

Unit contents

Vocabulary

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Grammar

Subject pronouns | *To be* | Possessive adjectives | Plural nouns | Demonstrative pronouns | Imperatives | Object pronouns | *Wh-* questions



Check your progress with Benchmark Young Learners Level 2 on completing Unit 0.

For Online Classroom, go to the Portal.

0.1

Hello!

Subject pronouns | *To be* | Possessive adjectives | The alphabet | Spelling

Lesson aims

- Students can use subject pronouns.
- Students can use the verb *to be*.
- Students can use possessive adjectives.
- Students can say the alphabet.

For the student

- Workbook, page 2

Lead-in

Introduce yourself to the class by telling them your name and either the city or country you are from using the verb *to be* (e.g. *I'm Mr Fernandez. I'm from Bilbao*). Write this on the board and make sure students understand. Then, delete your name and where you are from, and ask students to complete the sentences with their own information. Students work in pairs to introduce themselves. When students have finished, invite some to introduce themselves to the class.

- **Setting lesson goals:** Ask students to open their books on page 6 and look at the photos of Mateo, Len, Noah and Mia. In pairs, ask them to discuss where they think the students live, how old they are and what they do in their free time. Encourage students to make notes. Elicit some ideas and write them on the board. Then write the lesson aims on the board. Allow students to ask any questions and answer them.

Exercise 1 1 0.1

- Before students watch or listen and read, make sure they understand the following words: *musician, vet, hobby, board game, fashion*.
- Play the video or the audio while students read. Pause after each person and elicit the correct answer. Then, draw students' attention to Lena and ask the class who her brother is (Adam). Allow students to turn to page 18 and point Adam out in the photo (the small boy with blonde hair). Explain that the man is Lena's dad.
- When students have finished, ask them to check the texts against their ideas from the Setting lesson goals activity.

Exercise 2

- When students have completed the exercise, check answers as a class. Then explain that the subject pronoun *you* can refer to one person (second person singular) or many people together (second person plural). Give an example in the students own language if necessary.

Exercise 3

- Read Grammar box B together and check that students understand the position of *not* in negative sentences and the word order of questions.
- **NEED SUPPORT?** Write the following on the board and ask students to complete each sentence with one word: *I _____ from the USA. He _____ not Peter – He's James. _____ you from London? Yes, _____ am.*

Exercise 4

- Encourage **more confident** students to cover the texts in Exercise 1 before they complete the exercise. Allow **less confident** students to refer back to Exercise 1 as they complete the exercise. Elicit the answers.

Exercises 5–6

- Follow the instructions in the Student's Book.

Exercise 7

- Go through Grammar box C together. Explain to students that possessive adjectives normally go before nouns, such as *mum, car, name* and *book*, and subject pronouns go before verbs, such as *to be, to live* and *to eat*. When students have completed the exercise, check answers as a class.

Exercise 8 0.2

- When students have completed the task, play again but ask students to say a word beginning with each letter of the alphabet (e.g. *apple, book, cat, dog*, etc.).

Exercises 9

- Follow the instructions in the Student's Book.

Exercise 10

- Draw students' attention to questions 1, 3 and 4. Explain that these use question words (*how old* and *what*). Elicit or teach that the answer to these questions needs to be a full sentence and *Yes, I am/No, I'm not* to the remaining questions. If necessary, do 1 as a class and elicit possible answers.
- **FINISHED EARLY?** Ask students to write their answers to the questions in Exercise 10.
- **Reviewing lesson goals:** Ask students to take out their Emoji response cards. Write the numbers 1–10 on the board. Explain that these are the exercise numbers and students must hold up a smiling emoji if they feel confident about an exercise, a neutral emoji

if they feel as if they need a bit of work and a sad emoji if they don't feel confident at all about an exercise. Read out the numbers as students hold up their cards. If there are lots of neutral or sad emojis, find time to review the relevant exercise(s).

0.2

My things

Possessions | Plural nouns | Demonstrative pronouns | Colours

Lesson aims

- Students can talk about possessions.
- Students can form regular and irregular plural nouns.
- Students can use demonstrative pronouns.
- Students can use colours.

For the student

- Workbook, page 3

Lead-in

Write *possessions* on the board and elicit what this means (things that belong to you). Ask students to draw some of their possessions and label them in English.

-  **Setting lesson goals:** Show students something that belongs to you, such as your bag or a pen, and say: *This is my bag/pen.* Write this on the board. Ask students what they think the lesson is going to be about. Elicit and write their ideas on the board. Then say: *Today you will learn to talk about possessions.* Write this on the board and check it against the students' predictions.

Exercise 1

- Elicit or explain that a *fight* is a disagreement about something.

Exercise 2 0.4

- Play the audio and ask students to repeat the words. Check understanding by reading out the words and asking students to raise their hand if they have one of these possessions at home.

Exercise 3

- Study Grammar box A together and explain the spelling rules for plural nouns. Elicit or teach that with most nouns, we add -s to create the plural form. However, when a noun ends in consonant + -y, we change the -y to -i and add -es. When a noun ends with an -s, a double consonant or -sh, -ch and -x, we add -es to make the plural.

Extra activity

Invite two students to the front of the class and give each a marker or piece of chalk to write on the board. Say a noun and the students race to write the correct plural form. Invite two more students and continue until all students have had the chance to write on the board.

Exercise 4

When you have studied Grammar box B, demonstrate further if necessary with some of your own possessions. Put some books on your desk and make a sentence with *These*, then put something else in a far corner of the classroom and make a sentence with *that*, for example.

Extra activity

Divide the class into two teams. On the board draw a horizontal line and explain that the lower part of the board is 'close' and the upper part is 'far away'. Invite a member from the first team to the board and whisper a noun to them, such as mobile phone. The student then writes the noun in the upper or lower part of the board. Then, their team must decide to use *this/these* or *that/those*. If the team is correct, they receive one point. If not, invite the other team to decide. Continue with a member from the other team. The winning team is the one with most points.

Exercises 5–6

- Follow the instructions in the Student's Book.
- **FINISHED EARLY?** Students make a list of things that are usually the colours in Exercise 5.
-  **Reviewing lesson goals:** Write on the board: A) *The lesson is easy.* B) *The lesson is difficult.* Read the sentences aloud and ask students to stand up if they agree. If there are lots of students standing when you read out sentence B, then find the time to review the lesson.

0.3

In my class

Imperatives | Classroom language | Object pronouns

Lesson aims

- Students can use imperatives to give instructions.
- Students can use classroom language.
- Students can use object pronouns.

For the student

- Workbook, page 4

Lead-in

Put students into pairs and ask them to brainstorm and make a list of all the instructions that you frequently give them in English class, e.g. *Open your books. Be quiet.* Etc. Set a time limit. When the time is up, put students into different pairs to compare their lists. Ask students to act out any instructions their new partner does not know. Elicit some ideas from the class and write on the board.

-  **Setting lesson goals:** Read out the lesson aims and write them on the board. Ask questions to check the students' understanding, such as *When can we give instructions?*

Exercise 1 0.5

- Go through the sentences with the class and check understanding by asking a student to act out each instruction. When students have matched the sentences with the pictures, play the audio for them to check their answers.

Exercise 2

Study Grammar box A together and elicit how we form positive and negative imperatives (the base form of the verb without *to*; with *don't*). Then explain that we use imperatives to give instructions.

Extra activity

Play Simon Says. Tell the class that you are going to give them some instructions that they must only follow if you say *Simon Says* before them. For example, when you say: *Simon Says stand up*, then students stand up. When you say *Stand up*, students should remain seated. If a student follows an instruction without *Simon Says*, then they are out of the game. Play until there is only one student remaining.

Exercises 3–4 0.6 audioscript page 246

- **NEED SUPPORT?** Pause the audio and elicit each instruction before students follow.

Exercise 5 0.7

- Follow the instructions in the Student's Book.

Exercise 6 0.8

- Review subject pronouns and write them on the board (*I, you, he, she, it, we, they*). Then study Grammar box B together and ask students to find an example of an object pronoun in Exercise 5 (*me* in question 2). Write on the board: *I visit him at the weekend*. Elicit that we use subject pronouns before a verb, but object pronouns after a verb. Ask students to complete the sentences, then check answers as a class.

Extra activity

Explain that we ask: *What do you think of ...?* when we want to know somebody's opinion. Elicit: *I love ...*, *I like ...* and *I hate ...* then ask a few students the question: *What do you think of basketball?* If a student responds with *I love basketball*, for example, explain that we would use an object pronoun (*it*) instead of basketball. Write this on the board. Put students into pairs and set a time limit of three minutes for them to complete the question with their own ideas as many times as possible, e.g. *What do you think of Shakira?*, etc. Ask each pair to work with another pair to ask and answer their questions.

Exercise 7

- Follow the instructions in the Student's Book.
- **FINISHED EARLY?** Ask students to write as many classroom rules as they can within a given time limit.
-  **Reviewing lesson goals:** Ask students to take out their Traffic Light cards. Ask them to hold up the green card if they understand the exercise, the orange if they need some help, and the red if they don't feel confident about the exercise at all. Then ask them to hold up their cards to show how they feel about Exercises 2 and 6. Look at the results and if there are lots of reds and oranges, find time to review the exercises.

0.4

When is your birthday?

Days | Months | Seasons |
Cardinal and ordinal numbers | Dates

Lesson aims

- Students can say days, months and seasons.
- Students can use cardinal and ordinal numbers.
- Students can say dates.

For the student

- Workbook, page 5

Lead-in

Write the following questions on the board: 1 *What day is it today?* 2 *What day is it tomorrow?* 3 *What is the month?* 4 *What season is it?* 5 *In what month is Christmas?* 6 *What number is after 21?* 7 *What date is it?* Students work in pairs and race to answer them. The pair who is the first to raise a hand and answer all the questions correctly is the winner.

-  **Setting lesson goals:** Write on the board: *Monday, Tuesday, _____; January, February, _____; 10, 20, _____*. Ask students what is missing in each group. Elicit and complete on the board (*Wednesday, March, 30*). Then ask them what they think the lesson is going to be about. Elicit ideas then write the lesson aims on the board.

Exercise 1 0.8

- Elicit the days of the week. You could do this by choosing a student, eliciting Monday and asking them to choose a student to say the following day. When students have finished, check answers by choosing a student to spell out each day of the week. Then play the audio for each day to see if that student is correct.
- **NEED SUPPORT?** When you first elicit the days of the week, write them on the board. Then, allow **less confident** students to look at the board for a few moments before you delete the words and they complete the exercise.

Exercise 2 0.9

- When students have finished, play the audio for them to check their answers.

Exercise 3

- Write *season* on the board and elicit what this means. Students complete the table, then check answers. Then ask the class what season Christmas is in, Easter, and each student's birthday. Make sure they use the construction *It's in ...*

Exercise 4

- Quickly revise numbers. Write them randomly on the board and invite students to say them aloud. Do each task in the exercise as a class. If your students feel confident with numbers, extend each of the tasks so that they are counting backwards from 50, counting to 50 in twos, counting to 60 in threes and counting to 100 in fives.

Exercise 5

- Study the Watch out! box together. Check understanding by getting students to say the following numbers: 5,000, 7,831, 674. You may also find it useful to explain and drill the word stress on numbers that sound similar, such as thirTEEN and THIRty, fourTEEN and FORTy, and fifTEEN and FIFTy, etc.

Extra activity

Write the following number patterns on the board. Put students into small groups and ask them to solve the patterns by writing the next five numbers in each:

A 3, 8, 13, 18, 23 (28, 33, 38, 43, 48);

B 19, 27, 35, 43 (51, 59, 67, 75, 83);

C 10, 11, 13, 16, 20 (25, 31, 38, 46, 55).

Exercises 6–8 🗣️ 0.11

- Follow the instructions in the Student's Book.
- **FINISHED EARLY?** Students write full sentences in response to the questions in Exercise 8.
- 🎯 **Reviewing lesson goals:** Before they leave the classroom, ask students to write the following on a piece of paper: one example of a day of the week, two examples of months of the year, three examples of seasons and five examples of ordinal numbers. Ask them to leave their pieces of paper on your desk as they leave. Check what students have written and if there are any recurring errors, find time to review the language.

0.5

What is the time?

Telling the time | Wh- questions | Saying phone numbers

Lesson aims

- Students can tell the time.
- Students can ask and answers *wh-* questions.
- Students can read and understand phone numbers.

For the student

- Workbook, page 5

Lead-in

Ask: *What's the time?* Elicit or teach the current time and write it on the board. Draw an analogue clock on the board and complete it with an *o'clock* time, such as *one o'clock*. Elicit or teach and write on the board. Continue with times such as 2:15, 3:30 and 4:45, making sure students understand the difference between *past* and *to*. Then invite students to come to the front of the class, draw a time in the analogue clock and ask: *What's the time?* The student who raises their hand first gets the opportunity to say the time and then come to the front of the class to complete the clock. Continue with several more students.

- 🎯 **Setting lesson goals:** Ask students to open their books on page 11 and study the photos in Exercise 1. Put them into pairs and tell them to guess what the lesson is going to be about. Elicit some of their ideas. Write the lesson aims on the board and check if any of the students guessed correctly.

Exercise 1 🗣️ 0.12

- Direct students to sentences 2, 3, 4 and 5 and explain that there are two ways of saying *half past*, *quarter to*, *quarter past*, *ten past* and *five to*. Drill both forms and ask students to repeat. Put students into pairs and ask them to look at the photos and write the correct times. Play the audio for students to listen and check their answers.

Exercise 2 🗣️ 0.13

- **NEED SUPPORT?** Pause the audio after each dialogue and elicit the correct time.

Exercise 3

- Ask students to find the *Wh-words* in the exercise. Elicit what each one is used for (*where – places*, *who – people*, *when – time*, *how old – age*).
- When students have ordered the words, elicit the correct questions. Then, ask each question to a student in the class. Allow them to use simple answers (i.e. their name only in question 1, etc.) but encourage more confident students to use full sentences.

Exercise 4 🗣️ 0.14

- Go through the answers to the questions and elicit what information Lucy is giving (1 *her name*, 2 *her age*, 3 *where she lives*, 4 *her birthday*, 5 *her phone number*, 6 *her best friend*, 7 *her favourite thing*). When students have completed the interview, play the audio for students to check their answers.

Exercise 5

- Study the Watch out! box together and focus students' attention on how we say zero and double numbers in phone numbers. Put students into pairs and ask them to take turns to say the four phone numbers.

Extra activity

Ask students to invent another phone number and write it down on a piece of paper. Make sure they know how to say it. Students then mingle around the classroom asking and answering the question *What is your phone number?* Tell students to make a note of their classmates' phone numbers. When students have finished, ask them to read out two of the phone numbers.

Exercise 6

- When students have asked and answered the questions in pairs, ask them to tell the class three things they found out about their partner.
- **FINISHED EARLY?** Ask students to write their answers to the questions in Exercise 3.
- 🎯 **Reviewing lesson goals:** Ask students to take out their Emoji response cards. Write the numbers 1–5 on the board. Explain that these are the exercise numbers and students must hold up a smiling emoji if they feel confident about an exercise, a neutral emoji if they feel as if they need a bit of work and a sad emoji if they don't feel confident at all about an exercise. Read out the numbers as students hold up their cards. If there are lots of neutral or sad emojis, find time to review the relevant exercise(s).

Unit contents

Vocabulary

- Family
- Countries and nationalities
- Adjectives to describe people
- Personality adjectives
- Clothes and footwear

Grammar

- *Can* for ability
- *Have got*

Speaking

- Greeting and introducing people

Writing

- A description of a person

Future skills

- Collaboration: task management

Exam

- A2 Key for Schools, Listening, Part 5, (matching)
- International Certificate Level A1, Listening and Writing, Section 2, (dictation)

For Online Classroom, go to the Portal.

1.1

VOCABULARY

Family and people

Lesson aims

- Students can talk about families and nationalities.

For the teacher

- Vocabulary Memory Game
- Photocopiable activity: *My family tree*
- Test: Vocabulary Check 1

For the student

- Workbook, pages 6–7
- Extra Practice Activities: Vocabulary

Lead-in

Write the word *family* on the board. Tell students to think about their own family and to write in their notebooks the words for as many family members as possible. Set a time limit. Then elicit and write the words on the board.

- **Setting lesson goals:** Ask students to open their books on page 12. Ask them to study the photos in pairs and discuss what they think the lesson is about. Elicit that it is about families, countries and nationalities. Alternatively, show students photos of different families and ask who they think the people are. Then elicit the lesson aim.
- **Independent learning:** Ask students to keep a learning diary. During the lesson, encourage them to draw a smiley emoji next to the exercises they find easy and a sad emoji next to the ones they find difficult. Encourage them to show you their learning diary regularly and offer students any support they need. Allow students to use their own language in their learning diary if necessary.

Exercise 1

- Pre-teach or elicit the following words and phrases: *side of the family*, *crazy about*, *crazy*, *try something new*.
- Elicit the answers.

Exercise 2 1.1

- Read the information in Vocabulary box A as a class. Check students understand the new words. Set a time limit for the task. If necessary, explain the symbols at the top of each column. Then play the audio for students to listen, repeat and check their answers. Pause after each word to check students' pronunciation.

Extra activity

Write *family tree* on the board and ask if anyone knows what it is and how to draw one. Ask students to either work individually or in pairs to create a family tree using the words in the box.

Exercise 3

- Direct students to the example and ask them to find *auntie* in the texts on page 12. Explain that this is an informal way of saying *aunt*. Students complete the exercise, then elicit the answers.

Exercise 4

- Read the Watch Out! box together. Check for understanding by asking students to find examples of the possessive 's in Exercise 1. When students have done this, allow them time to complete the exercise.
- **NEED SUPPORT?** Before **less confident** students complete the exercise, write the following on the board and ask them where the possessive 's goes: *My names Anna. My parents daughter is my sister. My friends hair is black.* Students work in pairs, then elicit the answers.
- **Peer learning:** Ask students to compare their sentences in pairs. Encourage them to correct any errors in their partner's sentences.

Exercise 5

- Demonstrate the activity by using the prompts to ask about a student's family.
- **NEED SUPPORT?** Allow **less confident** students to write their answers before they work with their partner.

Exercise 6 1.2

- Read the information in Vocabulary box B as a class. Check students understand the new words by asking them if they know anyone or anything of each nationality, such as celebrities, sports clubs or types of car. Set a time limit for the task, then play the audio for students to listen, repeat and check their answers. Pause after each word to check students' pronunciation.
- Put students into pairs and set a time limit of two minutes for them to think of the names of other countries and nationalities. Then elicit the names of the countries and write them on the board. See if anyone else in the class can give the correct nationality.

Exercise 7

- After they ask and answer, allow students time to think of more questions to ask their partner.
- **NEED SUPPORT?** Ask **less confident** students to think of one question each.

Exercise 8 1.3

- Set a time limit for students to complete the table on their own, then play the audio for them to listen and check. Check understanding of the vocabulary by eliciting the names of students in the class whose eyes are blue, whose hair is brown, etc.

Exercise 9

- Students complete the task in their notebooks before they compare their sentences in pairs.
- **NEED SUPPORT?** For **less confident** students, write the sentences with two options each on the board, such as *Julia's hair is long / short*. Students choose the correct option.

Exercise 10

- Demonstrate the activity by describing a student in the class or even a celebrity or sports person that the students all know. Put students into pairs and ask them to describe their classmate to each other.
- **NEED SUPPORT?** Allow **less confident** students to write their descriptions before they work with their partner. Encourage them to use the table in Exercise 8 to help them.

Exercise 11

- Pair students together who don't normally work with each other. Pairs ask and answer questions about each other's family.
- **FINISHED EARLY?** Ask students to write a short description of a celebrity they admire. Encourage them to describe what they look like, what their nationality is and to say if they have any family members.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write on a piece of paper as many words as possible that they remember from the lesson. Tell them to put the piece of paper on your desk as they leave the classroom. Study the results, and if some students have only written a few words, find time to review the lesson.

1.2 GRAMMAR

Can

Lesson aims

- Students can talk about things people can do.

For the teacher

- *Need support?* worksheet, page 236
- Grammar presentation
- **Photocopiable activity:** *I can*
- **Test:** Grammar Check 1

For the student

- Grammar Time, Student's Book, page 126
- Workbook, page 8
- **Extra Practice Activities:** Grammar, BBC Vox Pop

Lead-in

Invite a student to the front of class and whisper a verb to them, such as *walk, run, read, eat, fly* and *play football*. Ask the student to mime the verb, elicit it from the class and write it on the board. Continue until every student has mimed a verb.

-  **Setting lesson goals:** Write on the board a few sentences with *can* to describe your abilities, such as *I can swim, but I can't climb a mountain. I can speak English, but I can't speak Russian*. Ask the class what they think the lesson is going to be about. Allow them to look at their books on page 14 if necessary. Elicit that it is about using *can* to talk about abilities.

Exercise 1 1.4

- Go through the words in the box. If students don't know a word, encourage a classmate to explain it in English or ask them to use a dictionary.
- When students have finished, ask them how far they can jump, how long they can stay underwater and how many languages they can speak.

Exercise 2

- Discuss the Grammar box with the class. Check that students understand that we use *can* with all subject pronouns and it is always followed by the infinitive of the verb without *to* (e.g. *I can dance. He can climb*. Etc.). Elicit the negative form (*can't*) and where *can* goes in questions (before the subject pronoun).
- Drill the pronunciation of *can* and *can't* to show the difference in the vowel sound (/æ/ in *can*; /ɑ:/ in *can't*) and ask students to repeat.
- Ask students to find examples of *can* and *can't* in the blog before they complete the task.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 236 for **less confident** students. This exercise gives students two options to complete the sentences.

Exercise 3 1.5

- Before students complete the task, ask them if they know any celebrities who can do other things apart from acting, singing, etc. (e.g. *The actor Ben Affleck can speak Spanish*).

- Allow students time to make sentences in pairs. Then play the audio while they listen and check.

Background note

Katy Perry's real name is Katheryn Elizabeth Hudson. She was born in California in 1984. She's a successful female singer.

Beyoncé Giselle Knowles-Carter became famous in the 1990s as the lead singer of Destiny's Child. She's now a successful solo star.

Mo Salah is an Egyptian footballer who has played for some of the biggest football clubs in the world, such as Chelsea, Roma and Liverpool.

Kylian Mbappé is a French footballer who signed for Paris Saint-Germain for almost €150 million when he was 18.

Leonardo DiCaprio, born in 1974, is a famous American actor who has starred in successful films, such as *Titanic* and *The Revenant*.

Lady Gaga, born in 1986, is a famous singer and actress. Her real name is Stefani Joanne Angelina Germanotta. She's sold millions of records.

Exercise 4

- Ask students to work individually. Explain that to form questions, they need to write *Can* with a word or phrase from box A and a word or phrase from box B. Check answers by getting a student to read out one of their questions and inviting another student to answer it. Continue until every student has asked and answered a question.
- **NEED SUPPORT?** Allow **less confident** students to write only three questions.

Exercise 5 2 videascript page 246

- Pre-teach or elicit the following words: *swimming pool, ocean, kilometre, centimetre*.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (what people can and can't do).
- Play the video again and ask students to write down what each person can and can't do. Pause the video between each person. Elicit answers as a class.

Exercise 6

- Encourage students to work with a partner they don't know well to make the exercise more interesting.
- **FINISHED EARLY?** Ask students to write two sentences to describe their own abilities and two sentences about their classmates' abilities. Remind them to use both *can* and *can't*.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to write two sentences about themselves and people they know with *can* and *can't* on a piece of paper. Ask them to leave the piece of paper on your desk as they leave the classroom. Study the results and if students are making mistakes, find the time to review the language.

1.3

READING AND VOCABULARY

A world of imagination

Lesson aims

- Students can understand an article about role-playing games.

For the teacher

- *Need support?* worksheet, page 236
- **Photocopiable activity:** *Mime it!*

For the student

- Workbook, page 9
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Ask students to work in pairs and brainstorm famous characters and the films and books they are from. If necessary, give a few examples, such as Katniss Everdeen from *The Hunger Games* and Iron Man from the Marvel films and comics. Set a time limit and then elicit answers from the class.

-  **Setting lesson goals:** Write the lesson aim on the board and say: *Today you will read an article about a role-playing game*. Elicit or explain that a role-playing game is a game in which the players play the role of characters from the game.
-  **Monitoring learning:** Choose a few students to observe during the lesson. While students are working, spend time observing those students and taking notes on their strengths and weaknesses. Find the right time to give feedback and rotate students every lesson to ensure you observe every student.

Exercise 1

- In pairs, students tell their partner who their favourite character is from a book or film. Encourage them to explain why. Invite students to share their ideas with the class.

Exercise 2 1.6

- Pre-teach or elicit the following words and phrases: *full, costumes, create, dragon, enter a new world*.
- Ask students to study the photos and title of the article. Ask: *What do you think it's about?* Elicit and write some ideas on the board.
- Students quickly read the article to check their predictions. Then, allow students time to complete the task. Ask them if they do LARP or if they know anyone who does.

Background note

Live-Action Role Play (LARP) is a type of role-playing game in which players dress up as characters. For example, in a game about space, players may dress up as aliens. LARP started in the USA in 1977 and is becoming increasingly popular. There are many thousands of players around the world and a dedicated industry that makes and sells costumes. There are also LARP websites.

Exercise 3

- Explain that students are now going to read the text in more detail to decide if the statements are true or false. First ask them to read the true/false statements carefully and check understanding of key words and phrases, e.g. *teenager*, *short*, *different* and *easy*. Elicit that *teenager* refers to age, then ask students to find information in the text that refers to Megan's age.
- Set a time limit and when students have finished, check the answers as a class.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 236 for **less confident** students. This is an exercise to help students better understand the reading text.

Exercise 4 1.7

- Read the information in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation. Set a time limit for students to find the words in the text in pairs.
- Invite some students to read out their sentences to the class.

Exercise 5 3 videscript page 246

- Pre-teach or elicit the following words from the video: *outgoing*, *personality*, *a bit*, *rather*, *bald*, *reading glasses*, *easy-going*, *an introvert*, *sociable*, *artistic*.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people describing their appearance and personality).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 6

- Set a time limit for students to describe their favourite book or film character to their partner.
- Share ideas as a class and then have a show of hands vote to find out the most popular book or film character.
- **NEED SUPPORT?** Allow **less confident** students to make notes about their favourite character before they begin the activity. Encourage them to think about their character's physical description, their personality, their abilities and if they appear in a book, a film or both.
- **FINISHED EARLY?** Ask fast finishers to write a description of their favourite book or film character using the words for general appearance from Lesson 1.1 and the personality adjectives from this lesson.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to take out their Traffic Light cards. Explain that they should hold up a green card if they understand how to do the exercise, orange if they need some help and red if they don't feel confident with the exercise. Go through each exercise, asking students how they feel about it. If there are lots of reds and oranges, find time to review the exercise.

1.4 GRAMMAR

Have got

Lesson aims

- Students can talk about things people have got.

For the teacher

- *Need support?* worksheet, page 236
- Grammar presentation
- **Photocopiable activity:** *Find someone who ...*
- **Test:** Grammar Check 1

For the student

- Grammar Time, Student's Book, page 126
- Workbook, page 10
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Ask students to make a list of five things that they own, e.g. a mobile phone or a laptop. However, tell students to include one thing in their list that is a lie. Put students into pairs and ask them to read their list to their partner. Students guess which of the items their partner doesn't own.

