

Vocabulary

- **Classroom objects:** *apple, bag, book, calculator, chair, clock, computer, desk, door, folder, orange, pen, pencil case, picture, rubber, ruler, scissors, umbrella, whiteboard, window*
- **Days and months:** *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December*
- **Ordinal numbers:** *1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 20th, 30th, 40th, 100th*
- **Animals:** *ant, bee, butterfly, cat, cow, dog, dolphin, eagle, elephant, goat, hamster, monkey, parrot, pig, pigeon, rabbit, sheep, tiger, tortoise, whale*
- **Colours:** *black, brown, dark blue, green, grey, light blue, orange, pink, purple, red, white, yellow*
- **Clothes:** *boots, cap, coat, dress, earrings, hoodie, necklace, jacket, jeans, jumper, scarf, shirt, shoes, skirt, socks, sunglasses, T-shirt, trainers, trousers, watch*

Grammar

- *a / an*
- *this / that / these / those*
- *be*
- Subject and object pronouns
- *have got*
- Possessives
- Plurals
- *there is / there are*

Pronunciation

- The alphabet

Language objectives

- To revise vocabulary related to numbers (page 4) classroom objects (page 4), days and months (page 5) ordinal numbers (page 5), dates (page 5), animals (page 6) colours (page 7) and clothes (page 7)
- To use *a, an, this, that, these* and *those* correctly (page 4)
- To revise subject and object pronouns (page 5), possessives (page 6) and plurals (page 7)
- To revise *be* (page 5) and *have got* (page 6)
- To use *there is / there are* (page 7) correctly

Skills objectives

- To read and understand text message invitations to a birthday (page 5) and a message board about pets (page 6)
- To listen to students introducing themselves (page 4) and friends discussing clothes in a bedroom (page 7)
- To talk about your classroom (page 4), your birthday (page 5), to spell words correctly (page 6) and to ask and answer questions about clothes and colours (page 7)

Assessment criteria

- Students can use subject and object pronouns, possessives and plurals correctly.
- Students can use *a / an, this / that / these / those, be,* subject and object pronouns, *have got,* possessives, plurals and *there is / there are* correctly.
- Students can recognize and use vocabulary about classroom objects, days, months and ordinal numbers, animals, colours and clothes correctly.
- Students can read and understand invitations to a birthday and a message board about pets.
- Students can listen to and understand students introducing themselves and friends discussing clothes in a bedroom.

Resources

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

Key competences



Linguistic competence

Page 7



Mathematical competence and basic competences in Science and Technology

Pages 4, 5



Digital competence

Page 5



Social and civic competence

Pages 6, 7



Cultural awareness and expression



Competence in learning to learn

Pages 4, 6



Sense of initiative and entrepreneurship

Starter A

LISTENING

- Answer the questions with a partner.

 - How many students are in your class? Guess before you count!
 - Is your desk messy or tidy? What things have you got on it?
- Listen to the conversation. Match the descriptions with the people.

 - ... is a new student.
 - ... introduces Sara to Andy.
 - ... sits next to Paul.
 - ... has got a messy desk.
 - ... and ... are 13 years old.
- What do you remember? Complete the sentences. Then listen again and check.

 - Paul's *football boots* are on Andy's desk.
 - Paul's ... is on Andy's chair.
 - Sarah and Andy are ... years old.
 - Mike is in class ...
 - There are ... students in the class.



VOCABULARY

Numbers Classroom objects

- Listen and write the numbers.
- Work in pairs and continue the sequences. Stop after 10 numbers.
 - 1, 3, 5, 7, 9, 11 ...
 - 11, 22, 33, 44 ...
 - 2, 102, 202, 302, 402 ...
 - 15, 30, 45, 60 ...
 - 50, 100, 150, 200 ...
 - 100, 96, 92, 88 ...
- Find the words in the photo. Which are missing?

apple bag book calculator chair clock
computer desk door folder orange pen
pencil case picture rubber ruler scissors
umbrella whiteboard window



4

GRAMMAR

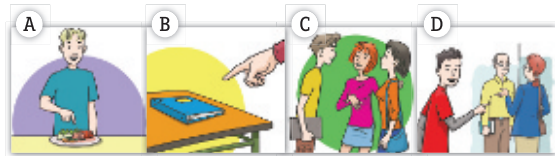
*a / an
this / that
these / those*



*a picture an orange
This is a picture. That's a clock.
These are my friends. Those are his football boots.*

Grammar reference page 113

- Write *a* or *an* in front of the words in exercise 6. Why is it *a picture*, but *an orange*?
an apple, ...
- Match each sentence with a picture. Then complete them with *this*, *that*, *these* or *those*.



- ... is my friend Bea.
 - ... are my teachers.
 - ... is my lunch.
 - ... 's my folder.
- Work with a partner. Ask and answer questions about things in the classroom.

What's that?

That's a whiteboard.

What are these?

Those are my pens.

Key competences



Mathematical competence is developed by finishing the sequences in exercise 5. This involves the ability to develop and apply mathematical thinking and basic operations and concepts.



This starter unit focuses on checking how much students remember about vocabulary, structures and communication skills. Doing this requires effective learning management.

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

Have students work in pairs. Explain that they are going to introduce their partner to the rest of the class. Ask students to find out three things about their partner by asking them questions. Elicit some example questions from the class, e.g. *How old are you? Do you have brothers and sisters? What are your hobbies?*

Encourage students to think of other questions and get them to ask and answer questions with a partner. After five minutes, invite various students to introduce their friend to the class.


- Count the number of students together as a class. Get the student closest to the front to begin the count (one), then point to the next student to carry on (two). Continue like this until all students have said a number.

Answers Students' own answers

-  1.2 **Transcripts page 28** Tell students to listen carefully for the names of the people on the right-hand side of the page.

Answers

1 Sara 2 Miss Campbell 3 Andy 4 Paul 5 Sally ... Paul

-  1.2 **Transcripts page 28** Invite students to see if they remember the answers before playing the track.

Answers

2 lunch 3 12 4 8B 5 31

-  1.3 **Transcripts page 28** Use the opportunity to highlight the differences between numbers ending in *-teen* and *-ty*.

Play the track again and ask students which syllable is stressed in each word:

sixteen / *sixty*.

Write other '*-teen*' and '*-ty*' numbers on the board (e.g. 15 / 50) and get students to practise while being aware of the syllable stress.

Answers

1 85 2 22 3 19 4 16 5 60 6 210

- Carry out the first sequence as a class so that students understand the exercise.

As you go through the answers, invite students to the board to complete the sequences. Get other students in the class to correct the sequence if necessary.

As a class, practise saying the numbers in each sequence.

Answers

1, 3, 5, 7, 9, 11, 13, 15, 17, 19
11, 22, 33, 44, 55, 66, 77, 88, 99, 110 (or 111)
2, 102, 202, 302, 402, 502, 602, 702, 802, 902
15, 30, 45, 60, 75, 90, 105, 120, 135, 150
50, 100, 150, 200, 250, 300, 350, 400, 450, 500
100, 96, 92, 88, 84, 80, 76, 72, 68, 64

- Ask the students: *What things can you see in the photo?* Elicit some answers, then get them to complete the exercise.

Answers

In the photo: book, calculator, chair, clock, desk, folder, pen, pencil case, window

Missing: apple, bag, computer, door, orange, picture, rubber, ruler, scissors, umbrella, whiteboard

- There is one word in exercise 6 that can't be used with *a* or *an*. Ask students which word it is and why (*scissors* – because it's plural).

Answers

an apple, a bag, a book, a calculator, a chair, a clock, a computer, a desk, a door, a folder, an orange, a pen, a pencil case, a picture, a rubber, a ruler, scissors, an umbrella, a whiteboard, a window

Teaching tip

Point out that we use *an* before a word where the first letter is pronounced as a vowel, even if it is a consonant. Provide an example: *an hour*.

Explain that because the 'h' is silent in *hour*, we pronounce the first letter as 'o', therefore, we use *an*.

- Provide some examples before students complete the exercise:

Pick up your bag and say: *This is my bag*.

Point to a student's bag and say: *That is [Andrew's] bag*.

Provide further examples using *these* and *those* until students are familiar with the difference.

Answers

A 3, this B 4, that C 1, this D 2, those

- Go round the class and monitor the activity.

Answers

Students' own answers

Starter B

READING

- 1 What do you usually do on your birthday?
- 2 Read the messages. Which message goes with the photo?



1
Hi Jess, it's my birthday on Tuesday June 2nd and I'm having a party. I hope you can come. It's at the Silver Fish restaurant at 6pm. Do you know it? I can send the address if you need it.
Maggie

2
Hi guys, are you all free on Saturday February 12th? I'm having a football party at PowerPlay. It starts at 3pm. My Dad can take us there. Let me know soon! Tom

3
Ellen,
Please come to my beach party! Meet at my house at 1.15. Bring your swimming things. Text me now if you can come! It's on Saturday August 23rd. And is your sister free? Please ask her to come too.
Rosa

4
It's Ben's birthday next Friday (31st October). Let's give him a big surprise – a party at my house! Call me if you think it is a good idea.
Dave

- 3 Which party ... ?

- | | |
|-------------------------|-------------------------|
| 1 starts in the evening | 3 is at someone's house |
| 2 is near water | 4 is in the winter |

VOCABULARY

Days and months Ordinal numbers | Dates

- 4 Divide the words into two groups: *Days* and *Months*. Which words are missing? Find them in the messages.

April December January July March May Monday
November September Sunday Thursday Wednesday

- 5 Practise saying the ordinal numbers below. Then write the words.

1st 2nd 3rd 4th 5th 8th 10th 13th 14th 19th
26th 33rd 42nd 54th 61st 77th 98th 100th

- 6 Read *Word Zone*. Then listen and number the dates in the order you hear them.

WORD ZONE

We can say dates in two different ways:
02/03 *the second of May* or *May the second*

22/08 05/12 29/01 13/11 30/05

GRAMMAR

be Subject and object pronouns



I'm 13. I'm not 11.
You're cold. Are you Sam?
He's in class. She isn't at school.
Is it an umbrella?
We're sad. Those boys aren't with me.
Subject pronouns:
I you he she it we they
Object pronouns:
me you him her it us them

Grammar reference page 113

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

- 1 We ... free on 24th March.
- 2 ... he 13 or 14 years old?
- 3 My friends ... all nice!
- 4 ... Jane at the restaurant?
- 5 I ... from Ireland.
- 6 What ... the time? It ... three o'clock.

- 8 Look at the object pronouns in the Grammar box above. Can you find an example of each one in the invitations?

Text me now if you can come!

- 9 Complete the sentences with object pronouns.

- 1 This is Mary. Do you know ...?
- 2 That's my pen! Can I have ..., please?
- 3 These are my new shoes. Do you like ...?
- 4 Mrs Jones is the school secretary. Please give ... your name and address.
- 5 We are on holiday in Portugal. My friend Connor is with ...

FAST FINISHERS Write a party invitation to a friend.

5

Key competences



Mathematical competence is developed by learning and practising saying the ordinal numbers in English and mathematical thinking in everyday situations by saying the dates in two different ways.



Digital competence involves knowing and using technology for work, leisure and communication, like the text messages in exercise 2.

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

Tell the class to form a line, starting with the youngest student and ending with the oldest student. They have to ask questions to find out the information. Elicit questions that they might use (e.g. *How old are you? When is your birthday? What time were you born?*)

Tell students to stand up. Then get them to ask and answer the questions to each other until a line begins to form in the class. When students think they are ready, get each student to say the date they were born.

- 1 With students still standing, you could ask this question to each student and get them to sit down only after they have answered.

Answers Students' own answers

- 2  1.4 The text is available to listen to. Before students read the texts, ask them which word or words they are looking for to help them find the answer (e.g. *beach party*). Get students to skim each text quickly to find the information.

Answers

3

- 3 Go through the answers by asking students to read out the information in the text that gave them the answer.

