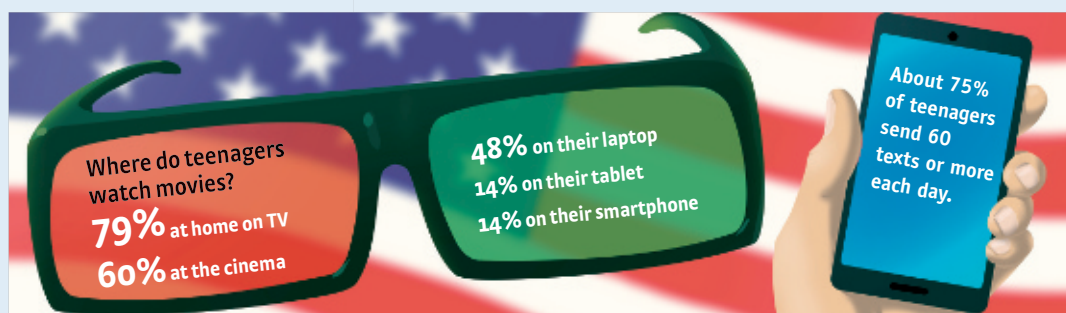
**Suggested use:** after exercise 3



- In pairs, discuss these questions. Are your answers the same?
  - Do you send a lot of texts each day? How many? Which of you sends the most?
  - Where do you watch films? On TV? At the cinema? Or somewhere else?
- Find the information in each picture on the questionnaire below. Is it true for you?
- Read the questionnaire quickly and match the pictures to two of the questions.

## The Quick Questionnaire

Welcome to the Quick Questionnaire. We've got information about teenagers in the US. But are young people in other countries the same or do they like different things?



We want to find out about other countries, so we're waiting for your answers!



Please introduce yourself to us:

Hi, I'm Matheus, I'm 12 and I'm from Brazil.

How do you spend your free time?

I like reading and drawing, but I don't think this is typical!

What sport do you like best?

- a football    c Formula 1 racing  
b tennis    d something else

My answer is a, football. I don't go to many matches, but I watch it on TV, and I play football for my school team.

How many text messages do you send each day?

- a 0-20    b 20-40    c 40-60    d 60+

I don't know how many messages I send! I don't send very many. I think it's answer a.

Do you play games online? Choose an answer.

- a Yes, I play lots of different games.  
b Yes, I play two or three of my favourite games.  
c No, I don't play games online.

I enjoy games, but I don't play lots of different games. I've got two or three favourite games, so my answer is b. My friends like the same games so it's fun.

What is your favourite place to watch films? Choose ONE answer.

- a at home on TV  
b at the cinema  
c on a laptop  
d on a tablet  
e on a smartphone

I don't like watching movies at home. I love going to the movies with my friends.

**Thank you!**

### Key competences



The questionnaire helps students to develop confidence in using numbers and percentages, and in interpreting scores. Check that students are able to express percentages and what they mean.



The questionnaire increases students' awareness of the importance of digital technology, but also teaches them to use it responsibly. Discuss the questionnaire results with them.



The questionnaire will help students to recognize similarities and differences in teenagers' lifestyles in other countries. Ask them to draw conclusions about the questionnaire.

### Warmer

With books closed, write on the board the following questions:  
*What percentage of teenagers watch movies ... at home, at the cinema, on their laptop, on a tablet, on a smartphone? What percentage of teenagers send more than 60 texts a day?*  
 Encourage discussion, but do not confirm their guesses at this stage.

- 1 Get students to discuss in pairs. Get class feedback.


**Answers** Students' own answers

- 2 Focus students' attention on the statistics at the top of the questionnaire. Ask them: *Are these figures surprising?* Ask them to compare the figures with their own answers from exercise 1.

**Answers** Students' own answers

### Teaching tip

Write useful words or phrases, e.g. *I think...*, *I'm not sure...*, *Maybe about...* on posters on the classroom walls to help students give their ideas and predictions.

- 3  1.14 The text is available to listen to.  
This activity can be done in pairs.

**Answers**

**Glasses:** What is your favourite place to watch films?  
**Phone:** How many text messages do you send each day?

## Go Digital!

i-book 


### Hot spots: *racing, matches*

Use the hot spots to highlight potentially difficult words or cultural information before the reading activities.

- Touch the Reading text to access the hot spots.

### Extra activity: Jigsaw reading

This activity can be done as a whole class activity.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- Students match the questions to the answers.
- Elicit answers and ask volunteers to come up to the board to match questions and answers.
- When the activity is completed, use the **Check** button to show the correct answers.
- Use the feedback stage to check any problems with vocabulary.

**Suggested use:** after exercise 2

4 Read the questionnaire again. Decide if the sentences are true, false or not mentioned.

- 1 In his free time, Matheus reads and draws pictures.
- 2 Matheus goes to football matches with his dad.
- 3 He doesn't play games online.
- 4 He sends about 20 text messages a week.
- 5 He goes to the cinema with his family.

5 Complete these sentences about Matheus.

- 1 Matheus lives ...
- 2 Matheus's favourite sport is ...
- 3 He plays football ...
- 4 Matheus doesn't send ...
- 5 Matheus watches films ...
- 6 He doesn't play ...

6 Read *Word Zone*. Then find more examples of *-ing* forms in the questionnaire. How many can you find?

**WORD ZONE**

**-ing forms**

We can add *-ing* onto verbs. We can use this form like a noun.