-  **Setting lesson goals:** Write a few sentences on the board to describe what you have and haven't got, e.g. *I have got a car. I have got a laptop. I haven't got a motorbike.* Ask the class what they think the lesson is going to be about. Elicit that it is about using *have got* to talk about possession.

Exercise 1 4 1.8

- Ask students to study the photo and describe with a partner who they can see (Mia, Noah and Mateo). Brainstorm what they remember about the course characters. If necessary, ask questions, e.g. *Where is Mia's mum from?* (Jamaica). *What are Noah's hobbies?* (art, video games and board games). *Where is Mateo from?* (the USA).
- Write the questions on the board: *Where are Mia, Noah and Mateo? What's the problem at the end of the story?* Play the video or audio. Check answers as a class.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask **less confident** students comprehension questions, e.g. *Where's Lena?* (at her guitar lesson). *What time is she usually back?* (six o'clock). *Who has got the present?* (Mia). *Who has got the drinks?* (Noah). *Who is nervous?* (Noah). Elicit answers before continuing the video or audio.

Exercise 2



Collaboration: task management

This task helps students to develop the ability to work well within a team. It will get them to listen to and consider each team member's opinions and contributions to help achieve shared goals. This is a valuable skill that will enable students to work well with others at home, at school and in the workplace.

- Ask students to work in groups to answer the questions and agree on the two ideas that they think are the most important for good teamwork. Ask them to think of situations in which it is good to demonstrate teamwork, such as working together in pairs, working on a school project or playing a team sport. Have a class discussion.
- **NEED SUPPORT?** With **less confident** students, explain the task and allow students to discuss in their own language. Elicit and summarise their key points in English.
- **Peer learning:** You may wish to use the Think-Pair-Share technique. Students think about the task on their own before they discuss their ideas in pairs. Then they share their ideas with the rest of the group.

Exercise 3

- Discuss the Grammar box with the class. Check if students understand when to use *have got* and *has got* (*have got* with *I, you, we* and *they*; *has got* with *he, she* and *it*) and ask how to form questions ([question word] + *have/has* + subject + *got ...?*), answers (*Yes*, + subject + *have/has*; *No*, + subject + *haven't/hasn't*) and negatives (*have/has* + *not* + *got*). Then ask students to find examples of *have/has got* in the dialogue.
- **NEED SUPPORT?** Prepare copies of the photocopyable worksheet on page 236 for **less confident** students. This is an exercise that will help students recognise the different forms of *have got*.

Extra activity

Ask students to work in pairs: A and B. A takes different things out of their bag and says what they have got, e.g. *I've got a pencil case. I've got some food.* A then puts all the items back into their bag and B tries to remember what A has got. As B says what A has got (e.g. *You have got a pencil case, etc.*), A takes these things out of their bag. When B has finished, they swap roles.

Exercise 4 1.9

- When students have listened to check their answers, discuss why *have* or *has* was used in each answer. Ask students how we know that the answer for 2 is negative (The sentence contains *but*, which contrasts two things so we know Lena's brother is Adam.).

Exercise 5

- Set a time limit for students to make the questions on their own before they ask and answer with a partner.

Exercise 6

- When students have finished asking their questions, ask them to tell the class three things they discovered about their partner.
- **FINISHED EARLY?** Ask students to write sentences about what their partner has got using their answers in Exercise 6.

- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then write the following question on the board and elicit the answer: *What things have you got at home?* Listen and make a note of any mistakes students make. Write these on the board and get the class to correct the errors.

1.5

LISTENING AND VOCABULARY

Fashion

Lesson aims

- Students can understand an interview about fashion.

For the teacher

- Vocabulary Memory Game
- *Need support?* worksheet, page 236
- Photocopiable activity: *Find my clothes*

For the student

- Workbook, page 11
- Extra Practice Activities: Vocabulary

Lead-in

Elicit words for clothes and footwear and write them on the board. Alternatively, either point to items of clothing that someone is wearing in the room or draw them on the board. In pairs, students tell their partner what clothes and footwear they have got. Set a time limit and, when students have finished, ask them to tell the class about their partner's clothes and footwear using *has got*.

- **Setting lesson goals:** Write the lesson aim on the board. Say: *Today you will listen to an interview about fashion. You will also learn words for clothes and footwear.* Elicit or teach that fashion is a word to describe clothes and footwear in general.

Exercise 1

- With books closed, write the word *style* on the board and elicit what it means in regard to fashion and clothes (a good way of dressing). Teach the adjectives *stylish* and *fashionable*.
- In pairs, students think of celebrities or other people they know who they think are stylish. Elicit some ideas.
- Ask students to open their books and to answer the question. Have a class vote to find out which person in photos A–D has got the best style.

Exercise 2 1.10 audioscript page 246

- **EXAM** A2 Key for Schools, Listening, Part 5, (matching)
- Explain that students are going to listen to four people talking about the clothes and footwear they are wearing.
- Before students listen to the audio, ask them to study the photos again and elicit words they think they might hear that would help them decide which person is being described, (e.g. *hat, boots, jacket*).
- Play the audio while students complete the task. After students have listened, elicit key words they heard that they hadn't thought of previously.

Exercise 3 1.10 audioscript page 246

- Go through each sentence and the three options with the students and check for understanding. Explain that each sentence refers to one of the four people in the photos in the blog. Then play the audio while students listen and choose the correct options.
- **NEED SUPPORT?** Pause the audio after each speaker and elicit the correct option.

Exercise 4 1.11

- Read the information in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Set a time limit for students to complete the task. Then check answers with the class.

Extra activity

In pairs, students take turns to ask and answer questions about items of clothing and footwear that they have got, e.g. *Have you got a dress? Yes, I have. I've got three dresses.* When they have finished, invite students to tell the class one thing they found out about their partner, e.g. *Maria has got three dresses ...*

Exercise 5 1.12 audioscript page 246

- **EXAM** International Certificate Level A1, Listening and Writing, Section 2, (dictation)
- At the end of the dictation, write the text on the board for students to check their work. Students then write similar sentences about themselves. When they have finished, ask them to swap sentences with a partner to check.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 236 for **less confident** students. This is an exercise that the students can adapt to make similar sentences about themselves.
-  **Giving feedback:** Ask students to give each other feedback on their sentences. They could do this by drawing a smiley face or writing the phrase 'Good work' in their partner's notebooks.

Exercise 6 1.13

- Check that students understand the meaning of the word *compliment*. Ask them how often their friends compliment them on their clothes or their hair, and how often they compliment other people.
- Students order the words. Then play the audio so they can check their answers.
- **NEED SUPPORT?** Give **less confident** students the first word of each sentence.

Exercise 7

- Before students complete the task, focus their attention on the positive adjectives: *cool, great, fantastic* and *nice* in Exercise 6. Ask them if they can think of any other positive adjectives, such as *beautiful* and *perfect*.
- Put students into pairs and ask them to swap roles so that they both have a chance to give and receive compliments. When students have finished, invite some pairs to act out their dialogues in front of the class.

- **FINISHED EARLY?** Ask fast finishers to write sentences about the clothes that they have got. Encourage them to use adjectives such as *blue, cool, great* and *red*, to describe their clothes.
-  **Reviewing lesson goals:** Ask students to read the lesson aims again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Study the results and if there are lots of 4s and 5s, find time to review the lesson.

1.6 SPEAKING

Greeting and introducing people

Lesson aims

- Students can greet and introduce people.

For the teacher

- **Photocopiable activity:** *Have you got my words?*

For the student

- Workbook, page 12
- **Extra Practice Activities:** West Green video

Lead-in

Put students into pairs or small groups and ask them to think about how they would greet someone in English, such as someone they know well and someone they have never met before. If necessary, prompt the class by giving them some examples, such as *Hello. How do you do?* and *How are you?* Allow them time to think before you discuss ideas with the class.

-  **Setting lesson goals:** Draw a speech bubble on the board with the text: *Nice to meet you. I'm [name].* Then add another speech bubble with: *Nice to meet you, too. My name is [name].* Ask students to guess the lesson aim. Elicit ideas. Then write the lesson aim on the board and read it out with students. Check for understanding and see if any students guessed it correctly.

Exercise 1

- Brainstorm a list of activities students normally do at the weekend. Write them on the board.
- Students read the activities in the box. Check for understanding.
- Ask students to go around the classroom finding classmates who have the same favourite activity. Encourage students to stand in a group with the other students who like the same thing. When students have finished, see which group is the largest to discover the most popular activity.

Exercise 2 5 1.14

- Ask students if they remember the names of the course characters from Unit 0 (Mateo, Lena, Noah and Mia). Then, elicit what the students remember from the video in Lesson 1.4.
- Write the question on the board: *Where are Mia, Lena and Adam going on Saturday?* Then play the video or audio all the way through. Check answers as a class.

- Students then complete the sentences. Play the video or audio again to check answers.
- Direct students to the Sounds good! box. Elicit when we use *Are you free?* (when we want to know if someone has plans/is available) and when we use *Wow!* (when we are impressed or excited). Students may explain in their own language.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What's the name of Lena's favourite basketball team?* (the Shooting Stars). *What's the name of Adam's favourite basketball team?* (the Flying Tigers). *How many tickets has Lena got?* (three). Elicit answers before continuing the video or audio.

Exercise 3

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Then, draw their attention to *How are you?/How's it going?* in the Speaking box. Ask students to discuss the difference between the two expressions. Elicit that *How are you?* is more formal than *How's it going?*
- In pairs, students decide which is the formal expression in the following: *Hello/Hi!*; *My name's .../I'm ...*; *Bye./Goodbye./See you later*. When students have finished, elicit when you would use the formal and informal expressions (formal – meeting a friend's parents, meeting a new teacher, etc.; informal – meeting a friend, meeting a new classmate, etc.).
- Students work in pairs to find examples of the phrases in the dialogue.

Exercise 4 1.15

- When students have finished, play the audio for them to check their answers.
- NEED SUPPORT?** Before you play the audio, pair less confident with more confident students and ask them to compare answers. Encourage students to change any incorrect answers if their partner gives them a good reason to do so.

Exercise 5

- When students have finished, ask them to change roles so that each member of the group plays the part of a different speaker. Encourage more confident students to change some of the phrases (e.g. in Ajay's first line of dialogue, he could say: *Hello, Becca. How are you?*).

Exercise 6

- Encourage more confident groups to think of ways of making their conversations more interesting (e.g. one of them could get a name wrong or they could find out the other two already know each other).
- When groups have prepared and practised their conversation, invite them to the front of the class to act it out.
- FINISHED EARLY?** Ask fast finishers to choose one of the following situations and write a short dialogue: meeting a new teacher at school, meeting a new friend in the shopping centre.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to think about the lesson and reflect on their learning. Ask them to answer the following question with either *yes* or *no* on a piece of paper: *Can you greet and introduce people?* Ask them to leave the piece of paper on your desk as they leave the classroom. If they have written *no* more than *yes*, then find time to review the language.

1.7

WRITING

A description of a person

Lesson aims

- Students can write a description of a person.

For the teacher

- Photocopiable activity: *My hero*

For the student

- Workbook, page 13

Lead-in

Check that students understand the meaning of *hero*. Elicit some of the students' heroes. Encourage more confident students to explain why this person is their hero.

-  **Setting lesson goals:** Allow students a few moments to study page 19 before you ask them to close their books. Ask: *What are we going to learn today?* Elicit ideas and write on the board. Then write on the board and say: *Today we will learn to write a description of a person.* Check if any students guessed correctly.

Exercise 1

- When students have completed the exercise, elicit why the two people in the texts are heroes (Joel is a student who is brave, happy, friendly and funny despite his health problems. Greta Thunberg is a hero because she is brave and she talks about the future of the planet with important people.).

Exercise 2

- Go through the phrases in the Writing box together and check for understanding. Ask students to think of other ideas for each heading. For example, Introduce the person: *My hero is my mum's friend ...* Age/Occupation: *She's 45 and she's a businesswoman.* Nationality/Languages/Family: *She's Brazilian. She can speak four languages. She's married with four children.* Appearance: *She's got black hair and blue eyes.* Personality/Positive things about the person: *She's very clever and hard-working.*

Exercise 3

- Go through the Language box together and make sure students understand that we use *and* to add a second idea or fact, and *but* to contrast different ideas or facts. Set a time limit for students to complete the task.

- **NEED SUPPORT?** Write the following sentences on the board and ask **less confident** students to complete them with *and* or *but*: *I like pizza — pasta. He can speak English — he can't speak French. She's got a brother — she hasn't got a sister. My dad has got brown hair — he's tall.* When students have finished, ask **more confident** students to check the sentences and explain any incorrect answers.

Exercise 4

- Explain that students will write a description of a person on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their description in their notebooks. Tell them to refer to the texts in Exercise 1 and to the Writing Box in exercise 2. Remind them about the use of *and* and *but*. While students are writing, encourage them to use a dictionary and ask questions about anything they don't understand.
- Ask students to work in pairs and give each other feedback on their drafts. Then, students write their final draft in their notebooks, or you can set the task for homework.
- **FINISHED EARLY?** Ask students to use the steps in the Writing time box to write a sentence or two to describe somebody they know well, such as a friend or family member.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then use the Basketball technique. Throw a ball to a student and ask them to read out a paragraph of their description. The student then throws the ball to another student to read out a paragraph. Once several students have read, stop the game and give feedback to the class on any mistakes you heard.

BBC CULTURE

Young geniuses

Lesson aims

- Students learn about child prodigies.

For the teacher

- **Photocopiable activity:** *Project worksheet: a wiki website*

Lead-in

Write *genius* on the board. Put students into pairs to discuss what the word means. Elicit some ideas and write on the board. If necessary, teach that a genius is someone who is very intelligent or very creative, such as Albert Einstein. Ask the class if they know of any other geniuses.

-  **Setting lesson goals:** Allow students a few moments to study pages 22 and 23 before you ask them to close their books. Ask: *What are we going to learn today?* Elicit some ideas and write on the board. Then read out the lesson aim and check if any students guessed correctly.

Exercises 1–4 1.20

- Follow the instructions in the Student's Book.

Background note

The UK National Junior Memory Championship is an annual competition to find the child with the best memory in the UK. It is open to school children aged 10 to 11 and the competition hopes to improve the memory skills of those who take part to help them achieve better exam results. School children who take part typically have five minutes to remember 34 random numbers, 35 words in the correct order and 40 different names and faces.

Extra activity

Write 20 words from Unit 1 in random places on the board, e.g. *grandfather, trousers, shy, Brazilian, glasses, hero*, etc. Allow students two minutes to memorise the words before you rub them out. Then divide the class into two teams and invite a member from each team to come to the front of the class to write one of the words they remember on the board. When they have done that, it's the turn of the next team member. The winning team is the one who remembers all the words first.

Exercise 5 6 videoscript page 247

- Discuss the definition of child prodigy with the class and give them an example, such as the composer Wolfgang Mozart. Ask them if they know of any child prodigies in their own country.
- **With video:** Play Part 1 of the video for students to check their answers to questions 2–4 in Exercise 4.
- **Without video:** Print out copies of the videoscript for students to read and check their answers to questions 2–4 in Exercise 4.

Exercise 6 7 videoscript page 247

- **With video:** Play Part 2 of the video all the way through. Elicit anything students can remember. Play the video a second time so that students can complete the fact file.
- **Without video:** Print out copies of the videoscript for students to read and complete the fact file.
- **NEED SUPPORT?** Pause the video at the relevant places for **less confident** students to complete the fact file.

Exercise 7

- Follow the instructions in the Student's Book.
- **PROJECT TIME** The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
-  **Peer learning:** Ask students to write down three facts and one lie about the lesson and share them in groups, e.g. *Samuel Tan is fifteen years old*. Students have to identify and correct their partner's lie.

Unit contents

Vocabulary

- Food and drink
- Meals
- Places to eat
- Cooking
- Popular supermarket foods

Grammar

- *There is/There are + some/any*
- Countable and uncountable nouns
- Quantifiers

Speaking

- Ordering food and drink

Writing

- A recipe

Future skills

- Communication: understanding context and purpose
- Collaboration: task management

Exam

- International Certificate Level A1, Reading, Section 7, (note completion)
- International Certificate Level A1, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 2, (gap fill)

For Online Classroom, go to the Portal. 

2.1

VOCABULARY

Food and drink

Lesson aims

- Students can talk about food, drink and meals.

For the teacher

- Vocabulary Memory Game
- Photocopiable activity: *My medals*
- Test: Vocabulary Check 2

For the student

- Workbook, pages 16–17
- Extra Practice Activities: Vocabulary

Lead-in

Write *food and drink* on the board. Tell students to write in their notebooks the words for as many food and drink items that they know. Set a time limit and then elicit and write the words on the board.

-  **Setting lesson goals:** Write the lesson aim on the board and say: *Today you will learn to talk about food, drink and meals.* Ask students questions to check understanding. Display the digital flashcards available on the Portal, or photos of different food items on page 24, and ask: *What is it? Do you eat this?*

Exercise 1 2.1

- Elicit what a *vegetarian* and a *vegan* are. Then, ask if any students are vegetarian or vegan or if they know anybody who is.
- Students read the texts and answer the questions in pairs. Elicit answers.

Background note

Meat-Free Monday is a pledge that people take to not eat any meat or fish on a Monday. The idea came from ex-member of the Beatles, Paul McCartney, and his two daughters. Paul and his daughters are vegetarian. The idea is to raise awareness of animal cruelty and the negative environmental impact of animal agriculture and industrial fishing.

Exercise 2 2.1

- Read the information in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Play the audio for them to check their answers.
- Display the digital flashcards available on the Portal in a random order and elicit the correct words.
-  **Independent learning:** Ask students to create a visual dictionary with the words from Vocabulary box A. Encourage them to draw pictures or find images in magazines or online that represent these words. Ask them to add to their visual dictionary as they work their way through the unit. Give them the option of creating it in their notebooks or on a laptop, tablet or smartphone. Explain that visual dictionaries can help develop memory techniques and create more reference points than only using translation dictionaries.

Exercise 3

- Before students complete the exercise, check that they understand the meaning of *fruit*, *vegetables*, *meat*, *animal products* and *drinks*. You can do this by eliciting examples of each.
- Check answers with the class. Encourage students to add to the groups as they work through the unit.
- **NEED SUPPORT?** With less confident students, complete the table together on the board. Alternatively, draw the table on the board and complete it with eight or nine of the words. Then students complete the table in pairs.

Exercise 4

- Go through the words in the box and check for understanding. Set a time limit for students to work in pairs and add the words to the groups in Exercise 3. If students completed the Lead-in, ask them to also add those words to the groups.

Exercise 5

- Focus students' attention on the example sentences and elicit and teach the meaning of *is/isn't good for you*. Put students into pairs and allow them time to think about their favourite food and drink before they discuss with a partner. Elicit ideas from a few pairs.

Exercise 6 2.2

- Check that students understand the meaning of *meals*. Students complete the task, then play the audio so that they can check their answers.

Extra activity

Ask students to draw some of the food and drink items from this lesson. Then, ask them to swap with another fast finisher to label each other's pictures.

Exercise 7 2.3 audioscript page 247

- Discuss at what times people in the students' own country eat the meals in Exercise 6. Ask them if they think that these times are the same in every country.
- Tell students they are going to listen to a boy called Josh describe what he eats and at what time. Before you play the audio, read aloud the different times and ask students to repeat.

Exercise 8 2.3 audioscript page 247

- Play the audio while students listen and complete Josh's food diary. When you are checking the answers with the class, tell students to think if their answers sound logical. Explain that if they don't, then the answers are probably incorrect.
- **NEED SUPPORT?** With **less confident** students, play the audio through twice and complete the food diary together on the board.

Exercise 9

- Allow students to think about their answers before they work in pairs.
- When students have finished, ask them to mingle to find classmates who eat at similar times and who eat similar things for each meal.

Exercise 10 2.4

- Ask students to look at the five photos and elicit what they can see in each. Students complete the menu, then play the audio to check their answers.
- Ask students if they like any of the food in the photos.

Exercise 11

- Encourage students to illustrate their menus by drawing the food items. Then put them in pairs to discuss their menus.
- Collect the menus and display them around the classroom. Students read them and have a class vote to find the most popular menu.
- **FINISHED EARLY?** Ask students to make a list of the food and the drink from the lesson that is good for you.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

2.2

GRAMMAR

there is/there are

Lesson aims

- Students can use *there is/are* to talk about places in a town.

For the teacher

- *Need support?* worksheet, page 237
- Grammar presentation
- **Photocopiable activity:** *My perfect town*
- **Test:** Grammar Check 2

For the student

- Grammar Time, Student's Book, page 127
- Workbook, page 18
- **Extra Practice Activities:** Grammar

Lead-in

Put students into pairs and ask them to make a list in their notebooks of the things in the classroom that they know in English. Set a time limit and then elicit ideas from the class. Ask students to keep their lists until later in the lesson.

-  **Setting lesson goals:** Say and write on the board: *Today you will learn to use there is and there are to talk about places in town.*

Exercise 1 2.5

- Read the information in the Vocabulary box as a class. Elicit or explain the difference between a burger bar and a fast-food restaurant (both could describe the same place, but a burger bar could also be more of a takeaway place that doesn't have a sit-down restaurant).
- Play the audio for students to listen and ask them to repeat the words. Pause after each word to check the students' pronunciation.
- When students have answered the question, have a class vote to find out which place to eat is the students' favourite.

Exercise 2 2.6

- When students have finished, elicit the places from Exercise 1 that are in Brixton Village Market.
- Ask students if there is a similar market in their town or city. If so, ask them what food places there are.

Background note

Brixton is an area in south London that has been home to a large Jamaican community for many years. **The Brixton Village Market** is a popular, multicultural place with food from all over the world, including China, India, the Caribbean, Europe and Africa.

Exercise 3

- Discuss the Grammar box with the class and explain that *there is/there are* are used to talk about the existence of something, e.g. *There is a fantastic restaurant in town.* Elicit that we use *there is* with *a* or *an* and singular nouns, and we use *there are* with plural nouns. Explain that *some* or *any* can follow *there are* to refer to an unspecified number. We normally use *some* in positive sentences and *any* in negative sentences or questions, e.g. *There are some restaurants in town. There aren't any restaurants in town. Are there any restaurants in town?*
- Ask students to find examples of *there is/there are* in the blog post in Exercise 2, then check answers with the class.

Exercise 4

- Set a time limit for students to complete the task. Check answers as a class.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 237 for **less confident** students. This is an exercise to help them understand the difference between *there is* and *there are*.

Exercise 5 2.7

- Discuss the example with the class and elicit why *some* is correct, but *any* is incorrect (because the noun is plural and the sentence is positive. We normally use *any* in negative sentences or questions with plural or uncountable nouns, e.g. *There isn't any milk in the shop.*).
- Students choose the correct options. Then play the audio while they listen and check. Elicit the reasons for each of the answers.

Exercise 6

- Encourage the pairs to include the names of the places to eat in their answers.
- **NEED SUPPORT?** Allow **less confident** students to refer back to the text in Exercise 5 as they answer each question.

Exercise 7

- Set a time limit for the pairs to practise their roleplays. Then invite pairs to act out their roleplays in front of the class. When students have finished, ask them if they found out about any places to eat that they hadn't known about previously.
- **NEED SUPPORT?** Pair **more confident** students with **less confident** students so that they can help them understand the exercise and find the right words in English to complete it.
- **FINISHED EARLY?** Ask students to write sentences with *there is*, *there are*, *there isn't* and *there aren't* to describe the places to eat in their town or area.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to say sentences about the classroom with *there is* and *there are*. If students did the Lead-in, allow them to refer back to their lists. Then, ask students to take out their Emoji response cards and ask: *Can you use there is/there are?* If students feel that they can with confidence, ask them to hold up a smiling emoji. If they feel they need some work, ask them to hold up a neutral emoji. If they don't feel confident at all, ask them to hold up a sad emoji. If there are lots of neutral or sad emojis, find the time to review the lesson.

2.3

READING AND VOCABULARY

A teenage chef

Lesson aims

- Students can understand an article about a teenage chef.

For the teacher

- Vocabulary Memory Game
- *Need support?* worksheet, page 237
- Photocopiable activity: *Our recipe*

For the student

- Workbook, page 19
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Elicit or explain what curry is and ask the class if they have ever tried one and if they liked it (a dish from some countries in Africa and Asia of meat and/or vegetables. A curry is cooked in a sauce and is often spicy.). Ask them in what restaurants in their town or area they can eat curry.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out. Ask questions to check understanding, e.g. *What is a chef? How old is a teenager?*
-  **Monitor learning:** While students are working, spend time observing a few students in class and taking notes on their strengths and weaknesses. Find the right time to give feedback and rotate students every lesson to ensure you observe every student.

Exercise 1

- After students have discussed the questions in pairs, get some feedback from the class.

Exercise 2 2.8

- **EXAM** International Certificate Level A1, Reading, Section 7, (note completion)
- Ask students to study the photos and title of the article. Ask: *What do you think it's about?* Elicit and write some ideas on the board. Students quickly read the article to check their predictions.
- Direct students to the notes and explain that they must complete them using information from the text. If necessary, do the first question together as a class.

- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 237 for less confident students. This is an exercise to help them to complete Exercise 2.

Extra activity

Put students into groups of three. Read out, or dictate, the definitions below and ask students to race to find the word in the text: *This word describes a person or something that everybody knows* (famous). *This tells you how to cook something* (recipe). *This word describes very nice food* (delicious or amazing). *This is something you want to do very much* (dream). The first group to find each word wins a point.

Exercise 3 2.9

- Read the information in the Vocabulary box as a class and check for understanding. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.

Exercise 4 2.10

- When students have listened to check their answers, explain that some of the verbs can go with different nouns. Write *add, boil, bake, cut, fry, mix* on the board in columns and write *potato* under *boil, bake, cut* and *fry*. Elicit or explain the difference in meaning. Put students into pairs and ask them to complete each column with the words from Exercise 4 and Lesson 2.1.

Exercise 5 2.11

- Set a time limit for students to complete the task. When they have finished, play the audio for students to listen and check their answers.

Exercise 6 8 videascript page 247

- Pre-teach or elicit the following words from the video: *hard-boiled, butter, ham, scrambled, parsley, chilli, whip and lemon*.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people describing their favourite recipes with eggs).
- Play the video again and ask students to write down the food items they hear. Pause the video between each person. Elicit answers as a class.

Exercise 7

- Set a time limit for students to discuss.
- **FINISHED EARLY?** Ask students to choose one of the highlighted words in the article and write as many foods as possible that are prepared using that verb.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students two questions about the lesson to check understanding and find out about any difficulties students have, e.g. *What things can you boil? Which exercises are difficult?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficult exercises. If students find the same exercise difficult, provide extra practice with similar activities.

2.4

GRAMMAR

Countable and uncountable nouns

Lesson aims

- Students can talk about quantities of food.

For the teacher

- Grammar presentation
- **Photocopiable activity:** *My fridge*
- **Test:** Grammar Check 2

For the student

- Grammar Time, Student's Book, page 127
- Workbook, page 20
- **Extra Practice Activities:** West Green video, Grammar, BBC Vox Pop

Lead-in

Put a different amount of classroom items, such as pens, pencils and books, on your desk and invite students to the front of the class. Ask them to describe in pairs what is on your desk. Elicit, encouraging students to use full sentences with *there is/are* and *a/an* and *some*, e.g. *There are some books*.