Answers

1 text 1 2 text 3 3 text 4 4 text 2

Extra activity

Ask the class: *Which party would you like to go to?* Tell students to discuss the question with a partner and invite students to feedback their ideas.

- 4 You could carry this out as a class activity by inviting individual students to the board to write a list of months and days. Get other students in the class to correct any words that are out of sequence.

Answers

Days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Months: January, February, March, April, May, June, July, August, September, October, November, December

Teaching tip

Take the time to practise pronunciation of days and months. Model the words and get students to repeat. Then invite students to the board to underline the stressed syllable in each word. Correct any mistakes and get students to practise saying the words again:


Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

January, February, April, July, August, September, October, November, December.

- 5 Before or after completing the activity, tell students to write one sentence using one of the ordinal numbers, e.g. *I was born on 13th February.* / *I am the third oldest girl in my class.*
Invite a number of students to read out their sentences.

Answers

1st = first	10th = tenth	42nd = forty second
2nd = second	13th = thirteenth	54th = fifty fourth
3rd = third	14th = fourteenth	61st = sixty first
4th = fourth	19th = nineteenth	77th = seventy seventh
5th = fifth	26th = twenty sixth	98th = ninety eighth
8th = eight	33rd = thirty third	100th = hundredth

- 6  1.5 Invite some students to the board to write their birthdays in the same format as in *Word Zone*. Point to the dates in the exercise and get students to say which month is in each date (August, December, January, November, May).

Answers

1 13/11 2 22/08 3 05/12 4 30/05 5 29/01

- 7 Ask students to write both contracted and full forms of *be*, if both can be used.

Answers

1 are/'re 2 Is 3 are/'re 4 Is 5 am/'m 6 is/'s...is/'s

- 8 Write the answers on the board and use them to revise the difference between subject and object pronouns: Object pronouns refer to a person / persons who are the direct or indirect object of a verb. Subject pronouns refer to the person who is 'doing' the verb.

Answers

My Dad can take us there.
Please ask her to come too.
Let me know soon!
Let's give him a big surprise
Do you know it?
Call me if you think it is a good idea.
(There is no example of 'you' (as an object pronoun) and 'them')

- 9 Invite individual students to read out an answer and ask the rest of the class if they are correct.

Answers

1 her 2 it 3 them 4 her 5 us



READING

- 1 Work in pairs. Write down all the words for animals you know in English. Which pair has got the most words?
- 2 Read the message board. What's the problem with each pet?



Today's message board topic:

Pets – great fun ... or not?

Have you got pets? Do you love them or do they drive you crazy? Let us know!

In our family, we've got one pet. It's a parrot and its name is Jerry. It's my dad's. We think Jerry's about 70 years old. When he's in his cage he's fine. But when he comes out, he bites us and takes our food. Not great!

Tony

We've got two pets in my family. I've got a cat called Ivor and my brother's got a dog called Ifan. Ifan wants to be Ivor's friend, but Ivor isn't interested! They fight a lot and I don't like it.

Gareth

I've got a hamster called Coco. He's ok, but he sleeps all day and is awake all night. His cage is in my bedroom and he makes lots of noise running on his wheel.

Monica

I haven't got any pets but my little sisters have got rabbits. Their names are Pepper and Snowball. My mum doesn't like them very much because they eat the plants in her vegetable garden.

Tracey

- 3 Decide if the sentences are true or false.

- 1 Jerry is a very old bird.
- 2 Ivor and Ifan are good friends.
- 3 It's difficult for Monica to sleep at night.
- 4 Pepper and Snowball belong to Tracey.
- 5 Tracey's mum likes the rabbits.

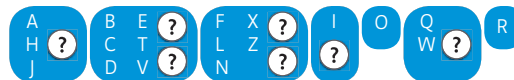
VOCABULARY Animals | The alphabet

- 4 Match the animals in the box with the headings. Add more words that you know.

ant bee butterfly cat cow dog dolphin eagle elephant goat hamster monkey parrot pig pigeon rabbit sheep tiger tortoise whale

pets farm animals insects wild animals birds

- 5 Each group of letters has a similar sound. Add the missing letters. Then listen and check.



- 6 Test your partner on the spelling of the animals.

How do you spell rabbit?

R-A-double B-I-T

GRAMMAR

have got Possessives



Have you got any pets? Yes, I have. I've got an iguana.

Paul has got a rabbit, but Sara hasn't got a pet.

Have they got a dog? No, they haven't.

We use possessive adjectives and 's to indicate possession.

my your his her its our their
Jerry is **my** friend's dog.

Grammar reference page 113

- 7 Complete the sentences with the correct form of *have got*.

- 1 He's got two brothers and a sister. ✓
- 2 We ... any money. ✗
- 3 My dog ... lots of nice toys. ✓
- 4 I ... a ruler today, sorry. ✗
- 5 ... you ... a pencil case?
- 6 ... Leah ... a new car?

- 8 Read the sentences. What does 's mean in each sentence? Write *is*, *has* or *possessive*.

- 1 My dad's got a new car.
- 2 Our parrot's really noisy.
- 3 My dog's bed is in the kitchen but he sleeps with me.
- 4 My sister's got lots of friends.
- 5 My sister's name's Harriet, not Henrietta.

Key competences



Use the reading text about pets to encourage a critical discussion about how we treat animals, especially our pets, and our responsibilities to other members of the public, particularly for dog owners.



By learning to apply strategies to remember, expand and consolidate their vocabulary by, for example, categorizing animals into groups, students develop this competence.

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Warmer

Play a game to practise talking about possession:

Invite a student to the front of the class and tell him or her to close their eyes.

Choose one item from five students and place them in front of the student at the front of the class. Tell the student to open his/her eyes and ask: *What have you got?* Get them to tell you, e.g. *I've got a pencil, two books and three rulers.*


Then ask: *Whose are they?*

Get the student to guess who each item belongs to, e.g. *I think this is Mike's pencil.* Repeat the activity as a class, or tell students to form small groups and get them to repeat the activity in their groups.

- 1 You could set a challenge by asking students to find an animal for every letter in the alphabet (e.g. *ant, bird, cat*). Write the alphabet on the board and invite different students to fill in the letters in any order until the animal alphabet is complete. Allow them to use their dictionaries if necessary.

Answers

Students' own answers

- 2  1.6 The text is available to listen to. Encourage students to skim the text quickly to find the answers. Get them to discuss the answers with a partner.

Answers

Jerry the parrot bites and takes Tony's family's food.
Ivor the cat and Ifan the dog fight a lot.
Coco the hamster makes lots of noise running on his wheel at night.
Pepper the rabbit and Snowball the rabbit eat the plants in Tracey's mum's vegetable garden.

- 3 Get students to copy the sentences in their notebooks and to write corrected versions of the false sentences.

Answers

- 1 true 2 false (Ifan wants to be Ivor's friend, but Ivor doesn't.)
3 true 4 false (Pepper and Snowball belong to Tracey's little sister.)
5 false (Tracey's mum doesn't like the rabbits because they eat the plants in her vegetable garden.)

Extra activity

Set a writing task: *Write about your pet or a pet you would like to have.*

Tell students to write about their pet. Tell them to include the name and type of animal, and the things that they do and do not like about their pet.

For students who do not have a pet, get them to write about why they would like to have a pet. Get students to read their paragraphs to their partner.

- 4 Elicit one example of each type of animal from the class before getting students to complete the activity alone.
Ask questions to check comprehension: *Where do farm animals live? Are insects big or small animals? Where do wild animals find their food?*
Get any fast finishers to add more animals to each group.

Answers


pets: cat, dog, hamster, rabbit

farm animals: cow, goat, pig, sheep

insects: ant, bee, butterfly

wild animals: dolphin, elephant, monkey, tiger, tortoise, whale

birds: eagle, parrot, pigeon

- 5  1.7 You could help students by first getting them to identify the missing letters of the alphabet. Write them on the board, and then get students to match them to the groups.

Answers

K G, P M, S Y U

- 6 You could carry this out as a class activity:
Invite a student to the front of the class and tell him or her to spell an animal out loud. Get the rest of the students to write down the letters as they are said.
Ask the class which animal was spelt and if the student spelt the word correctly.
Repeat the activity as desired.

Answers

Students' own answers

- 7 Ask students to write both contracted and full forms, for the gaps where both can be used.

Answers

2 haven't got / have not got 3 's got / has got 4 haven't got / have not got 5 Have ... got 6 Has ... got

- 8 To help students understand the different uses of 's, write the following sentence on the board: *My brother's dog is called Paddy. He's very big and he's got a long tail.* Ask students to identify the three occurrences of 's, and to say why we use it each time (possessive, contraction of *is*, contraction of *has*).

Answers

1 has 2 is 3 possessive 4 has 5 possessive ... is

Teaching tip

Point out to students that an 's' that signifies possession should always be followed by a noun. Get students to find another 's' for possession in the Reading text (Ivor's friend).

LISTENING

- 1 Find the things below in Debbie's room. Does her room look like your room?

bed chair chest of drawers floor wardrobe

- 2 Listen and answer the questions.

- 1 What does Debbie want to find?
- 2 Where does she find it?

- 3 Listen again and complete the sentences.

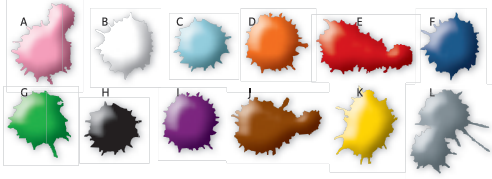
- 1 Kim has got Debbie's
- 2 It's Jack's ... tonight.
- 3 Debbie's favourite T-shirt is ...
- 4 There are some ... and pairs of ... in the chest of drawers.
- 5 There's a pair of ... on the floor.

VOCABULARY

Colours | Clothes

- 4 Complete the words for colours. Then match them with the colours below.

- | | | | |
|---------------|---------|---------|----------|
| 1 r...d | 4 g...n | 7 y...w | 10 b...k |
| 2 light b...e | 5 o...e | 8 g...y | 11 p...e |
| 3 dark b...e | 6 b...n | 9 w...e | 12 p...k |



- 5 Look at the words below. Which can you see in the picture of Debbie's room?

boots cap coat dress earrings hoodie jacket jeans jumper necklace scarf shirt shoes skirt socks sunglasses T-shirt trainers trousers watch

- 6 Ask and answer about the colour of the clothes in the picture.

What colour is this coat?

What colour are these trousers?



GRAMMAR

Plurals there is / there are



a T-shirt – two T-shirts
 a dress – two dresses
 a party – two parties
 a scarf – two scarves
 a pair of sunglasses – two pairs of sunglasses
 There's a scarf on the floor. There isn't a jacket.
 There are two dresses in the wardrobe.
 There aren't any socks.
 Is there a jumper? Yes, there is.
 Are there any gloves? No, there aren't.

Grammar reference page 113

- 7 Write the plurals of the clothes words in exercise 5. Answer the questions.

- 1 Which words need -es?
- 2 Which words are always plural?
- 3 Which ones go with a pair of...?
- 4 Which word has an irregular plural?

- 8 Write 10 sentences about your classroom using *there is / there are*. Compare with your partner. Are your sentences the same or different?

*There are eight posters on the wall.
 There's a pair of scissors on my desk.*

FAST FINISHERS Write 5 sentences about your bedroom.

Key competences



The grammar and vocabulary exercises will help students to learn and interiorize grammar rules and review old vocabulary.



Look at the picture and remind students of the importance of order and cleanliness in our daily lives. Tell them that it's our responsibility to tidy up our rooms and help around the house.

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Warmer

Put students into pairs and hand out a piece of plain paper to each student.


Get student A to describe their bedroom for student B to draw.

Tell them to describe what is in their room and where it is located. Provide an example: *In my room, I've got a cupboard on the left. Next to the cupboard is a window. Below the window is a chest of drawers. There is a picture above the bed.*

Then get students to swap roles. Ask the class: *Did your partner draw your picture accurately?*

- 1 Elicit from the class words to describe Debbie's room (e.g. *messy, untidy, disorganized*). If necessary, clarify the difference between *dirty* and *messy*.