*I love movies.*

*I love singing.*

*Football is my favourite sport.*

*Swimming is my favourite sport.*

7 Write your answers to the questions in the questionnaire.

*In my free time, I draw cartoons. I collect cartoon pictures, too.*

8 Ask and answer the questions with a partner. Are your answers the same or different?

*Our hobbies are different.*

*I draw cartoons, but you do a lot of sports.*

## VOCABULARY Free time activities

9 Complete the expressions below with the verbs in the box.

go go for go to have play

1	...	a run	a walk	a bike ride	a swim
2	...	basketball	football	computer games	a musical instrument
3	...	the cinema	the beach	the park	the gym
4	...	shopping	swimming	skateboarding	bowling
5	...	a sleepover	a party	a barbecue	a picnic

10 Look at the photos and write sentences about the people you can see.

*At the weekend, Johnny likes going for a bike ride.*



11 Write five sentences about activities you like. Then compare your answers with a partner.

*At the weekend, I like going to the beach. What about you?*

*Yes, I like that, too.*

No. I prefer going skateboarding.

**FAST FINISHERS** Write some more questions for the Quick Questionnaire.



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### Key competences



Rest and recreation are vitally important elements of a healthy lifestyle. Discuss this idea with students after exercise 10 or 11, and talk about students' own free time activities.



*Word Zone* work helps students to develop their own learning skills as they practise how to process, assimilate and recover information when they need it. Ask them to copy the table in their notebooks.



Students talk about their preferred activities, choosing according to their own criteria, and expressing likes and dislikes. Read the students' sentences and encourage them to express themselves in class.



- 4 Do the first one with the students as a model and elicit the answer from the class.  
When they have finished, get them to correct the false sentences.

#### Answers

- 1 True
  - 2 False (He doesn't go to many matches. He watches on TV.)
  - 3 False (He plays two or three games online.)
  - 4 Not mentioned
  - 5 False (He goes with his friends.)
- 5 You could get students to do this activity orally in pairs. Get one student to read the sentence, their partner has to finish it correctly. Then they swap roles.

#### Answers

- 1 in Brazil
  - 2 football
  - 3 for his school team
  - 4 many text messages
  - 5 at the cinema
  - 6 lots of different games
- 6 Read *Word Zone* with the class. Elicit other ways of saying *I love movies*. (I love watching movies) and *Football is my favourite sport*. (Playing football is my favourite sport).  
After students have found the examples in the questionnaire, elicit other examples, e.g. *playing the guitar*, *riding a bike*.

#### Answers

reading, drawing, watching movies, going to the movies

- 7 Encourage students to extend their answers like Matheus has done.

#### Answers

Students' own answers

- 8 You could get students to swap partners and repeat the activity until they find someone who has similar answers to them.

#### Answers

Students' own answers

### Warmer

Write a word on the board, e.g. *computer*. Tell the class to think of another word that begins with the last letter, e.g. *restaurant*, then a word which ends with the last letter of that word, e.g. *television*. Put the students in pairs and get them to play the game together. Make it more difficult by setting a time limit (maybe 15 seconds) to think of each word!

- 9 Explain to the students what a collocation is (words that typically go together). Do the first one with the class as a model.

#### Answers

1 go for 2 play 3 go to 4 go 5 have

### Teaching tip

Encourage students to write down collocations in their vocabulary books instead of words in isolation, e.g. in exercise 9, they should record the word *a run* under the letter *r*, but precede it with *go for* in brackets. This helps them to remember chunks of language.

- 10 Read the example with the class.  
When students have finished, elicit an answer for each of the pictures from individual students. The main aim of this activity is to get students to practise using the collocations correctly, but you can also quickly correct any minor grammar mistakes.

#### Suggested answers

Hiro loves playing the cello.  
Louisa loves going to the cinema  
At the weekend Delia, David and Lisa often go for picnics on the beach.  
Ray loves going skateboarding.  
Emma and Ivo sometimes go for a walk on Saturday morning.

- 11 Check students understand the verb *prefer* and how to use it (*prefer + ing* form). Encourage them to use the activities from exercise 9, but they can also add their own.

#### Answers

Students' own answers

### Continuous assessment

#### Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 4 and 5

Vocabulary Consolidation Worksheet: page 13, exercises 4 and 5

### Go Digital!

i-book

#### Vocabulary

##### More practice

Students take a quiz choosing the correct verbs to complete the **free time activities**. This can be set for homework: give students a quick demonstration of the game and show them where to find it. Alternatively, this game is an ideal extra class activity and could be set up between teams.



## GRAMMAR

### Present simple questions

Present simple questions

We use *do* or *does* to make questions in the present simple.

**Do you play** basketball at school? Yes, I **do**.

**Do you go** for a run on the beach? No, I **don't**.

**Do they walk** to school? Yes, they **do**.

**Does she collect** vinyl records? No, she **doesn't**.

We can use question words before *do* or *does* when we want more information.

**What films do you like?**

**Where does your brother go** to school?

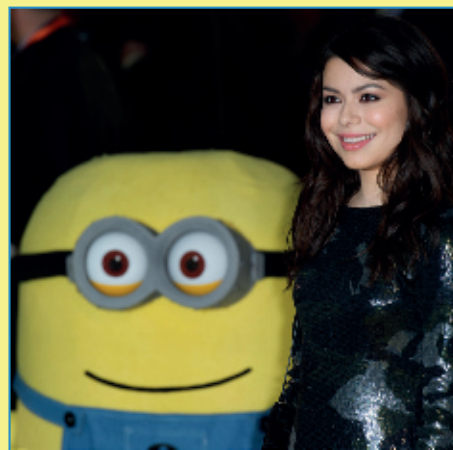
Question words include *who, when, where, which, why, what, how*

Grammar reference page 114



### 5 Complete the interview with a question word and the words in brackets.

- ... film ... best?** (you / like)  
I love *Despicable Me 2*. It's a fantastic animation film.
- ... it's a good film?** (you / think)  
Because it's very funny. I love the minions. They're small and yellow and cute!  
Miranda Cosgrove is in it too. She's my favourite actor.
- ... character ... ?** (Miranda / play)  
She plays the voice of Margo, the little girl with glasses.
- I know Miranda is from the US. ... ?** (she / live)  
She's from California.  
She lives in Los Angeles.