-  **Setting lesson goals:** Write the following on the board and elicit the missing words: *There is ___ carrot on the table. There are ___ mushrooms on the table. Are there ___ eggs on the table? (a, some, any)*. Also accept the word *many* in the second and third sentences if students say it. Put students into pairs and ask them what they think the lesson is going to be about. Elicit ideas and if no student guesses correctly, say: *Today you will learn to talk about quantities of food*. Write this on the board.

Exercise 1 10 2.12

- Elicit or explain what a picnic is (a meal that you prepare at home, or buy from a shop, that you eat outside, such as on a beach or in the country).
- Ask students to look at the photo on page 28 of their Student's Book and describe with a partner who they can see (Noah and Mateo) and the names of the other course characters (Lena, Mia and Adam). Ask what they remember about the videos from Unit 1. If necessary, ask questions to prompt them, e.g. *Who has got a guitar lesson?* (Lena). *What is the name of Lena's favourite basketball team?* (the Flying Tigers).
- Write the question on the board: *Why are the boys unhappy at the end of the story?* Ask students to close their books and then play the video or audio all the way through.
- In classes that are only using the audio, explain that Noah and Mateo are at Noah's home at the start. At the end, they are outside at the place where they decide to have a picnic. Check answers as a class.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask less confident students comprehension questions, e.g. *Where is the food?* (in a backpack). *What food is in the backpack?* (sandwiches, fruit, chocolate). *What do the boys find in the bag?* (some trainers, a water bottle and some socks). Elicit answers before continuing the video or audio.

Exercise 2

- Discuss Grammar box A with the class. Check understanding by saying six or seven countable and uncountable nouns, e.g. *cats, money, rice, people, days, hair* and *chairs*. Ask students to remain sitting if the noun is countable and to stand up if it is uncountable.
- For further practice, ask students to check if the words in the Vocabulary boxes on pages 24, 25 and 27 are countable or uncountable.

Exercise 3

- Ask students to look at the sentences in Grammar box B. Elicit or explain that we normally use *a lot of/lots of* in affirmative sentences with countable and uncountable nouns, and we normally use *much* and *many* in negative sentences and questions. *Many* is with countable nouns and *much* is with uncountable nouns.
-  **Peer learning:** During the presentation, ask students to raise their hands with any questions they have. Then encourage other students to answer those questions and only provide support when needed.

Exercise 4 2.13

- When students have listened to check their answers, ask them to act out the dialogue with a partner. When they have finished, ask them to swap roles.

Exercise 5 10 videoscript page 247

- Pre-teach or elicit the following words from the video: *tea bags, decaf coffee, cans, noodles* and *cereal*.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people describing what food and drink there is in their kitchen).
- Play the video again and ask students to write down the food and drink items they hear. Pause the video between each person. Elicit answers as a class.

Extra activity

Put students into pairs and ask them to write five combinations of food and places on a piece of paper, e.g. *cheese/in my bag; potatoes/in the shop*. Ask them to swap their pieces of paper with another pair and make five true sentences about the combinations, starting with *there isn't* or *there are/aren't*, using quantifiers if possible, e.g. *There isn't any cheese in my bag. There are lots of potatoes in the shop*. When students have finished, elicit one or two sentences from each pair.

Exercise 6 2.10

- When students have finished asking and answering their questions, ask them to tell the class what food and drink their partner has got in their kitchen.
-  **Giving feedback:** Observe students and listen to them. When you hear a mistake in the sentence structure or use of grammar, provide immediate feedback. First, ask them if they know what the mistake is and encourage them to self-correct. If they don't know, explain and ask them to repeat the sentence.

- **FINISHED EARLY?** Ask students to write sentences about what their partner has got in their kitchen.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students questions about the lesson to check understanding and find out about any difficulties students may have, e.g. *What type of nouns can you count? What types of nouns can't you count? Which exercises are difficult and which are easy?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficulties the students have.

2.5

LISTENING AND VOCABULARY

Shopping for food

Lesson aims

- Students can understand conversations about shopping for food.

For the teacher

- *Need support?* worksheet, page 237
- Photocopiable activity: *How much are the onions?*

For the student

- Workbook, page 21
- Extra Practice Activities: Vocabulary

Lead-in

Ask students to make a list of the different shops in their town or area where they can buy food and drink. Encourage them to also make notes of the types of food and drink they can buy in each shop. Then, put students into pairs to compare lists, encouraging them to use full sentences with *there is* and *there are*. Invite students to share ideas with the class.

-  **Setting lesson goals:** Draw a speech bubble on the board with the following text: *How much are the apples?* Then add another speech bubble with: *They are 99p*. Ask students to discuss in pairs what they think the lesson is going to be about and elicit ideas. Write the lesson aim on the board and check it against the students' predictions.

Exercise 1

- Put students into pairs. Ask them to try to name the five food items or, if they don't know the words, to say what kind of food they are (e.g. *D are made with fish*). Don't elicit any answers yet.

Exercise 2 2.14

- Read the information in the Vocabulary box as a class. Check that students understand the new words. Then play the audio for them to listen and repeat the words.
- Set a time limit for students to match the words in the Vocabulary box with the photos in Exercise 1 and explain that *packet* and *tin* are countable nouns, so we use words like *a* and *many* with them, e.g. *Can I have a packet of crisps? How many tins of baked beans are there?*

- Point out that when a food item is uncountable, it becomes countable if we use the word *packet* or *tin*, e.g. *a packet of rice, a tin of tuna*.

Exercise 3 2.15 audioscript page 247

- Check that students understand *shopping list*. Elicit the answers and ask students if they can name other flavours of crisps. Have a class vote for the most popular flavour of crisps.
- **NEED SUPPORT?** With **less confident** students, pause the audio at the relevant places and elicit the correct answers.

Exercise 4 2.16

- If necessary, review the numbers 0–99 before you begin the exercise.
- Drill the prices, including the alternative forms. Then explain that pence is the plural form of *penny*, but we normally just say *p*. Tell the class that there are 100 pence in one pound. When students have completed the task, elicit the answers.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 237 for **less confident** students. This is an exercise to help them to say and write prices.

Exercise 5 2.17 audioscript page 247

- Before you play the audio, ask students to guess which price could match each item. When students have completed the task, elicit the correct price for each item.

Exercise 6 2.18

- Check that students understand the meaning of the adjectives *cheap* and *expensive*. Elicit examples of food which could be described as either cheap or expensive.
- Tell students to complete the conversation in pairs and then to act it out to see if they think their word choices sound correct. After students have listened to check their answers, invite a pair to act out the conversation in front of the class.

Exercise 7 2.19 audioscript page 248

- **EXAM** International Certificate Level A1, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 2, (gap fill)
- Direct students to the leaflet and explain that they are going to listen to the complete conversation between Greg and Lucy, and they must make notes to complete it.
- Before students listen to the audio, ask them to read the leaflet and elicit the number of prices (four) and food items (two) that they will be listening out for.
- **NEED SUPPORT?** Write the answers randomly on the board and ask **less confident** students to listen and choose the correct answer.

Exercise 8

- Go through the sentence prompts together and check for understanding.

- Put students into groups of four and get them started by giving them an example conversation. Say: *Let's get some crisps* and write a question mark on the board below. Elicit the question: *How much are they?* and say: *They're cheap. They're only 26p a packet*. Write: *10* on the board below and elicit: *Let's buy ten packets*.
- When groups have decided what to buy for the party and created their shopping lists, invite them to share their ideas with the class and to give the total cost of their items on their shopping list.
- **NEED SUPPORT?** Pair **more confident** students into groups with **less confident** students so that they can help them understand the exercise and find the right words in English to complete the task.
- **FINISHED EARLY?** Ask students to write a short dialogue between two people having a conversation in a supermarket about what to buy and how much the things cost. Encourage them to use Exercise 6 to help them.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then go through each exercise in the lesson, asking students how they feel about it. Check answers using Traffic Light cards. If there are lots of reds for a particular exercise, find time to review it.

2.6 SPEAKING

Ordering food and drink

Lesson aims

- Students can order food and drink.

For the teacher

- *Need support?* worksheet, page 237
- **Photocopiable activity:** *What would you like?*

For the student

- Workbook, page 22
- **Extra Practice Activities:** West Green video

Lead-in

Put students into small groups and tell them to invent their dream restaurant. Set a time limit for them to discuss what type of food their restaurant serves and what its name is. When the time is up, ask each group to share their ideas with the rest of the class.

-  **Setting lesson goals:** Draw a simple picture of two people sitting at a table. Draw a third person standing near the table. From one of the people sitting down, draw a speech bubble with the text: *Can I have pizza, please?* Alternatively, ask students to open their books and look at the photograph at the top of page 30. Ask students to guess the lesson aim. Elicit ideas. Then write the lesson aim on the board and read it out with students. Check for understanding and see if any students guessed it correctly.

Exercise 1

- Have a class vote to find out the students' favourite restaurant or café. With **more confident** students, encourage them to explain why that restaurant is their favourite.

Exercise 2 11 2.20

- Ask students what they remember from the video in Lesson 2.4. If necessary, allow students to look at page 28 to help them.
- Pre-teach: *Thai, spicy, smoothie*. Then write the following questions on the board: *What food has Mia got? What food has Lena got? What's the problem with Lena's food?* Ask students to close their books and then play the video or audio all the way through. In classes that are only using the audio, explain that Mia and Lena are in a restaurant and they have to wait for ten minutes until their food arrives. Check answers as a class.
- Direct students to the Sounds good! box and ask them to find the words and expressions in the dialogue. Allow students a few moments to think about what each means. Then elicit or teach that *No problem* is a phrase you use when something isn't difficult, *My favourite!* is something you say when you are offered something you like a lot and *Stop!* is when you want to stop someone from doing something.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What does Mia order?* (Thai chicken salad). *What's does Lena order?* (vegetarian burger). *How much is the food?* (£14.40). Elicit answers before continuing the video or audio.

Exercise 3

- Ask students to find the polite words and phrases in the dialogue. Check answers as a class.

Exercise 4

**Communication: understanding context and purpose**

This exercise focuses on the verbal and non-verbal language expected within a formal situation. It helps students develop an ability to use appropriate language and register for a specific context.

- Students discuss the answers to the questions in groups. Encourage them to think of examples of when they have been polite to help them answer the questions.
-  **Monitoring learning:** Use the Popsicle stick technique. Write students' names on lollipop sticks and put them in a cup so you can't see their names. Ask a student to pick out a lollipop stick and the student whose name is on the stick has to say a situation when it is good to be polite. They can then choose the next lollipop stick.

Exercise 5

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Then ask students to find the phrases in the dialogue. Check answers as a class.

- Ask the class to identify the words that can be changed in some of the phrases, e.g. *Can I have the pasta, please?* and *I'd like a pizza, please*. Students work in pairs to adapt the phrases with their own ideas. Elicit ideas from the class.

Exercise 6 2.21

- When students have finished, play the audio for them to check their answers.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 237 for less confident students. This is an exercise to help students to recognise how to respond to a waiter in a restaurant.

Exercise 7

- When students have finished, ask them to change roles so that each student plays the part of a different speaker.
- **FINISHED EARLY?** Students write sentences to adapt the Customer phrases in the Speaking box with different food and drink items.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students how they feel about the phrases in the Speaking box. Check answers using Emoji response cards. Look at the results and if there are lots of neutral and sad emojis, find time to review the language.

2.7

WRITING

A recipe

Lesson aims

- Students can write a recipe.

For the teacher

- Photocopiable activity: *Two recipes*

For the student

- Workbook, page 23

Lead-in

Elicit or teach the word *ingredients* and ask students to list the ingredients for their favourite dish. Students discuss their lists in pairs. Alternatively, you could ask students to read out the ingredients for their partner to guess the food.

-  **Setting lesson goals:** Ask students to open their books on page 31 and discuss in pairs what they think the lesson is going to be about. Elicit some ideas and write on the board. If no students have guessed correctly, say: *Today you will learn to write a recipe.*

Exercise 1

- Ask students to read the recipe and answer the question. Elicit what Josie thinks of the five-minute chocolate cake (she thinks it is delicious).
- Ask students if any of them can make a cake.

Exercise 2

- Pre-teach: *flour, cocoa, vegetable oil, dark chocolate, vanilla*. Then explain that *tbsp* is short for *tablespoon*, *g* is short for *gram* and *tsp* is short for *teaspoon*. Tell the class that these are common measurements in recipes in British English.
- Set a time limit for students to complete the task, then check answers.

Exercise 3

- Go through the phrases in the Writing box together and check for understanding. Set a time limit for students to complete the task.

Exercise 4

- Go through the Language box together and make sure students understand that we use *First* to begin a set of instructions and *Finally* to end the instructions. Explain that *Then*, *Next* and *After that* can go in any order within the set of instructions.

Exercise 5

- Set a time limit for students to complete the task before you check answers with the class.

Exercise 6

- Explain that students will write a recipe on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their recipe in their notebooks. Tell them to refer to the recipe in Exercise 1 and to the Writing Box in exercise 3. Remind them about the use of sequence words.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Then, students write their final draft in their notebooks, or you can set the task for homework.
- **NEED SUPPORT?** Allow **less confident** students to write a shorter recipe than their **more confident** classmates. They can do this by excluding the personal comment and the serving suggestion, for example.
- **FINISHED EARLY?** Ask students to write the steps for ordering and eating a meal in a restaurant using the sequence words.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

SET FOR LIFE

Let's work together

Lesson aims

- Students can plan a group project.

For the teacher

- Photocopiable activity: *A surprise party*

Lead-in

Pre-teach or elicit: *teamwork*. Then write the following situations on the board: *completing a class project, studying at home for an exam, playing football, tidying a bedroom*. Put students into small groups and ask them which of the situations require teamwork. Set a time limit and then elicit some ideas.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding, e.g. *Do you need to work as a team to do a group project?*



Communication: task management

This lesson focuses on the ability to organise teamwork and taskwork to maximise the chances of achieving the goals of the group. Students learn how to coordinate the different skill sets of the members of a group and become good team players.

Exercises 1–8 2.26 audioscript page 248

- Follow the instructions in the Student's Book.

Exercise 9

- Read the Useful Tips as a class. Check students understand and encourage them to use a dictionary to look up words they don't know.

Exercise 10

- Put students into groups of four and read through the steps together. Encourage students to choose a country they know well, but not their own. Demonstrate Step 1 by eliciting examples of food, song and dance from the students' own country.
- Ask them to plan which member of the group is going to say what. Encourage them to write down what they are going to say and practise it.
- If you have the technology available, encourage students to make a slideshow with images to accompany their presentation. Alternatively, students can create a poster.
- **SELF-REFLECTION** Ask students to think about the way they worked together in groups and discuss these questions: *Is teamwork important? Is it easy to work in a team? How can you work well in a team?* Elicit ideas and write the best ones on the board.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to say one of the Useful Tips that they remember. Then, ask students to compare their answers in groups.

Unit contents

Vocabulary

- Describing routines
- Adverbs of frequency
- Verb + noun collocations
- Free-time activities
- Adjectives to describe feelings

Grammar

- Present Simple: affirmative and negative
- Present Simple: questions and short answers

Speaking

- Talking about likes and dislikes

Writing

- Describing a daily routine

Future skills

- Social responsibility: ethical competence

Exam

- A2 Key for Schools, Reading and Writing, Part 3, (three-option multiple choice)
- A2 Key for Schools, Listening, Part 3, (three-option multiple choice)
- A2 Key for Schools, Listening, Part 5, (matching)

For Online Classroom, go to the Portal. 

3.1

VOCABULARY

Routines

Lesson aims

- Students can talk about daily routines.

For the teacher

- Vocabulary Memory Game
- Need support? worksheet, page 238
- Photocopiable activity: *I never wake up at seven o'clock.*
- Test: Vocabulary Check 3

For the student

- Workbook, pages 26–27
- Extra Practice Activities: Vocabulary

Lead-in

Write *daily routines* on the board. Tell students to write in their notebooks any daily routine phrases they know. If necessary, prompt them by miming *wake up*. Set a time limit and then elicit and write the words on the board.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding. Alternatively, show students photos of people doing daily activities and ask: *What are they doing?*

Exercise 1

- Elicit or teach *healthy*. Discuss with students what activities and food items are healthy.
- Focus students on the photos and ask them to discuss with a partner what they can see in each one. Then, students read the blog and answer the questions in pairs. Elicit answers and ask **more confident** students why they think Mark's daily routine is healthy or not. Ask if they think their own daily routine is healthy.
-  **Peer learning:** Use the Think-Pair-Share technique.

Exercise 2 3.1

- Read the information in Vocabulary box A as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Students complete the task individually, then check the answers as a class.

- Display the digital flashcards available on the Portal in a random order and elicit the correct words.
-  **Independent learning:** Ask students to create a spider diagram with the words in box A. In the middle circle they write *daily life*, then a line out to a circle with *verbs to describe routines*, and another line out to a circle with *exercise*. Explain to students that they should add new categories and other words to their spider diagram as they work through the unit. This will help them remember any new vocabulary.

Exercise 3 3.2

- When students have finished, ask them to create a similar flow chart for their own daily routine.
- **NEED SUPPORT?** With **less confident** students, complete the flow chart routine on the board.

Exercise 4 3.3

- Read the information in Vocabulary box B as a class. Check that students understand the words. Then play the audio for students to listen and repeat the words.
- Set a time limit for students to find the words in pairs. Elicit where the adverbs of frequency go in the sentence (after the subject and before the main verb).
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 238 for **less confident** students. This exercise helps students know where adverbs of frequency go in a sentence.

Exercise 5

- Explain the task. If necessary, say one true sentence about your own daily routine and one false sentence and ask the class to guess which is incorrect.
- Put students in pairs to read their sentences to each other.

Exercise 6 3.4

- Check that students understand the difference between *housework* and *homework*. Play the audio to check answers.
- Practise the phrases by asking students to raise their hands if they go to the cinema on Saturdays, go shopping at the weekend, and check their social media in the evenings.

Extra activity

Write the question stem: *How often do you ...?* on the board and complete it with one of the phrases from Exercise 6. Choose a student to ask you the question and write your answer on the board. Ask students to complete the question stem with the phrases and make a note of their own answers to the questions (e.g. *I never do housework. I often meet a friend at the park.*). Then ask students to mingle, asking questions to find classmates who do the activities with the same frequency.

Exercise 7

- Check the following words and phrases: *before, by bike, on foot, take the bus, by car, break* (noun).
- Give students a time limit to complete the quiz with verbs from Exercises 3 and 6.

Exercise 8

- When students have compared answers and checked their results, have a class vote to find the healthiest student in the class.
- **FINISHED EARLY?** Ask students to write sentences to describe their daily routine. Encourage them to use adverbs of frequency and *before*.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to put the words and phrases in Vocabulary box A into two categories: 1. things you usually do before school and 2. things you usually do after school. Ask students to compare their categories with a partner. Then ask students to hold up an Emoji response card and ask them if they found the lesson easy or difficult. If there are lots of neutral or sad emojis, find time to review the lesson.

3.2

GRAMMAR

Present Simple: affirmative and negative

Lesson aims

- Students can use the Present Simple to talk about things which happen regularly.

For the teacher

- *Need support?* worksheet, page 238
- Grammar presentation
- **Photocopiable activity:** *I eat, she eats*
- Test: Grammar Check 3

For the student

- Grammar Time, Student's Book, page 128
- Workbook, page 28
- Extra Practice Activities: Grammar, BBC Vox Pop

Lead-in

Write *good habits* and *bad habits* on the board and elicit or teach what *habits* means. If necessary, give an example of a good/bad habit to the class, e.g. *I always wake up early/late at the weekend*. Put students into pairs and ask them to make a list of bad habits and set a time limit. Elicit and write on the board. If necessary, explain any unknown vocabulary to the class.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding, e.g. *Can you give me an example of something you do regularly?*

Exercise 1

- Write *pet* on the board and ask the class to explain what it means. Find out who has a pet at home.
- Put students into small groups and tell them to study the words in the box. Then ask them to think of more pets. Allow them to use a dictionary to help them. Set a time limit and then elicit ideas and write them on the board.

Exercise 2 3.5

- Elicit or pre-teach *perfect* and *habit*. When students have read the blog post and answered the question, tell them to identify all the bad habits in the text (Lowri never helps at home, she spends all her time with her friends, she treats the house like a hotel; George sleeps all day, he doesn't do anything, he spends all night outside). Then ask the class if they think George really does have bad habits and why (no, because he is a cat).

Exercise 3

- When students have finished, explain that in affirmative sentences in the Present Simple the verb can have two forms. After the subject *I, you, we* and *they*, the verb form is the same as the infinitive of the verb. After the subject *he, she* and *it*, we add *-s* or *-es* to the verb.
- Explain that in Present Simple negative sentences, we add the auxiliary verb *don't* after *I, you, we* and *they* and in front of the infinitive of the verb. With *he, she* and *it*, we use *doesn't* and the infinitive of the verb.
-  **Peer learning:** During the presentation, ask students to raise their hands with any questions. Encourage other students to answer those questions and only provide support when needed.

Exercise 4 3.6

- Read the Watch Out! Box together.
- Point out the spelling rules for verbs in the Present Simple third person singular. Write them on the board: after *-s, -sh, -ch, -x*, and with the verbs *do* and *go*, we add *-es*; when the verb ends in a consonant + *-y*, we change the *-y* to *-i* and add *-es* (*study – studies*), but when the verb ends in a vowel + *-y*, we just add *-s* (*play – plays*).

Exercise 5 3.7

- Discuss the pronunciation rules for the Present Simple third person singular. Write the phonemes */s/*, */ɪz/* and */z/* on the board, say them and explain that the endings of third person singular verbs use one of those three sounds. Drill voiced and unvoiced sounds by telling students to put their fingers on their throats to see if they can feel the difference in sounds when they say *helps*, *plays* and *washes*. Explain that they should feel a vibration for a voice sound, e.g. *goes*, but no vibration for an unvoiced sound, e.g. *helps*.

- Set a time limit for students to complete the task in pairs, then play the audio to check answers. Drill the verbs with the students, making sure they pronounce them correctly.

Exercise 6

- When students have finished, elicit the correct options.

Exercise 7

- Set a time limit for students to complete the texts individually. Alternatively, ask students to work in pairs and each completes one of the texts before they explain their answers to their partner. Allow students to refer to the rules on the board if necessary.

Exercise 8 12 videoscript page 248

- Pre-teach or elicit the following words: *chew, curtains, bite nails, topple over, ornaments, bark, snore, endlessly, talk my ears off, beg*.
- Play the video all the way through. Then ask: *What's the video about?* (people talking about bad habits).
- Play the video again and for students to do the task. Pause the video between each person. Elicit answers as a class.

Exercise 9

- You could give students a copy of the videoscript from Exercise 8 to help them if available.
- Set a time limit for students to describe the bad habits with a partner. Then elicit ideas for good habits from the class (going to bed early, listening when someone is speaking, etc.). Allow students time to think of any good habits their family has before they discuss with a partner.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 238 for **less confident** students. This is an exercise to help students identify bad habits and the correct form of the Present Simple.

Extra activity

Ask students to write a sentence about themselves using the Present Simple affirmative or negative. Explain that this can be about their daily routine or a bad habit. Ask the class to stand up and to stand in a line. The student at the front of the line says aloud their sentence. The student next in line has to convert the sentence into the third person singular and say it aloud with their own sentence, e.g. *Pedro has a shower in the morning and I don't wake up at 7 a.m.* Continue along the line until each student has had the opportunity to speak.

- **FINISHED EARLY?** Ask students to write a few sentences to describe the good and bad habits of someone they know.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage them to write a number from 1–5 on a piece of paper to say how they feel about using the Present Simple affirmative and negative (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the new grammar from the lesson.

3.3

READING AND VOCABULARY

My new home

Lesson aims

- Students can understand an article about living in a new country.

For the teacher

- Photocopiable activity: *True for you?*

For the student

- Workbook, page 29
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Ask students to think what the article is going to be about. Then, ask them to share their ideas with a partner. In pairs, students discuss what they would like to find out from the article, such as where he lives now, etc. Elicit some ideas and write on the board.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding, e.g. *Do you think daily routines are different in other countries?*

Exercise 1

- After students have discussed the questions in pairs, get some feedback from the class. If any student has family or friends living in another country, encourage the rest of the class to ask questions to get more information, e.g. *Do they like where they live? What is their daily routine?*

Exercise 2 3.8

- When students have read the article and answered the questions, ask them if it contains any of their ideas from the Lead-in.

Background note

Children in South Korea start school at the age of six. After primary school, they go to secondary school and spend three years in lower secondary and then three years in upper secondary. They study maths, English, PE, science and the Korean language. In upper secondary, they can also study vocational subjects, such as engineering or computer programming. At 18, they go to university or get a job.

Exercise 3

- **EXAM** A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)
- Go through the four sentences and options together and check for understanding. If necessary, do the first together as a class. Ask students to find the relevant part of the text (*My grandparents are still in Korea but we chat online two or three times a week.*) and elicit the correct answer (often).
- Check answers as a class.

Exercise 4

- Before students talk with a partner about their school day, ask: *What time do you get up? What do you do before school? What time does school start?* Etc.
- Allow students time to make their notes then talk in pairs.

Exercise 5 3.9

- When students have found the answers, ask them to think of: other things they listen to, e.g. *the teacher, the radio*; other things they play, e.g. *football, basketball*; other things they watch, e.g. *people walking past, the news*; and other places and times they can chat with their friends, e.g. *at school, during breaks*.

Exercise 6 13 videascript page 248

- Pre-teach or elicit the following words: *figure skating, rink, cheer* and *work out*.
- Play the video all the way through. Then ask: *What's the video about?* (people talking about what they do in their free time).
- Play the video again and ask students to write down the free-time activities they hear. Pause the video between each person. Elicit the answers as a class.

Exercise 7

- Invite students to tell the rest of the class what their partner does.
- **FINISHED EARLY?** Students write sentences to describe what their partner does in their free time.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to hold up their Traffic Light cards to show how they feel about Exercises 3 and 4. Look at the results and if there are lots of reds, find time to review the exercises.

3.4

GRAMMAR

Present Simple: questions and short answers

Lesson aims

- Students can use the Present Simple to ask and answer questions about routines.

For the teacher

- *Need support?* worksheet, page 238
- Grammar presentation
- **Photocopiable activity:** *Match and ask*
- Test: Grammar Check 3

For the student

- Grammar Time, Student's Book, page 128
- Workbook, page 30
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Invite a student to the front of the class and whisper one of the daily routines from Lesson 3.1 to them, e.g. *wake up*. The student acts it out while the rest of the class guesses the routine. Elicit a full sentence from the class using the Present Simple affirmative and write it on the board, e.g.

Pedro wakes up. Then elicit the negative form (*Pedro doesn't wake up*.) before you invite another student to the front of the class. Continue until three or four students have acted out a daily routine. Leave the sentences on the board.

-  **Setting lesson goals:** Write on the board: *How often do you chat online with friends?* Ask the question to a few students and make sure they use adverbs of frequency and full sentences in their response. Then ask students to discuss in pairs what they think the lesson is going to be about. Invite some students to share their ideas then write the lesson aim on the board.