Answers Students' own answers

- 2  1.8 **Transcripts page 28** Before playing the track, make sure students are familiar with the different items of clothing (e.g. dress, trousers, jumper, scarf).

Ask questions to check, e.g. *Where is the red dress?* (under the bed). *How many pairs of trousers can you see?* (three).

Answers

- Debbie wants to find her red dress.
- She finds it under the bed.

- 3  1.8 **Transcripts page 28** Tell students to complete the exercise from what they remember. Then play the track again and get students to check their answers.

Answers

- blue dress
- party
- green / on the chair
- jumpers ... socks
- boots

- 4 After students complete the exercise, help build vocabulary by pointing to other colours in the classroom and eliciting the name (e.g. *turquoise, silver, gold, navy blue*).

Answers

- red, E
- light blue, C
- dark blue, F
- green, G
- orange, D
- brown, J
- yellow, K
- grey, L
- white, B
- black, H
- purple, I
- pink, A

- 5 Encourage students to use their dictionaries to look up items of clothes they don't know.

Answers

boots, dress, jacket, jumper, scarf, shirt, socks, T-shirt, trainers, trousers

- 6 Elicit the options to reply: *It's (green) / They're (red)*.
Ask students: *Do we refer to a pair of trousers as single or plural?* (plural).

Answers Students' own answers

Extra activity

Get students to play a memory game in pairs. Tell them to study the picture carefully for one minute. Then tell one student in each pair to close their books.

Tell the other student to describe an item by saying where it is in the picture for their partner to guess, e.g. *It's on the chair, on top of a pair of orange trousers* (green T-shirt). Swap roles and repeat the activity.

- 7 Tell students that some words are already plural (e.g. *boots*) and they don't need to make plurals for those.

Answers

caps	jackets	shoes
coats	jumpers	skirts
dresses	necklaces	T-shirts
earrings	scarves	watches
hoodies	shirts	

- dresses, scarves, watches
- jeans, sunglasses, trousers
- boots, earrings, jeans, shoes, socks, sunglasses, trainers, trousers
- scarves

Teaching tip

Point out that not all plurals are formed using 's' or 'es'. Provide an example: *man / men*. In groups, get students to find the plurals of these words: *child, person, sheep, woman, tooth, foot, mouse*.

Answers

children, people, sheep, women, teeth, feet, mice

- 8 As an option, tell students to write five sentences that are true and five sentences that are false. At the end of the exercise, invite students to read out a sentence, and ask the rest of the class if their sentence is true or false.

Answers Students' own answers

1.2 Student's Book page 4, exercises 2–3

A = Andy, M = Miss Campbell, Sar = Sarah, Sal = Sally, P = Paul

- A Hello, Miss Campbell.
 M Good morning Andy. How are you?
 A I'm fine thanks. And you?
 M Fine, thanks. Um, Andy, this is Sara. She's a new student in your class.
 Sar Hi Andy.
 A Hi Sara. Come with me. So, this is our classroom. And these are my friends. Everyone, this is Sara. She's new.
 Sal Hi Sara.
 P Hi Sara.
 Sar Hello.
 A This is Sally ...
 Sal Hello.
 A ... and that's Paul.
 P Hi.
 A That's my desk over there. I sit next to Paul. He's really messy! Those are his football boots on my desk and that's his lunch on my chair!
 Sar And are those his books and pens all over the floor?
 A Yes!
 Sal How old are you, Sara?
 Sar I'm 12. What about you?
 Sal I'm 13. Paul is 13 too, and Andy is 12.
 Sar How many students are there in our class?
 P I don't know. Count the chairs! 1, 2, 3, 4, 5, 6 ...
 Sal I know, there are 31.
 A No, there are 30. Remember that Mike isn't in the class now. He's in 8B.
 Sal Yes, but now Sara's here! So that makes 31.
 A Oh yes, so 31 students.
 P ... 28, 29, 30, 31 chairs. Sara, there are 31 students in the class!
 S Thanks, Paul!

1.3 Student's Book page 4, exercise 4

- 1 My granddad is 85 years old.
- 2 There are 22 students in our class.
- 3 We live at number 19, Church Street.
- 4 16 people prefer this film.
- 5 Jack wants 60 sandwiches for the birthday party.
- 6 There are 210 animals in the zoo.

1.8 Student's Book page 7, exercises 2–3

K = Kim, D = Debbie

- K Hello?
 D Hi Kim. It's Debbie here. Have you got my red dress?
 K Your red dress? No, I've got your blue dress, remember. Why?
 D I can't find my red dress and I want to wear it tonight.
 K Oh that's right, it's Jack's party tonight, isn't it? Well, look in your wardrobe. Is it in there?
 D No. There are two dresses in the wardrobe but not my red one.
 K Is it on your chair?
 D Er, no. There are two pairs of trousers here, oh and my favourite green T shirt! That's good! But no red dress.
 K Maybe it's in your chest of drawers.
 D Let me see – there are some jumpers and lots of pairs of socks in here. But no red dress.
 K What about on the floor? There are always lots of things on your bedroom floor!
 D Er – there's a scarf...and a pair of boots. Oh.. wait a minute. There's something under the bed.
 K What is it?
 D My dress! Thanks Kim. You're brilliant. Mum, can you wash my red dress please ...

Workbook page 4

- 1 1 six 2 twenty-two 3 ninety 4 fourteen 5 one hundred
6 fifty-five
- 2 1 31 2 12 3 17 4 365
- 3 In a pencil case: pen, rubber, scissors
On a desk: book, computer, folder
On a classroom wall: clock, picture, whiteboard
- 4 1 chair 2 window 3 door 4 orange 5 umbrella
6 calculator
- 5 1 a 2 a 3 a 4 an 5 an 6 a
- 6 1 This 2 This 3 These 4 These 5 This 6 These
- 7 1 Those 2 those 3 that 4 that 5 those 6 those
- 8 1 this 2 ruler 3 That 4 these 5 pens 6 Those
7 a 8 an

Workbook page 5

- 1 2 Tuesday 3 Wednesday 4 Thursday 5 Friday
5 Saturday 7 Sunday
- 2 1 April 2 May 3 June 4 August 5 September 6 November
7 January 8 February
- 3 1 tenth 2 seventh 3 fourteenth 4 fifth 5 first 6 third
- 4 2 Twenty-seventh of June
3 Nineteenth of November
4 First of February
5 Thirtieth of April
6 Twelfth of September
- 5 1 's 2 are 3 aren't 4 's 5 's 6 'm not 7 'm
- 6 2 you 3 him 4 she 5 it 6 we 7 them
- 7 1 It 2 She 3 me 4 us 5 It 6 you 7 them 8 He
9 him
- 8 1 aren't 2 are 3 it 4 's 5 February 6 him 7 it 8 he
9 40th 10 tenth

Workbook page 6

- 1 1 parrot 2 tiger 3 ant 4 dolphin 5 whale 6 pigeon
7 elephant 8 butterfly
- 2 no legs: dolphin, whale
four legs: tiger, elephant
six legs: ant, butterfly
two legs: parrot, pigeon

3

A	T	L	Y	Q
K	D	N	I	U

- 4 1 I haven't got a big family.
2 Have they got a cat?
3 It's got four legs.
4 Have you got a computer?
5 She hasn't got an orange ruler.
6 Ana and Laura have got a book.
- 5 1 his 2 my 3 our 4 their 5 friend's 6 Ana's
- 6 's = is: 2, 6
's = has: 4, 5
's = possession: 1, 3
- 7 1 have you got 2 's got 3 wild animal 4 pet 5 have got
6 their 7 've got 8 its

Workbook page 7

- 1 1 yellow 2 white 3 pink 4 blue 5 black 6 brown
7 purple
- 2 1 pink 2 blue 3 purple 4 black 5 brown 6 white
7 yellow
- 3 1 sunglasses 2 trainers 3 earrings 4 necklace 5 trousers
6 jumper 7 cap
- 4 1 watch 2 socks 3 hoody 4 shirt 5 dress 6 scarf
7 jeans 8 jacket
- 5 1 watches 2 pairs of socks 3 hoodies 4 shirts
5 dresses 6 scarves 7 pairs of jeans 8 jackets
- 6 1 are 2 's 3 Are 4 aren't 5 are 6 Is 7 is 8 's
9 isn't 10 's
- 7 1 is 2 hoodies 3 dark 4 's 5 are 6 Are 7 there are
8 pairs

Vocabulary

- **Family:** *aunt, brother, child, cousin, dad, daughter, grandparents, grandma, grandson, great-grandparents, husband, mum, nephew, niece, only child, parents, son, stepfather, uncle, wife*
- **Everyday activities:** *brush your teeth, do sport, do the housework, do your homework, get dressed, get ready for bed, go online, go to school, go to the cinema, have a shower, have a snack, have breakfast, have dinner, have lunch, visit relatives*
- **British and American English:** *flat / apartment, garden / yard, lift / escalator, neighbourhood / neighborhood, shop / store*
- **Phrasal verbs:** *get up, wake up, take away, go out*
- **Face 2 Face:** *No worries. Sure! I mean*

Grammar

- Present simple
- Adverbs of frequency
- *can / can't*

Pronunciation

- Third person -s
- *can* and *can't*

Recycled language

- Starter unit content

Language objectives

- To learn vocabulary related to family (page 9) and everyday activities (page 13)
- To learn and use the present simple (page 10), adverbs of frequency and expressions of frequency (page 14) to talk about everyday activities
- To use *can / can't* to talk about ability (page 14)
- To use conjunctions correctly in writing (page 17)

Skills objectives

- To read and understand a text about an American teenager's life (page 8)
- To discuss personal information about family (page 9) and everyday activities (page 13)
- To listen to and understand an interview with a teenager about his life (page 11)
- To read and understand a text about an average British family (page 12)
- To make a questionnaire and interview classmates (page 15)
- To introduce yourself and other people (page 16)
- To exchange phone numbers (page 16)
- To write a message about yourself for a website (page 17)








Assessment criteria

- Students can use the present simple, adverbs of frequency and *can / can't* correctly.
- Students can recognize and use vocabulary about families and everyday activities correctly.
- Students can pronounce third person -s endings and *can* and *can't* correctly.
- Students can read and understand a text about an American teenager and a typical British family.
- Students can listen to and understand an interview with a teenager in Canada.
- Students can produce a questionnaire and interview each other.
- Students can meet and get to know new people in an appropriate way.
- Students can write a description of themselves.

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**
Pages 8, 10, 13, 14, 15, 16
-  **Mathematical competence and basic competences in Science and Technology**
Pages 14, 16
-  **Digital competence**
Page 10
-  **Social and civic competence**
Pages 8, 9, 11, 12, 15, 16
-  **Cultural awareness and expression**
Pages 11, 13, 17
-  **Competence in learning to learn**
Pages 8, 9, 10, 11, 12, 14, 17
-  **Sense of initiative and entrepreneurship**
Pages 9, 12, 13, 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 in building a text before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 17

 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

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

- Grammar, pages 10 and 14

The High Achievers game: London

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 London landmark. If they answer correctly, they will receive the first clue out of nine to solve the final challenge.

1 It's my life

- Grammar** Present simple | Adverbs of frequency
can / can't
- Vocabulary** Family | Everyday activities
- Challenge** Find out what you've got in common
- Interaction** Meeting new people
- Writing** A personal description

READING

- 1 Complete these sentences about you.
I've got ... I like ... I play ... I'm interested in ...
I'm good at ...
- 2 Tell your partner your sentences. What have you got in common?

I'm good at tennis. *Me too!*

- 3 Read the profile and make notes about Jacob.

Name City Home Family

Pets Interests and activities

Name: *Jacob Rossi*

Home
Friends
Photos
Messages
Privacy settings

My profile by Jacob Rossi

Over 7 billion people live in the world and everyone is different. Answer the questions and tell us about you!

Where do you live?
I live in Chicago. It's the USA's third city. It's on Lake Michigan and there are 33 beaches!

What neighborhood do you live in?
We live in Hollywood Park.