### 6 In pairs, ask and answer questions about your favourite actor.

- who / your favourite actor
- where / he or she from
- how old / he or she
- which films / he or she act in
- what characters / he or she play
- why / you like him or her

### PRONUNCIATION *do* and *does*

#### 1 Listen. How are *do* and *does* pronounced in each sentence? Listen again and repeat.

- Does he like action movies?
- Do you buy tickets online?
- When does the film start?



#### 2 Put the words in the correct order and add *do* or *does* to make questions.

- go / to the cinema / your family / all together / ?  
*Do your family go to the cinema all together?*
- a barbecue / have / you / when the weather is nice / ?
- your friend / play / a musical instrument / ?
- having / like / you and your friends / sleepovers / ?
- see / you / at the cinema / many films / ?
- for walks or bike rides / your best friend / go / ?

#### 3 In pairs, ask and answer the questions in exercise 2.

*Do your family go to the cinema all together?*

*No, we don't.*

#### 4 Complete the questions. Use the question words in the box and *do / does* or *is / are*.

How much ~~What~~ Where Which Who Why

- ... the time? *What's the time?*
- ... it cost?
- ... one ... you like best?
- ... your sister go to a different school?
- ... you want to sit?
- ... the main actors in this film?

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**FAST FINISHERS** Write some interview questions to ask your favourite actor.

### Key competences




Grammar exercises enable students to practise and consolidate grammar rules, which makes them aware of the relationship between form, meaning and use. Monitor and check that students use correct language.



Students' cultural awareness is enhanced by learning about animation films and about how actors create the voices for animated characters. Ask students for more examples of animation films.


## GRAMMAR OPTIONS

The grammar box gives a summary of the grammar areas that students will practise on this page.

- The grammar is presented in a complete grammar reference on page 114.
-  Visual grammar presentation

## Warmer

To revise question words, write simple questions on the board leaving a gap for the question word, e.g. [*Where*] *is your school?* [*What*] *is your name?* [*Why*] *are you late?* [*When*] *is your lunch break?* [*Who*] *is your teacher?* [*Which*] *is your favourite subject?* Get students to complete the questions.

- 1  1.15 Point out that students should feel a vibration in their throat when they say the word *does* /dʌz/.

**Answers** Students' own answers

- 2 Get students to underline the subject of the question to help them determine whether to use *do* or *does*.

**Answers**

- 2 Do you have a barbecue when the weather is nice?
- 3 Does your friend play a musical instrument?
- 4 Do you and your friends like having sleepovers?
- 5 Do you see many films at the cinema?
- 6 Does your best friend go for walks or bike rides?

- 3 Get students to swap partners and repeat the activity for extra practice.

**Answers** Students' own answers

## Extra activity

Ask students to choose one of their classmates without saying who it is. Put students into pairs and ask them to try and guess which student their partner has chosen. They can ask five questions beginning with: *Is it a girl/boy?* The remaining questions must be *Does he/she ...?* questions. Their partner can only answer *yes* or *no*, e.g. *Does he/she like football?* *Does he/she walk to school?*

- 4 Remind students that if the question word is the subject of the sentence, we do not use *do* / *does*.

**Answers**

- 2 How much does it cost?
- 3 Which one do you like best?
- 4 Why does your sister go to a different school?
- 5 Where do you want to sit?
- 6 Who are the main actors in this film?

- 5 Encourage students to refer to the grammar box if they need to. Get students to check their answers with a partner.

**Answers**

- 1 Which film do you like best?
- 2 Why do you think it's a good film?
- 3 Which character does Miranda play?
- 4 I know Miranda is from the US. Where does she live?

- 6 Elicit the full questions before students begin. You could get a volunteer to ask you the questions first to model the activity. When students have finished they could change partners and repeat the activity.

**Answers** Students' own answers

## Teaching tip

The main aim of pairwork speaking exercises on the grammar page is to reinforce correct use of language, so during pairwork activities on the grammar page, such as exercise 6, try to correct errors as you monitor round the class.

## Continuous assessment

**Teacher's Resource Book**

**Grammar Support Worksheet:** page 36, exercises 4, 5 and 6

**Grammar Consolidation Worksheet:** page 37, exercises 4, 5 and 6

## Go Digital!


**Grammar**

 Visual grammar presentation

 More practice

Students choose the correct words to complete sentences, which helps them consolidate the learning points for the **present simple questions**. There is also some practise of short answers with *yes* and *no*. This can be set for homework. Give students a quick demonstration of the game, explaining to them that the objective is to get through the maze. Alternatively, you can play this game in class and use it to reinforce points of form and use.

**Pronunciation**

 More practice

This listening activity gives students more practice distinguishing between **do** and **does**.

# CHALLENGE

Find out about people's likes and dislikes



## PREPARATION

- 1 Look at the photos. Write your opinion about each photo.

*I love shopping.*

*I'm not into football.*

*I enjoy going on rollercoasters.*



## DO THE CHALLENGE

- 2 Copy and complete the questionnaire below with your opinions on the photos in exercise 1.