Exercise 1 14 3.10

- Elicit or pre-teach the following words: *bowling, throw* (noun), *sporty*. Then elicit the place where people normally go bowling (a bowling alley).
- Ask students to study the photo and describe with a partner who they can see (Lena, Noah and Mateo). Ask what they remember about the videos so far, using prompts if necessary, e.g. *When do Lena, Adam and Mia go the basketball game?* (on Saturday). *What do Noah and Mateo find inside the backpack?* (some trainers, a water bottle and some socks).
- Play the video or audio all the way through. In classes that are only using the audio, explain that Lena, Noah and Mateo are in a bowling alley and that Noah feels discouraged after he first throws the ball because he thinks he is not very good at bowling. Check answers as a class.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask **less confident** students questions, e.g. *Does Lena like bowling?* (yes). *How often does Mateo go bowling?* (once or twice a year). *Does Lena like watching basketball?* (yes). Elicit answers before continuing the video or audio.

Exercise 2

- Students discuss the question in pairs. Then elicit the answer.

Exercise 3



Social responsibility: ethical competence

Ethical competence refers to the ability to recognise the ethics and ethical principles in a given situation. This task helps students to become aware of ethical standards and issues and will allow them to make the correct decisions in ethically ambiguous situations.

- Students discuss in pairs. Encourage them to think of situations in which they might need to help someone, e.g. if someone thinks a school subject is difficult, if someone is preparing for a test or if someone is trying a new sport for the first time.
- When students have finished, have a class vote to find out which of the ideas is the best.

Exercise 4

- When students have found the examples, ask them to refer to the sentences on the board from the Lead-in. Choose one of the sentences and elicit what the question would be, e.g. *Does Pedro wake up?* Then ask what the affirmative and negative short answer is, drawing attention to *Does* and its change in position from the question to the answer. Elicit what the question would be if the subject is *I, you, we* and *they*, e.g. *Do I wake up?* Elicit the affirmative and negative short answers.
- Students work in pairs to write the question and affirmative and negative short answer forms of the sentences on the board. Check answers as a class.
- NEED SUPPORT?** Go through each of the questions with **less confident** students and ask them to identify if the subject is first person singular/third person plural (*do*) or third person singular (*does*). This will help them identify when to use *do* or *does*.

Exercise 5

- Elicit the correct word order in Present Simple sentences: (question word) + *do/does* + subject + verb.
- Set a time limit for students to complete the questions. Then, ask them to ask and answer them in pairs. When they have finished, ask them to ask the questions to a different partner.
- NEED SUPPORT?** Prepare copies of the photocopyable worksheet on page 238 for **less confident** students. This is an exercise to help students ask and answer the questions with a partner.

Exercise 6

- Allow students time to order the words before you check answers as a class.

Exercise 7

- Tell students that only the student asking the questions can have their Student's Book open. Explain that this will help them to listen more carefully.
- Encourage students to make the exercise more challenging by telling them to ask the questions in a different order.
-  **Giving feedback:** Use the Basketball technique. Ask students to write one *Do/Does* question. Get a blank piece of paper and crush it up into a ball. Invite one student to ask their question and give them the ball so that they can throw it to another student in the class. When the second student has caught the ball, they should answer the first student's question using the correct short answer form. Continue until all students have asked and answered a question. Then give feedback to the class on any mistakes.
- FINISHED EARLY?** Ask students to write their answers to the questions in Exercise 6.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to think about the lesson and reflect on their learning. Ask them to answer the following questions in their notebooks, e.g. *Do I know how to use the Present Simple to ask a question? Can I answer a question using the Present Simple?* Invite some students to read out their answers and, if necessary, give an example of a Present Simple question.

3.5

LISTENING AND VOCABULARY

Feelings

Lesson aims

- Students can understand a radio programme about feelings.

For the teacher

- Vocabulary Memory Game
- Photocopiable activity:** *What do others do?*

For the student

- Workbook, page 31
- Extra Practice Activities:** Vocabulary

Lead-in

Ask students to work in groups and make a list of any words they know to describe feelings. If students need prompting, draw smiling and sad emoticons on the board and elicit *happy* and *sad*. Remind students to explain to each other what the words mean and give example sentences to ensure understanding. Get feedback from the groups and write the words on the board.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out. Ask questions to check understanding, e.g. *Do you know any words to describe feelings?*

Exercise 1

- Pre-teach or elicit: to *be a fan of* and check understanding by asking: *Are you a fan of cold weather?* Make sure students use either *Yes, I am* or *No, I'm not*.
- Ask students to study the two photos and describe in pairs what they can see. Encourage them to think how the people are feeling.
- Ask them if any of the comments describe their own feelings about winter.

Exercise 2 3.11 audioscript page 248

- EXAM** A2 Key for Schools, Listening, Part 3, (three-option multiple choice)
- Before students listen to the audio, pre-teach: *the winter blues* (when you feel miserable and sad because of the winter weather).
- Tell students they are going to listen to someone talking about feelings. Explain the task and read the sentences and options together. Point out that the options for each sentence are quite similar, so students will have to listen for specific information. Play the audio all the way through for students to listen. Then, play the audio again for students to complete the task. Elicit the answers and the relevant phrases from the audio that helped students choose the correct options (1 *it's really cold and many of us are tired and ill!*; 2 *the winter blues – that's when you feel tired and sad*; 3 *in today's programme I want to ask you for your tips – things you do to feel excited about life again.*).

Exercise 3 3.12 audioscript page 248

- EXAM** A2 Key for Schools, Listening, Part 5, (matching)
- Check that students understand the meaning of the following words: *mug, tip, philosophy*.

- When students have completed the task, ask them which of the tips they like the best.
- **NEED SUPPORT?** With **less confident** students, pause the audio at the relevant places and elicit the correct answers.

Exercise 4 3.13

- Read the information in the Vocabulary box as a class. Check that students understand the words. Then play the audio for students to listen and repeat the words. Then ask them to translate the words into their own language.

Exercise 5

- Ask students to look at the example sentence and to think about which other adjectives can be used here instead of *worried* (e.g. *sad, unhappy*).
- Elicit the answers and any possible alternative adjectives.

Exercise 6

- Allow students time to think about how they are feeling. Encourage them to also consider why they are feeling that way (e.g. *I'm excited. It's my birthday tomorrow. I'm worried. I have got an exam tomorrow.*).

Exercise 7

- Invite students to share their ideas with the class. Have a class vote to find out the most popular ideas for what to do when you are bored or unhappy.
- **FINISHED EARLY?** Ask students to make a list of songs to listen to, films to watch or websites to visit when they are unhappy. Students compare their lists with another fast finisher.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to write as many feelings as they can on a piece of paper without looking in their books. Ask them to leave the piece of paper on your desk as they leave the room. Review what the students wrote and if there are many mistakes or if some students didn't write many feelings, find time to review the language.

3.6

SPEAKING

Talking about likes and dislikes

Lesson aims

- Students can talk about likes and dislikes.

For the teacher

- Photocopiable resource: *Do you like ...?*

For the student

- Workbook, page 32
- Extra Practice Activities: West Green video

Lead-in

Put students into pairs and ask them to list all the different types of jobs that they know. Elicit from the class and write on the board. Have a class vote to find the job that most students want to do when they are older.

-  **Setting lesson goals:** Draw a simple picture of two people. From one of the people, add a speech bubble with a smiling emoji in it. From the other person, draw a speech bubble with a sad emoji in it. Alternatively, show students a photo of a happy person and a sad person. Then ask students to guess the lesson aim. Elicit ideas. Then write the lesson aim on the board and read it out with students. Check for understanding and see if any students guessed it correctly.

Exercise 1 15 3.14

- Ask students what they remember from the video in Lesson 3.4. If necessary, allow students to study page 40 to help them.
- Play the video or audio all the way through for students to watch or listen. In classes that are only using the audio, explain that Mateo and Mia are in the park. Mateo is using the gym equipment while Mia is surfing the internet on her smartphone. Check the answers as a class.
- Direct students to the Sounds good! box and ask them to find the words and expressions in the dialogue. Then elicit or teach that *Sure* is something you say when you agree to do something and *Just a minute* is an informal way of saying *Please wait*.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *What is the questionnaire called?* (What's your perfect job?). *What job does Mateo want to do in the future?* (a vet). *Does Mateo prefer people or animals?* (animals). Elicit answers before continuing the video or audio.

Exercise 2

- Check answers as a class. Then, ask students to study the Watch out! box. Check for understanding by asking: *What form of verb do we use after enjoy, like, hate, don't mind and can't stand?* (the *-ing* form).
- Ask: *Do you like playing video games?* Remind students to respond using one of the expressions in the Speaking box.

Exercise 3

- Tell students to look at what each question is about (travelling, online questionnaires, getting up early) and ask which pronoun they would use to talk about each one (*it, them, it*). Remind students to use the emojis to complete the responses to the questions with an appropriate phrase from the Speaking box.

Exercise 4

- When groups have finished practising their dialogues, elicit alternative phrases that could have been used with each emoji.
- Tell groups to now ask and answer the questions giving true answers. Invite some groups to share their opinions with the rest of the class.

Extra activity

Ask a student to come to the front of the class and sit with their back to the board, facing their classmates. Explain that they cannot turn around to look at the board and that the rest of the class can't tell them what is written on the board. Then, write this response on the board: *I love them!* Students should take turns to ask the person at the front of the class questions to try to elicit the response on the board. When the student says the response on the board, invite another student to the front of the class. Continue with a different response on the board.

Exercise 5

- Go through the list of people and things in the box and check students know who or what each one is. Allow students time to think of their opinions for each person or thing. Then put them into pairs to ask and answer questions.

Extra activity

Depending on the students in the class, encourage them to follow up the questions in Exercise 5 by asking more questions to get more information (e.g. *What do you think of Billie Eilish? Who is your favourite female singer? Do you like cats? What is your favourite animal?*).

- FINISHED EARLY?** Ask students to write five sentences about their partner using different expressions from the Speaking box. Remind them to use the third person singular form of the Present Simple, e.g. *Ana quite likes Billie Eilish, Ana loves cats*, etc.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about talking about likes and dislikes (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

3.7**WRITING****Describing a daily routine****Lesson aims**

- Students can write a blog post about a daily routine.

For the teacher

- Need support?* worksheet, page 238
- Photocopiable activity:** *So or because*

For the student

- Workbook, page 33

Lead-in

Ask students to think about their daily routine. Encourage them to think about what time they get up, when they have a shower, what time they go to school, what time it finishes and what they normally do after school. Allow them to make notes if necessary. Put students into pairs to discuss each other's daily routine.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students.

Exercise 1

- Before students read, direct them to the photo and ask what sport Karabo plays. Elicit a few ideas and then ask students to find the answer in the text (netball).
- Ask students to read the post and compare their daily routine with that of Karabo. If they made notes during the Lead-in, allow students to use them. Invite a few students to explain how their routine differs. Then, ask the class what they like about Karabo's daily routine.

Background information

Netball is a popular game in schools in the UK, Australia, New Zealand and parts of Africa. There are two teams of seven players and the object of the game is to throw a ball into a net to score a 'goal.' Each match lasts for an hour and the winner is the team with the most goals. Netball is very similar to basketball, but players with the ball cannot move or bounce the ball; they must throw it to their teammates.

Exercise 2

- Set a time limit for students to complete the exercise. Elicit the answers, asking students to identify the information that helped them match each paragraph with the descriptions.
- NEED SUPPORT?** To help less confident students better understand the text, write the following questions on the board and ask students to answer them in their notebooks: *How old is Karabo?* (14). *What time does she wake up?* (at six o'clock). *What time does school finish?* (at two o'clock). *Why does she stay at school after it finishes?* (because she's in the school netball team). *What does she do after dinner?* (she relaxes).

Exercise 3

- Go through the phrases in the Writing box together and check for understanding. If necessary, refer students to the paragraph descriptions in Exercise 2. Set a time limit for students to complete the task.

Exercise 4

- Go through the Language box together and make sure students understand that we use *because* to give a reason why something happens and *so* to talk about the result of a situation. Point out that a comma always comes before *so*. Set a time limit for students to complete the task.
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 238 for less confident students. This is an exercise to give students extra practice in using *because* and *so*.

Exercise 5

- Explain that students will write a post about their daily routine on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their daily routine in their notebooks. Tell them to refer to the text in Exercise 1 and to the Writing Box in Exercise 3. Remind them about the use of *because* and *so* and organising their daily routine into paragraphs.
- Ask students give each other feedback on their drafts in pairs.
- Students write their final drafts in their notebooks, or you can set the task for homework.
- **NEED SUPPORT?** Allow **less confident** students to write a shorter version of their post. They can do this, for example, by writing fewer sentences to describe their school day, their evening or what they do in the summer and winter.
-  **Giving feedback:** Write paragraph 1, paragraph 2 and paragraph 3 on the board and, when students have written their first draft, elicit example sentences from their posts for each category. Add these to the board and ask the class if they are correct. If necessary, correct the incorrect sentences as a class. Leave the sentences on the board for students to refer to when they create the final draft of their post.
- **FINISHED EARLY?** Ask fast finishers to write a few sentences about the daily routine of a family member or friend.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do I know how to write a post to describe my daily routine? Do I know how to use so and because?*

BBC CULTURE

Same lives, different lives

Lesson aims

- Students learn about students' lives in different countries.

For the teacher

- Photocopiable activity: *Project worksheet: a video*

Lead-in

Put students into pairs. Ask them to look at the two photos in their Student's Book and discuss how the lives of the children in each photo are different.

-  **Setting lesson goals:** Allow students a few moments to study pages 46 and 47 before you ask them to close their books. Ask: *What are we going to learn today?* Elicit some ideas and write on the board. Then read out the lesson aim and check if any students guessed correctly.

Exercises 1–5 3.19

- Follow the instructions in the Student's Book.
- **NEED SUPPORT?** Pair **more confident** students with **less confident** students so that they can help them understand the exercises and find the right words in English to express their opinion.

Background note

The coldest permanently inhabited place on Earth is the town of Oymyakon in Siberia, Russia. In summer, the average temperature is 23 °C (73 °F), but in winter it is –42 °C (–44 °F). Despite the freezing conditions in winter, pupils are still expected to attend school. In fact, the school only closes if it gets colder than –56 °C (–69 °F).

Exercise 6 16 videoscript page 249

- **With video:** Play the video for students to watch and check their answers to question 1 in Exercise 5. Allow students to discuss if the children's life in the video is the same or different to their own. Then have a class discussion.
- **Without video:** Write the following on the board: *before school, travel to school, after school*. Put students into groups and ask them to choose one of the categories on the board. Explain that they must write down what children in Papua New Guinea do in their chosen category. Then give students the videoscript or read it out to students.

Exercise 7 16 videoscript page 249

- **With video:** Play the video again while students work individually. Check answers as a class.
- **Without video:** Ask students to work with partners who chose the other two categories in Exercise 6. In their groups, students share what they discovered.

Exercise 8

- Follow the instructions in the Student's Book.
- **PROJECT TIME** The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
-  **Peer learning:** Ask students to read the lesson aim again. Then ask students to write down three facts and one lie about life in the North Pole and share them in groups, e.g. *The school in Longyearbyen has got 1,000 students*. The rest of the group has to identify and correct the lie.

Unit contents

Vocabulary

- Classroom objects
- Prepositions of place
- School subjects
- Making friends
- Learning

Grammar

- Present Continuous
- Present Simple and Present Continuous

Speaking

- Polite requests

Writing

- An announcement

Future skills

- Self-management: planning
- Self-management: self-control, persistence, planning, progress monitoring

Exam

- A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)
- International Certificate Level A1, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 2, (gap fill)
- A2 Key for Schools, Listening, Part 3, (three-option multiple choice)

For Online Classroom, go to the Portal. 

4.1

VOCABULARY

School

Lesson aims

- Students can talk about classroom objects and school subjects.

For the teacher

- Vocabulary Memory Game
- *Need support?* worksheet, page 239
- Photocopiable activity: *School*
- Test: Vocabulary Check 4

For the student

- Workbook, pages 38–39
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Write the name of your school vertically on the board. Then tell students to write words using the letters of your school's name. For example, if your school is called Cowley School, students could write *computer* from the C and *hot* from the O, etc. Set a time limit and then elicit some ideas from the students and write them on the board.

-  **Setting lesson goals:** Put students in pairs and ask them to study the photos and discuss with their partner what they think the lesson is about (classroom objects and school subjects).

Exercise 1

- Elicit or pre-teach: *find, forget, pick up*.
- Students study the photos, read the text and answer the question in pairs. Elicit the answer.

Exercise 2

- Students discuss the questions in pairs. Then have a class discussion.

Exercise 3 4.1

- Read the information in Vocabulary box A as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.

- Students complete the task on their own, then compare their answers in pairs.
- Display the digital flashcards available on the Portal and ask students to shout out the correct word.
- **NEED SUPPORT?** If you have any of the objects in Vocabulary box A in your classroom, gather them together and hold them up one by one for **less confident** students to say the word.

Exercise 4

- Allow students to use a dictionary or the internet to help them. Elicit the new classroom objects from the class and write the words on the board.

Extra activity

Play a game of classroom bingo. Ask students to choose five words from both Exercise 3 and the words on the board. Explain that you are going to say some words and if the students have written down that word, they cross it out. Continue until a student has crossed out all their words. When they have done so, ask them to shout out *bingo!*

Exercise 5 4.2

- Before students look at Vocabulary box B, put a pen on your desk. Ask: *Where is the pen?* Elicit the answer or write the following on the board and ask students to complete the sentence: *The pen is ____ the desk.*
- Look at the illustrations and read the information in box B as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Put students into pairs and ask them to practise the prepositions of place with their own classroom objects.

Exercise 6

- Check answers as a class. Alternatively, ask students to cover the sentences and allow them time to study the picture. Then ask them to cover the picture and complete the sentences from memory.

- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 239 for **less confident** students. This is an exercise to help them to understand prepositions of place.

Exercise 7 4.3

- Check the information in Vocabulary box C as a class. Then play the audio for students to listen and repeat the words.
- Students discuss their favourite school subject with a partner and encourage students to explain why. If necessary, write the following sentence stem on the board to help students: *My favourite school subject is ... because ...*. Then, have a class vote to find out the most popular school subject.

Exercise 8 4.4 audioscript page 249

- Pre-teach: *timetable*, *break* and *lunch*. Check by asking students on what days they study English and Maths, and at what time their lunch is. Then write *double English* on the board and ask students to discuss in pairs what this is. Elicit that it is when you have two consecutive lessons of the same school subject.
- Play the audio while students complete the timetable. Elicit the answers and ask students what words helped them complete the timetable (1 *King Henry VIII, sixteenth century*; 2 *Germany is in the north, Italy is in the south*; 3 *spell accommodation*; 4 *eleven eighty divided by five*; 5 *take the ball*; 6 *love the colours*).
- **NEED SUPPORT?** With **less confident** students, pause the audio at appropriate places and complete the timetable together on the board.

Exercise 9 4.4 audioscript page 249

- Play the audio again while students answer the questions. Elicit the answers.

Exercise 10

- Elicit: *love*, *like* and *don't like*. Check understanding by inviting students to tell the class what they love, like and don't like.
- Read the example sentence prompts together and invite students to complete them with their own ideas. Put students into pairs to complete the task and remind them to give reasons for their opinions. Then, ask students to mingle around the class to find classmates with similar opinions.

Exercise 11 17 videoscript page 249

- Pre-teach or elicit: *keys*, *pocket*, *slippers*, *TV remote*, *couch*, *side table*, *hook*, *kitchen sink*, *phone charger*, *socket*, *credit card*, *sports gear*, *out in the open*, *steal*.
- Play the video all the way through. Then ask: *What's the video about?* (people describing where they keep things).
- Play the video again and ask students to tick the places that the speakers mention. Pause the video between each person. Elicit answers as a class.

Exercise 12

- When students have finished, ask the class if any of them guessed correctly what their partner has got and where.

- **FINISHED EARLY?** Ask students to write a short description of what they have got in one of the locations from Exercise 12.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to write down all of the classroom objects they can see in the photos on page 50 on a piece of paper to show how many words they remember. They can put it on your desk as they leave the classroom. Look at the results and if there aren't many words, find time to review the key vocabulary.

4.2 GRAMMAR

Present Continuous

Lesson aims

- Students can use the Present Continuous to talk about things that are happening now.

For the teacher

- *Need support?* worksheet, page 239
- Grammar presentation
- **Photocopiable activity:** *A rainy break*
- **Test:** Grammar Check 4

For the student

- Grammar Time, Student's Book, page 129
- Workbook, page 40
- **Extra Practice Activities:** Grammar

Lead-in

Set a time limit and ask students to make a list of as many verbs as possible. Put students into pairs and ask them to take turns to mime their action verbs for their partner to guess. Allow students to say only the infinitive form of the verb.

-  **Setting lesson goals:** Draw a simple picture on the board of a person running. Add a speech bubble saying: *I am running*. Ask the class what they think the lesson is going to be about. Elicit that it is about using the Present Continuous to talk about things that are happening now.

Exercise 1

- Direct students to the photo. Elicit and ask: *Why do you think that?* (the girls are smiling, they are close to each other, they look like friends, etc.). Then, revise physical descriptions and clothes by asking students to take turns to describe the girls to a partner.
-  **Peer learning:** Use the Think-Pair-Share technique. Students think of the answer to the question on their own, then they discuss their ideas in pairs, and then they share their ideas in groups or with the class.

Exercise 2 4.5

- Before students read Alice's message, elicit their ideas about why they think she might be silent (e.g. She is ill. Alice is angry with her friends, etc.). When they have read the message, check that they understand the meaning of *sponsored* and elicit other kinds of activities people can do to raise money, e.g. a sponsored walk or swim (people raise money depending on how far they walk and swim), a sponsored dance (people raise money depending on how long they dance).

Exercise 3

- Ask students to study the examples in the Grammar box. Explain the spelling rules for verbs in the Present Continuous: if the verb has only one syllable and ends with one vowel + one consonant, we double the final consonant (*run – running*); if the verb ends in *-e*, we drop the *-e* and add *-ing* (*come – coming*), but if it ends in *-ie*, the *-ie* changes to *-y* (*lie – lying*).
- Write *sit*, *study* and *talk to the teacher* on the board. Check understanding of the Present Continuous by asking: *What are you doing now?* Students respond using one of the verbs on the board in the Present Continuous.

Extra activity

Ask students to work in pairs: A and B. A describes what one student in the class is wearing. B tries to guess which student is being described. Students swap roles: B describes and A guesses. When students have finished, invite some to say their description while the rest of the class guess who they are describing.

Exercise 4

- When students have finished, ask them to rewrite the false sentences so that they are true. Alternatively, set this task for homework.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 239 for **less confident** students. This is an exercise to help students recognise when to use *is* or *are*. It also tests their comprehension of the dialogue in Exercise 2.

Exercise 5 4.6

- Explain that when we don't know who is doing something, we can use the indefinite pronouns *someone* or *somebody*. Point out that when we refer to more than one person, we can say *some people*.
- Play the audio while students listen and complete the task. Check answers as a class.

Exercise 6

- Revise how we form questions and short answers. When students have finished, elicit the answers from the class along with students' own answers.

Exercise 7

- Explain that it doesn't matter if the sentences are true, but that they should try to guess.
- **FINISHED EARLY?** Ask students to write sentences to describe what the people in Exercise 7 are now doing.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to say sentences with the Present Continuous, e.g. *I'm playing football*. Then ask: *Can you use the Present Continuous?* Ask students to hold up an Emoji response card. If there are lots of sad or neutral emojis, find the time to review the lesson.

4.3

READING AND VOCABULARY

Making friends

Lesson aims

- Students can understand online posts about making friends.

For the teacher

- Photocopiable activity: *A quiz*

For the student

- Workbook, page 41
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Ask students to think about a particular friend that they have. Ask them to consider why they are friends with this person (e.g. because they are happy or they are friendly, etc.) and what types of things they do together (e.g. go to the cinema, play football, etc). Then, put students in pairs to discuss their friends.

-  **Setting lesson goals:** Put students in pairs and ask them to study the title of the text and the photos. Tell them to discuss what they think the lesson is about. Elicit that it is about making friends.

Exercise 1 4.7

- Pre-teach: *advice*. Then write *advice column* on the board and elicit or teach what this means (a column/section in a newspaper, magazine or blog that gives advice about personal matters, like friendships and relationships). Direct students to the advice column in Exercise 1 and ask them to quickly read it to find the answer to the question. Elicit the answer.

Exercise 2

- **EXAM** A2 Key for Schools, Reading and Writing, Part 3, (three-option multiple choice)
- Explain that students are now going to read the advice column in more detail. Check understanding of key words and phrases in the questions. If necessary, do the first as a class as an example. Elicit the answer and ask students to identify the information in the text that helped them (*Have you got any advice on how to make friends with someone?*).
- Students read the article again to answer the questions. Ask students to identify the information in the text that helped them with the task (2 *I'm shy ... and tell terrible jokes*; 3 *My family and I are in Glasgow at the moment*; 4 *have one thing they all like*).

Extra activity

Ask students to work in pairs and write some advice to give to Ben. Then invite some pairs to read their advice to the rest of the class.

Exercise 3 4.8

- When students have completed the exercise, ask them to use the phrases in questions, e.g. *Who is your best friend? How do you get to know somebody? When do people make friends with somebody? Where can you meet somebody for the first time?* Then ask students to work with a different partner to ask and answer the questions.
- **NEED SUPPORT?** Ask **less confident** students to translate the phrases into their own language. Allow them to use a translation dictionary.

Exercise 4 4.8

- Set a time limit for students to complete the task. Then check answers as a class.

Extra activity

Put students into pairs. Explain that they are going to do three roleplays, and that each roleplay should last about one minute.

- Roleplay 1: Student A and Student B are best friends meeting at school in the morning. Chat for one minute.
- Roleplay 2: Student A and Student B are meeting for the first time. Chat for one minute.
- Roleplay 3: Student A is new to school and wants to make friends with Student B as well as finding out about the other students in the class. Chat for one minute.

Exercise 5 18 videoscrypt page 249

- Pre-teach or elicit: *reliable, kind, good sense of humour, trustworthy, pick up where we left off.*
- Play the video all the way through. Then ask: *What's the video about?* (people talking about their friends).
- Play the video again and ask students to answer the question. Pause the video between each person. Elicit answers as a class.

Exercise 6

- Teach the word *friendship* (the state of being friends) and explain the task. Go through the list of phrases and check for understanding.
- When students are doing the activity, encourage them to reach an agreement if they can't decide on which things are more important in a friendship. This helps develop teamwork skills.
- **FINISHED EARLY?** Write the sentence stem on the board: *It's important that my friends ...* and ask students to complete it with their own ideas.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

4.4 GRAMMAR

Present Simple and Present Continuous

Lesson aims

- Students can talk about what usually happens and what is happening now.

For the teacher

- *Need support?* worksheet, page 239
- Grammar presentation
- **Photocopiable activity:** *What are you wearing now?*
- **Test:** Grammar Check 4

For the student

- Grammar Time, Student's Book, page 129
- Workbook, page 42
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Revise the Present Simple by asking students to write three sentences using some of the following words and expressions: *go to school, live in, don't, eat, doesn't, wake up, love Maths, visit family, go to the cinema.* When students have written their sentences, elicit a few examples from the class. Encourage students to correct any mistakes they hear. Then revise the Present Continuous by asking students to write three sentences using some of the following words and expressions: *eat, read, run, swim.* Follow the same procedure as above.

-  **Setting lesson goals:** Write the following on the board: *I eat fruit every day. I am eating fruit at the moment.* Elicit the verb forms (Present Simple and Present Continuous). If the students don't know this language, point to each sentence and ask: *Is the action happening now or does it happen often?* Ask the class what they think the lesson is going to be about. Elicit that it is about talking about what usually happens and what is happening now. Write the lesson aim on the board.