Do you live in an apartment?
No, I don't. We live in a house with a big old tree in the front yard.

Have you got any brothers or sisters?
Yes, I have. I've got a sister. I'm the youngest.

Where do your parents work?
They both work in the business district in an office.

Have you got a pet?
Yes, I've got a dog called Jackson. He's crazy. He likes cats!

Do you play a musical instrument?
Yes, I do. I play the drums. My parents hate it!

What's your favourite free time activity?
I like going to the Millennium Park in the heart of the city.

What do you like best about your city?
The Chicago White Sox! They're my favourite baseball team. I go to the home games with my dad.

Can you tell me an interesting fact about you?
I don't like computer games! I prefer a good book.



8

Key competences



Exercise 3 will help the students to understand different types of text. Check that they tell you which type of text it is (a profile) and why they think so.



Students reflect on cultural differences and lifestyles, learning to understand multi-cultural identities and different socioeconomic positions within society.



Students use the box at the beginning of each unit to see what they will be doing. That will help them to organize their own learning.

Warmer

Focus on the profile, and ask: *Where can you see profiles like this? Do you have an online profile? What information does it have about you?* Elicit a range of replies.

- 1 Elicit some example answers from the class. Point out that after *I like, I'm interested in* and *I'm good at* we use a noun or an *-ing* form.

Answers

Students' own answers

- 2 Point out that *Me too!* expresses agreement.

Elicit ways to express disagreement:

I've got a pet. – I haven't.

I like sport. – I don't.

I'm interested in music. – I'm not.

After the pairwork, ask some students to tell the class what they learnt about their partner.

Answers

Students' own answers

Extra activity

Teach *We both ...* (+ plural verb) and *Neither of us ...* (+ singular verb).

Ask students to tell the class something that is true for them and their partner, e.g. *We both like football. Neither of us is interested in music.*

- 3  1.9 The text is available to listen to.

Point out that students should write notes, not full sentences, and they should not copy directly from the text.

Answers

Name: Jacob Rossi

City: Chicago

Home: He lives in a house in Hollywood Park

Family: An older sister, both parents work in the business district

Pets: A dog called Jackson

Interests and activities: Jacob likes playing the drums, going to Millennium Park, baseball and reading

Teaching tip

If you are not using the audio, you could set a time limit for the first reading of a reading text. This will encourage students to read quickly for general meaning. You can gradually reduce the time limit as students' reading skills improve.

Extra activity

Ask students the following questions. They can answer from memory, then check their answers in the text. Encourage them to scan the text to find the answers quickly.

- 1 How many beaches are there in Chicago?
- 2 Is Jacob older than his sister?
- 3 What does Jacob do with his dad?

Answers

- 1 33
- 2 No, he's the youngest.
- 3 He watches the Chicago White Sox.


Go Digital!**Hot spots: heart, baseball**

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

- Touch the Reading text to access the hot spots.

Extra activity: Adjective focus

This activity can be done as a whole class activity or in two teams. Give each team one minute to do as much as possible in their turn at the IWB.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- Nine adjectives have been taken out of the reading text. Students have to drag them back using the context and their knowledge of the text to make decisions.
- When the activity is completed, use the **Check** button to show the correct answers.
- Encourage students to compare their attempts with the correct answers.

Suggested use: after exercise 5, page 9

4 Read the profile again and decide if the sentences are true or false.

- 1 Jacob's got two sisters. *false*
- 2 His family lives in a house.
- 3 Jacob's dog likes cats.
- 4 His parents like his drums.
- 5 The Millennium Park isn't in the centre of Chicago.
- 6 Jacob prefers books to computer games.

5 Look at Word Zone and find the missing words in the profile.

WORD ZONE

British and American English

flat	1...
garden	2...
lift	elevator
neighbourhood	3...
shop	store

6 Listen and complete the table.



	Tobias	Anni
country	1...	2...
age	3...	4...
family	5...	6...
city	7...	8...

7 Write sentences about Tobias and Anni.

Tobias is thirteen years old.

8 In pairs, ask and answer the questions from Jacob's profile.

Where do you live?
I live in Alicante.

VOCABULARY Family

9 Look at the family tree and complete Mia's blog with the names. Then listen and check.

Hi guys. Lots of you ask me questions about my family – so here's my family tree!

William + Flora

├── Dan + Helen ──┬── Max + Rachel

│ ───┬── Lucia + Noah ──┬── Mia ──┬── Natalie ──┬── Nick ──┬── Andrew

│ ───┬── Maria

(That's me!)

I've got one **brother**, ¹ *Noah*. His **wife's** name is ² ... And I'm an **aunt**, isn't that cool! ³ ... is an **only child** and she's the best **niece** in the world! My **parents** are OK, too. Actually, ⁴ ... is my **stepfather** – he's my **mum's** second **husband**. I've got three **cousins**. ⁵ ... works in London and she's like a friend, really. My **grandparents** are still alive – my **grandma** ⁶ ... plays the piano every day. She's really good!

10 Look again at Mia's family tree. Who are these people?

- | | |
|------------------------------|-------------------------------------|
| 1 Helen's husband | 5 Noah and Lucia's daughter |
| 2 Max's nephew | 6 Maria's great-grandparents |
| 3 Flora's son | 7 Dan and Helen's children |
| 4 William's grandsons | 8 Mia's uncle |

11 Read the Study Skill. Then complete the table with the red family words in exercises 9 and 10. Add any extra words that you know.

STUDY SKILL Recording vocabulary by topic

Record new words and expressions in topic groups. It's a good way to remember vocabulary.

 <i>dad</i>	 <i>mum</i>	 <i>parents</i>
----------------	----------------	--------------------

12 Draw your family tree. Then write a description of your family.

My aunt Amelia lives in ...

13 Ask and answer questions about your family.

How many cousins have you got?
Have you got any great-grandparents?

FAST FINISHERS Write a mini profile about you. Name / City / Home / Family / Pets / Interests and activities



Key competences



The ability to ask for and give personal information is an important skill for successful interpersonal and social participation. Monitor the conversations in exercise 13 to make sure students are communicating well, without worrying about accuracy.



Use Word Zone in exercise 5 and the Study Skill in exercise 11 to check how well students learn vocabulary.



Students show interest and initiative by creating their own family tree and writing a description of their family.

4 Ask stronger students to correct the false sentences.

Answers

2 true 3 true 4 false. They hate his drums.
5 false. It's in the heart of the city. 6 true

5 Point out that a lot of words are different in British and American English, or sometimes the word is the same but has a different spelling. Elicit other pairs of British and American words that students know (see ideas below).

Answers

1 apartment 2 yard 3 neighborhood
Other pairs students might know: biscuit/cookie, pavement/sidewalk, trainers/sneakers.

6 1.10 **Transcripts page 52**

Answers

	TOBIAS	ANNI
COUNTRY	Austria	Finland
AGE	13	13
FAMILY	no brothers or sisters	two sisters
CITY	Vienna	Helsinki

Teaching tip

If you are not using the audio, you could set a time limit for the first reading of a reading text. This will encourage students to read quickly for general meaning. You can gradually reduce the time limit as students' reading skills improve.

7 Remind students to think about the *he/she* forms of verbs when they write their sentences.

Answers

Tobias is thirteen years old. He hasn't got any brothers or sisters. He lives in Vienna in Austria.
Anni is thirteen years old. She has two sisters. She lives in Helsinki in Finland.

8 Allow students time to think about their answers and look up any vocabulary they need before they work in pairs.
Ask some students to tell the class what they learnt about their partner.

Answers Students' own answers

Warmer

Put students into pairs. Give them two minutes to write as many words for family members as they can. See which pair got the most correct words.

9 1.11 You could set a time limit for this exercise, and tell students it is a kind of puzzle they have to solve. See who managed to get all the answers right.

Answers

2 Lucia 3 Maria 4 Dan 5 Natalie 6 Flora

10 After you have checked answers, point out in items 5 and 7 that where a possessive refers to two people, we only use 's after the second person's name: *Dan and Helen's children*, NOT *Dan's and Helen's children*.

Answers

1 Dan 2 Noah 3 Max 4 Noah, Nick and Andrew 5 Maria
6 William and Flora 7 Noah and Mia 8 Max

11 Point out that it is a good idea to record extra useful information about vocabulary, e.g. irregular plurals (*wife/wives*) and unusual pronunciation (*cousin, aunt, nephew*).

Answers

♂ uncle, husband, son, brother, stepfather, nephew, grandsons
♀ aunt, wife, daughter, grandma, niece
♀♂ grandparents, only child, cousins, children, great-grandparents

12 Encourage students to add interesting information about some of their family members in their descriptions.

Answers Students' own answers

13 Before students work in pairs, brainstorm some questions they might ask, e.g. *How old is your ...? Where do/does your ... live?*
Ask some students to tell the class something they learnt about their partner.

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 1–3

Vocabulary Consolidation Worksheet: page 13, exercises 1–2

Go Digital!



Vocabulary

More practice

Students match definitions with **family words**. 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, and to describe permanent situations and facts.

I go to work by bus.

We live in New York.

I speak German.

He works in a bank.

She washes her car every weekend.

I don't work in the city centre.

He doesn't study Science.

Do you live in London? No, I don't.

Does she have any cousins? Yes, she does.

Grammar reference page 115

4 Write the questions. Then write true short answers.

- you / get up early at the weekend
Do you get up early at the weekend? No, I don't.
- your family / go to the mountains in summer
- you / help to cook dinner at home
- your cousins / visit you every weekend
- your best friend / like sunbathing
- your parents / work in the afternoon

5 Complete the interview with the question words. There are two words you don't need.

whattime where when how
why who what how often

1 Complete the text with the affirmative or negative form of the verbs.

~~come~~ cook eat go have got
live stay study swim work

ABOUT ME

My name's Laura. I'm thirteen and I ¹ *come* from Seville. I ² ... two brothers. My eldest brother Javier is nineteen and he ³ ... at the University of Seville. My other brother Hugo is only four, so he ⁴ ... to school. My grandma ⁵ ... with us in our flat, and my parents of course!

My favourite time of year is the summer. My parents ⁶ ... during August, so we ⁷ ... in our house in the mountains. There's a pool, but we ⁸ ... during the afternoon because it's really hot. In the evening, my dad ⁹ ... some amazing meals and we ¹⁰ ... dinner together outside.



2 Correct the sentences about Laura's family.

- Laura lives in Madrid.
Laura doesn't live in Madrid. She lives in Seville.
- Javier studies at secondary school.
- Laura's family have got a house in Seville.
- They stay in their house in the mountains in winter.
- They swim in the afternoons.
- Laura's mum cooks all the meals.

PRONUNCIATION Third person -s

3 Listen and repeat the sentences.

- My grandma lives with us.
- My dad cooks amazing meals.
- The film finishes at nine o'clock.

More practice? page 127



The 60-second Interview

1 What do you do?

I'm a video games tester. I check new games for problems.

2 ... your office?

It's in a modern glass building in the centre of Manchester.

3 ... with?

I work in a small team with three other testers – James, Paolo and Holly.

4 ... start work?

At about eleven o'clock in the morning.

5 ... start so late?

Because I don't finish until late – sometimes after midnight. It's a tiring job and I need a lot of sleep.

6 ... spend your free time?

I don't have a lot of free time! I like walking in the countryside at weekends, because I'm inside all week.



6 Write a paragraph about someone in your family. Use affirmative and negative forms. Include two false sentences.

My (cousin Dan) is ... He/She studies ...
He/She's got ... In his/her free time, ...
He/She lives ... He/She doesn't ...

7 Read your paragraph to your partner. Then ask questions to find which sentences are false. Find the correct information.

Does Dan study architecture?

No, he doesn't.

Ah! What does he study?

He studies history.

Key competences



By listening and repeating sentences in exercise 3, pupils can imitate the pronunciation, intonation and stress of the language. Listen to the students individually to help them to develop natural-sounding English.