- 3 Work as a class. Find students who have the same opinion as you about the things in exercise 1. Follow the instructions.

- Ask different classmates questions beginning *What do you think about ...?*
- Say if your opinion is the same, or different.
- If a student has the same opinion as you, write their name in the form.
- If a student has a different opinion, don't write their name. But ask them a new question.
- Try to talk to lots of different students.

*Tom, what do you think about shopping?*

*I can't stand it.*

*I'm the same!*

*Tara, what do you think about football?*

*I love it!*

*Oh, really? I hate it!*

## FOLLOW UP

- 4 Work in pairs. Tell your partner about the other people in the class.

*Tom and Sam love football.*

*That's interesting. And Sam isn't into basketball.*

## Key competences



The Do the Challenge exercise enables students to express and share their views, helping them to get to know themselves better and to understand their abilities and limits. Allow students to express their opinions.



When working as a class, students practise working collaboratively, generating ideas, giving opinions and a sharing what they have learned. Check that all students participate equally.

In this lesson students complete a questionnaire about the likes and dislikes of the other students in the class, with the aim of finding students who like and dislike the same things as themselves.

### Warmer

Ask students to stand up in a circle and play a memory game. The first student says their name and something they like, e.g. *My name is Yvette and I like swimming*. The next student has to remember what the person before said and add what they like too, e.g. *Yvette likes swimming. My name's Jonathan and I like playing video games*. The next student will say: *Yvette likes swimming, Jonathan likes playing video games and I like ...*. If a student forgets something or gets it wrong, they have to sit down. The person still standing at the end wins the game.

- 1 Elicit the words for the things in the photos (A: *shopping*, B: *football*, C: *cats*, D: *basketball*, E: *sunbathing*, F: *rollercoasters*, G: *sushi*, H: *broccoli*, I: *aeroplanes*, J: *chocolate*).

Encourage students to use the phrases from the Vocabulary section on page 9 to give their opinions.

**Answers** Students' own answers

- 2 Give the class a few minutes to copy the questionnaire and write their own opinions.

**Answers** Students' own answers

- 3 Check students understand what they have to do. Before they begin, elicit other replies they could give, e.g. *I hate it too. I think it's fantastic / horrible. I'm not very keen on it.*

If it's difficult for students to move around, organise them into groups of five or six. Once they've asked all the students in the group for their opinions, get three students from each group to exchange places with three students from another group and repeat the process.

**Answers** Students' own answers

### Teaching tip

Play gentle background music to create a relaxed atmosphere (music without too many lyrics usually works best). This makes students feel less self-conscious about speaking, as they don't feel that others can hear them. It also encourages students to speak more loudly and clearly.

- 4 After students have discussed in pairs, get some of them to report back to the class. You could teach them the phrases *Both Tom and I like ...* and *Neither Tom or I like ...*

**Answers** Students' own answers

### Fast finishers

Ask fast finishers to write a short paragraph reporting on the results of their questionnaire. Write a few phrases on the board to help them: *A lot of the class ...*, *Not many students ...*, *A few students ...*, *No-one ...*, *Everyone ...*



## INTERACTION

## Greetings &amp; introductions

## Express yourself

## Saying hello

Hello.  
Hi. Hey.  
Good morning.

## Asking how people are

How are you? And you?  
Very well, thanks.  
Fine, thanks.  
OK. Not bad.

## Introducing people

This is (my friend) ...  
Nice to meet you.  
Pleased to meet you.  
You too.

## Saying goodbye

Goodbye. Bye.  
See you.  
Good night.

## WELCOME TO THE UK

- 1 Look at the picture. Where are the people? Why are they there?



- 2 Listen and answer the questions.

- Where is Hannah's flight from?
- What is the name of Jessica's father?
- What is her mother's name?
- Who is Josh?

## IN THE MORNING



- 3 Listen and decide if the sentences are true or false.

- Jessica is an exchange student.
- Eric is in the same class as Jessica at school.
- Hannah's favourite band is Haim.
- Eric doesn't like Bruce Springsteen.

- 4 Look at *Express yourself*. Then listen again and note the expressions you hear.

- 5 Look at the expressions below and write *Formal* or *Informal*.

- Good morning. *Formal*
- Hello, Mr Jackson.
- See you.
- Not bad.
- Pleased to meet you.

## YOUR TURN TO SPEAK

- 6 Imagine you are an exchange student like Jessica. Write the following information about you.

Name  
Country  
City  
Age

- 7 It is your first day at your new school. Work in small groups. Follow the instructions below.

- Introduce yourself to another student.
- Ask and answer questions.
- Introduce that person to another student.
- Use expressions from *Express yourself*.

## Key competences




The exercises require students to learn and use functional language (greetings and introductions), enabling them to apply language rules to the appropriate context. Assess students' learning in exercise 7.



Speaking exercises enable students to practise communicating appropriately in different situations, and to demonstrate collaboration and tolerance. Check that students show respect for others when they speak.

## Warmer


Ask students: *How many different ways are there of saying hello and goodbye in your language? When do you use these expressions? Are some more formal than others?* With books closed, ask students to think of as many greetings as they can in English.

 **1.16** *Express yourself* contains a variety of useful expressions for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

- 1 Ask students also: *Who do you think the people are? Which country do you think the girl is arriving in?*


### Answers

They are at the airport.  
They are greeting someone who has just arrived.

- 2  **1.17** **Transcripts page 52** Ask students to read the questions first before they listen. Play and pause the audio as needed.