Exercise 1 19 4.9

- Ask students to study the photo and describe with a partner who they can see (Lena) and what they think is happening. Encourage them to use the Present Continuous.
- Teach the verb *panic* (to worry a lot about something). Play the video or audio all the way through. If you are only using the audio, it may be necessary to explain that Lena and Mia are talking to each other on the phone. Lena looks increasingly worried. Check the answer as a class.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask **less confident** students questions, e.g. *What is the weather like?* (It is raining.) *What does Lena's dad always have at breakfast?* (tea.) *What is Lena doing at the moment?* (She's working on her school project.) *What day is it?* (Sunday.) *Is Lena watching anything now?* (No, she isn't.) *When is the Geography test?* (tomorrow). Elicit answers before continuing the video or audio.

Exercise 2

- Students discuss the question with a partner. Elicit a few ideas from the class. Then ask the class what things Lena could do to not panic about her schoolwork. Allow students time to discuss with their partner, elicit and write ideas on the board.

Exercise 3

**Self-management: planning**

This exercise focuses on the ability to set realistic goals or plans and estimate how long is needed to complete them. It enables students to break down the goals or plans into smaller sub-tasks and requires them to prioritise which tasks are the most important to complete and when.

- Pre-teach or elicit: *plan time, make a note of something, immediately, extra time.*
- Ask students to think about the question individually before they discuss it in pairs. Encourage them to agree on the most important ideas in the list and check if any of them match the ideas on the board from Exercise 2. Ask them to think of situations in which it is good to demonstrate planning, such as preparing a school project or even planning a family holiday. Have a class discussion.

Exercise 4

- Discuss the Grammar box with the class. Elicit and ask students to explain why each tense is being used in the examples.
- Revise adverbs of frequency and elicit that we use these with the Present Simple. Ask students to look back through Unit 3 and this unit so far to find time expressions we use with the Present Simple and the Present Continuous.

Exercise 5

- Set a time limit for students to complete the exercise and then check answers with the class. For each answer, ask students which words helped them choose the correct answer (1 *every day*; 2 *right now*; 3 *today*; 4 *at the weekend*; 5 *right now*; 6 *on Saturdays*).

Exercise 6

- If necessary, elicit which tense is needed for each question and ask students to explain their choice (2 Present Simple – routine; 3 Present Continuous – now; 4 Present Simple – routine; 5 Present Continuous – now; 6 Present Simple – routine).
- When students have asked and answered the questions, invite them to ask and answer in front of the class.
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 239 for less confident students. This is an exercise that will help students to recognise the correct auxiliary verb needed to complete each question.

Exercise 7

- Before students start the activity, elicit two sentences about clothes using the Present Simple and the Present Continuous, e.g. *I wear jeans at the weekend. I'm wearing a shirt and trousers now.* Put students into pairs and encourage them to say true sentences.
- FINISHED EARLY?** Ask students to write sentences about what their partner usually does at the weekend and what their partner is doing now using the information from Exercise 7.
- Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to think about the lesson and reflect on their learning. Ask them to answer the following question with either *yes* or *no* on a piece of paper: *Can you talk about what usually happens and what is happening now?* Ask them to leave the piece of paper on your desk as they leave the classroom. If they have written *no* more than *yes*, then find time to review the language.

4.5

LISTENING AND VOCABULARY

Famous schools

Lesson aims

- Students can understand a radio programme about a boarding school.

For the teacher

- Need support?* worksheet, page 239
- Photocopiable activity:** *My school*

For the student

- Workbook, page 43
- Extra Practice Activities:** Vocabulary

Lead-in

Put students into pairs and ask them to think of all the things they like and dislike about school. Ask them to consider the lessons they have, their timetable, what they have to wear, etc. Set a time limit of two minutes and when it is up, elicit ideas from the class and write them on the board.

- Setting lesson goals:** Write the lesson aim on the board. Say: *Today you will listen to a radio programme about a boarding school.* Ask the class what a *boarding school* is, elicit some ideas and write them on the board to check after Exercise 2.

Exercise 1

- Ask the question in the book. If students can't think of any famous schools in their town, region and country, ask them to think of any famous schools they know in films and books and any information they know about them.

Exercise 2

- Direct students to the definition of *boarding school* and ask if there are similar schools in their own country. Ask students why they think children are sent to boarding schools (e.g. to get a privileged education, because their parents work overseas, etc).

Background note

A **boarding school** is a school in which students live and study. They only return home at the weekend or during the school holidays. The education at boarding schools isn't free. It can cost up to £48,000 per student per year. Many boarding schools are single sex: only for boys or girls, but some are co-ed: for boys and girls. Some famous boarding schools include Eton in the UK, the Putney School in the US, and the Institut auf dem Rosenberg in Switzerland.

Exercise 3 4.10 audioscript page 250

- Explain that students are going to listen to a radio programme about a famous boarding school. Before you play the audio, read the three questions together and ask students to think about what words they might hear that would help them answer the questions.
- Play the audio while students complete the task. Elicit the answers from the class.

Exercise 4 4.10 audioscript page 250

- **EXAM** International Certificate Level A1, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 2, (gap fill)
- Tell students that they are going to listen to the radio programme again, but this time they have to listen for specific words and information to complete the notes. Read the notes together and ask students to think about the information they need to complete the activity (1 *where in London the school is*; 2 *how old the school is*; 3 *a period of time*; 4 *the number of students who live at the school*).
- Play the audio while students complete the task.
- **NEED SUPPORT?** With **less confident** students, pause the audio at the relevant places and elicit the correct answers.

Exercise 5 4.11 audioscript page 250

- **EXAM** A2 Key for Schools, Listening, Part 3, (three-option multiple choice)
- Explain the task before reading the questions and three options with the class. Play the audio while the students listen. Play the audio again while the students complete the task. When students have finished, ask them what words helped them.

Exercise 6 4.12

- Ask students to work in pairs and predict what the missing verbs are in each phrase. Play the audio for students to check and/or correct their answers. Then point out that we can say *parents visit at the school* and that we can also say *study for exams*.
- Explain that *revise* implies that students are looking at things that they have already learned, and that *study* can mean the same thing, but it can also mean learning new things.

Exercise 7

- When students have completed the questions with the missing words and discussed them with a partner, have a class discussion so that students can share their ideas.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 239 for **less confident** students. This will help students to complete each question with the correct word.

Exercise 8

- When students have discussed their ideas, ask why each point may be a good thing or a bad thing (e.g. 1 – It's a good thing because you become more independent and when you go to university, you are more prepared. It's a bad thing because it is good to leave school in the evening and at the weekend.).
- Have a class vote to find out whether students would like to go to boarding school.
- Set a time limit for practising the roleplays and then invite pairs to act out their roleplay in front of the class.
- **FINISHED EARLY?** Ask students to write sentences to describe why they would, or wouldn't, like to attend boarding school.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to hold up their Traffic Light cards to show how they feel about Exercises 4 and 5. Look at the results and if there are lots of reds, find time to review the exercises.

4.6

SPEAKING

Polite requests

Lesson aims

- Students can make and respond to polite requests.

For the teacher

- **Photocopiable activity:** *Can I ...? Can you ...?*

For the student

- Workbook, page 44

Lead-in

Elicit or teach *borrow* (when you use or take something that belongs to someone else, but you have the intention of returning it). Ask students to think of two examples of people who they borrow things from and two examples of people who borrow things from them. Ask them to also consider what types of things people borrow from other people. Then put them into groups of four to share their ideas.

-  **Setting lesson goals:** Draw a speech bubble on the board with the text: *Can I use your phone, please?* Then add another speech bubble with the text: *Yes, you can.* Then ask students to guess the lesson aim. Elicit ideas. Then write the lesson aim on the board and read it out with students. Check for understanding and see if any students guessed it correctly.

Exercise 1 20 4.13

- Play the video or audio all the way through. In classes in which students are listening to the audio, explain that Mateo is doing his homework but he also wants to play the video game. Check the answers as a class.
- Direct students to the Sounds good! box and ask them to find the words and expressions in the dialogue. Allow students a few moments to think about what each means. Then elicit or teach that *Awesome!* is an informal expression that we use when we are very happy about something, *No worries* is something we say when we are able to easily do something that someone asks us to do and *Cheers!* is an informal way of saying *Thank you*.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Who is Noah speaking to on the phone?* (Lena). *What is the problem with the laptop's screen?* (It's too small.) *What is the name of the game that Noah is playing?* (Doughnut Race). Elicit answers before continuing the video or audio.

Exercise 2

- Ask students to study the Speaking box and find examples of the phrases in the dialogue.
- Point out that we can make the requests more polite by changing *can* to *could* and adding *please* at the end of the request (e.g. *Could I borrow your laptop, please?*).

Exercise 3 4.14

- Ask students to cover the Speaking box and try to complete the dialogues without looking at the box.
- When students have finished and checked their answers, invite pairs to read out one of the dialogues in front of the class.

Exercise 4 4.15 audioscript page 250

- Play the audio and ask students to listen and think about the responses without reading and choosing between the answers.
- Then play the audio again and this time tell students to read the answers and choose the correct responses. Ask why the alternative is wrong (1 The speaker asks *Can I...?*, so the negative response would be *Sorry, you can't.*; 2 The speaker asks *Can you...?*, so the negative response would be *Sorry, I can't.*; 3 It doesn't make sense to say *I need it.*; 4 The speaker asks *Can I have...?*, so the negative form would be *Sorry. You can't.*; 5 The speaker asks *Can I have...?*, so the negative form is *Sorry, you can't.*).

Exercise 5

- Look at the negative responses in the dialogue and in the Speaking box. Draw students' attention to the example exchange and point out that the speaker usually gives a reason why they are giving a negative response. Encourage students to give reasons whenever they give a negative response.

- **NEED SUPPORT?** With less confident students, go through each of the prompts and elicit possible reasons for the negative responses. Write these on the board, e.g. *Can I borrow your phone? Sorry, I'm using it. Can you answer the door? Sorry, I'm busy.*
- **FINISHED EARLY?** Ask students to write a short dialogue between two friends, one of whom wants to borrow something from the other.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to write down as many requests and responses from the Speaking box that they can remember. Then ask: *Can you make and respond to polite requests?* Ask students to show the appropriate Emoji response card. If there are lots of sad or neutral emojis, find the time to review the lesson.

4.7

WRITING

An announcement

Lesson aims

- Students can write an announcement.

For the teacher

- Photocopiable activity: *Four clubs*

For the student

- Workbook, page 45

Lead-in

Ask students to make a list of all the time expressions and adverbs of frequency they remember from Unit 3 and this unit, e.g. *now, at the moment, at the weekend, always*. Then, ask them to choose a time expression and/or adverb of frequency and write a sentence using the correct verb tense. Ask them to read out their sentence. Ask students to raise a hand if they think the sentence is using the incorrect verb tense. If so, allow students to correct their sentence.

-  **Setting lesson goals:** Allow students a few moments to study page 57 before you ask them what an announcement is. Elicit that it is a notice that tells you about an event. Then write on the board and say: *Today we will learn to write an announcement.* Check if any students guessed correctly.

Exercise 1

- Ask students what things you can find out in an announcement (details of an event, when something is happening, the cost of something, etc.). Ask students to read the announcement and answer the questions. Check answers as a class.

Exercise 2

- Go through the phrases in the Writing box together and check for understanding. When students have found examples of the phrases in the announcement in Exercise 1, check answers as a class.
- Focus students on the following phrases from the box: *The club meets ... at ... in room ... Members can also ... Please bring/don't bring ... and Don't forget to ...* Put students into pairs to complete these phrases with their own ideas. Encourage them to refer to the announcement to help them.

Exercise 3

- Go through the Language box together and allow students time to find examples in the announcement in Exercise 1. Elicit the verb tense that is used with these expressions in the announcement (the Present Simple).
- **NEED SUPPORT?** After students have found examples of the time expressions, ask **less confident** students to write similar sentences using their own ideas. When they have finished, ask **more confident** students to check and explain any errors in the sentences.

Exercise 4

- Elicit the answers and discuss what other time expressions are possible in each sentence.

Exercise 5

- Explain that students will write an announcement in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their announcement in their notebooks. Tell them to refer to the text in Exercise 1 and to the Writing Box in Exercise 2. Remind them about the use of time expressions.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Students write their final draft in their notebooks, or you can set the task for homework.
- **NEED SUPPORT?** Allow **less confident** students to write a shorter version of their announcement. They can do this by giving fewer details about their after-school club.
- **FINISHED EARLY?** Ask students to write sentences about clubs they have at their own school. Alternatively, allow them to write sentences about clubs they would like to have at their school.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

SET FOR LIFE

My study routine

Lesson aims

- Students can organise their study routine.

For the teacher

- Photocopiable activity: *To-do lists*

Lead-in

Ask students to discuss in groups what they can see in each photo. Invite students to share their ideas with the rest of the class.

-  **Setting lesson goals:** Write *study routine* on the board and discuss with the class what this is (a consistent routine for when you study, such as the days and times when you study, how long you study for, and if you do your homework in good time, etc.). Explain that the best students regularly study and not just the days before a test. Write the lesson aim on the board. Say: *Today you will learn to organise your study routine.*



Self-management: self-control, persistence, planning, progress monitoring

This lesson focuses on key skills which allow students to achieve their academic goals. Self-control refers to the ability to manage and regulate needs and emotions, and is vital when working on school tasks. Persistence is a skill which students need to continue working on a task despite facing difficulties. To set realistic goals and break down larger tasks into more manageable sub-tasks, students also need planning skills. Finally, progress monitoring means keeping a record of progress while completing a task.

Exercises 1–7 4.20 audioscript page 250

- Follow the instructions in the Student's Book.

Exercise 8

- Direct students to the Useful Tips and explain that they are all effective study routines.
- Ask students if they think they have a good study routine. If not, then encourage them to say how they can improve it.

Exercise 9

- Go through the steps with the class and allow students to ask any questions. Encourage them to choose two study tips they don't already do. Then, go through all the study tips with the class and elicit possible ways in which they could be useful/not useful (e.g. Keep your school timetable in your bag or on your phone – it is useful because you always have it close to you. It isn't useful because you may lose your bag or your phone, etc.)
- Before they do their presentation, encourage them to make notes about what they want to say. Explain that these notes don't have to be full sentences, but just the important words that students can use as prompts when they are speaking. Encourage them to also practise their presentations.
- **SELF-REFLECTION** Ask students to think about their presentation. Ask: *Is it easy or difficult to give a presentation on your own? Do you prefer to give a presentation with other students?* Elicit ideas and write the best ones on the board.
-  **Peer learning:** Ask students to read the lesson aim again. Then give students one minute to write a list of study tips with their books closed. Then they discuss and compare in groups.

Unit contents

Vocabulary

- Musical instruments
- Types of music
- Opinion adjectives
- Live music

Grammar

- Comparatives
- Superlatives

Speaking

- Suggestions

Writing

- Text messages

Future skills

- Self-management: self-control

Exam

- A2 Key for Schools, Reading and Writing, Part 3, (three-option multiple choice)
- International Certificate Level A1, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 2, (gap fill)

For Online Classroom, go to the Portal. 

5.1 VOCABULARY

Music

Lesson aims

- Students can talk about types of music and musical instruments.

For the teacher

- Vocabulary Memory Game
- **Photocopiable activity:** *Here are your clues*
- Test: Vocabulary Check 5

For the student

- Workbook, pages 48–49
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Write the word *music* on the board. Students work in pairs and make a list of words to do with music. Encourage them to think about musical instruments, types of music, the people who play in a band, and even names of singers and groups. Set a time limit and then elicit and write the words on the board.

-  **Setting lesson goals:** Ask students to study the photos and discuss in pairs what they think the lesson is about. Elicit that it is about music and musical instruments.

Exercise 1

- Pre-teach: *metal, tin, spoon, coin*.
- Ask students to study the photo and ask what is different about the musical instruments (they are all made from recycled materials). Elicit why the instruments are made from recycled materials and write on the board. Students read the text to check their predictions. If the answer isn't on the board, elicit it, then ask: *What do they use to make the instruments?*

Background note

The Recycled Orchestra was formed in Paraguay in 2012. The idea was to create musical instruments from recycled materials from a landfill site in the city of Asunción. The orchestra was formed by the musician Favio Chavez to help poor children who lived in Asunción. The orchestra has played many concerts around the world, even with soul singer Stevie Wonder and the rock bands Metallica and Megadeth.

Exercise 2 5.1

- Read the information in Vocabulary box A as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation and word stress for each of the musical instruments (guitar, cello, keyboards, piano, saxophone, trumpet, violin).
- Students complete the task on their own, then play the audio to check their answers.
- Display the digital flashcards available on the Portal of each musical instrument and elicit the words.
- **NEED SUPPORT?** Pair **less confident** students and ask them to write five musical instruments with the letters in a jumbled order. Students swap and put the letters in the correct order.

Exercise 3 5.2

- For each instrument, play the piece of music and then pause the audio for students to write the number. Check answers with the class.

Exercise 4 5.3

- Read the information in Vocabulary box B as a class. Check students understand the words. Play the audio for them to listen and repeat the words. Pause after each word to check students' pronunciation.
- In pairs, student discuss their favourite type of music. Then have a class vote.

Background note

Rap and hip-hop can both be used to refer to the same type of music. Rap refers to the music while hip-hop refers to the whole subculture that includes fashion, graffiti, music and dance. Rap/Hip-hop was created in the city of New York in the early/mid 1970s. Rap/Hip-Hop entered mainstream culture in 1980 when the song *Rapper's Delight* by the Sugarhill Gang became a hit single in the USA.

Exercise 5

- Ask students if they know any of the people in the photos and elicit what information they know.
- **NEED SUPPORT?** Go through the texts with **less confident** students and elicit the types of word needed in each gap (1, 3, 4, 7 type of music; 2, 5, 6 musical instrument).

Exercise 6 5.4

- When students have finished, elicit the topics of the questions in the dialogue (gender, type of music, musical instruments, solo artist or not, nationality).

Exercise 7

- Elicit the name of a famous singer or musician and write it on the board. Tell students to imagine they don't know the name and elicit any *yes/no* questions that could be asked and the answers that could be given.
- When the pairs have taken turns to ask and answer, invite a pair to answer *yes/no* questions in front of the class about one of the people they talked about. The class guess who it is.

Exercise 8

- Students do the quiz. When they have discussed the questions, elicit each pair's guesses and write them on the board. Turn to page 136 and check the answers to find out which pair has won.

Exercise 9 21 videoscript page 250

- Pre-teach: *harmonica, kazoo, to beat, rhythm, bucket, tin whistle*.
- Play the video all the way through. Then ask: *What's the video about?* (people talking about music).
- Play the video again and pause the video between each person. Elicit answers as a class.

Exercise 10

- Set a time limit. When they have finished, have a class discussion. Ask students who can play a musical instrument to say how long they practise each day and whether or not they enjoy learning their instrument.
- **FINISHED EARLY?** Ask students to write two or three more questions for the quiz in Exercise 8. Then, they swap questions with another student and answer their questions.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then students close their books. Set a time limit and ask them to write as many words as possible from Vocabulary boxes A and B in their notebooks. Elicit and write on the board. If there are some words on the board that students haven't written in their notebooks, ask them to add them.

5.2

GRAMMAR

Comparatives

Lesson aims

- Students can compare two people or things.

For the teacher

- *Need support?* worksheet, page 240
- Grammar presentation
- **Photocopiable activity:** *Compare them*
- **Test:** Grammar Check 5

For the student

- Grammar Time, Student's Book, page 130
- Workbook, page 50
- **Extra Practice Activities:** Grammar

Lead-in

Set a time limit of one minute and ask students to make a list of as many types of music as possible. Elicit a list of adjectives to describe each type of music, e.g. *rap – cool, classical – boring, pop – fun, rock – loud*. Write the words on the board.

-  **Setting lesson goals:** Invite two students to the front of the class, making sure that one is taller than the other. Ask them to stand next to each other. Say and write on the board: *X is tall, but XX is taller*. Ask the class what they think the lesson is going to be about. Allow them to look at their books if necessary. Elicit that it is about comparing two people or things.

Exercise 1 5.5

- Elicit or teach *talent show* and ask the class if they know of, and watch, any famous talent shows on TV.
- Check the answers as a class. Then play the audio for students to listen and read again.

Exercise 2

- Ask students to study the examples in the Grammar box. Explain the spelling rules for comparatives: if the adjective has got only one syllable, we add *-er* (*tall – taller*); if the one-syllable adjective ends in one vowel and one consonant, we double the last consonant (*big – bigger*); if the one-syllable adjective ends in *-e*, we add *-r* (*nice – nicer*); if an adjective ends in a consonant + *-y*, we change the *-y* to an *-i* and add *-er* (*happy – happier*); if an adjective has more than one syllable, we use *more* + adjective.
- Explain that good and bad are irregular adjectives, so their comparative form is different (*better, worse*).

Exercise 3

- Elicit the correct answers.
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 240 for **less confident** students. This is an exercise to help students recognise and use comparatives.
-  **Monitor learning:** Use the Popsicle stick technique to check answers.

Exercise 4

- Explain that to make comparative sentences from the prompts, students should use the correct form of the verb *to be*, select the correct comparative form and add *than*.

Exercise 5

- Go through the list of adjectives with the class and check for understanding by eliciting the comparative forms. Ask students to work on their own to make comparative sentences and then work with a partner to compare their ideas to see if they have the same opinion.
- Invite pairs to read out a sentence that they agree on and one that they disagree on. Have a class vote to see whose opinion the rest of the class agrees with.
- FINISHED EARLY?** Ask students to write a comment about Jaden and Louis for the online post in Exercise 1 using comparatives.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

5.3

READING AND VOCABULARY

The Teenage Challenge

Lesson aims

- Students can understand an article about a music challenge.

For the teacher

- Vocabulary Memory Game
- Need support?* worksheet, page 240
- Photocopiable activity:** *What do you think of ...?*

For the student

- Workbook, page 51
- Extra Practice Activities:** Vocabulary

Lead-in

Ask students to think about their favourite singer or group. Then, ask them to mingle around the classroom to find a classmate with the same favourite. When students have found someone, ask them to sit down and make a list of adjectives to describe this singer or group.

-  **Setting lesson goals:** Write the lesson aim on the board. Say: *Today you will read an article about trying new things.*

Exercise 1

- Put students into pairs to discuss the questions and elicit some answers from the class.
- Ask students where they can see live music in their town, city or region.

Exercise 2 5.6

- If necessary, explain *challenge*.
- Ask the class if they like trying new things. If so, allow them to explain what new things they have tried recently. Alternatively, ask them what their teenage challenge would be and why.

Exercise 3

- EXAM** A2 Key for Schools, Reading and Writing, Part 3, (three-option multiple choice)
- Pre-teach: *alright, hard, smart, the lights*.
- Read the questions together, check for understanding and explain that each sentence refers to each paragraph of the text. If necessary, do the first together as an example. Elicit the answer and ask students why the other options are not possible (a – her friends think it is boring, but the text doesn't say if Hannah does; b – Hannah says that she thinks R & B is cool and pop music is alright, so she must listen to those types of music.).
- When students have checked their answers, elicit why the other options aren't possible.
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 240 for **less confident** students. This is an exercise to help students understand the text.

Exercise 4 5.7

- Read the information in the Vocabulary box as a class and check for understanding by asking students what they would use the adjectives *brilliant, interesting* and *boring* to describe. Then play the audio for the students to listen and repeat the words.
- Explain the task and tell students that some adjectives can be either positive or negative depending on how they are said. Direct them to *alright* and say that when our voice goes down at the end of this adjective, it usually means that it is being used negatively. When it goes up, it usually means that it is being used positively. To demonstrate, say in both ways: *The film is alright*.
- Allow students time to complete the task before you check the answers.
- NEED SUPPORT?** Pair **less confident** students with **more confident** students who can help them with the exercise.

Extra activity

Tell students to work on their own to write the name of an object, person or activity they would describe with each of the adjectives in the box, e.g. *Physics – alright, football – boring*, etc. Then put students into groups of three. They should take turns to read out the name of one of their objects/people/activities while the rest of the group guesses which adjective they think describes it. When they have finished, invite groups to share some of their ideas with the class.

Exercise 5

- Explain that some of the adjectives in the box don't have comparative forms (*alright, great, OK*). We can't say that something is *more alright, more great* or *more OK* than something else. Explain that students should use these adjectives in their base form and that if they want to use a comparative form, they should use the comparative adjectives *better* or *worse* as in the examples. When they are ready, invite pairs to share their sentences with the class.

Exercise 6

- When students have finished writing about their chosen topic, invite some to read out their texts to the class.
-  **Peer learning:** Ask students to work in pairs and swap texts. Students read their partner's work, correct if necessary and suggest any improvements. Students then return texts and write a second draft.
- **FINISHED EARLY?** Write the sentence stem on the board: *I think ... is ...*. Explain that students should write the name of a book, film, singer or group in the first space and one of the opinion adjectives in the second space. Students complete the sentence as many times as they can with their own ideas.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then go through each exercise in the lesson, asking students how they feel about it. Check answers using Traffic Light cards. If there are lots of reds for a particular exercise, find time to review it.

5.4

GRAMMAR

Superlatives

Lesson aims

- Students can compare more than two people or things.

For the teacher

- *Need support?* worksheet, page 240
- Grammar presentation
- Photocopiable activity: *Comparing pianos*
- Test: Grammar Check 5

For the student

- Grammar Time, Student's Book, page 130
- Workbook, page 52
- Extra Practice Activities: West Green video, Grammar

Lead-in

Quickly brainstorm adjectives and their comparative forms and write on the board. Write the following sentence on the board: *Classical is better than country*. Explain that students must now write a comparative sentence chain starting with the last noun of the sentence on the board, e.g. *Country is more interesting than Maths*. Students continue the chain using the last noun of the previous sentence they wrote. Set a time limit of two minutes. When the time is up, ask students to count their sentences. The winner is the student with the most.

-  **Setting lesson goals:** Invite three students to the front of the class, making sure that they are all different heights. Ask them to stand next to each other in front of the board. Say and write on the board: *X is tall, XX is taller, but XXX is the tallest*. Ask the class what they think the lesson is going to be about. Allow them to look at their books if necessary. Elicit that it is about comparing more than two people or things.

Exercise 1

- Ask students to study the photo and describe with a partner who they can see (Mateo and Lena) and what they think is happening. After students have answered the question, elicit the answer.

Exercise 2 22 5.8

- Play the video or audio all the way through. In classes that are using the audio, explain that Mateo and Lena are in a guitar shop. Mateo wants to buy a cheap guitar because he is learning the instrument. Check the answer as a class.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask **less confident** students comprehension questions, e.g. *When is Mateo's first guitar lesson?* (next week). *What does Mateo borrow from Lena?* (her guitar). *Which is the cheaper place to buy guitars: the shop or online?* (online). Elicit answers before continuing the video or audio.

Exercise 3

- Students discuss the questions with a partner. Elicit ideas from the class.
-  **Peer learning:** Before you elicit ideas from the class, ask pairs to work with another pair to compare their answers to the questions. Remind them that they can change their answers if they feel there is a good reason to do so.

Exercise 4



Self-management: self-control

Self-control refers to the ability to keep emotions and behaviour under control in order to achieve a set target. This task helps students to make better decisions when they go shopping. It will teach them not to be impulsive when they might buy something they either don't need or can't afford.