Students use the *Visual grammar presentation* and the *More practice* game for additional practice of the grammar. If possible get the students to manipulate the *Visual grammar presentation* in front of you.



Sentence correction, as in exercise 2, encourages students to use reference material such as the grammar explanation box and makes students aware of their own ability to learn.

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

Ask students questions about their family, e.g. *Where do your grandparents live? How many cousins have you got? Where do your cousins live?* As students answer, write affirmative and negative sentences on the board, e.g. *My grandparents live in Santiago. (Maria's) grandparents don't live in Madrid. (Pedro) has got four cousins. One cousin lives in Berlin.* Underline the verbs and ask: *Do they refer to the past, present or future?* (the present).


Answers

2 have got 3 studies 4 doesn't go 5 lives 6 don't work
7 stay 8 don't swim 9 cooks 10 eat

- 2 Remind students to think about whether the negative form should be *don't* or *doesn't*. Point out that in English collective nouns such as *family* are often followed by a plural verb:
Laura's family have got ... (as well as *has got*).

Answers

2 Javier doesn't study at secondary school. He studies at University.
3 Laura's family haven't got a house in Seville. They have a flat.
4 They don't stay in their house in the mountains in winter. They stay in the summer.
5 They don't swim in the afternoons. It's too hot.
6 Laura's mum doesn't cook all the meals. Laura's dad cooks some too.

- 3  1.12 As students listen and repeat, point out the three different pronunciations for the -s ending: s, z, and iz.
There is more practice – both listening and speaking – on page 127.

Extra activity

Write these verbs on the board: *practise, write, open, close, chat, prefer*. Ask students to write sentences about a family member using the verbs, e.g. *My brother watches TV every day*. Ask students to read out their sentences. Focus on the pronunciation of the third person -s, and correct any errors as a class.

- 4 Point out the word order in the example question.
To check answers, ask a student to choose one of their classmates and ask them the first question. The classmate answers, then chooses another student to ask the second question, etc.

Answers

2 Do your family go to the mountains in summer?
3 Do you help to cook dinner at home?
4 Do your cousins visit you every weekend?
5 Does your best friend like sunbathing?
6 Do your parents work in the afternoon?
Students' own answers

Teaching tip

Encouraging students to notice errors – both their own, and fellow students' – and correct them is a good way to reinforce grammar points.

- 5 Before students complete the interview, ask them to read it first, ignoring the gaps. Ask: *What do you learn about this person? Would you like to do this job? Why?*

Answers

2 Where is your office? 3 Who do you work with?
4 When/What time do you start work? 5 Why do you start so late?
6 How do you spend your free time?

- 6 Monitor while students are working, pointing out errors and encouraging students to self-correct.

Answers

Students' own answers

- 7 Set a time limit, to encourage students to work quickly, and make the activity into a challenge. See who manages to find out the correct information within the time limit.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1–4

Grammar Consolidation Worksheet: page 37, exercises 1–2

Go Digital!



Grammar

 Visual grammar presentation

 More practice

Students order words in sentences which helps them consolidate the learning points for the **present simple**. This can be set for homework: give students a quick demonstration of the game explaining to them that the objective is to free the prisoner. 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 identifying the three different sounds associated with the **third person -s**.



LISTENING

Understand an interview with a teenager about his new life



- 1 In pairs, look at the photos and pictures in exercise 2. What do you think the listening is about?

- 2 Listen and choose the correct answer.

1 Where is Alberto from?



2 Who is in his family?



3 What sport does Alberto do at school?



4 What instrument does Alberto play?



5 What pet has he got?

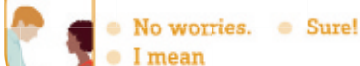


- 3 Listen again and answer these questions.

- 1 What does Alberto's father do?
- 2 How old is his brother?
- 3 What does Alberto like about the winter?
- 4 What does he eat at home?
- 5 What pets have his brother and sister got?

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

FACE 2 FACE



Dialogues page 126

- 5 Work in pairs and choose the correct answers in the quiz.

What do you know about

CANADA?

- 1 Canada is the **biggest / 2nd biggest / 3rd biggest** country in the world.
- 2 The population of Canada is about **35 million / 55 million / 75 million**.
- 3 The capital of Canada is **Vancouver / Ottawa / Toronto**.
- 4 Canada has got two official languages, English and **Portuguese / Spanish / French**.
- 5 The Canadian Head of State is the **British Queen or King / the US President / the French President**.
- 6 **Justin Bieber / Eminem / Lady Gaga** is a famous Canadian singer.

- 6 Listen. Are your answers correct?

11

Key competences



Students learn, understand and compare other people from throughout the world. Ask them if they know anything about other countries where the wrong answers in exercise 5 might be true.



Doing a quiz about Canada helps students to increase their cultural understanding and gets them thinking about similarities and differences with their own culture.



To develop this competence, ask students to look at the pictures and headings before they listen. Ask them to comment how much information they can guess about Alberto.

Warmer

With books closed, ask: *What do you know about Canada?* Put students into pairs and give them two minutes to write down as many ideas as they can. Bring students' ideas together as a class.

- 1 Tell students that they can use *might* and *could* to speculate before students discuss in pairs. Give them some examples, e.g. *It might be about a very cold country.*

Answers Students' own answers

- 2  1.13 **Transcripts page 52** Allow students time to read the questions and study the pictures before you play the audio.

WORDS TO KNOW

Check that students know the following words and expressions: *ice hockey, goldfish, and rat.*


Answers

1 A 2 C 3 B 4 B 5 A

- 3  1.13 **Transcripts page 52** Stronger classes could answer the questions from memory, then listen again to check their answers.

Answers

- 1 Alberto's father is a scientist.
- 2 His brother is eight years old.
- 3 Alberto loves the snow in winter.
- 4 He eats Mexican food at home.
- 5 His sister's got a cat. His brother's got a pet rat.

- 4  1.14 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 not a problem. (No worries.)

Of course. (Sure!)

What I want to say is ... (I mean)

Ask students if there's an equivalent in their own language.

Answers

1 No worries 2 sure 3 I mean

- 5 You could set a time limit for students to complete the quiz, to make it competitive.

Answers

1 2nd biggest 2 35 million 3 Ottawa 4 French
5 The British Queen or King 6 Justin Bieber


- 6  1.15 **Transcripts page 52**

Go Digital!



i-book

Extra activity: Question focus

Students work in pairs or in small groups.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- Seven answers from the text are presented on IWB. From their knowledge of the text and the context, students predict the questions.
- Play the audio and ask students to write down the exact questions they hear.
- Pause the audio to give students time to confer and to write down the questions.
- When the activity is completed, use the **Check** button to show the correct answers.
- Encourage students to compare their attempts with the correct answers.

Suggested use: after exercise 4

- 1  Look at the title of the article. What do you know about life in the UK? Discuss the questions in pairs.
 - What time do people get up in the UK?
 - What time do they have dinner? What do they eat?
 - What do they do in the evening?
 - What sports do they do?
 - Where do they go on holiday?
- 2  Read the article quickly and find the answers to the questions in exercise 1.

Feature

MEET the SMITHS *(an average British family)*

There are 62 million people in the UK, and there are 17 million families. Let's meet an average UK family, David and Susan Smith, and their two children, Jack and Emily. They eat the most common food in the UK, they get up at the most common time, and they even have the most common names. But there's one unusual thing about them – they don't exist!

The family wakes up at 6.57am. Both David and Susan work, and they go to work by car. Susan usually leaves work first. They have dinner at 5.54pm. They are all very busy, so they only eat together three evenings a week. What's for dinner? Well, they eat spaghetti bolognaise on Monday, chicken pie on Wednesday and often have take-away fish and chips on Friday. They spend £88 a week in the supermarket, but they throw away 15% of their food. In the evening, each person watches TV for over two hours. The family's favourite programme is

Dr Who, a popular time-travelling Science Fiction character. The whole family goes to bed at 10.39pm.

Jack and Emily go online for 1.5 hours a day and spend £12 on their mobile phones each month. They enjoy sport – Jack plays football, and Emily's favourite sport is netball. The Smiths occasionally go out as a family (once a month), and they spend £15 a week on computer games, DVDs and the cinema. They have two holidays each year, usually in the UK. The Smiths say that they're happy, but they sometimes have arguments (about twice a week)!



12

Key competences



Pairwork activities like exercise 1 will help your students to work appropriately in pairs, understanding codes of conduct and good manners such as respecting the ideas of others.



Activities like exercise 1 encourage students to think about what they know about a topic without relying on the text to find information.



Telling other students what they know about a topic and discussing it gives students the opportunity to improvise, reinforcing autonomy, self-esteem and personal identity.

Warmer

Ask: *In what ways do you think life for a British teenagers is the same as your life? In what ways do you think it is different?* Discuss the questions as a class.


Teaching tip

During class discussions, encourage students to use expressions for expressing their opinion, and for agreeing and disagreeing. If necessary, write useful expressions on the board to remind students to use them.

- 1 Point out to students that there are no right and wrong answers, but they should guess some possible answers if they don't know them.

Answers

Students' own answers

- 2  1.16 The text is available to listen to.

If you are not using the audio, set a time limit, to encourage students to read quickly. Remind them to stay focused on finding the answers to the questions, rather than reading every word of the text in detail.

Answers

- 1 On average, people in the UK wake up at 6.57am.
- 2 On average, people in the UK have dinner at 5.54pm. They eat spaghetti bolognese on Monday, chicken pie on Wednesday, and often have take-away fish and chips on Friday.
- 3 On average, people in the UK watch two hours of TV in the evening.
- 4 On average, people in the UK play football and netball.
- 5 On average, people in the UK go on holiday in their own country.

Extra activity

Ask students to look at the article again and find all the numbers. Check they understand *am* (morning) and *pm* (afternoon). Point out that times are pronounced just as two numbers (6.57 = *six fifty-seven*), but decimals are pronounced with the word 'point' (1.5 hours = *one point five hours*). Check students know how to say the % sign (*per cent*).

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Hot spots: *take-away, common*




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

- Touch the Reading text to access the hot spots.

Extra activity: **Food and meal words**

Choose two class representatives to do the activity on the IWB.

Alternatively, this can be set up as a competition between two teams. Give each team one minute to do as much as possible in their turn at the IWB.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- Students use the **Richmond i-tools**  to highlight the food and meal words.
- Reinforce the meaning of the words and make comparisons with students' own eating habits as you do the activity.
- When the activity is completed, use  to show the correct answers.
- Use the feedback stage to reinforce different word categories: types of food: *fish, chips* etc; meals: *breakfast, take-away* etc.

Suggested use: after exercise 5, page 13

VOCABULARY Everyday activities

3 Read the article and answer the questions.

- What time do the Smiths have dinner?
They have dinner at 5.54pm.
- What do they eat on Wednesday?
- How much food do they throw away?
- What time do they go to bed?
- How long do Jack and Emily spend online a day?
- Where do they go on holiday?
- What is unusual about the Smiths?

4 Copy and complete the table.

How often do the Smiths ... ?	
have dinner together	¹ <i>three times a week</i>
eat Spaghetti Bolognaise	² ...
go out as a family	³ ...
go on holiday	⁴ ...
have arguments	⁵ ...

5 Look at Word Zone and find the phrasal verbs in the article.

WORD ZONE **Phrasal verbs (1)**
Phrasal verbs consist of a verb and a preposition. They are very common in English.

1 <i>get up</i>	3 <i>t... a...</i>
2 <i>w... u...</i>	4 <i>g... o...</i>

6 Make notes about a typical family in your region.

gets up at ... *popular evening activities*

typical breakfast ... *typical dinner ...*

goes to bed at ... *activities as a family*

holidays *arguments* *typical sports*

7 Discuss the differences between a typical family in your region and a typical British family. Use your notes from exercise 6.

Netball isn't a popular sport for girls here.

British people have dinner very early. We eat at ...