### Answers

1 Washington 2 Andy 3 Sarah 4 Jessica's brother

- 3  **1.18** **Transcripts page 52** Ask students to look at the picture. Ask: *Who are the people in the picture? What are they wearing? Where are they going?* Elicit that the girls are Hannah and Jessica from exercise 1, and that the boy is probably a school friend. They are wearing school uniform, and are probably on their way to school. Tell students they are going to hear the three of them chatting.

### Answers

1 False 2 True 3 True 4 False

- 4  **1.18** **Transcripts page 52** Pause the audio after each expression to give students time to write them down.

### Answers

Hi  
Hey  
How are you?  
Fine, thanks.  
This is (my friend) ...  
Nice to meet you.  
You too.

- 5 Write *formal* and *informal* on the board. Ask students what the words mean? Who do we say formal or informal things to and why? Do the first one with them and elicit the answer.

### Answers

2 Formal 3 Informal 4 Informal 5 Formal

- 6 Tell students that they should choose an English-speaking country to make the activity more realistic.

### Answers

Students' own answers

- 7 Make sure the groups have an even number of students, preferably four. Within each group, get students to work in pairs. They introduce themselves to each other using the information from exercise 6, then they join with the other pair in their group, and take turns to introduce their partner to them.

### Answers

Students' own answers

## Teaching tip

When appropriate, in exercises like exercise 7, get some of the more able students to model pairwork activities as an example. Or you can model the activity yourself. Try to give a funny example to get students' attention.

## Fast finishers

Ask students to close their books. Give them one minute to remember and write down as many expressions as they can from the *Express yourself* box.



## WRITING

### A personal profile

- 1 Read Adrianna's profile quickly and complete the information about her.

Age:  
Country:  
Favourite singer:  
Outdoor hobbies:



## About Me

### by Adrianna

#### Personal facts

I'm twelve years old and I'm from Poland. I live in Lublin and I go to a big secondary school.

#### Likes and dislikes

I like hanging out with my friends and we love having sleepovers. We sometimes talk for hours and we don't sleep!

I like listening to pop music on the radio. My favourite singer is Ed Sheeran. He's amazing and I love the song *I See Fire*. My brother listens to rap music, but I can't stand it. I think it's horrible!

#### Free time and hobbies

In my free time, I enjoy playing games online. *Candy Crush Saga* is fantastic! I also love going for bike rides and I'm into skateboarding, so I go to the park every weekend.



- 2 Read the profile again and answer the questions.

- 1 Where does Adrianna live?
- 2 What does she do at sleepovers?
- 3 What type of music does she like?
- 4 What type of music doesn't she like?
- 5 What does she think of *Candy Crush Saga*?
- 6 Where does she go at the weekend?

## WRITING SKILL

### Using punctuation

- 3 Match the types of punctuation with the correct use. Find examples of the punctuation in the profile.

- |                    |   |
|--------------------|---|
| 1 Full stop .      | A when one or more letters are missing, or for possession                                     |
| 2 Comma ,          | B at the start of a sentence; for names of people, places, months and days of the week; for / |
| 3 Capital letter E | C for a small break between different parts of a sentence                                     |
| 4 Apostrophe ' D   | D at the end of a sentence  |

- 4 Write out these sentences with the correct punctuation.

- 1 my names eduardo and im from sao paulo in brazil
- 2 i like swimming but i dont go very often
- 3 we go to the beach on saturdays and sundays
- 4 my favourite group is coldplay they arent american theyre british

## YOUR TURN TO WRITE

### PLAN BEFORE YOU WRITE

- 5 Look at the headings. Think of two or three things about you for each heading. Make notes.

- personal facts
- likes and dislikes
- free time and hobbies

### WRITE NOW

- 6 Write your profile.

- 1 Use Adrianna's profile as a model.
- 2 Use your notes from exercise 5.
- 3 Use full stops, capital letters, commas and apostrophes correctly.

### CHECK AND CORRECT

- 1 Check that the punctuation is correct.
- 2 In pairs, swap your profiles and check each other's work.

## Key competences



The writing skill develops students' competence in effective communication as they practise using punctuation. Check that they have used correct punctuation when reviewing their personal profiles.



The writing activity enables students to practise planning, completing and reviewing a written project. Check that they understand the importance of planning, and that they have checked and corrected their work.

## Warmer

Write some facts about a famous person on the board, e.g. Rafael Nadal, but don't write the name of the person.

Age: 28

Country: Spain

Likes: Nutella

Dislikes: Tomatoes and cheese

Free time: Playing golf and going to the beach

Get students to guess who the person is (*Is it...? Yes, it is. / No, it isn't.*)

- Before students read Adriana's profile, check they know the meaning of *hang out* (to relax and do nothing very special).

## Answers

Age: 12

Country: Poland

Favourite singer: Ed Sheeran

Outdoor hobbies: going for bike rides, skateboarding

## Extra activity

In pairs, ask the students to read the text again and underline all the expressions used to describe likes, dislikes and to give opinions (*I like, My favourite, He's amazing, I love, I can't stand it, it's horrible, I enjoy, it's fantastic, I also love, I'm into...*).

- Get students to write their answers in full sentences. When they have answered the questions, get them to check with a partner by asking and answering the questions in pairs. A: *Where does Adrianna live?* B: *She lives in Lublin in Poland.*

## Answers

- She lives in Lublin, in Poland.
- She talks for hours with her friends.
- She likes pop music.
- She doesn't like rap music.
- She thinks it's fantastic.
- She goes to the park.

- Try to elicit a few examples of sentences with commas, and write them on the board. Draw students' attention to the use of commas before *but* and *so* in Adrianna's profile. Ask students to think of examples when we use capital letters in English but not in students' own language, e.g. nationalities, school subjects.