- Ask students to think about the question individually before they discuss it in groups. Encourage them to agree on the best thing to do in the list. Ask them to think of situations in which it is good to demonstrate self-control, such as doing homework instead of going out with friends. Elicit answers.
- **NEED SUPPORT?** With **less confident** students, carefully explain the task and, if necessary, allow students to discuss in their own language. Elicit and summarise their key points in English.

Exercise 5

- Ask students to study the examples in the Grammar box. If necessary, review the spelling rules for comparative adjectives (see page 195 of the Teacher's Book) before you put students into pairs. Ask them what they notice about the spelling rules for superlative adjectives (one syllable adjectives, we add *-est*; if the one-syllable adjective ends in one vowel and one consonant, we double the last consonant before we add *-est*; if an adjective ends in a consonant + *-y*, we change the *-y* to an *-i* and add *-est*; if an adjective has more than one syllable, we use *most* + adjective). Point out that we normally use *the* before superlative forms (*the best guitar*), but that we don't with possessive pronouns (*my best friend*). Remind students, or elicit, that we use superlatives to compare more than two things.

Exercise 6

- Set a time limit and then check answers with the class. Discuss the sentences and have a class vote to find the most surprising fact.

Exercise 7

- Allow students time to think about what they are going to tell their partner. When students have finished, invite them to tell the rest of the class about their family and friends.
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 240 for **less confident** students. This is an exercise to help students with the speaking activity.
- FINISHED EARLY?** Ask students to write sentences about their partner's family and friends using the ideas in the box.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to write a superlative sentence in their notebook. Then, ask students to take out their Emoji response cards and ask the class: *Can you compare more than two people or things?* Check answers using Emoji cards. If there are lots of neutral or sad emojis, find the time to review the lesson.

5.5

LISTENING AND VOCABULARY

Make Music Day

Lesson aims

- Students can understand a radio programme about live music.

For the teacher

- Photocopiable activity: *Draw the word*

For the student

- Workbook, page 53
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Write *music festival* on the board and ask students to discuss in pairs or small groups what one is and if they know of any famous music festivals in their own country.

-  **Setting lesson goals:** Ask students to study the photos and discuss in pairs what they think the lesson is about. Elicit ideas. If no student guessed correctly, say: *Today you will understand a radio programme about a music festival.* Write this on the board.

Exercise 1

- After students have answered the questions, invite them to say which performance they think they would prefer to listen to and why.

Background note

Make Music Day first started in France in 1982.

Its name in French is *Fête de la Musique*, which means *Make Music* in English. On 21 June every year, musicians gather in parks and streets in 125 countries around the world to perform free of charge to the public. However, in 2020 and 2021 the celebration was an online only event because of the Covid-19 global pandemic.

Exercise 2 5.9

- Read the information in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation. Elicit which of the words could be used to describe people or things in the two photos in Exercise 1 (top photo: *band, concert, group, singer, stage, audience*; bottom photo: *band, concert, group, street musician*).
- Display the digital flashcards available on the Portal in a random order and elicit the correct words.
-  **Independent learning:** Remind students to add another category (Live music) and the words in the Vocabulary box to their visual dictionaries.

Exercise 3 5.10

- When students have checked their answers, ask them where in their town, city or region they can see a concert, street musicians or an orchestra. Then, ask them where in their school they can find a stage (if there is one).

Exercise 4 5.11 audioscript page 251

- Before students listen to the audio, ask them to predict the answers to the two questions. Play the audio while students listen and check their predictions. Elicit the correct answers from the class.

Exercise 5 5.11 audioscript page 251

- EXAM** International Certificate Level A1, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 2, (gap fill)
- Ask students to read through the notes and to think about what kind of information they need (1 *a date*, 2 *a year*, 3 *a place*, 4 *a number of countries*, 5 *a phone number*). Play the audio while students complete the notes.

- **NEED SUPPORT?** Write the following answers and distractors on the board and ask **less confident** students to choose from them to complete Exercise 5: *1982, parks, 120, 31 July, theatres, 21 June, 1992, 1,200.*

Exercise 6

- Set a time limit for students to discuss the questions in pairs. Then have a class discussion.
- **NEED SUPPORT?** Before **less confident** students ask and answer the questions in pairs, write your answers to the questions on the board. These can act as model answers for the class.

Extra activity

Put students into groups and tell them that they are going to organise a music festival in their town or city. Ask them to discuss and agree on what singers and groups are going to take part in their festival, and where and when it is going to be held. When each group has organised their festival, they could make a poster to announce it. They can create a paper poster or use digital poster tools. Display the posters around the classroom, ask students to look at them all and then have a show of hands vote on the best festival.

Exercise 7 5.12

- When students have checked their answers, elicit that when we talk about an activity, *enjoy* has a similar meaning to *like*. Point out that if we use a verb after *enjoy*, it is in the *-ing* form, e.g. *I enjoy listening to jazz music.*

Exercise 8 23 videocript page 251

- Pre-teach: *rock 'n' roll, musical, alternative rock, to be supported by.*
- Play the video all the way through. Then ask: *What's the video about?* (people answering the questions from Exercise 7).
- Play the video again and ask students to write down as many of the answers as they can. Pause the video between each question. Elicit answers as a class.

Exercise 9

- When students are ready, invite some to ask and answer the questions in front of the class.
- **FINISHED EARLY?** Write the question on the board: *What kind of ... do you enjoy the most?* Ask students to think of ways to complete the question, such as books, films, video games, etc. If there are multiple fast finishers, put them into pairs to ask and answer their questions.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then use the Basketball technique. Throw a ball to a student and ask them one of the questions from Exercise 7. When they have answered it, ask them to throw the ball to another student and ask another of the questions. Continue until all the class has asked and answered a question, stop the game and give feedback to the class on any mistakes you heard.

5.6 SPEAKING

Suggestions

Lesson aims

- Students can ask for, make and respond to suggestions.

For the teacher

- *Need support?* worksheet, page 240
- **Photocopiable activity:** *Give them a present*

For the student

- Workbook, page 54
- **Extra Practice Activities:** West Green video

Lead-in

Put students in groups and ask them to brainstorm all the words they remember from the unit. To prompt them, write the following on the board: *Musical instruments, Types of music, Opinion adjectives, Live music.* Elicit some ideas from students, but don't write on the board. Tell students that they are now going to play Word association in their groups. The first student says a word and the next student has to say a word that they associate with it, e.g. *classical – violin.* The following student then says a word they associate with that word. If a student can't think of a word, they miss a turn.

-  **Setting lesson goals:** Draw a speech bubble on the board with the text: *What film do you want to watch?* Add another speech bubble with the text: *Let's watch Spiderman.* Then ask students to guess the lesson aim. Elicit ideas from the class. Then write the lesson aim on the board and read it out with students. Check for understanding and see if any students guessed it correctly.

Exercise 1 24 5.13

- Elicit what the students remember from the video in Lesson 5.4.
- Play the video or audio all the way through. In classes that are only using the audio, explain that Mia, Lena and Noah are making a music video for Lena's new song, which she wants to put online. Mia and Noah are worrying about the light and what Lena is wearing. However, Lena is feeling relaxed. Check answers as a class.
- Direct students to the Sounds good! box and ask them to find the words and expressions in the dialogue. Allow students a few moments to think about what each means. Then elicit or teach that *Excuse me!* is used as an apology when we interrupt somebody who is talking and *You're right!* is an informal way of saying *You're correct.*
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Why does Noah want to film in the garden?* (The light's better.) *What colour is Mia's T-shirt?* (red). Elicit answers before continuing the video or audio.

Exercise 2

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class.
- Point out that the verb after *Why don't you/we ...?* and *Let's ...* is the infinitive (without *to*). Then explain that either a noun or a verb can follow *How/What about ...?* However, the verb is in the *-ing* form (*How about filming in the garden?*).
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 240 for **less confident** students. This is an exercise to help students understand appropriate responses to suggestions.

Extra activity

Put students into groups of three to act out the dialogue. **Less confident** students can act out the dialogue without changing any words. Encourage **more confident** students to use the different forms of asking for and making suggestions, and replying.

Exercise 3 5.14

- Ask students to cover the Speaking box and the dialogue and to try to complete the exercise without referring to them. If there are any words or phrases they can't remember, tell students to leave the gaps blank and that they can complete them when they listen to the audio.

Exercise 4 5.15 audioscript page 251

- Explain to the class that for each suggestion, there may be more than one way of responding. Play the audio and pause after the first suggestion. Elicit the possible ways of responding. Repeat for each suggestion.

Exercise 5

- Go through the instructions with the students. Point out that ideas have been given for making suggestions, but that students should also try to think of their own ideas. When they have finished, invite pairs to roleplay one of the situations in front of the class.
- **NEED SUPPORT?** Before students discuss in pairs, ask **less confident** students to write what they want to say in their notebooks. Also ask **less confident** students to work with **more confident** students, who can help their partner with any difficulties they may have.
- **FINISHED EARLY?** Ask students to write a short dialogue between two friends who are making suggestions about what to do tonight. Encourage them to use different phrases from the Speaking box.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students how they feel about the phrases in the Speaking box. Check answers using Emoji response cards. Look at the results and if there are lots of neutral and sad emojis, find time to review the language.

5.7

WRITING

Text messages

Lesson aims

- Students can write text messages.

For the teacher

- Photocopiable activity: *Texts and tweets*

For the student

- Workbook, page 55

Lead-in

Ask students how often they send text messages and to whom. Then, work as a class to create a typical text message, encouraging students to elicit ideas. Write this message on the board and, if possible, use some of the text speak and emojis that feature in the Writing box.

-  **Setting lesson goals:** Students study page 69, then ask them: *What are we going to learn today?* Elicit some ideas and write on the board. Then write on the board and say: *Today we will learn to write messages.* Check if any students guessed correctly.

Exercise 1

- Allow students time to think about their answers to the question before they discuss them in pairs. If necessary, revise adverbs of frequency before students answer the questions.

Exercise 2

- Students read the text messages and answer the questions. Don't answer any vocabulary queries at this stage.

Exercise 3

- Go through the phrases in the Writing box together and check for understanding. Tell students that this is often called *text speak*. Explain that people leave out unimportant words to save time. Write a few examples on the board, e.g. *Meet at 8? New restaurant in town! Hungry! Want to eat!* Put students into small groups to discuss what the full forms could be. Explain that there is more than one correct answer. Elicit and write on the board: *Do you want to meet at 8 o'clock? There's a new restaurant in town! and I'm hungry! I want to eat!.*
- Set a time limit for students to complete the task then check the answers as a class.

Exercise 4

- Ask students to study the Writing box then cover it before they do the activity. Then invite students to write the answers on the board in *text speak*.
- **NEED SUPPORT?** Ask **less confident** students to work in pairs. Student A does sentences 1, 3 and 5, and Student B does 2, 4 and 6.

Exercise 5

- Write *emojis* on the board and elicit that these are simple pictures used in messages that represent emotions and objects. Go through the Language box together and allow students time to complete the activity. Check answers as a class before students explain any other emojis they use.

Background note

The word **emoji** is from the Japanese language. It means *picture word*. These were first used in text messages in Japan in the late 1990s. At first, there were 176 emojis, and they were only available on one type of mobile phone. In the early 2000s, more mobile phone companies started offering emojis on their phones and their popularity soon spread around the world. There are more than 3,500 different types of emoji today.

Exercise 6

- Allow students to work in pairs to write the full versions of each message. When they have finished, invite students to the front of the class to write the full messages on the board.

Exercise 7

- Explain that students will write a message to a friend on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their message in their notebooks. Tell them to refer to the text in Exercise 1 and to the Writing Box in Exercise 3. Remind them about the use of emojis.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Students write their final draft in their notebooks, or you can set the task for homework.
- Students then swap messages with a partner and write a response.
- **FINISHED EARLY?** Ask students to write a list of why they typically send text messages, such as to a friend to arrange a time to meet or to explain that they are going to be late for something, etc.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to hold up their Emoji response cards to show how confident they feel about the lesson. If there are lots of neutral and sad cards, find time to review the lesson.

BBC CULTURE

Don't stop the music!

Lesson aims

- Students learn why it is good to learn a musical instrument.

For the teacher

- Photocopiable activity: *Project worksheet: a digital poster*

Lead-in

Put students into pairs. Ask them to discuss what they can see happening in the two photos on page 72 of their Student's Book. Ask: *Where are the children? Who is the teacher in each photo? Which do you think is better?* Elicit a few ideas from the class.

-  **Setting lesson goals:** Write the lesson aim on the board and ask questions to check understanding, e.g. *Do you play a musical instrument? What musical instrument do you play?*, etc.

Exercises 1–5

- Follow the instructions in the Student's Book.

Exercise 6 25 videoscript page 251

- **With video:** Play the video for students to watch and answer the questions. Check answers as a class.
- **Without video:** Give students the videoscript and ask them to find the answers to the questions in Exercise 6. Check answers as a class.

Background note

The **haptic baton** was invented by American composer Rolf Gehlhaar to help visually impaired orchestra musicians and conductors. The baton sends electronic messages about the movement of the baton to the musicians.

Exercise 7 25 videoscript page 251

- **With video:** Play the video again while students work individually. Check answers as a class.
- **Without video:** Students complete the task using the videoscript from Exercise 6.

Exercise 8

- Follow the instructions in the Student's Book.
- **PROJECT TIME** The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
-  **Peer learning:** Ask students to write one or two sentences in their notebook explaining why playing an instrument is good for you. Students compare their sentences with a partner.

Unit contents

Vocabulary

- Sports
- Sportspeople
- Sports collocations
- Places to play sport
- Sports competitions

Grammar

- *Was/Were*
- *There was/There were*
- Past Simple affirmative: regular and irregular verbs

Speaking

- Talking about hobbies and interests

Writing

- A report

Future skills

- Social responsibility: ethical competence
- Self-management: persistence

Exam

- International Certificate Level A1, Reading, Section 6, (open-ended questions)
- A2 Key for Schools, Listening, Part 1, (3-option multiple choice)/International Certificate Level A1, Listening, Section 1, (three-option graphical multiple choice)

For Online Classroom, go to the Portal. 

6.1

VOCABULARY

Sport

Lesson aims

- Students can talk about sports and sportspeople.

For the teacher

- Vocabulary Memory Game
- Photocopiable activity: *Odd one out*
- Test: Vocabulary Check 6

For the student

- Workbook, pages 58–59
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Write *sport* vertically on the board. Using the first two letters, write the words *swimming* and *play*. Ask students to work in pairs to make sport-related words only with the other letters. Set a time limit and then elicit ideas.

-  **Setting lesson goals:** Ask students to study the photos and discuss with their partner what they think the lesson is about. Elicit that it is about sport and sportspeople.

Exercise 1

- Ask students to list sports that they know. Then ask them to list individual sportspeople who do those sports. If they have one, encourage students to tell their partner what their favourite sport is and who their favourite sportsperson is. Write: *My favourite sport is ...* and *My favourite sportsperson is ...* on the board if necessary.

Exercise 2 6.1

- Read the information in Vocabulary box A as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation. Then draw students' attention to the sports that end in *-ing*. Explain that these are verbs in the *-ing* form that are being used as nouns (*gerunds*). Elicit the infinitive forms (*to cycle, to skate, to run, to ski, to swim*).

- Ask which six sports are not in the photos (baseball, football, ice hockey, ice-skating, roller skating, volleyball). Then explain *team sport* and *individual sport*. Students put the sports into the correct category.
- Ask students if they can add any more sports from their list in Exercise 1. If so, invite them to tell the class their sports and write these on the board.
- Play a memory game. Display the digital vocabulary cards available on the Portal in a random order and ask students to shout out the correct word.

Exercise 3

- Allow students to look at the website before asking: *What is your favourite sport to watch? What is your favourite sport to play?* Alternatively, ask students to mingle to find classmates with the same favourite sport to watch and play.
- **NEED SUPPORT?** To help less confident students answer the question, write the following on the board:
My favourite sport to watch is ... My favourite sport to play is ...

Exercise 4 6.2

- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation. When students have finished the exercise, point out that we can say *footballer* and *football player*. Explain, however, that we can't form words like this for all sports, e.g. we can't say *basketballer* or *baseballer*. Advise them that they should use *sport* + *player* unless they are certain they are correct.

Exercise 5

- Allow students time to complete the task on their own. Encourage more confident students to not look at box B while they are completing the missing words.

Background note

The **Trans-Siberian Extreme** is an annual bicycle race across Russia. It starts in Moscow and follows the route of the famous rail route, The Trans-Siberian Railway, to Vladivostok. The race is considered the most difficult cycling event in the world. Every year, around 30 riders start, but not everyone finishes.

Michael Phelps is one of the greatest swimmers of all time. He has won more Olympic gold medals than any other athlete. He won six in Athens in 2004, and five at the Olympics in Rio de Janeiro in 2016.

Usain Bolt is a Jamaican short-distance runner. He ran 100 metres in 9.58 seconds, a world record. During his career, Bolt won eight Olympic gold medals and eleven World Championship gold medals. Bolt also competed in the 200 metres and the 4x100-metre relay.

Exercise 6

- When students have completed the quiz and checked their score, ask them to write another quiz question in their groups. Explain that the question can be about one of the sports in Vocabulary box A or the sportspeople in Vocabulary box B. When groups have written their question, ask them to read it aloud for the other groups to answer.

Exercise 7 6.3

- Elicit the answers and check that students know the opposite of *win* (*lose*) and also teach them *draw* (when teams have the same number of points/goals at the end of a match). Explain that you can also win, lose and draw a match.

Exercise 8 6.4

- Before students do the task, check understanding of *in our family, train, is my life*.
- Set a time limit for students to complete the texts, then play the audio for them to listen and check.

Exercise 9 26 videoscript page 251

- Pre-teach: *darts, pool, snowboarding, rugby, domain, tournament*. If students have created a spider diagram, ask them to add these words to it.
- Play the video all the way through. Then ask: *What's the video about?* (people talking about sport).
- Play the video again and ask students to write down as many sports as they can. Pause the video between each question. Elicit answers as a class.

Exercise 10

- When groups have asked and answered the questions, invite students to tell the class about one of the members in their group.
- FINISHED EARLY?** Ask students to write down as many facts as possible that they remember from the lesson without looking in their books.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask each student a question about the new vocabulary they have learned in the lesson, e.g. *What sports require a ball to play? What is an example of a team sport?*, etc.

6.2 GRAMMAR

Was/Were, There was/There were

Lesson aims

- Students can use *was/were* and *there was/there were* to talk about the past.

For the teacher

- Need support?* worksheet, page 241
- Grammar presentation
- Photocopiable activity:** *The football match*
- Test:** Grammar Check 6

For the student

- Grammar Time, Student's Book, page 131
- Workbook, page 60
- Extra Practice Activities:** Grammar

Lead-in

Have a class discussion about football. Find out who likes watching it on TV, who likes playing it and what teams students support (teach the word *support*). Then ask about the World Cup and the name of the current world champions. If students naturally start talking about men's football, ask if they ever watch women's football and whether they know any names of women's football teams.

-  **Setting lesson goals:** Write the following on the board: *Last night, I was in the cinema. There were lots of people*. Ask students whether the sentences are about now or the past. Ask students what they think the lesson is going to be about. Elicit ideas then say: *Today you will learn to use was and were and there was and there were to talk about the past*. Write this on the board.

Background note

Women's football has been popular in the USA and in Japan for a long time. The USA is the most successful team, having won the World Cup four times. Many of the most famous football teams in Europe have a women's team, e.g. Real Madrid and Barcelona in Spain, Chelsea and Manchester United in England, and Lyon and Paris Saint-Germain in France.

Exercise 1 6.5

- Tell students they are going to listen to a recording about the first Women's World Cup. Play the audio while students listen, then ask them to open their books.
- Put students into pairs and ask them to look at the words in the box. Ask: *What information do you remember about each of the words?* Elicit and write on the board. Then ask students to read the text and check their answers.

Exercise 2

- When students have finished, point out that *was* is the past form of *am* and *is*, and *were* is the past form of *are*. Write *I, you, he, she, it* and *they* on the board and elicit whether each pronoun takes *was* or *were*. Draw students' attention to the questions in the Grammar box and the interview and elicit the position of *was* and *were*.
- Write the following on the board and elicit the same sentences in the past: *There is a desk in the classroom. We are on the beach. She isn't at home. Are you happy?* (*There was a desk ..., We were on ..., She wasn't ..., Were you ...?*)

Extra activity

Put some classroom objects on your desk, e.g. pens, a pencil case, some books, etc. Invite students to the front of the class and allow them time to look at the objects. Tell students to sit down, and remove the objects. In pairs, students remember what classroom objects were on your desk using *there was* and *there were*.

Exercise 3 6.6

- When students have finished the exercise, ask them to close their books. Ask questions to check what they can remember: *Which World Cup is the text about?* (the 2019 World Cup). *Where was it?* (France). *Which teams were in the final?* (the USA and the Netherlands). *What was the score?* (the USA 2 – the Netherlands 0). *Who was the best player?* (Megan Rapinoe).

Exercise 4

- Before students complete the exercise, review *there is/there are*. Elicit some statements about the classroom or the students' town or city, e.g. *There is a rubbish bin. There are shops in the centre*. Elicit how we would make these sentences refer to the past, e.g. *There was a rubbish bin. There were shops in the centre*.
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 241 for **less confident** students. This is an exercise to help students recognise which form of *there was/there were* to use.
-  **Monitor learning:** Use the Popsicle stick technique to check answers.

Exercise 5 6.7

- Elicit students' choices before they listen to check their answers.

Exercise 6

- When students have taken turns to ask and answer the questions, invite pairs of students to demonstrate their dialogues.
- FINISHED EARLY?** Students write as many of their partner's answers from Exercise 6 as they can in a set time limit.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

6.3

READING AND VOCABULARY

Sports fun facts

Lesson aims

- Students can understand short texts about sports facts.

For the teacher

- Vocabulary Memory Game
- Need support?* worksheet, page 241
- Photocopiable activity: *Draw it*

For the student

- Workbook, page 61
- Extra Practice Activities: Vocabulary

Lead-in

Ask students if they know what a *fun fact* is (some strange but true information). Write the following fun facts on the board: *In the past, oranges were green. There are 421 different words for snow in the Scottish language. The Eiffel Tower in Paris grows taller in the summer. The very first dictionary in English doesn't contain the word 'dictionary'.* Explain that only three of the facts are correct. Put students into pairs to discuss which fact they think is incorrect (The very first dictionary in English doesn't contain the word 'dictionary').

-  **Setting lesson goals:** Ask students to study the title of the text and the photos, and discuss with their partner what they think the lesson is about. Elicit ideas. If no student guessed correctly, say: *Today you will understand short texts about sports facts.* Write this on the board.

Exercise 1

- Put students into pairs to discuss the questions and elicit some answers from the class.

Exercise 2 6.8

- If students don't know the meaning of any of the words in the box, ask them to use a dictionary to help them.
- Ask students to quickly read the three texts to answer the question. To help them do this, explain that they should only look for the name of a sport in each of the texts. Check answers as a class.

Exercise 3

- **EXAM** International Certificate Level A1, Reading, Section 6, (open-ended questions)
- Explain that students are going to read the articles in more detail to answer six questions. Before they do, direct them to the questions and ask them to identify the key words in each (1 *Where, Rufus, work*; 2 *Who, first, 'bird chaser'*; 3 *How many, were, basketball teams*; 4 *Who, inside, cage*; 5 *What, can't use*; 6 *How old, cycle ball*). Explain that finding these words in the text will help them to find the necessary information.
- When students have done the exercise and checked their answers, check answers as a class.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 241 for **less confident** students. This is an exercise to help students answer questions about the text.

Exercise 4 6.9

- Read the information in the Vocabulary box as a class. Play the audio for the students to listen and repeat the words. Pause after each word to check students' pronunciation. Check which of the places are mentioned in the texts. Tell students that *football field* usually refers to the game of American football and *football pitch* usually refers to the game of football. If necessary, explain that American football is a sport played between two teams of eleven players. The object of the game is to get more points than the other team by scoring touchdowns.

Extra activity

Direct students back to Vocabulary box A in Lesson 6.1. Ask them to discuss in pairs where each of the sports are played. Allow them to go online if possible. (baseball – field; cycling – velodrome, track; ice hockey – hockey rink; ice-skating – rink; judo – dojo; roller-skating – roller rink, skate park; skiing – piste; volleyball – court, beach).

Exercise 5

- Set a time limit for students to do the exercise. Elicit the answers and then have a class discussion about the places to play sport at school. Remind students to use *There is* and *There are*.

Exercise 6

- Allow students time to think about the questions before they ask and answer with a partner.
- **FINISHED EARLY?** Write the sentence stem on the board: *A ... is a place where you can ...*. Explain that students should write a sports place in the first space before they complete the sentence with their own ideas, e.g. *A basketball court is a place where you can play basketball*.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then go through each exercise in the lesson, asking students how they feel about it. Use the Traffic Light cards to check answers. If there are lots of reds for a particular exercise, find time to review it.

6.4

GRAMMAR

Past Simple affirmative: regular and irregular verbs

Lesson aims

- Students can use the Past Simple to talk about past events.

For the teacher

- *Need support?* worksheet, page 241
- Grammar presentation
- **Photocopiable activity:** *Pairs*
- **Test:** Grammar Check 6

For the student

- Grammar Time, Student's Book, page 131
- Workbook, page 62
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Ask students to think about the activities they do before they get to school, e.g. wake up, get up, have a shower, etc. Ask them to write as many sentences as they can, e.g. *I get dressed before breakfast*. When students are ready, put them into small groups to compare sentences. Tell students that these sentences will be used again later in this lesson.

-  **Setting lesson goals:** Say and write on the board: *Yesterday, we played basketball. We won the match.* Ask students what they think the lesson is going to be about. Elicit ideas then say: *Today you will learn to use the Past Simple to talk about past events.* Write this on the board.

Exercise 1 27 6.10

- Ask students to study the photo and describe in pairs who they can see (Noah and Mia) and what they think they are doing and why. After students have answered the question, elicit the answer.
- Play the video or audio all the way through. In classes that are only using the audio, explain that the race is taking place in a local park. The teacher first thinks that Noah won the race, but he didn't as he didn't follow the route. Check the answer as a class.

Exercise 2



Social responsibility: ethical competence

Ethical competence refers to the ability to identify ethical standards and issues and react to them accordingly. This task helps students to identify when ethics are relevant to a situation and apply reasoning to make decisions in ethically ambiguous situations.

- Pre-teach: *make a mistake, find out, fault*.
- Ask students to think about the question individually before they discuss it with a partner. Have a show of hands vote to discover what the best thing to do is and encourage **more confident** students to explain their reasons.

- **NEED SUPPORT?** With **less confident** students, allow students to discuss in their own language if necessary. Elicit and summarise their key points in English.

Exercise 3

- When students have read the Grammar box, check understanding by asking when we use the Past Simple (to talk about a finished action in the past). Then explain the time expressions by drawing a time line on the board. At one point on the right of the line, write *now*. Then elicit where each of the expressions go on the time line (in order: *this morning, last night, yesterday, last week, last month, last year*).
- Before students write the past simple form of the verbs in the box, elicit the spelling rules for Past Simple affirmative regular verbs (most verbs add *-ed*; verbs ending in *-y*, remove the *-y* and add *-ied*; verbs ending in one vowel and one consonant, double the consonant and add *-ed*; verbs ending in *-e* add *-d*).
- Students write the past simple forms of the verbs on their own, then check answers as a class.