8 Complete the expressions with the words below. Which activities can you see in the photos?

do get go have

MY DAILY LIFE

- | | |
|--------------------------------|---------------------------------|
| meet friends | ⁷ ... lunch |
| ¹ <i>go</i> online | brush your teeth |
| ² ... a snack | ⁸ ... the housework |
| ³ ... ready for bed | ⁹ ... dinner |
| ⁴ ... a shower | ¹⁰ ... to the cinema |
| visit relatives | ¹¹ ... breakfast |
| ⁵ ... dressed | ¹² ... sport |
| ⁶ ... your homework | ¹³ ... to school |



9 Write eight sentences to describe a typical day in your home.

We get up at six o'clock.

I have breakfast with my sister and my mum.

10 How often do you do the activities? Copy and complete the table.

I do this every day.	¹ ...
I do this once or twice a week.	² ...
I do this once or twice a month.	³ ...
I never do this.	⁴ ...

11 In pairs, ask and answer questions about your everyday activities.

How often do you brush your teeth?

Three times a day.

FAST FINISHERS Write a description of a typical family in your region.



13

Key competences



Reading and answering comprehension questions will help students to search for, compile and process information. This can be checked by assessing the students' performance in exercises 3 and 4.



Making comparisons will get students thinking and reflecting on similarities and differences between other cultures and their own. That can be the basis for an open attitude and respect for cultural diversity.



Exercise 7 will help your students to show a spirit of cooperation when working with others and also to develop personal qualities like initiative and autonomy.

- 3 Check that students understand *unusual* before they complete the task.

After you have checked the answers, have a brief class discussion about why the Smith family don't exist (the facts about them are not real, but are based on averages and statistics).

Answers

- 2 They eat chicken pie.
- 3 They throw away 15% of their food.
- 4 They go to bed at 10.39pm.
- 5 They spend 1.5 hours a day online.
- 6 They stay in the UK.
- 7 They don't exist.

- 4 Check that students know *once, twice, three times, four times, etc* before they complete the task.

Answers

- 2 once a week 3 once a month 4 twice a year 5 twice a week

- 5 Point out that phrasal verbs or multi-part verbs are verbs that are followed by a preposition or adverb.

After you have checked answers, point out that a lot of phrasal verbs in English use the most common verbs: *get, take, go, give*. Tell students they can either try to remember phrasal verbs by topic, e.g. phrasal verbs to do with home and family, or they could also list them and learn them according to the verbs (*take, give, go, get, etc.*)

Answers

- 2 wake up 3 throw away 4 go out

- 6 Check that students understand *popular* before they make their notes.

Answers

Students' own answers

- 7 Monitor while students are working and have a brief feedback session at the end.

Answers

Students' own answers

Teaching tip

When students are talking in pairs, monitor what they are saying and note down common errors and also examples of good language that you hear. Write some examples on the board. Encourage students to correct the errors, and point out the good language for students to use in the future.

Extra activity

If fast finishers have written a description of a typical family from their region, ask them to read their descriptions to the class. Ask other students: *Do you agree this is a typical family? What information would you change/add?*

Warmer

Put students into pairs and ask them to write down ten things they do every day. Bring students' ideas together on the board. Write *get up* on the board to get students started.

- 8 When you check answers, check that students understand the difference between *homework* and *housework*.

Answers

- 2 have a snack 3 get ready for bed 4 have a shower
5 get dressed 6 do your homework 7 have lunch
8 do the housework 9 have dinner 10 go to the cinema
11 have breakfast 12 do sport 13 go to school

- 9 Encourage students to write some sentences about themselves and some sentences about other family members, to practise different forms of the verbs.

Answers

Students' own answers

- 10 Check students understand *once* and *twice*.

Answers

Students' own answers

- 11 Ask students to note down any interesting differences between their daily life and their partner's daily life. When they have finished speaking, ask students to tell the class about these differences.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 4–6

Vocabulary Consolidation Worksheet: page 13, exercises 3–5

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Vocabulary

More practice

Students take a quiz choosing the correct verbs which collocate with **everyday 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 two or more teams.

Adverbs of frequency

always hardly ever never not often
occasionally often rarely sometimes
usually

We use adverbs of frequency to talk about how often we do things.

- I **often** cycle to school.
- I **sometimes** take out the rubbish.
- My granddad **rarely** goes to the cinema.
- I **don't often** get up late.
- We **never** eat pork.
- We **hardly ever** go to the cinema.

With be, we put the adverb after the verb.
I'm **always** late.

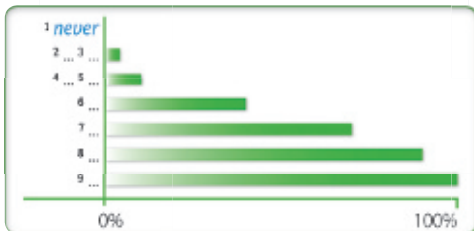
Grammar reference page 114

can / can't

We use **can** to talk about ability and possibility.

- ABILITY I **can** play football.
- POSSIBILITY You **can** buy stamps in this shop.
- Use **can** + infinitive without **to**.
- He **can** swim.
- I **can't** (cannot) swim.
- Can you swim?

1 Complete the table with adverbs of frequency.



2 Put the words in order to make sentences.

- 1 at school / usually / we / have lunch
We usually have lunch at school.
- 2 hardly ever / music / listen to / my parents
- 3 do / in the evening / always / my homework / I
- 4 go swimming / doesn't / very often / Rosie
- 5 never / my brother / the housework / does
- 6 tired / often / is / on Monday morning / Lisa

3 How well do you know your partner? Write five sentences about him/her including an adverb of frequency.

Carla always eats paella on Friday.

4 Tell your partner your ideas. Are you correct?

Carla, you always eat paella on Friday.

That isn't true! I sometimes eat other things on Friday.

5 Complete the dialogue with **can** or **can't** and the verbs in brackets. Then listen and check.

Sam: Your English is great, Erika!

Erika: Thanks.

Sam: **Can** most Dutch people **speak** German too? (speak)

Erika: Yes, they **can** ... We get a lot of TV programmes from the UK and Germany. And Dutch is similar to English and German, so we **can** ... them easily. (learn)

Sam: So you **can** ... English and German. Any other languages? (speak)

Erika: Not really. I **can** ... a few words in Italian like *Ciao*, but I **can't** ... a conversation. (say, have)

Sam: My mum is Italian. We speak it at home.

Erika: Oh, great! **Can** you ... me some? (teach)

Sam: Sure. I **can** ... it now – I've got a Maths lesson. But we **can** ... later if you like. (do, practise)

Erika: That sounds great!



PRONUNCIATION **can** and **can't**



6 Listen. How are **can** and **can't** pronounced in each sentence? Then listen again and repeat.

- 1 Jo **can** play the guitar.
- 2 Molly **can't** dance.
- 3 Can you swim? Yes, I **can**.
- 4 Can you speak Russian? No, I **can't**.

7 Ask and answer questions with **can**.

- play tennis
- cook
- count backwards in English
- play chess
- ride a horse
- speak Portuguese
- do karate
- juggle
- ski
- play the piano

Can you play tennis?

No, I can't. But I can play table tennis.



Key competences



Grammar exercises will help your students to internalize and reflect on the way languages are organized.




Using the table in exercise 1 about percentages (adverbs of frequency) helps students to interpret and express information and data, developing the mathematical competence.



It is good practice for students to check their answers after completing an activity such as exercise 5, to cement the grammar in their minds.

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

With books closed, write the verbs *do*, *get*, *go* and *have* on the board. Put students into pairs and give them two minutes to write down as many everyday activities as they can, using the verbs. Elicit answers, and write them on the board under the appropriate verbs. Ask students to spell the more difficult words as they say them. Check that *get up* and *go out* are on the board. Point to the lists and ask: *Which expressions are phrasal verbs?*

- 1 Check students understand why answers 2–3 and 4–5 are on the same line (because they mean roughly the same thing).

Answers

2/3 rarely / hardly ever 4/5 not often / occasionally
6 sometimes 7 often 8 usually 9 always

- 2 Tell students to refer to the examples in the grammar box to help them decide on the word order and the position of the adverbs of frequency.

Answers

2 My parents hardly ever listen to music.
3 I always do my homework in the evening.
4 Rosie doesn't go swimming very often.
5 My brother never does the housework.
6 Lisa is often tired on Monday morning.

- 3 Remind students to think about the third person -s when they write their sentences. Encourage them to use five different adverbs of frequency in their sentences.


Answers

Students' own answers

- 4 Give students a few more expressions for confirming that their partner is right or wrong: *Yes, that's true. Yes, that's right. No, that's wrong.* Encourage them to use a range of expressions in their conversations.

Answers

Students' own answers


- 5  1.17 Before students complete the task, ask them to read the conversation through, ignoring the gaps. Ask: *What languages can Sam and Erika speak?*

Answers

2 can 3 can learn 4 can speak 5 can say 6 can't have
7 can ... teach 8 can do 9 can practise

Teaching tip

Getting students to read a text through before they complete an exercise gives them a general understanding of the text, which will help them to use the language correctly in context.

- 6  1.18 When you check answers, point out that in English, many vowels that aren't stressed change to a weak form, such as /ə/.

Answers

In sentences 1 and questions 3 and 4, *can* is pronounced with a weak vowel. In the short answer in 3, it is pronounced with the full vowel. The pronunciation of *can't* doesn't change.

Teaching tip

When getting students to listen and repeat, ask them to repeat both as a whole class and individually.

- 7 Before students ask and answer in pairs, elicit one or two questions with *can*. Encourage students to use the weak pronunciation in questions.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 5–6

Grammar Consolidation Worksheet: page 37, exercises 3–5

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Grammar

 Visual grammar presentation

 More practice

Students find the **adverbs of frequency** hidden in a word search puzzle. This can be set for homework or alternatively as a quick class time filler.

Pronunciation

 More practice

This listening activity gives students more practice identifying the strong and weak forms of **can** and the pronunciation of **can't**.

CHALLENGE

Find out what you've got in common



PREPARATION

- Look at the topics below and write five words or expressions connected with each topic.



DO THE CHALLENGE

- Copy the questionnaire and complete questions 2–8. Be imaginative! Use the words and topics in exercise 1 to help you. Then write answers for you.

MY LIFE QUESTIONNAIRE		Me	Name 1	Name 2
1	What time do you go to bed on Saturday?			
2	How often do you ... ?			
3	Can you ... ?			
4	When do you ... ?			
5	Where do you usually ... ?			
6	What time ... ?			
7	Does your ... ?			
8	Can your ... ?			

- Work in groups of 3. Interview the other students in your group and write their answers.
- Compare your answers. What have you got in common?

What time do you go to bed on Saturday, Ben?

I usually go to bed at midnight on Saturday. What about you, Sara?

FOLLOW UP

- Change groups. Tell your new group some facts about the other students. Don't forget the third person -s in the present simple.

Simon writes a blog every day.

Rosa usually goes to Menorca on holiday.

- Write a paragraph about the life of one of your classmates.

Alicia goes to bed at eleven o'clock at the weekend.

Key competences



Learning to communicate means establishing links with other people and cultures and stimulates interest and curiosity.



Encourage students to think about the consequences of different lifestyles on their health and well-being. Use the paragraphs they write in exercise 6 to assess their understanding of this competence.



Groupwork like in exercise 5 encourages students to cooperate and teaches important social skills, such as turn-taking and sharing ideas and tasks within a group.

In this lesson, students produce a substantial questionnaire with their own ideas, then work in small groups to exchange information, complete their questionnaires and compare their results.

Warmer

With books closed, write on the board the headings: *everyday activities, abilities, family, free time, sport, food and drink*. Ask individual students: *Tell me something about you*. Elicit an answer, e.g. *I can play the guitar*. Go round the class, asking students to say something about themselves. Tell them they cannot repeat an idea that has already been used. Continue going round the class until all students have participated.

- 1 Students can work individually or in pairs for this activity. Bring students' ideas together as a class and brainstorm more vocabulary for each topic. You could write all the vocabulary on the board, to help students with exercise 2.