## Answers

2 C 3 B 4 A

- Get individual students to come out and write the correct sentences on the board for students to check.

## Answers

- My name's Eduardo, and I'm from Sao Paulo in Brazil.
- I like swimming, but I don't go very often.
- We go to the beach on Saturdays and Sundays.
- My favourite group is Coldplay. They aren't American, they're British.

- Ask individual students to give examples for each of the bullet points to build up a model answer on the board. Elicit the type of information they could include for each bullet point. Tell them they can closely follow Adrianna's profile or use their own ideas, e.g. personal facts: age, where you live, who you live with; likes and dislikes: music, food, animals, sports; free time and hobbies: going for a walk, having a barbecue, going shopping.

## Answers

Students' own answers

- Highlight the use of *but* (in the last line of the third paragraph) and *so* (penultimate line) in Adrianna's profile. Point out that these are good connecting words to use in their writing, and they should try to include at least one example of each.

Encourage students to use lots of different expressions to describe their likes and likes. Refer them back to page 9, if necessary.

When checking punctuation, make sure students have used a comma before *but* and *so*.

## Answers

Students' own answers

- When students have checked each other's work, get class feedback. Ask: *What did you like most about your partners profile? What did you find most interesting?*

## Answers

Students' own answers

## Teaching tip

Try to think of natural contexts for communicative activities (such as writing personal profiles for a dating website). This makes activities more interesting, real and enjoyable. It also gives students a reason to do the task (like finding the perfect partner).

## Fast finishers




Ask students to write a profile of their favourite actor or singer.

## Go Digital!

i-book

### Extra activity: Writing preparation

This activity is better done as a collaborative whole class activity, or in groups.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- The activity is similar to the writing model in terms of organisation of topics. The model text on screen does not have any punctuation, students have to use the **Richmond i-tools**  to put in the missing punctuation.
- If doing this activity in groups, ask for representatives plot ideas on the IWB.
- Use the activity to reinforce learning points about pronunciation and the organisation of this type of text.
- Use  to show the original writing model for this exercise.
- Get students to assess the solution and to compare it with their own attempt.

**Suggested use: after exercise 4**

🎧 1.8 Student's Book page 9, exercise 7

B = Boy, L = Lorena

- B What music do you like, Lorena?  
 L Well, I like all kinds of music. Pop music is my favourite and hip hop is OK. I use online music sites when I'm at home. They're really good.  
 B Do you watch music videos?  
 L Yes, I watch a lot of videos on my computer but I don't watch them on my phone. When I'm not at home I listen to tracks on my mobile. I've got small earphones, but they're good.

🎧 1.9 Student's Book page 9, exercise 9

B = Boy, G = Girl

- 1 B I love this website. I look at it every day.  
 G Me too. I like all the funny videos.  
 2 G I enjoy dancing in my room, but not at parties!  
 B Same for me. I'm not into this band, either.  
 3 B Look, *Life with Lions* is on TV. I'm not keen on this programme.  
 G No! I like wild animals, but I can't watch when they kill each other. I think it's horrible.  
 4 G Jennifer Aniston is in this film. She's OK, but I can't stand romantic movies.  
 B I hate them too. I prefer comedies.  
 5 G Listen to Beyoncé's new track. I think this song's fantastic.  
 B Yeah. I listen to it all the time. It's my favourite at the moment.

🎧 1.11 Student's Book page 10, exercise 5

- 1 On Friday evenings my mum goes to dance lessons.  
 2 My dad plays volleyball.  
 3 And my sister Joanna works in a restaurant.  
 4 But I don't stay at home.  
 5 I go to my friend's house and we watch films.

🎧 1.12 Student's Book page 11, exercises 2-3

P = Presenter, E = Elena, M = Mandy, K = Karl, Ma = Matt, L = Leila

- P Today we're talking to five young people who want to tell us what TV programmes they like. First, it's Elena.  
 E I love cartoons because I'm interested in drawing. Everyone likes the Simpsons but my favourite cartoon is *Spongebob Squarepants*. He lives in the sea. It's a very funny programme. I know it's for children but I always laugh at *Spongebob*.  
 P Thanks Elena. Now, who's next? Let's hear from Mandy.  
 M I don't like reality TV programmes because they're boring. I don't understand why people watch these programmes. There's a reality programme on TV this week. It's about students and teachers in a school. It's just normal life. The people are like you and me. It's not interesting.  
 P Cheer up, Mandy! OK, now Karl, your turn.  
 K I enjoy watching movies. It's a nice thing to do at the weekend. Saturday evening is my favourite time of the week. You can stay at home and sit in the living room with your friends or your family. You can have some snacks and drinks. And if there isn't a film on TV you can find one online. Perfect!  
 P I agree, Karl! Matt, what do you think?

- M I know this is a boring thing to say, but I really like documentary programmes. I watch a lot of programmes about animals on the Discovery Channel. There's one about penguins. The filmmakers hide a camera and film the baby penguins and their parents. It's fun but there are some sad bits, too.  
 P Leila is on the line. Go ahead, Leila!  
 L I don't watch TV every day. I do lots of other things, for example I like sports and I do a lot of running. My sister watches a lot of TV. She doesn't like sports. I sometimes watch talent shows, though, and I'd like to be in one one day.  
 P Thanks everyone, that was really interesting to hear your views!