Exercise 4 6.11

- Play the audio while students listen and repeat. Ask what they notice about the pronunciation of the *-ed* endings. Explain that we pronounce it /d/ when the infinitive ends with a voiced consonant sound (*loved*); as /t/ when the infinitive ends with an unvoiced consonant sound (*asked*); and as /ɪd/ after /t/ or /d/ (*started*). Explain the difference between voiced and unvoiced consonants by asking students to place a finger on either side of their throat while they say the infinitive of the verb. There is a vibration if the verb is voiced, but there isn't if the verb is unvoiced.
- Put students into pairs to put the verbs in the correct column of the table, then check answers.

Exercise 5 6.12

- When students have found the verbs, explain that there are no real patterns for irregular verbs. Students should treat them as vocabulary items.
- **NEED SUPPORT?** Prepare copies of the photocopyable worksheet on page 241 for **less confident** students. This is an exercise that will help students recognise the Past Simple form of some irregular verbs.
-  **Independent learning:** Encourage students to keep a record of Past Simple irregular verbs in their notebooks or learning diary. Ask them to also write sentences with the irregular verbs to put them into context.

Exercise 6

- Tell students that if there are any verbs for which they don't know the Past Simple form, they can refer to the irregular verb list on page 135. Explain that if the verb is not on this list, then they can assume that it is a regular verb, so it has got an *-ed* ending.
- When students have listened to the audio and checked their answers, elicit the correct pronunciation of the regular verbs.

Exercise 7

- When pairs have finished, elicit their sentences and ask the rest of the class to say which ones are true for them.
- **FINISHED EARLY?** Ask students to write their partner's true sentences from Exercise 7.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to think about the lesson and reflect on their learning. Ask them to answer the following question on a piece of paper: *Do you think the lesson is easy or difficult?* Ask them to leave the piece of paper on your desk as they leave the classroom. If a lot of students answered *difficult*, find the time to review the lesson.

6.5

LISTENING AND VOCABULARY

Sporting moments

Lesson aims

- Students can understand a radio programme about sports.

For the teacher

- *Need support?* worksheet, page 241
- Photocopiable activity: *Add three*

For the student

- Workbook, page 63
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Ask the class if they often go to any sporting events, e.g. football matches, basketball games. If so, encourage students to tell their classmates what events they go to and the last one they went to. If no student goes to any sporting event, ask them what sporting events they can see in their town, city or region.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with the students. Ask questions to check understanding, e.g. *What sports events can you listen to on the radio?*

Exercise 1

- When students have answered the question, elicit why you can experience the emotions of happy and sad when you watch your favourite sports team or player, e.g. *because the team wins or because the team loses*. In a class of **more confident** students, encourage students to say when they were the happiest and the saddest at a sporting event.

Exercise 2 6.14

- Read the information in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Check that students understand the difference between *a cup* and *a league* (In a cup, if you lose a match you have to leave the tournament. In a league, each team or player plays a number of games, which they can either win, lose or draw.).

- Ask students how many teams/players normally take part in a semi-final (four) and a final (two). Elicit the names of different sports tournaments, such as the World Cup and the Olympic Games, etc.

Exercise 3 6.15 audioscript page 252

- Before students listen, pre-teach: *radio phone-in* (when members of the public call a radio show and speak on the radio about a particular topic or event).
- When students have done the exercise, elicit the answers and the information in the audio that helped them (1 *The interviewer says 2016*; 2 *Emma says the word race*; 3 *Sam lost some tickets*; 4 *Jim mentions lots of sports that he does*).

Exercise 4 6.15 audioscript page 252

- **EXAM** A2 Key for Schools, Listening, Part 1, (three-option multiple choice)/International Certificate Level A1, Listening, Section 1, (three-option graphical multiple choice)
- When students have finished, elicit the answers and what was said that might have distracted the students (1 *Keith says he watched the tennis match on TV at the tennis club, not at home*; 2 *Emma's time was 39.14, but the winning time was 32.40*; 3 *The original tickets cost 45 pounds, but the replacements were 75 pounds*; 4 *Jim goes jogging every morning, and he only does judo and plays badminton at the weekends*).

Exercise 5

- When students have finished, check that they understand the rules for using the various verbs (*play* + team or ball sports; *go* + -ing; *do* with other activities).

Extra activity

Put students into groups of three. Give each group three pieces of paper and tell them to write *do*, *play* and *go* on them in big letters (so they can be seen across the room). Each group member holds one verb. Explain that you will say a sport and they should hold up the correct verb. Nobody is allowed to talk. Each group starts with ten points. Groups lose a point if: they are last to hold up the correct verb; they hold up the wrong verb; they hold up two verbs. The winner is the group with most points at the end. Suggested sports: judo, swimming, ice hockey, badminton, running, exercise, jogging, etc.

Exercise 6

- When students have finished, put them in pairs to compare answers.

Exercise 7

- When students have finished, play the audio to check the answers.

Exercise 8 28 videoscript page 252

- Pre-teach: *be knocked out (of a tournament)*, *atmosphere*, *enthusiastic*, *cheer*, *handball*, *figure skating*, *qualifier*.
- Play the video all the way through. Then ask: *What's the video about?* (people talking about sporting moments).

- Read the sporting events in the box together, then play the video again and ask students to tick the events mentioned. Pause the video between each speaker. Elicit answers as a class.

Exercise 9

- Tell students that if they can't think of a real example, they can use their imagination and invent a story about a sporting moment. Give them a minute to think of their ideas and then put them into small groups.
- Set a time limit. When students have finished, invite one member from each group to tell the class about one of the sporting moments discussed in their groups.
- **FINISHED EARLY?** Ask students to write a few sentences to describe their sporting moment.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to write down as many new words as they can remember from the lesson. Then ask them to read the lesson aim again and to reflect on their learning. Ask them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

6.6

SPEAKING

Talking about hobbies and interests

Lesson aims

- Students can talk about hobbies and interests.

For the teacher

- *Need support?* worksheet, page 241
- **Photocopiable activity:** *Complete the conversations*

For the student

- Workbook, page 64
- **Extra Practice Activities:** West Green video

Lead-in

Write *hobby* on the board and explain that this is something you like doing in your free time, e.g. reading books, doing sport, playing video games, painting. Put students into small groups and set a time limit for them to brainstorm different hobbies. Elicit and write on the board. Then ask students if they have got a hobby. If so, ask what it is. If this is not on the board, add it.

-  **Setting lesson goals:** Ask students what they think the lesson is going to be about. Elicit ideas then say: *Today you will learn to talk about hobbies and interests.* Write this on the board.

Exercise 1 29 6.18

- Elicit what students remember from the video in Lesson 6.4.
- Play the video or audio all the way through. In classes that are only using the audio, explain that Lena doesn't look interested while Mia and Adam are talking about sport. This is because she doesn't like playing sport. Check answers as a class.

- Direct students to the Sounds good! box and ask them to find the words and expressions in the dialogue. Allow students a few moments to think about what each means. Then elicit or teach that *Me too* is something we say when we agree with someone or we do the same thing, e.g. 'I like football.' 'Me too.'; *Like what?* is an informal way of saying *Can you give me an example?*, e.g. 'I do lots of things in my free time.' 'Like what?'; and *That's it!* is used to say that something is correct, e.g. 'I think the answer is 100.' 'That's it!'.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Does Mia play basketball?* (Yes, she does.) *What TV show does Lena like?* (Mrs Myers' Mysteries). Elicit answers before continuing the video or audio.

Exercise 2

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class.
- Draw students' attention to the prepositions after *keen* (on), *fan* (of), *interested* (in) and *to be* (really) (into). Explain that these phrases are often tested in exams.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 241 for **less confident** students. This is an exercise to help students learn which prepositions to use in phrases when talking about hobbies and interests.

Exercise 3

- Ask students to cover the Speaking box and the dialogue, and to try to complete the exercise without referring to them. When students have finished, check answers with the class.

Exercise 4 6.19

- Put students into pairs and tell them to cover the sentences a–f. Ask pairs to read what Kate says before and after each of Jack's responses, and tell them to work together to guess the responses. When they are ready, elicit their ideas. Then tell pairs to uncover the sentences and to do the matching activity.

Exercise 5

- Tell pairs to ask and answer questions in a similar way to what was done in Exercise 4. Encourage them to think of more questions to ask, e.g. *How often do you ...?* to ask about frequency.
- **FINISHED EARLY?** Ask students to write a few sentences about their partner's hobbies.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then use the Basketball technique. Throw a ball to a student and ask them one of the three questions from the Speaking box. Encourage them to use one of the expressions from the lesson in their answer. When they have answered, ask them to throw the ball to another student and ask them one of the questions. Continue until all the class has asked and answered a question, stop the game and give feedback to the class on any mistakes you heard.

6.7

WRITING

A report

Lesson aims

- Students can write a report.

For the teacher

- Photocopiable activity: *Truth or lie?*

For the student

- Workbook, page 65

Lead-in

Write *sports day* on the board. Then either elicit or explain what a sports day is (an event during which different teams participate in different sports). Ask students if they have ever taken part in a sports day. If so, ask them to tell the class about it.

-  **Setting lesson goals:** Allow students a few moments to study the text before you ask them to close their books. Ask: *What type of text is it?* Elicit some ideas and write on the board. If necessary, tell them it is a report and say: *Today we will learn to write a report.*

Exercise 1

- Put students into pairs and ask them to answer the questions. When they have finished, elicit some ideas from the class.

Background note

Sports days are common in schools in the UK.

Classes compete against other classes in the same school year in fun sports such as tug of war and the egg and spoon race (in which competitors have to run a short distance while holding a spoon with an egg balanced in it).

Exercise 2

- Students read the report and answer the questions, then check the answers as a class.

Exercise 3

- Go through the phrases in the Writing box together and make sure students understand what the phrases mean. Elicit what verb tense is being used (the Past Simple) and then direct students to *take part* and *take place* in the *What, when, where, who* section. Elicit or explain that *take part* means to participate/compete in an event and *take place* means to occur.
- Then set a time limit for students to complete the task, before you check answers as a class.

Exercise 4

- Ask students to look at the Language box and discuss as a class. Explain that we use adverbs of degree before an adjective to add emphasis. Then ask them to find examples in the blog. Check answers as a class.

Exercise 5

- Give students time to think of a sporting event; real or imaginary. Tell them to think what, when and where the event was, etc. and to write some sentences. Ask some students to read out their sentences to the class.

Exercise 6

- Explain that students will write a report on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their report in their notebooks. Tell them to refer to the text in Exercise 2 and to the Writing Box in Exercise 3. Remind them about the use of adverbs of degree.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Then, students write their final draft in their notebooks, or you can set the task for homework.
- **NEED SUPPORT?** Allow **less confident** students to write a shorter report than more confident students. They can do this by writing fewer details about the event.
- **FINISHED EARLY?** Ask students to write sentences with adverbs of degree to describe how they were feeling last weekend.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

SET FOR LIFE

Don't give up!

Lesson aims

- Students can learn to be strong when things are difficult.

For the teacher

- Photocopiable activity: *Two pandemic stories*

Lead-in

Write *give up* on the board and explain this is when you stop doing something because you think it is too difficult, such as learning a new musical instrument or learning a new language. Add *Don't give up* on the board. Elicit or teach that this is when you continue doing something very difficult to eventually improve. Ask the class to discuss in small groups more situations when it is important to not give up. Elicit ideas and write on the board.

-  **Setting lesson goals:** Write the lesson aim on the board. Check understanding by asking students what the word *strong* means in this context (not being easily upset or frightened).



Self-management: persistence

This lesson focuses on persistence strategies to help students to keep on working to complete a task despite any obstacles, and to discuss what they can do to keep motivated when they face difficulties. This helps students to recognise the connection between persistence and achievement at school, at home and in the workplace.

Exercises 1–5 6.24 audioscript page 252

- Follow the instructions in the Student's Book.

Exercise 6

- Students answer the question individually, then in pairs. If students feel comfortable discussing this in front of their classmates, elicit a few ideas from them.

Exercise 7

- Read the Useful Tips with the students and check understanding of the phrases *Take care of yourself*, *Don't give up* and *Stay positive*. Then, direct students to the three positivity cards at the bottom of the page and ask them to match them with some of the Useful Tips.
- Students answer the questions individually before discussing them in groups. Have a class vote to find the students' most useful tip.

Exercise 8

- Go through the steps with the class and allow students to ask any questions. Then ask students to look at the three positivity cards and, if necessary, allow them to re-read the Useful Tips before eliciting more examples of positive messages. Write these on the board. Alternatively, prompt students with the following words: *talk, exercise, keep at it, take it easy*.
- In pairs, students create their positivity cards. Allow them to either use a dictionary or you assist with any vocabulary queries.
- When students have made their cards, display them on the classroom wall. Encourage students to read each positivity card.
- **SELF-REFLECTION** Ask students to think about the way they worked with a partner to create the 'positivity cards'. Ask: *Did you like working with a partner? Is it easier to work with a partner or on your own? Did your partner help you and how? Did you help your partner and how?* Invite students to share their ideas.
-  **Peer learning:** Ask students to read the lesson aim again. Then give students two minutes to write down as many tips as they can remember from the lesson. Then they discuss and compare the tips in groups.

Unit contents

Vocabulary

- Computers and technology
- Dates in history
- Everyday technology
- Using a smartphone

Grammar

- Past Simple negative
- Past Simple questions and short answers

Speaking

- Agreeing and disagreeing

Writing

- An email

Future skills

- Collaboration: interpersonal communication

Exam

- A2 Key for Schools, Reading and Writing, Part 3, (three-option multiple choice)
- A2 Key for Schools, Listening, Part 5, (matching)

For Online Classroom, go to the Portal. 

7.1

VOCABULARY

History and technology

Lesson aims

- Students can talk about computers and technology and dates in history.

For the teacher

- Vocabulary Memory Game
- Photocopiable activity: *History quiz*
- Test: Vocabulary Check 7

For the student

- Workbook, pages 70–71
- Extra Practice Activities: Vocabulary

Lead-in

Ask students to think of one item of technology that they have at home and they know the English for, e.g. *smartphone, tablet, TV*. If students don't know the word in English, ask them to raise their hand and write it on a piece of paper for them. Students then draw a very simple drawing of that item of technology. Put students into pairs, have them show each other their drawings and ask them if they know what their partner's technology is. Elicit and write answers on the board.

-  **Setting lesson goals:** Ask students to study the photos in Lesson 7.1 and discuss with their partner what they think the lesson is about. Elicit ideas and write on the board. Say: *Today you will learn to talk about computers and technology and dates in history*. Check whether any students guessed correctly.

Exercise 1

- Set a time limit of two minutes for pairs to make a list. Elicit and add any new words to the board.

Exercise 2 7.1

- Read the information in Vocabulary box A. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- When students have finished, ask if they use any of the items and how often they do so. Encourage them to use full sentences with adverbs of frequency. Alternatively, display the digital flashcards available on the Portal in a random order and choose a student to say how often they use that item using adverbs of frequency.

Exercise 3

- Ask students to work individually, then check their answers in pairs.
-  **Monitor learning:** Use the Popsicle stick technique to check answers.

Exercise 4

- Pre-teach: *design, fit, battery life, land* (verb).
- When students have finished, check the answers with the class and ask each pair their score.
- For homework, ask students to go online and find more fun facts about computers and technology. Students share what they discover in the next class.

Exercise 5

- Quickly revise the Past Simple. Elicit when we use it (to talk about finished actions in the past) and how we form the Past Simple form of regular verbs (add *-ed*, *-d* or *-ied*).
- When students have finished, elicit the answers and drill the correct pronunciation of the regular verbs (/d/ – *designed, appeared, used*; /ɪd/ – *invented*). Then, ask them to choose one of the verbs and write two sentences with it – one using the Present Simple and one using the Past Simple, e.g. Present Simple: *I use a computer every day*. Past Simple: *I used a computer last night*.

Exercise 6 7.2

- Read the information in Vocabulary box B as a class. Check students understand the phrases. Then play the audio for students to listen and repeat. Explain the difference between *in the 1960s* and *in 1960* (the former refers to the decade spanning 1960–1969 while the latter refers to the specific year of 1960). Then teach the class the two ways of saying years in the 21st century, e.g. *2023 – two thousand and twenty three* or *twenty twenty-three*. Say aloud and get the students to repeat the following: *2021, 2017, 2025* and *2030*.
- When students have ordered the phrases, ask them to find more dates in history in the quiz in Exercise 4.

Exercise 7

- When students finish, elicit the answers.

Background note

Super Mario Bros. is a platform video game. Players move a character across the screen by running and jumping from place to place while avoiding enemies. *Super Mario Bros.* was first released in Japan in 1985. Since its release, the game has sold more than 40 million copies worldwide. There have also been several sequels.

Exercise 8

- Allow students time to think about what they are going to tell their partner and to make notes. Assist with any queries.
- When students have finished, ask some students to tell the class what they told their partner.
- **FINISHED EARLY?** Ask students to close their books and write down as many facts as possible that they remember from the lesson.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again and ask: *Can you talk about computers and technology and dates in history?* Students hold up an Emoji response card depending on how they feel about the question.

7.2

GRAMMAR

Past Simple (negative)

Lesson aims

- Students can use the Past Simple to say what did and didn't happen in the past.

For the teacher

- *Need support?* worksheet, page 242
- Grammar presentation
- **Photocopiable activity:** *No, I didn't.*
- **Test:** Grammar Check 7

For the student

- Grammar Time, Student's Book, page 132
- Workbook, page 72
- **Extra Practice Activities:** Grammar, BBC Vox Pop

Lead-in

Ask students to write three sentences about what they did the previous weekend using the Past Simple affirmative. Tell them that one sentence must be a lie. When students have finished writing, put them in pairs to read their sentences. Students guess which of their partner's sentences is a lie. Tell students they will use these sentences later in the lesson.

-  **Setting lesson goals:** Write the following sentences on the board: *I travelled to a different city last weekend. My best friend didn't travel to a different city last weekend.* Ask students to identify the affirmative and negative sentence before eliciting what they think the lesson is about. Invite students to share their ideas then say: *Today you will learn to use the Past Simple to say what did and didn't happen in the past.* Write this on the board.

Exercise 1

- Explain that the Middle Ages is a period of time that covers the 5th century to the end of the 15th century. Pre-teach: *date from* (originate from a particular time in the past).
- With books closed, students discuss the questions in pairs. Then have a class discussion to find out how much they know about the history of their town, city or region.

Exercise 2 7.3

- Before students open their books, explain that they are going to study a picture that shows a scene from the Middle Ages. In pairs, they try to find all the mistakes in the picture. Set a time limit and then tell the pairs to open their books, cover the comments on the left and begin the exercise.
- At the end of the time limit, ask students to uncover the comments. Play the audio for students to listen while they read and check their answers.

Exercise 3

- Discuss the Grammar box with the class. Compare the Past Simple negatives in the comments with the Present Simple negative. Elicit what auxiliary verbs we need with the Present Simple negative (*don't/doesn't*) and explain that the auxiliary verb with the Past Simple negative is always *didn't*.
- If you did the Lead-in, ask students to use the Past Simple negative to make their false sentence true. Invite students to share their sentences with the class.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 242 for **less confident** students. This is an exercise to help students identify the Past Simple affirmative and negative forms.

Exercise 4

- Set a time limit for pairs to write sentences. Alternatively, ask students in each pair to write six sentences each. Student A begins with bananas and Student B begins with video games.

Exercise 5

- Before students begin, elicit when we use *but* (to contrast two ideas) and, if necessary, ask students to identify if each verb is regular or irregular. Put students into pairs and ask them to work together to complete the sentences. When students have finished, encourage them to write a new sentence that links together two contrasting ideas using *but* and the Past simple affirmative and negative.

Exercise 6 30 videcript page 253

- Pre-teach: *packed lunch*.
- Play the video all the way through. Then ask: *What's the video about?* (people talking about what they did last night).
- Play the video again and ask students to write down the places and activities the speakers mention. Pause the video between each speaker. Elicit answers as a class.

Exercise 7

- Encourage students to make a note of what their partner did or didn't do. When the pairs have finished, invite them to tell the class about their partner.
- FINISHED EARLY?** Students write as many sentences as they can to describe what they did last night in a set time limit.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again and ask how they feel about the lesson. Check answers using Emoji response cards. If students hold up a lot of neutral or sad emojis, find time to review the lesson.

7.3

READING AND VOCABULARY

Everyday technology

Lesson aims

- Students can understand an article about everyday technology.

For the teacher

- Vocabulary Memory Game
- Need support?* worksheet, page 242
- Photocopiable activity:** *What do I need?*

For the student

- Workbook, page 73
- Extra Practice Activities: Vocabulary

Lead-in

Ask students to make a list of the technology that they use every day. Then, when they have finished, ask them to compare their list with a partner. Invite students to share with the class what they use every day and what they use it for, e.g. *a smartphone – chatting with my friends*.

-  **Setting lesson goals:** Write *everyday technology* on the board and ask students to open their books. Put them in pairs and allow them time to study the page. Ask them what they think the lesson is about. Elicit ideas and write on the board. Then say: *Today you will understand an article about everyday technology*. Write this on the board and check it against the students' predictions.

Exercise 1

- Pre-teach: *turn off lights, use LED lightbulbs, turn off heating, reuse water, repair broken technology*.
- Set a time limit. When the time is up, invite students to share their answers with the class. If students mention any energy-saving methods not on the board, add them and explain to the class.

Exercise 2 7.4

- Check students know the rooms by describing what you can typically find in each one. If necessary, teach *study* (a room in a house where you can work or read quietly).
- Read the information in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.

- Elicit what each of the words in the box means, and ask further questions to check understanding, e.g. *What do we need chargers for?* (mobile phones, tablets, etc.). *What kind of food do we put in a fridge?* (milk, butter, cream, etc.). *What do we put in a washing machine?* (dirty clothes). *When do we use a hairdryer?* (after a shower, etc.).
- When students have completed the exercise, check answers as a class.

Exercise 3

- Write *always, often, sometimes* and *never* on the board, then elicit the question students ask to find out how often you use a hairdryer (*How often do you use a hairdryer?*). Say: *I always use a hairdryer* and write this on the board, drawing students' attention to the position of the adverb of frequency.
- Put students in pairs and when they have finished, invite some to tell the rest of the class how often they use the items in the Vocabulary box.

Exercise 4 7.5

- Explain the verb *charge* and encourage students to guess the word friends if they are unsure of the answer. Play the audio for students to check their answers.

Exercise 5 7.6

- Direct students to the main photo of the article and elicit or explain what *There's no Planet B* means (there is no alternative to our planet so we must look after it).
- Ask students to study three possible titles for the article and say what they think the article is about. Then, ask them to read the article and decide on the best title. When students have finished, play the audio while they read again and check their answers.

Exercise 6

- EXAM** A2 Key for Schools, Reading and Writing, Part 3, (three-option multiple choice)
- Read the questions and possible answers together and answer any queries. If necessary, do the first as an example and ask students what information in the article helped them find the answer (*It makes our lives easier, but it creates a lot of problems for our planet and its climate.*)
- Set a time limit. Then elicit answers and ask students to identify what information helped them (2 *We turned off everything that uses electricity for an hour every day.* 3 *We spend billions of pounds on clothes, electronics and games, then we throw them away.*)
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 242 for **less confident** students. Each question has only two options for students to choose from.

Extra activity

Put students into small groups and ask them to discuss the article in Exercise 5. Ask them which of the two ideas they prefer and why: Lottie's or Sam's? Then, ask them to make a list of other ideas people could use to save the planet. When students have finished, have a class discussion.

Exercise 7

- Allow students time to think about the question before they discuss with a partner. When students have finished, invite them to tell the rest of the class what they chose and why.
- Put students into small groups and tell them they must discuss and agree on one item in the list that they want to get rid of. Encourage groups to give reasons for their answer and elicit. If necessary, put the following sentence stem on the board to help the students: *We want to get rid of ... because ...*
- **FINISHED EARLY?** Ask students to choose one of the items in the Vocabulary box that they have got at home. Then, ask them to write a sentence how they use it.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to hold up their Traffic Light cards to show how they feel about Exercise 6. Look at the results and if there are lots of reds, find time to review the technique to do this type of exercise.

7.4

GRAMMAR

Past Simple (questions and short answers)

Lesson aims

- Students can use the Past Simple to ask and answer questions about the past.

For the teacher

- *Need support?* worksheet, page 242
- Grammar presentation
- **Photocopiable activity:** *Make your own questions*
- **Test:** Grammar Check 7

For the student

- Grammar Time, Student's Book, page 132
- Workbook, page 74
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Write on the board: *What do you do in the evening? I do my homework and go online.* Put students into pairs and give each pair two pieces of paper. Ask them to write a Present Simple question on one piece of paper and the answer on the other piece. Ask them to swap the piece of paper with the answer with another pair. Students must then read the answer and try to guess the question. The two sets of students should then join together and take turns to say the question they have guessed to see if they were correct. Tell the pairs that they will be using their questions again later in the lesson.

-  **Setting lesson goals:** Write on the board: Q: ____? A: *I played video games last night.* Ask students what they think the lesson is going to be about. Elicit ideas then say: *Today you will learn to use the Past Simple to ask and answer question about the past.* Write this on the board.

Exercise 1 31 7.7

- Ask students to study the photo and describe in pairs who they can see (Lena and her dad) and what they think is happening. After students have answered the question, elicit the answer.
- Play the video or audio all the way through. In classes that are only using the audio, explain that Lena is moving through the house as she looks for her hairdryer. Check the answer as a class.

Exercise 2

- Ask students to work in pairs and write the examples in their notebooks.
- Elicit how we form Past Simple questions, e.g. (question word + *did* + infinitive, and how we form short answers, e.g. *Yes/No*, + subject + *did(n't)*.

Extra activity

Ask students to look at the questions they wrote during the Lead-in again. Elicit what they need to do to change the Present Simple questions to Past Simple questions (change *do/does* to *did*). Explain that we should also add a past time expression, e.g. *last night*, *two years ago*, etc. In pairs, students rewrite their questions. When they have finished, tell them to get together with another pair to take turns to ask and answer the questions.

Exercise 3

- Tell the class that if someone asks them a *yes/no* question, we often say more than just *Yes, I did./No, I didn't*. Discuss the example with the class and elicit ideas about how B could have continued their answer, e.g. *I had a terrible dream about exams*, etc.
- When asking and answering the question, encourage students to use the correct short answer and then follow up with extra information. Then invite pairs to ask and answer one of their questions in front of the class.
- **NEED SUPPORT?** Allow **less confident** students to do three questions each, e.g. Student A: 1–3; Student B: 4–6.

Exercise 4

- If necessary, before students complete the exercise, direct them to question 6 and elicit or teach where the adverb of frequency should go (after you). Set a time limit, then check answers with the class.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 242 for **less confident** students. This is an easier version of the exercise in the Student's Book.

Exercise 5

- Tell students to cover Exercise 5, then ask them to look at the questions in Exercise 4. Elicit which four questions they think will have a *yes/no* answer (1, 3, 5 and 6). Elicit the pronouns needed for the answers to these questions (1 I, 3 they, 5 we, 6 they). Then ask students what answer they would expect to hear to questions 2 and 4 (2 the name of a school; 4 a time).

Exercise 6

- Encourage students to think of one more Past Simple question to ask their partner. When they have finished, invite students to tell the class about their partner.
- **FINISHED EARLY?** Ask students to write sentences about their partner using the information they were given in Exercise 6.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again and ask: *What did you do last night?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review any difficulties the students have.