Answers Students' own answers

- 2 Encourage students to use ideas from all the different topics in their questions.
If necessary, brainstorm some ideas for questions with the whole class first.
Monitor while students are working, and help them with ideas if necessary.
Ask some students to read their questions to the class. Correct any errors in the question formation.

Answers Students' own answers

- 3 Tell students they should take it in turns to ask one of their questions in their groups. Make sure that they ask and answer the questions orally, rather than showing each other the written questions and writing their answers.

Answers Students' own answers

- 4 Write useful expressions on the board for students to use when they compare answers, e.g. *What about you? Me too. Really?*
To help students report what they have in common, write on the board the expressions: *All of us ..., None of us ..., (Maria) and I ...*
Point out that *none of us* is followed by a singular verb: *None of us goes to bed late*.

Answers Students' own answers

- 5 To reorganize the groups, ask students to decide in their groups which of them is A, which is B and which is C. Ask the A students to remain in their place, and ask the B students to move to a new group. When they have sat down, ask the C students to move to a new group, but not the same group as student B.

Monitor while students are working, and note whether students are using and pronouncing the third person -s correctly.

Ask some students to tell the class some interesting facts about their classmates.

Answers Students' own answers

- 6 When students have finished, you could ask some students to read their paragraph to the class, omitting the name. See if the class can guess which student it is describing.

Answers Students' own answers

Fast finishers

Fast finishers could imagine that they are interviewing a famous person they like. They should make a note of their answers and write the interview up. At the end of the lesson, you could ask students to read their answers, and see if the class can guess who the famous person is.

Express yourself**Greetings**

Hello. Hi! Good morning.
Good afternoon. Good evening.

Asking how people are

How are you? How are things?
Very well, thanks. Great. Good. I'm fine. OK.
Not bad. I feel awful. I don't feel very well, actually.
And you? How about you?

Introducing people

Hi, I'm ... Hello. My name's ...
This is ... Do you know ... ?
Nice to meet you. Pleased to meet you. You too.

Saying goodbye

Goodbye. Bye. Good night. See you. See you later.
It was great to meet you.

AT A LANGUAGE SCHOOL

- 1 Listen to the audio. Look at the photo. Where are the people? What are they saying? Listen and check your ideas.



- 2 Listen again and complete the sentences.

- 1 David lives in ... 3 Lily is from ...
2 Leon is from ... 4 Leon's ... lives in Stuttgart.

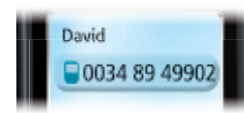
- 3 Look at *Express yourself*. Then listen again and note the expressions you hear.

- 4 Look at the expressions for Greetings and Saying goodbye. What do people usually say in these situations?

- 1 Friends when they meet **Hello. Hi!**
2 Friends when they say goodbye
3 Teacher to class at the start of a lesson
4 Class and teacher at the end of a lesson
5 TV newsreader at the start and end of a programme

PHONE NUMBERS

- 5 Listen to the end of the conversation and correct the mobile numbers.



- 6 Study the box. Then write three phone numbers and ask and answer questions about them.

Phone numbers

44 double four
0 zero or 'o'

What's your phone number?

It's 0554 653 2219

YOUR TURN TO SPEAK

- 7 Copy the card and invent a new identity.

Name _____	
Country _____	
City _____	
Phone number _____	

- 8 You're at a Language School party. Work in small groups. Use your new identity from exercise 7.

- Introduce yourself to another student.
- Swap information about yourselves. Try to keep the conversation going!
- Introduce that person to another student.
- Arrange to meet later. Note their contact information.
- Say goodbye.

Key competences



This section will help students to learn and apply expressions and functional language, make them aware of different types of verbal interaction, and learn language rules.



In exercises 5 and 6, pupils will recognize numbers and use them to express numerical information. Check how well they can use numbers by asking them to give their house/flat number, postcode, ages of family and friends, etc.




The whole lesson will help students to work appropriately in small groups and develop the ability to communicate constructively in different environments.

The Interaction lessons in this Student's Book feature David, Leon and Lily, three students from different countries who become friends while studying English in the UK.

Warmer

Ask: *Have you ever been to a language school abroad? Where did you go? Did you enjoy the experience? Why? / Why not? Where would you like to go in the future? Why? What would you enjoy? What do you think would be difficult?* Have a brief class discussion.

 **1.19** *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  **1.20** **Transcripts page 52** Elicit answers to the questions from the whole class before you play the audio.

Answers Students' own answers

- 2  **1.20** **Transcripts page 52** Stronger students can complete the sentences from memory, then listen again to check.

Answers

1 Vigo (in Spain) 2 Paris (in France) 3 Stuttgart (in Germany)
4 aunt

- 3  **1.20** **Transcripts page 52** When you check answers, ask who uses each expression.

Answers

Hi, I'm ... (David and Leon)
How are you? (Leon)
Great, thanks. (David)
Do you know ... ? (David)
This is ... (David)
Nice to meet you. (Lily)
You too. (Leon)

Extra activity

Ask: *What other questions do David, Leon and Lily ask?* Play the audio again if necessary for students to note the questions. Tell students they can use similar questions when they do the speaking exercise 8.


Answers

Where are you from? (Leon)
Where do you live in Paris? (David)
Can you see ...? (David)
Are you from Spain as well? (Leon)

- 4 When you have checked answers, you could play the audio of the *Express yourself* expressions again (1.19), for students to hear the stress and intonation patterns of the expressions. Ask them to repeat, copying the stress and intonation on the audio.

Answers

- 1 Hello. Hi!
- 2 Bye. See you. See you later.
- 3 Good morning.
- 4 Good bye. Bye.
- 5 Good morning. Good afternoon. Good evening. Good night.

- 5  **1.21** **Transcripts page 52** Before you play the audio, point out that phone numbers in English are read as individual numbers: *seven, eight, one* etc. When you have checked answers, read out the information in the box in exercise 6.

Answers

Leon 07781 998450
David 0034 694 49023

- 6 Tell students they can use real phone numbers they know, or they can invent some. Point out that when they work in pairs they should not show their partner the numbers they have written, but should dictate them. They can then check if their partner has written them correctly. Ask: *Who wrote all the numbers correctly?*

Answers Students' own answers

Extra activity

If students need more practice of phone numbers, they can repeat exercise 6 with a different partner and different phone numbers.

- 7 Tell students they can invent an identity, or they might like to choose a celebrity identity to take on. Encourage them to use their imagination to invent a fun character, so they will enjoy exercise 8.

Answers

Students' own answers

- 8 If there is space in your classroom, you could do this as a mingle activity. Students stand up and move around, introducing themselves to their classmates and arranging to meet. Write the instructions from exercise 8 on the board for students to refer to. Alternatively, students could do the activity at their desks, working in small groups. Stop the activity after a few minutes. Ask individual students: *Who is at your language school? Who are you going to meet later?*

Answers Students' own answers

WRITING

A personal description

- 1 Look at Hanna's message on a website and decide which paragraph refers to the following topics.

A free time B my family C school D hobbies

INTERPAL
SEARCH
FORUMS
CHAT



Hanna
Denmark





Hi everyone!

- 1 My name's Hanna and I'm from Denmark. I'm 13 years old and I live in Copenhagen with my parents. I haven't got any brothers or sisters.
- 2 My school is near my house so I usually walk there with my friends. My favourite subjects are Drama and Art. I also like English, but I don't like Maths or Science.
- 3 My favourite hobby is dancing. I have classes twice a week and I practise every day. I sometimes enter competitions and occasionally I win!
- 4 In my free time, I like shopping and going out with my friends. I spend a lot of time on the computer but I don't watch TV very often. I don't play an instrument, or sing, but I love listening to music.

I would love to chat to people from all over the world, so please send me a message soon!

Hanna

- 2 Read the message again and answer the questions.

- 1 Where does Hanna come from?
She comes from Denmark.
- 2 Has she got any brothers or sisters?
- 3 Why does she walk to school?
- 4 How often does she go to dance classes?
- 5 What does she do occasionally?
- 6 Can she play the guitar?
- 7 Does she watch a lot of TV?
- 8 Why did Hanna write this message?

WRITING SKILL

Using conjunctions

- 3 Find the conjunctions *and*, *but*, *or*, *so* and *also* in Hanna's message. Then match the conjunctions with their use.

1–E

- | | |
|--------|--|
| 1 and | A links two contrasting ideas |
| 2 but | B links a reason and consequence |
| 3 or | C links ideas in a negative sentence |
| 4 so | D comes after the subject and gives more information |
| 5 also | E links ideas in a positive sentence |

- 4 Complete the sentences with the conjunctions.

also and but or so

- 1 He speaks Spanish. He ... speaks Catalan and French.
- 2 I don't play the guitar ... the drums.
- 3 I've got a brother ... I haven't got a sister.
- 4 I want to be good at the piano ... I practise every day.
- 5 My favourite sports are football ... volleyball.

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 5 Decide the topics you want to include.

age town/city family free time friends
hobbies and interests pets schools

- 6 Decide which topics you want in each paragraph. Write some notes for each paragraph.

Paragraph 1

age – 12

family – parents, brother

WRITE NOW

- 7 Write your message.

- 1 Use Hanna's message as a model.
Hi ...!
My name's ...
- 2 Use your paragraph notes from exercise 6.
- 3 Use the conjunctions *and*, *but*, *or*, *so* and *also* if you can.

CHECK AND CORRECT

- 8 Check and correct your message.

- 1 Check that the conjunctions are correct.
- 2 In pairs, swap your messages and check each other's work.

17

Key competences



Students learn about other cultures, like Denmark, which helps them to understand about the heritage and culture of other countries in the world and reflect on their own.



This competence is developed when students learn and use the writing skill: using conjunctions. Check that they have used this properly when correcting their texts.



The final writing activity develops students' skills in planning, execution and checking. Check that they understand the importance of the planning box and that they have checked and corrected their work.

Warmer

Ask: *Do you chat to friends online? How often? Do you sometimes chat to people you don't know? Do you chat to people from other countries? Would you like to? Why?* Elicit a range of answers.

- 1 Check that students understand *hobbies* before they read.

Answers

1 B 2 C 3 D 4 A

- 2 Before students answer, check they remember the meaning of *occasionally*.

Read out question 3 and check they know *because* for giving reasons and *why* for asking questions.

Read out question 8 and point out that it uses the past simple. Elicit the correct form for asking: *She wrote this message because ...*

Answers

- 2 No. She hasn't got any brothers or sisters.
- 3 She walks to school because she lives near the school.
- 4 She goes to dance classes twice a week.
- 5 She occasionally wins competitions.
- 6 No. She can't play the guitar.
- 7 No. She doesn't watch TV very often.
- 8 She wrote the message because she wants to chat to people from all over the world.

- 3 Read out A-E and check that students understand everything before students do the matching.

When you check answers, point out the position of *also* after the subject.

Answers

2 A 3 C 4 B 5 D

- 4 Tell students they can use the position of the conjunctions, as well as the meaning, to help them complete the exercise.

Answers

1 also 2 or 3 but 4 so 5 and

- 5 Suggest that students should choose four or five topics to include in their message.
You could brainstorm some ideas as a class before students work individually.
Students could do this section at home, as homework.

Answers

Students' own answers

- 6 Tell students to use the key information words in their notes without worrying about creating sentences yet.

Answers

Students' own answers

- 7 You could give students a time limit of 15–20 minutes to write their messages.

Answers

Students' own answers

- 8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Students could write a description of a friend, family member or a famous person

Go Digital!



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.
- Choose two class representatives to do the activity on the IWB.
- The activity has prompts taken from the model writing text in the order they appear in the original text. Incomplete prompts are given to encourage students to complete them with their own ideas and/or some of the words in the box. All ideas are valid as this is a creative activity.
- The two representatives plot ideas on the IWB.
- Use the activity to reinforce learning points and the organization of paragraphs in the writing model and to discuss ideas.
- Use to show a complete model text for this exercise.
- Get students to assess the model and to compare it with their own attempt.