🎧 1.17 Student's Book page 16, exercise 2

Je = Jessica, A = Andy, H = Hannah, S = Sarah, Jo = Josh

- Je Hey, look! These are passengers from the flight from Washington.  
 A Is that Hannah?  
 Je No, it isn't. Wait. There she is! Hannah!  
 H Oh hi, Jessica!  
 Je Hannah, hi! Hannah, this is my dad.  
 H Hello, Mr Jackson.  
 A Hello, Hannah. Call me Andy. This is my wife, Sarah.  
 H Pleased to meet you.  
 S You too. Welcome to the UK!  
 H Thank you!  
 Jo And I'm Josh.  
 Je Oh, sorry, Josh. This is my brother.  
 H Hi.  
 A OK, let's go.

🎧 1.18 Student's Book page 16, exercise 3

J = Jessica, H = Hannah, S = Sarah, E = Eric

- J See you, Mum!  
 H Goodbye.  
 S Bye! Have a nice day!  
 H I love these houses, Jessica.  
 J Are they different from houses in the States?  
 H Yeah. These are so cute and... so British!  
 E Hey, Jessica!  
 J Oh hi!  
 E How are you?  
 J Fine, thanks. Um, this is Hannah, she's an exchange student.  
 H Hi.  
 J And this is my friend Eric.  
 E Hi. I'm in Jessica's class at school.  
 H Nice to meet you.  
 E You too. Are you American?  
 H Yes, I am.  
 J Well done, Sherlock Holmes!  
 E Cool. Hey, who's your favourite band?  
 H Um, I really like Haim. Oh, and I like Lorde, too. You know them?  
 E I'm not sure. Do you like Bruce Springsteen?  
 H He's OK. But he's a bit old. Why?  
 E I love him!  
 J Come on, guys! Were late!

**Workbook page 8**

- 1** 1 Sport 2 Films 3 Food  
**2** 1 A 2 C 3 B 4 A 5 C  
**3** 1 expensive 2 near 3 easy 4 old 5 good 6 interesting  
**4** 1 This film looks interesting.  
 2 The new French restaurant is expensive.  
 3 Rihanna's new music video is really cool.  
 4 How near is your new school?  
 5 Jessica's brother has got great taste in music.

**Workbook page 9**

- 5** 1 into 2 favourite 3 enjoy 4 love 5 fantastic 6 keen on  
 7 hate 8 horrible 9 can't stand 10 like  
**6** 1 into 2 keen 3 can't 4 favourite 5 fantastic 6 hate  
 7 like 8 love  
**7** Students' own answers  
**8** **LIKES**  
 I adore ...  
 I'm a big fan of ...  
 I'm crazy about ...  
 I'm mad about ...  
 I'm very fond of ...  
**DISLIKES**  
 I can't bear ...  
 I'm not a big fan of ...  
 I'm not very fond of ...  
 I really dislike ...  
 ... isn't really my thing.  
**9** 1 big fan; my thing  
 2 mad about; bear  
 3 crazy about; really dislike  
 4 adore; very fond of  
**10** Students' own answers

**Workbook page 10**

- 1** 1 speaks 2 play 3 live 4 watch 5 likes 6 works  
 7 visit 8 has  
**2** 1 Marisa doesn't speak French very well.  
 2 The students don't play in a football team on Wednesday afternoons.  
 3 My grandparents don't live in Sweden.  
 4 I don't watch TV before breakfast every day.  
 5 He doesn't like the Shrek films.  
 6 Stefan doesn't work in a music shop on Saturdays.  
 7 You don't visit your grandparents on Sunday mornings.  
 8 Poppy doesn't have swimming lessons on Tuesdays.  
**3** 1 We don't do sport on Saturday mornings. We've got a  
 Drama lesson.  
 2 My dad doesn't work in a restaurant. He teaches in a school.  
 3 Joe and Matt don't like classical music. They love rock music.  
 4 Libby doesn't go to secondary school. She studies at university.  
 5 I don't get up at 6am during the week. I wake up at 7am.  
 6 You don't watch TV in the mornings. You listen to music on  
 your phone.  
**4** 1 live  
 2 don't have  
 3 get up  
 4 have  
 5 leave  
 6 drives  
 7 listen  
 8 don't read  
 9 don't arrive  
 10 starts

- 5** 1 Tom doesn't live in the city.  
 2 He doesn't have a skate park near his house.  
 3 His dad drives him to the city every Saturday.  
 4 He listens to music on his phone in the car.  
 5 He doesn't read books in the car.  
 6 He arrives at the skate park at 8.30am.  
 7 His friends don't arrive at the skate park at 9.30am.  
**6** Students' own answers

**Workbook page 11**

- 1** 1 make-up artist  
 2 TV presenter  
 3 costume designer  
 4 sound engineer  
 5 producer  
 6 camera operator  
**2** sound engineer  
 make-up artist  
 camera operator  
 producer  
**3** 1 C 2 B 3 A 4 C 5 B 6 A  
**4** 1 He finds the article on the internet.  
 2 a talent show  
 3 They record the voices and the sounds for TV programmes.  
 4 They work with a producer.  
 5 Make-up artists can change a person's face with make-up and  
 make a person look different.  
**5** Students' own answers

**Workbook page 12**

- 1** She works in TV. She works for a TV/ film company.  
**2** She's a runner for a TV company.  
**3** 1 F 2 F 3 T 4 T 5 F 6 T

**4**

VERB	NOUN
1 run	1 runner
2 produce	2 producer
3 play	3 player
4 sing	4 singer
5 teach	5 teacher
6 design	6 designer
7 dance	7 dancer
8 present	8 presenter

- 5** 1 player 2 singer 3 presenter 4 runner  
 5 teacher 6 producer 7 dancer 8 designer

**Workbook page 13**

- 6** 1 beach  
 2 cinema  
 3 basketball  
 4 barbecue  
 5 park  
 6 swim  
 7 skateboarding  
 8 sleepover  
 Hidden word: bike ride