Suggested use: after exercise 4

1.10 Student's Book page 9, exercise 6

A = Anni, T = Tobias

- A Hi! Are you Tobias?
 T Hi! Yes, I am. And you are...?
 A Oh, I'm Anni. I recognise you!
 T Me too!
 A Where are you from, Tobias?
 T I'm from Austria. What about you? Are you from Sweden?
 A No, I'm not. I'm from Finland!
 T Oh sorry! Um ...How old are you?
 A I'm thirteen. What about you?
 T I'm thirteen, too.
 A Cool. And have you got any brothers and sisters?
 T No, I haven't. What about you?
 A Yes, I have. I've got two sisters. Where do you live?
 T I live in Vienna.
 A Great! I'd love to go there.
 T It's a nice place. And where do you live?
 A In Helsinki. It's the capital of Finland.
 T Oh that's the bell for classes. Nice talking to you, Anni.
 A Yeah! See you

1.13 Student's Book page 11, exercises 2–3

G = Ginny, A = Alberto

- G Hey Alberto.
 A Hi Ginny.
 G Alberto, I want to ask you some questions about your life here in Canada, for the school magazine. Is that OK?
 A Sure! That sounds fun.
 G Cool. OK, some easy questions first. Where are you from?
 A I'm from Mexico City. In Mexico!
 G And why are you here in Canada?
 A Well, my dad's a scientist and he's working here at the moment. So I'm here too with my mum, my sister, who's 10, and my little brother, who's only eight.
 G Is life very different here?
 A Oh yeah. The big difference is the weather. I mean, in Mexico, the weather is usually quite warm, or really hot! But here... it's cold.
 G Is that a problem for you?
 A No way. Snow is the best thing about Canada! I love it!
 G What other differences are there?
 A Well, back in Mexico I play football all the time. But here, everyone plays ice hockey.
 G Do you play ice hockey?
 A Sure! I love it! I practise at lunchtime and after school.
 G What about food? Do you eat Mexican food here?
 A Yes, we do. We eat Mexican food at home. But I like Canadian food too, like hamburgers and hot dogs, too! [laughs] Oh, and the ice cream is great in Canada!
 G That's right! I see you've got a guitar with you. Do you play it?
 A No, I don't. It's my sister's. But I play the piano quite well.
 G And my last question. Have you got a pet?
 A Yes, I have, I've got a dog – a retriever. My sister's got a cat. And my brother's got a pet rat.
 G Really? And are they here with you?
 A No, they're with my grandparents in Mexico. They live in the countryside. And they've got a lot of animals.
 G Thanks, Alberto.
 A No worries.

1.15 Student's Book page 11, exercise 6

Ginny

Hey, this is Ginny. So, what do you know about Canada? Well, Canada is enormous – it's the 2nd biggest country in the world, Only Russia is bigger. But, we've only got about 35 million people and almost all of them live in the South, near the USA. The biggest city in Canada is Toronto. But it's not the capital – that's Ottawa. Did you know that some people in Canada speak French? That's right, in Quebec. French is one of the official languages, with English, of course. What else? Canada isn't a republic, but we don't have our own king or queen. Our head of state is the king or queen of Great Britain. Finally, there are lots of famous Canadians! For example, do you like Justin Beiber? Why not?! He's a great singer! So, I hope you know a bit more about Canada now. Come and visit us!

1.20 Student's Book page 16, exercises 1–3

D = David, Le = Leon, Li = Lily

- D Hi, I'm David.
 Le Hi, I'm Leon. How are you?
 D Great, thanks. This is a nice party.
 Le Yeah. Where are you from?
 D I'm from Vigo, in the north of Spain. What about you?
 Le Paris. In France.
 D Oh cool. Where do you live in Paris? Can you see the Eiffel Tower from your house?
 Le No, I can't. I live in the suburbs. But it's a nice neighbourhood.
 Li Hi, David.
 D Hi! Leon, do you know Lily?
 Le No.
 D This is Lily. And this is Leon.
 Li Hi, Leon. Nice to meet you.
 Le You too. Are you from Spain as well?
 Li Spain? No. I come from Germany.
 Le Oh! I've got an aunt in Stuttgart.

1.21 Student's Book page 16, exercise 5

L = Leon, D = David

- L Let's meet later.
 D Good idea. What's your phone number?
 L 07781 998450.
 D Sorry, can you say that again?
 L 07781 998450. And what's yours?...David. And your number is...?
 D 0034 694 49023.
 L OK! You're in my contacts list!
 D Great. I'll send you a text. It was great to meet you.
 L You too. See you later.
 D Bye.

Workbook page 8

- 1 A
- 2 3
- 3 A 5 B 2 C 3 D 1 E 4
- 4 1 B 2 D 3 F 4 C 5 E 6 A
- 5 House
A two bedroom house in a quiet neighborhood 30 minutes away from the center of the city. Small front yard. Close to a large park and freeway into the city.

Workbook page 9

- 6 1 stepfather 2 dad 3 mum 4 sister 5 only 6 children 7 parents 8 husband
- 7 1 Sam is my nephew.
2 His grandfather's ninety.
3 Their great-grandparents aren't alive.
4 I like my aunt.
5 I've got the same name as my grandmother.
6 They haven't got a daughter.
7 Our cousins live in the USA.
8 Is Sue your niece?
- 8 A 3 B 1 C 2
- 9 1 baby 2 toddler 3 schoolchild 4 teenager 5 young adult 6 middle-aged 7 elderly
- 10 1 teenager 2 toddler 3 schoolchild 4 middle-aged 5 elderly 6 baby
- 11 Students' own answers

Workbook page 10

- 1 1 doesn't come 2 goes 3 walks 4 doesn't like 5 carries 6 plays 7 practise 8 win 9 haven't got 10 think 11 don't live 12 works 13 teaches 14 don't come 15 see 16 use
- 2 1 Thierry and his parents live in England.
2 Thierry doesn't go to school by bus.
3 He plays a musical instrument.
4 Liesel hasn't got an Italian name.
5 Mr and Mrs Brown don't like English names.
6 Chiara doesn't work in an office.
- 3 1 Does
No. He goes to school in a small town near Oxford.
2 Do
No. Thierry walks to school.
3 Do
Yes, they do.
4 Does
No. Liesel lives in London.
5 Does
No. Chiara teaches English.
6 Do
Yes, they do.
- 4 1 Why do you study history?
2 What do you like doing in your free time?
3 When does the first lesson start?
4 Where does your dad work?
5 What time do you get up in the morning?
6 How do you get to school?
- 5 Students' own answers

Workbook page 11

- 1 1 computer science 2 gamer 3 software 4 computer-literate 5 computer programmer 6 screen 7 game designer
- 2 1 an interview 2 on the radio 3 games designer
- 3 1 C 2 B 3 A 4 A 5 C 6 A
- 4 1 F 2 T 3 T 4 F 5 T 6 F
1 Jake is fifteen.
4 He goes to school by bus.
6 He wants to work in America in the future.
- 5 Students' own answers

Workbook page 12

- 1 favourite food, favourite TV programme
- 2 1 woman 2 home 3 money 4 positive 5 negative 6 children
- 3 1 He works in a bank in the centre of London.
2 She puts away the breakfast things and turns on the dishwasher.
3 3.7 million people are homeworkers.
4 She describes how people can save money.
5 She works outside in the garden.
6 She usually communicates by email.
7 Yes, she does.
- 4 1 away 2 on 3 off 4 out 5 up
- 5 1 look up 2 turn off 3 find out 4 turn on 5 put away

Workbook page 13

- 6 have: breakfast, dinner, a shower, a snack
go: to the cinema, online, to school
get: dressed, ready for bed, to school
do: the housework, your homework, sport
- 7 1 has 2 brushes 3 does 4 tidies 5 meet 6 visit
- 8 Students' own answers
- 9 1 E 2 F 3 H 4 B 5 C 6 D 7 A 8 G
- 10 1 get a letter 2 do the washing up 3 goes shopping 4 have a drink 5 get pocket money 6 go to sleep 7 has a rest 8 do the ironing
- 11 Students' own answers

Workbook page 14

- 1 never, hardly ever, not often, sometimes, usually
 - 2 1 I never get up early on Saturday mornings.
2 You are not often late for school.
3 It is rarely cold in the summer.
4 My mum always visits my grandma on Sundays.
5 We aren't usually hungry after school.
6 Ann occasionally goes online.
7 The children hardly ever do the housework.
 - 3 1 hardly ever 2 Sometimes 3 always 4 never 5 usually
 - 4 1 can't wait 2 can't eat 3 can cook 4 can't find 5 can't brush 6 can use 7 can't do 8 can come 9 can help
 - 5 1 Can you eat two big pizzas?
2 Can your best friend count in Portuguese?
3 Can you and your friends speak English well?
4 Can you buy stamps in a newsagent's?
5 Can your mum play rugby?
6 Can your teacher cook paella?
- Students' own answers

Workbook page 15

Extra Challenge

Students' own answers

Webquest

- 1 Illinois
- 2 The Chicago Bulls
- 3 Vancouver
- 4 It's an ice hotel near Quebec City.
- 5 Jones
- 6 Students' own answers.

Puzzle

Where does your best friend live?
 How often do you tidy your room?
 What time do you usually have dinner?
 Do you prefer books or computer games?
 Can you speak Chinese?
 Students' own answers

Workbook page 16

Suggested answers

- 1 1 Hi!
 2 Good afternoon
 3 How are things?
 4 Hello. My name's...
 5 Nice to meet you./ Pleased to meet you.
 6 Good night.
- 2 1 Good 2 about 3 actually 4 Do 5 meet 6 too 7 How
 8 Not 9 See
- 3 1 F 2 F 3 F 4 T 5 F 6 T
- 4 1 Hello. My name's...
 2 Nice to meet you too.
 3 I'm fine, thanks. How are you?
 4 Students' own answers
 5 See you.
- 5 Students' own answers

Workbook page 17

- 1 1 E 2 A 3 D 4 F 5 C 6 B
- 2 1 I live in Birdsville with my parents and my brother, Riley.
 2 It isn't close to any towns or cities.
 3 it hasn't got a cinema or a shopping mall.
 4 We play football and table tennis.
 5 They live near the beach, so we often go surfing.
 6 I've got a lot of e-friends, but I'd love to have more.
- 3 1 No. He has a brother called Riley.
 2 About 150 people live in Birdsville.
 3 The Birdsville Races are in September.
 4 No, he can't go to the cinema in his town.
 5 Yes he enjoys visiting his grandparents because they live near the beach.
 6 In his free time he goes online.
 7 He has a lot of online friends, but he'd love to have more.
- 4 Students' own answers

 1.2 Workook page 11, exercises 2–3

I = Interviewer, J = Jake

- I Welcome to Top Games – the radio programme for computer gamers. Jake Smart is with me in the studio today. Jake designs brilliant computer games. Hello, Jake.
- J Hi.
- I Thanks for coming today.
- J No worries.
- I So Jake ... you're very young to be a games designer. I mean, you're only fifteen.
- J I know, but my age isn't important. I'm good at my job and people like my games. That's the important thing.
- I Can you tell us about yourself?
- J Sure. I come from Brighton in the south of England. I live in a small house with my parents and our dogs, Mario and Luigi.
- I Do you go to school in Brighton?
- J Yeah, my school is in the centre of the town. I get the bus there.
- I When do you design your computer games?
- J In the evenings and at weekends. I do my homework first and then I start work.
- I What time do you finish?
- J One or two in the morning. I'm lucky. I don't need a lot of sleep!
- I Have you got an office?
- J No. I work in my bedroom. I've got a desk and a computer in there.
- I Where do you get your ideas from?
- J Things I watch on TV or things I see in magazines.
- I Are you a computer programmer too?
- J No, I design the games and then someone writes the programs for me. It's my computer science teacher at school!
- I What do you want to do in the future?
- J To live and work in America.
- I Well, good luck, Jake.

 1.4 Workook page 16, exercise 5

- 1 Good morning!
- 2 How are you?
- 3 Pleased to meet you.
- 4 Do you know Valerie?
- 5 See you later.