- 7** 1 shopping 2 parties 3 go to 4 go for 5 play 6 go  
7 beach 8 go swimming 9 picnic 10 the guitar
- 8** 1 B 2 D 3 H 4 A 5 E 6 F 7 G 8 C
- 9** 1 meets (her) friends  
2 play in a band  
3 designing websites  
4 do dance lessons  
5 does athletics  
6 goes horse riding  
7 taking photos  
8 go sailing
- 10** Students' own answers

**Workbook page 14**

- 1** 1 Do E  
2 Does F  
3 Do A  
4 Does C  
5 Do B  
6 Does D
- 2** 1 Do you watch TV in the mornings?  
2 Do your parents like documentaries?  
3 Does your best friend collect cartoon pictures?  
4 Do your grandparents send you text messages?  
5 Does your mum enjoy going to the gym?  
6 Does your dad like playing computer games?
- 3** Students' own answers
- 4** 1 What  
2 Why  
3 How much  
4 Where  
5 How  
6 Who  
7 When  
8 Which
- 5** 1 When does  
2 Where do  
3 What do  
4 Who do  
5 Why does  
6 How much does
- 6** 1 What do you do in your free time?  
2 Do you watch films on TV or at the cinema?  
3 Do you play a musical instrument?  
4 Who is your favourite singer?  
5 Does she sing country music?  
6 Why do you like her?

**Workbook page 15**

**Extra Challenge**

Students' own answers

**Webquest**

- 1 The Bronx, in New York City
- 2 Spotify
- 3 The X Factor
- 4 It's in Hawaii.
- 5 The Simpsons.
- 6 It's a cross between a flugelhorn and a tuba.

**Puzzle**

What time do you get up on school days?  
Who is your favourite actor?  
Where do you enjoy listening to music?  
Students' own answers

**Workbook page 16**

- 1** 1 Hello. / Good morning.  
2 This is Tim.  
3 Nice to meet you. / Pleased to meet you.  
4 Very well, thanks. / Fine, thanks.  
5 Bye. / See you.
- 2** 1 Good  
2 well  
3 thanks  
4 This  
5 Nice / Pleased  
6 You  
7 Fine  
8 bad  
9 See
- 3** 1 F; She's an exchange student.  
2 T  
3 T  
4 F; Max hates *One Direction*. He's very keen on Kodaline.  
He's very keen on *Kodaline*.  
5 T  
6 F; They haven't got time, they're late.
- 4** 1 Hi, Beth. I'm ...  
2 You too.  
3 How are you?  
4 Not bad, thanks.  
5 Are you happy at school here?
- 5** Suggested answers:  
1 Good morning. / Hello. / Hi.  
2 Hi. Nice to meet you.  
3 Very well, thanks. / Fine, thanks. / OK. / Not bad.  
4 Hello. / Hi. / Hey.  
5 Goodbye. / Bye. / See you!

**Workbook page 17**

- 1** 1 He's got five *Imagine Dragons* posters in his bedroom.  
2 Luka's crazy about football.  
3 I'm Anders and I'm from Croatia.  
4 In the summer, he goes to the beach every day.  
5 Luka's my best friend and this is his profile.
- 2** 1 I'm Anders and I'm from Croatia.  
2 Luka's my best friend and this is his personal profile.  
3 Luka's crazy about football.  
4 He's got five *Imagine Dragons* posters in his bedroom.  
5 In the summer, he goes to the beach every day.
- 3** 1 No, they aren't. They're best friends.  
2 Luka's favourite sport is football.  
3 Luka enjoys playing football computer games.  
4 Luka has got five *Imagine Dragons* posters.  
5 In the summer, he enjoys going to the beach every day and going swimming.  
6 Because he goes swimming before school.
- 4** Students' own answers



 1.2 Workbook page 11, exercises 2–3

J = Jack, S = Sean, A = Amy

- J Hey, you two! Look at this article on the internet about jobs in TV.  
 S Let's see, Jack... Working in TV sounds great!  
 J I agree.  
 A Really? I'm not sure...  
 J Well, listen to this. 'Sound engineer wanted for new talent show'. How cool is that?  
 S What does a sound engineer do?  
 J They record the voices and the sounds for TV programmes and they work with the producer.  
 S Do they use computers?  
 J Yes, Sean. It's all digital. They record and edit all the voices and sounds on a big computer.  
 S Wow! I like the idea of working as a sound engineer.  
 J Come on, Amy. Your turn... You're very quiet. What do you think?  
 S Yes, come on Jack. Give Amy a chance!  
 A I know. I can't get a word in edgeways!  
 J Sorry, Amy. Go ahead...  
 A Well, I think being a make-up artist sounds great.  
 J Really? I don't.  
 A You know, you can make a person look really different with make-up. For example, you can change a person's face into an animal's face or make a young person look very old. You need a lot of skill to be a make-up artist.  
 J Hmm. I suppose so... but you don't need a make-up artist on every TV programme, like a documentary about animals for example.  
 A Excuse me! Who puts the make-up on the TV presenter in a documentary about animals, and who works with the camera operator to make sure everyone looks good outdoors or under the studio lights? Oh wait a minute, that's the make-up artist... again!  
 S OK, OK you two. Calm down!  
 J Well, actually I want to be a producer. You're in charge of all the people and the whole TV programme. Imagine that...  
 S Well, actually...

 1.4 Workbook page 16, exercise 5

- 1 Good morning.
- 2 This is Lewis. He's the new boy in our class.
- 3 How are you?
- 4 Hi.
- 5 Bye!