7.5

LISTENING AND VOCABULARY

When I was younger

Lesson aims

- Students can understand an interview about childhood.

For the teacher

- Photocopiable activity: *Test your memory*

For the student

- Workbook, page 75
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Put students into small groups and ask them to describe to each other what toys they had and what games they played when they were younger. If necessary, put the following sentence prompts on the board to help them: *When I was younger I had .../When I was younger I played ...* Then, invite students to share some ideas with the rest of the class. Encourage them to use full sentences.

-  **Setting lesson goals:** Ask students to discuss with their partner what they think the lesson is about. Elicit ideas. If no student guessed correctly, say: *Today you will understand an interview about childhood.* Write this on the board. Explain that *childhood* is a word used to describe the period of time when you are a child.

Exercise 1

- Direct students to the webpage and elicit what they can see in each photo. Then, put students into pairs to answer the question. Invite students to share their ideas.
- Ask students to write down one thing they remember from the 2010s. Explain that this can be a toy they played with, something they had or a celebrity they liked. When they have finished, ask them to mingle around the classroom to find someone with the same memory.

Background note

The Penguins of Madagascar was released by the film studio Dreamworks Animation in 2014. It is about a group of penguins that are really spies. The singer **Camila Cabello** was a member of the group Fifth Harmony before she went solo in 2017. Her most famous song to date is 'Havana', which reached number 1 in the pop charts in the USA.

Exercise 2 7.8 audioscript page 253

- **EXAM** A2 Key for Schools, Listening, Part 5, (matching)
- Pre-teach: *idol, little*.
- Explain the task to the students, making sure they understand that each speaker answers two questions each. Tell the class that they don't have to pay attention to the detail of each speaker's answers. Before you play the audio, ask students to read the questions and answer any queries.

Exercise 3 7.8 audioscript page 253

- Go through the questions and elicit the key words in each (1 *idol, seven, eight*; 2 *favourite singer or group, little*; 3 *cartoons, like*; 4 *first phone*; 5 *toys, best*; 6 *hobbies, younger*). Explain that students must listen for these or similar words to help them answer the questions.
- Put them into pairs and ask them to answer any questions that they can remember. Play the audio again so that they can complete, or check, their answers.
- **NEED SUPPORT?** Allow **less confident** students to write short answers rather than full sentences.

Exercise 4 7.9

- Set a time limit. When students have finished, play the audio to check their answers. Then ask them how many of the things they do with their own smartphones.

Exercise 5

- When students have finished, put them in pairs to ask and answer the questions.

Exercise 6 32 videoscript page 253

- Pre-teach: *brick, functions, stuffed animals, hand-me-downs, bootcut jeans, bell-bottoms*.
- Play the video all the way through. Then ask: *What's the video about?* (people answering the questions in Exercise 2).
- Play the video again and ask students to write down the things mentioned in each speaker's answers. Pause the video between each speaker. Elicit answers as a class.

Exercise 7

- Before students do the exercise, ask them to decide what age they should refer to in questions 2–6. The age should be a time that the students still remember, but long enough ago for their tastes to have changed so that they can have an interesting discussion.

- When both partners have had a chance to ask and answer the questions, give each student a piece of paper and ask them to write down their partner's answers in note form, e.g. *idol – Cristiano Ronaldo, favourite singer – Jennifer Lopez*. Collect the pieces of paper and read them out at random. Invite students to try to guess whose answers they are.
-  **Giving feedback:** Observe students and listen to them. When you hear a mistake in the sentence structure or use of grammar, provide immediate feedback. First, ask them if they know what the mistake is and encourage them to self-correct. If they don't know, explain and ask them to repeat the sentence.
- **FINISHED EARLY?** Ask students to write down their answers to the questions in Exercise 2. Encourage them to use full sentences.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

7.6

SPEAKING

Agreeing and disagreeing

Lesson aims

- Students can agree and disagree with someone.

For the teacher

- Photocopiable activity: *I think ...*

For the student

- Workbook, page 76
- Extra Practice Activities: West Green video

Lead-in

Ask students to make a list of the following: their favourite song, their favourite singer, their favourite film, their favourite TV series, their favourite school subject and their favourite day of the week. Put students into pairs to compare lists. Then tell students that they will need their list later in the lesson.

-  **Setting lesson goals:** Draw a simple picture on the board of two people. From the person on the left, add a speech bubble with the text: *I think this smartphone is the best*. From the person on the right, add a speech bubble with the text: *I agree*. Then draw two more people with a speech bubble from each with the following text: *The film was terrible*. and *I don't agree*. Ask the class what they think the lesson is going to be about. Elicit ideas then say: *Today you will learn to agree and disagree with someone*. Write this on the board.

Exercise 1

- Allow students time to answer the questions on their own before they discuss with a partner. Invite students to share a few ideas.

Exercise 2 33 7.10

- Play the video or audio all the way through. In classes that are only using the audio, explain that Noah wants to apologise to Mia in a text message because he thinks it is easier to do than speaking to her. Mateo finally convinces him to call and speak to her. In the end, Noah is glad that he does this. Check answers as a class.
- Direct students to the Sounds good! box. Allow students a few moments to think about what each means. Elicit or teach that *Are you OK?* is a question we ask when we want to know how someone is feeling; *Hi, guys!* is an informal way of greeting friends (despite guys normally referring to males, informally it is used for both males and females); and *Don't worry about it!* is used to say that something is not a problem, e.g. *'Thank you for the present.'* *'Don't worry about it!'*
- Ask students if they have been in a similar situation with a friend. Encourage them to tell the class if they then texted or spoke to the person they argued with.

Exercise 3

- Students discuss the question in pairs.
-  **Peer learning:** Use the Think-Pair-Share technique.

Exercise 4



Collaboration: interpersonal communication

Interpersonal communication refers to the ability to communicate well with other people. It helps students to give and respond to feedback, understand how people should be treated with respect, and to acknowledge and welcome the ideas and opinions of others. This exercise helps students to develop effective strategies in resolving interpersonal disagreement.

- Pre-teach: *argument, say sorry*.
- Ask students to think about the question individually before they discuss it with a partner. When students have finished, have a class vote to find out the best thing to do in the list.
- **NEED SUPPORT?** With less confident students, carefully explain the task and allow students to discuss in their own language if necessary. Elicit and summarise their key points in English.

Exercise 5

- When students have found the examples in the dialogue, discuss the first two phrases under the *Maybe* heading. Point out that sometimes we can both agree and disagree with what someone says. Write a sentence on the board and elicit responses from students, e.g. *Homework is important. Perhaps that's true, but we have too much of it./Maybe that's true, but we shouldn't do it every night.*

Exercise 6 7.11

- Encourage **more confident** students to cover the Speaking box before they complete the conversation. When students have checked their answers, ask them how they would reply if someone said the following to them: *Teenagers spend too much time on their smartphones*. Put students into pairs to discuss and give reasons for their answers.
- NEED SUPPORT?** Write the answers randomly on the board and ask **less confident** students to choose the correct words to complete the dialogue.

Extra activity

Refer students back to the list they made in the Lead-in. Elicit the full sentences the students would need to tell someone about their favourites, e.g. *XXX is the best song*. *XXX is the best singer*. *XXX is the best film*. Etc. Ask students to mingle around the classroom telling their classmates about their favourites. Encourage students to respond by using one of the phrases from the Speaking box.

Exercise 7

- When pairs have discussed the three statements, have a class discussion. Invite students not only to give their opinion, but to also give reasons. Encourage as many students as possible to give their opinion.
- NEED SUPPORT?** Allow **less confident** students to choose and discuss one statement.
- FINISHED EARLY?** Ask students to write as many sentences as possible to agree or disagree with the statements in Exercise 7.
-  **Reviewing lesson goals:** Ask students to think about the lesson aim. Then write on the board: *I can agree and disagree with someone*. Students hold up a smiling Emoji response card if they agree with the statement or a sad emoji if they disagree. If there are lots of sad emojis, find the time to review the lesson.

7.7

WRITING

An email

Lesson aims

- Students can write an email.

For the teacher

- Need support?* worksheet, page 242
- Photocopiable activity: *An email with news*

For the student

- Workbook, page 77

Lead-in

Set a time limit for students to write a few sentences in their notebooks describing what they did at the weekend. Then, put students into pairs to share their sentences. Encourage students to ask questions to get more information, e.g. *'I went to the park.'* *'Did you have a good time?'*

-  **Setting lesson goals:** Start writing an email on the board, e.g. *Hi Marta, How are you?* After two sentences, stop and ask the class what they think the lesson is going to be about. If no student guesses the lesson aim, say and write on the board: *Today you will learn to write an email*.

Exercise 1

- After students have read the email and ticked the things Matt writes about, ask them to cover the email and discuss in pairs what Matt did this morning (he went to the Science Museum, he saw Sir Tim Berners-Lee's computer, he took a virtual reality trip through space, he went to a pizzeria for lunch) and what new thing he got (a new phone).

Background note

The Science Museum is a museum in London dedicated to science. It opened in 1857 and attracts more than three million visitors every year. Visitors to the museum can see many famous inventions such as the first aeroplanes, one of the first computers and the some of the very first trains. Sir Tim Berners-Lee is a British scientist who invented the World Wide Web in 1990.

Exercise 2

- Go through the phrases in the Writing box together and check for understanding. Give students time to complete the task, then check answers.
- Direct students to the phrases in sections 2, 3 and 4 and ask students to work in pairs and discuss how they can modify the phrases. If necessary, go through section 2 together as a class, e.g. *Did your exam go OK?* – *Did your party go OK?*; *Did you have a nice birthday?* – *Did you have a good weekend?*. Set a time limit before eliciting a few ideas from the class.

Exercise 3

- Elicit the examples of Past Simple verbs from the email. Elicit the infinitives and ask students to make them Past Simple negative, e.g. *didn't try*, *didn't come*.

Exercise 4

- Ask students to look at the Language box and discuss as a class. Ask students to look at Matt's email in Exercise 1 and find examples of Past time expressions (*yesterday*, *this morning*). Elicit where they go in a sentence (either at the start or the end, e.g. *Yesterday*, *Grandma came to stay*. *Grandma came to stay yesterday*.). Explain that when we use a past time expression at the start of a sentence, we normally use a comma after the expression.
- Allow students time to complete the sentences, then check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 242 for **less confident** students. This is an exercise to practise past time expressions.

Exercise 5

- Explain that students will write an email to a friend on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their email in their notebooks. Tell them to refer to the text in Exercise 1 and to the Writing Box in exercise 2. Remind them about the use of past time expressions. Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Students write their final draft in their notebooks, or you can set the task for homework.
- Students then swap emails with a partner and write a response.
- **NEED SUPPORT?** Allow **less confident** students to write a shorter email. They can do this by reducing the number of sentences in paragraph 3 or by not including any funny or surprising news.
- **FINISHED EARLY?** Ask students to write Past Simple sentences with the following time expressions to describe what they did: *last Wednesday, two years ago, on Friday morning*.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again and ask how they feel about the lesson. Check answers using Emoji response cards. If students hold up a lot of neutral or sad emojis, find time to review the lesson.

BBC CULTURE

Museums of the future

Lesson aims

- Students learn about museums of the future.

For the teacher

- **Photocopiable activity:** *Project worksheet: a digital presentation*

Lead-in

Tell the class they are going to create a museum of the future. Put them into small groups and ask them to discuss and decide on what five present objects they want to put in their museum. Explain that the objects can be everyday technology items, books, etc. Set a time limit. When the time is up, ask each group what their objects are and, depending on the level of the class, why.

-  **Setting lesson goals:** Ask students to study the lesson and discuss with their partner what they think it is about. Elicit ideas. If no student guessed correctly, say: *Today you will learn about museums of the future*. Write this on the board.

Exercises 1–5 7.16

- Follows the instructions in the Student's Book.
- **NEED SUPPORT?** Pair **more confident** students with **less confident** students so that they can help them understand the exercises and find the right words in English to express their opinion.

Background note

The Iron Age is a period of European history, which lasted for two thousand years from 1200 BCE to 800 BC. This is when humans first started to make tools from a metal called iron.

St Fagans National Museum of History is part of the National Museum of Wales in St Fagans, near Cardiff. This is an open-air museum with recreations of typical buildings with traditional architectural styles from around Wales.

HMS Caroline was originally a Royal Navy ship that saw combat in the First World War. Based in Belfast in Northern Ireland, the ship has been preserved and it is now a museum.

The London Motorcycle Museum had a collection of more than 200 classic motorcycles, but it closed in 2019 as the owners couldn't afford the rent of the museum's premises.

The Pitt-Rivers Museum is located in the city of Oxford. Visitors can see a collection of ancient and modern-day artefacts from different cultures around the world, such as traditional weapons, costumes and toys.

Exercise 6 34 videoscript page 253

- **With video:** Play the video for students to watch and answer the questions. Check answers as a class.
- **Without video:** Print out copies of the videoscript for students to read and answer the questions.

Exercise 7 34 videoscript page 253

- **With video:** Play the video again while students work individually. Check answers as a class.
- **Without video:** Students complete the task using the videoscript from Exercise 6.

Exercise 8

- Follow the instructions in the Student's Book.
- **PROJECT TIME** The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
-  **Peer learning:** Ask students to read the lesson aim again. Then ask students to write down three facts and one lie from the lesson and share them in groups, e.g. *The Pitt-Rivers Museum is in Wales*. The rest of the group has to identify and correct the lie.

Unit contents

Vocabulary

- Geography
- Learning languages
- Communicating
- Verb + preposition collocations

Grammar

- Modal verbs: *have to/don't have to, mustn't*
- Articles: first and second mention

Speaking

- Checking understanding and clarifying

Writing

- 'How to' tips

Future skills

- Communication: understanding the message
- Social responsibility: multicultural competence

Exam

- International Certificate Level A1/1, Reading, section 7, (note completion)
- A2 Key for Schools, Listening, Part 4, (three-option multiple choice)

For Online Classroom, go to the Portal. 

8.1

VOCABULARY

Geography

Lesson aims

- Students can talk about different places.

For the teacher

- *Need support?* worksheet, page 243
- Photocopiable activity: *Geography test*
- Test: Vocabulary Check 8

For the student

- Workbook, pages 80–81
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Write the following categories on the board: *countries, cities, mountains, oceans, rivers*. Put students into pairs and set a time limit for them to think of as many places as they can in each category. When the time limit is up, put students into different pairs and ask them to compare their categories. Elicit examples of each category from the class and add to the board.

-  **Setting lesson goals:** Show students photos of different geographical features, e.g. mountains, a river, a city and the ocean. Alternatively, tell students to study the photos in the text in Lesson 8.1. Ask them what they think the lesson is about. Elicit ideas and write on the board. Then say: *Today you will learn to talk about different places*. Check to see if any of the students guessed correctly.

Exercise 1

- Have a class vote to find out the most interesting place.
-  **Peer learning:** Use the Think-Pair-Share technique.

Exercise 2

- Pre-teach: *fall in, hole, fill, deep, postcode, luck, look after*.
- When students have finished, check answers with the class. Alternatively, put students into groups of three and ask them to each read one of the texts. Then ask them to explain what their text is about to the rest of their group.

Exercise 3 8.1

- Read the information in the Vocabulary box as a class. Check that students understand the new words. Then play the audio for students to listen and repeat the words. Set a time limit for students to find the words in pairs.
- When students have completed the task, ask them what there is in the north, south, east and west of their country. Encourage them to say the names of towns, cities and villages, and any of the nature words that they can find there.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 243 for **less confident** students. This is an exercise to help students remember the new vocabulary.
-  **Independent learning:** Ask students to create a visual dictionary with the words in the Vocabulary box. They can draw pictures or find images that represent those words. Remind them to add to their visual dictionary as they work through the unit.

Exercise 4

- Elicit what a *fact* is (a piece of information that is true). When groups have finished, ask them which true facts surprised them.

Exercise 5

- Before students begin, ask them what they know about Canada. Elicit ideas. If necessary, do item 2 together. Ask students to study the answer and elicit what the question is asking about (*amount*). Then direct them to the Vocabulary box and elicit the word that refers to amount (*population*).
- When students have finished, check answers with the class.
- **NEED SUPPORT?** With **less confident** classes, you can either follow the procedure above for each question or you can write the following randomly on the board for students to choose from: *mountain, capital, language, flag, river, money*.

Exercise 6 35 videoscript page 254

- Pre-teach: *politician, currency*.
- Direct students to the five flags and elicit which country each belongs to (Ghana, Germany, Japan, the USA, the United Kingdom).
- Play the video all the way through. Then ask: *What's the video about?* (people talking about their country).
- Play the video again and ask students to match the speakers with the five flags. Pause the video between each speaker. Elicit answers as a class.

Background note

The United Kingdom technically doesn't have an official flag. However, **the Union Flag** (which is sometimes called the Union Jack) is considered to be the national flag of the four nations that together make up the UK (England, Scotland, Wales and Northern Ireland). Three of the four nations have their own official flag: England has the cross of St George, Scotland has the cross of St Andrew and Wales has the Flag of Wales. There are several non-official flags for Northern Ireland.

Extra activity

Explain that the video contains two false facts. Write the following information from the video on the board and ask students to either use an encyclopaedia or go online to find which of the facts are false. Tell them to correct the false facts. This can be done either in the classroom or at home: *Berlin is the capital city of Germany. The longest river in the UK is the Thames. Accra is the capital city of Ghana. Japan has got a population of 12 million people. The longest river in the USA is the Mississippi.* (The longest river in the UK is the Severn and the population of Japan is about 126 million.)

Exercise 7

- Before you put students into pairs, allow them time to choose their country and think of the answers to the questions in Exercise 5.
- When students have finished, invite a pair to ask and answer their questions in front of the class.
- **FINISHED EARLY?** Ask students to use the information from Exercise 7 to write as many sentences as they can about their own country.
-  **Peer learning:** Ask students to read the lesson aim again. Then write the following on the board and ask students to complete the sentence with information from the lesson that they have learnt: *The most surprising thing I learnt today is that ...* Ask students to share their ideas.

8.2 GRAMMAR

Modal verbs: *have to/don't have to, mustn't*

Lesson aims

- Students can use *have to/don't have to* and *mustn't* to talk about cultural rules.

For the teacher

- *Need support?* worksheet, page 243
- Grammar presentation
- **Photocopiable activity:** *Rules*
- **Test:** Grammar Check 8

For the student

- Grammar Time, Student's Book, page 133
- Workbook, page 82
- **Extra Practice Activities:** Grammar

Lead-in

Tell students that someone is arriving from a different country and starting at their school tomorrow. In pairs, ask them to discuss and make a list of all the things that it is important to do and not do at school. When students have finished, tell them to keep their list for later in the lesson.

-  **Setting lesson goals:** Write on the board a cultural norm in your country, e.g. *Take off your shoes when you enter somebody's house* or *Arrive on time for meetings with other people* (these will change depending on the country you are in). Ask students what they think the lesson is going to be about. Allow them to study Lesson 8.2 to help them if necessary. Elicit ideas and write them on the board. Then say: *Today you will learn to use have to/don't have to and mustn't to talk about cultural rules.* Write this on the board and check it against the students' predictions.

Exercise 1 8.2

- Elicit or teach: *queue, wait in a queue* and *jump the queue*. Ask students to study the photo and discuss in pairs what they think is happening and where they think the people are. Ask them to read paragraph A to check their answers. Then ask them which rule the students found most surprising and why.

Exercise 2

- Ask students to look at the examples in the Grammar box. Then students find more examples of the modal verbs in Paragraph A of the article. Check understanding by explaining the difference between *have to, don't have to* and *mustn't*. Do this by talking about school and school rules e.g., *You have to do your homework* (it is an obligation), *you mustn't talk while the teacher is talking* (you can't do this) and *you don't have to keep quiet in the playground* (you can keep quiet if you want, but there is no obligation, etc.). Point out that we can express permission using *be allowed to* and *can*.
- If you did the Lead-in, elicit a few ideas from students and write them on the board. If necessary, make complete sentences with the ideas using *have to, don't have to* and *mustn't* as a class. You may also be able to make sentences with *be allowed to* and *can*.

- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 243 for **less confident** students. This is an exercise to help them to understand the difference in meaning between the modal verbs.

Exercise 3 8.3

- Put students into pairs and tell them to work together to choose the correct options in paragraph B. Play the audio for them to listen and check their answers. Then, ask about rules in the students' own country, e.g. *Do you have to wait for the green light before crossing the street? Do you have a rule that says you mustn't chew gum in public?* Explain that a simpler way of asking the final question would be: *Can you chew gum in public?*

Exercise 4 8.4 audioscript page 254

- When students have listened and completed the sentences, check answers as a class.

Exercise 5

- When students have done the matching activity, ask about their schools or their lessons: *Are you allowed to speak your own language during English lessons? Can you run in the school corridors? Do you have to turn off your mobile phones during lessons? Can you talk during exams? Do you have to eat in the school cafeteria?*

Exercise 6

- Encourage students to give more details in their sentences if necessary, e.g. *I don't have to get up at 6 a.m. every day. At the weekend, I get up at 8 a.m.* When students are ready, invite them to share their sentences with the rest of the class.
- **FINISHED EARLY?** Students write as many sentences as they can to describe rules in their school in a set time limit.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then tell them to write three sentences using *have to*, *don't have to*, *mustn't*. Ask students how confident they feel about the modal verbs. Check answers using Emoji response cards. If there are lots of neutral or sad emojis, find the time to review the lesson.

8.3

READING AND VOCABULARY

Languages

Lesson aims

- Students can understand an article about world languages.

For the teacher

- Vocabulary Memory Game
- Photocopiable activity: *Match the words*

For the student

- Workbook, page 83
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Write the word *languages* on the board and ask students to add words they know in English to it, e.g. from *L* they can write *love* and from *A* they can add *east*, etc. Set a time limit and then elicit words from the class.

-  **Setting lesson goals:** Ask students to study Lesson 8.3 and discuss in pairs what they think the lesson is about. Elicit ideas. If no student guessed correctly, say: *Today you will understand an article about world languages.* Write this on the board.

Exercise 1 8.5 audioscript page 254

- Ask students what languages they speak other than their own and, if necessary, ask them to demonstrate by saying: *Hello, how are you?* Then direct students to the list of languages and ask if they know any words in them. Elicit and ask students to explain to the class what the words mean.
- Play the audio for students to listen and complete the task.

Exercise 2 8.6

- When students have read the text, put them into pairs. Tell them to cover the text and to discuss what facts they can remember.

Exercise 3

- **EXAM** International Certificate Level A1/1, Reading, section 7, (note completion)
- Go through the list with the class and elicit the key words and phrases in each sentence (1 *languages*, 2021; 2 *disappeared*, 1900–1999; 3 *Tehuelche*; 4 *Chinese*, first language; 5 *total number*, *English speakers*). Explain that this can help students to find the information they need to complete the exercise. When students have finished, check answers as a class.

Exercise 4 8.7

- Read the information in the Vocabulary box. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation.
- Set a time limit, then check the answers as a class.

Exercise 5

- Put students into pairs to check their answers.
- Write on the board: *It is more important to speak a language fluently than correctly.* Check that students understand the difference between *fluently* and *correctly* (when you speak a language fluently, you can express yourself easily. However, you may not necessarily be speaking the language correctly.). Allow students time to think about the sentence on the board before they discuss it in pairs. Then, have a class discussion.
-  **Monitor learning:** Walk around the class and listen to students. Use an observation form to take notes on each student's strengths and weaknesses. Find the right time to give feedback to students when they are on their own.

Exercise 6 36 videoscript page 254

- Play the video all the way through. Then ask: *What's the video about?* (people talking about languages).
- Play the video again and ask students to write down the languages the speakers mention. Pause the video after each question. Elicit answers as a class.

Background note

The **Twi** language is the most spoken language in the African country of Ghana. **Ewe** is also spoken in the countries of Togo, Benin and parts of Nigeria.

Extra activity

Put students into groups of three. Explain that they are going to create a new language. They should give their language a name and decide how to say a few simple phrases in their new language, such as *Hello. How are you? My name is ... and Bye*. Set a time limit and when the groups are ready, invite them to present their language to the rest of the class.

Exercise 7

- When pairs have discussed the questions, join them with another pair to create a group of four and tell them to compare their ideas. Then invite each group to tell the class what they discussed and whether they agreed or disagreed with one another.
- FINISHED EARLY?** Ask students to write as many definitions of the words and phrases in the Vocabulary box as they can.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

8.4

GRAMMAR

Articles: first and second mention

Lesson aims

- Students can use *a/an* and *the* to refer to things.

For the teacher

- Grammar presentation
- Photocopiable activity:** *Find the missing articles*
- Test: Grammar Check 8

For the student

- Grammar Time, Student's Book, page 133
- Workbook, page 84
- Extra Practice Activities:** West Green video, Grammar

Lead-in

Set a time limit for students to write a list of as many nouns as possible. When the time is up, ask them to swap lists with a partner. Then tell students to decide if we use *a* or *an* with each of the nouns. Invite students to read out some of the words, using *a* or *an*. Elicit when we use *a* and when we use *an* (*a* is before nouns that start with a consonant and *an* is before nouns that begin with a vowel).

-  **Setting lesson goals:** Write on the board: *There is ___ apple on the table. ___ apple is red*. Ask students to complete the sentences with the missing words. Then ask them what they think the lesson is going to be about. Elicit ideas then say: *Today you will learn to use a/an and the to refer to things*. Write this on the board.

Exercise 1 37 8.8

- Ask students to study the photo and describe with a partner who they can see (Mateo, Lena and Mia) and what they think is happening.
- Explain what a *vlog* is (a blog in video format that people post online). Play the video or audio all the way through for students to watch or listen. In classes that are only using the audio, explain that Mia is showing the pictures of the items on a screen while Lena reads out the words and Mateo tries to remember them. She mistakenly shows a picture of her and Noah with animal faces superimposed on them instead of a five-pound note. Check the answer as a class.
- NEED SUPPORT?** Play the video or audio again and pause after key moments to ask **less confident** students questions, e.g. *What is the name of the vlog?* (International Schools Culture vlog). *What is the topic of the memory game?* (British culture). *What colour was the cup?* (white, gold and pink). Elicit answers before continuing the video or audio.

Background note

Black cabs are the traditional taxis that you can find in London and many other cities in the UK.

Fish and chips is a popular takeaway food of fried fish, such as haddock or cod, and chips. You can buy it at a chip shop, or *chippy* for short.

A **British bulldog** is a small, but very strong breed of dog. It used to be a hunting dog, but now it's just a pet. Some people believe that this dog typifies the national character of the British people.

Exercise 2 37 8.8

- Ask students to cover the dialogue while they answer the questions. Students compare their answers in pairs.
- NEED SUPPORT?** Allow **less confident** students to read the dialogue while they watch and listen. Then tell them to answer the questions.

Exercise 3

- Discuss the grammar box with the class. When students have found the examples in the dialogue, point out that English has a few rules for using articles, but generally we use *a* or *an* when the listener doesn't know exactly which thing we are referring to and *the* when the listener does know what we are referring to. Therefore, we usually use *a* or *an* when we first mention something and *the* afterwards.
- NEED SUPPORT?** Write the following on the board and ask **less confident** students to complete the sentences with *a/an* and *the*: 1 ___ man is at the door. ___ man is called Peter. (*a, The*); 2 I ate ___ egg. ___ egg was delicious. (*an, The*); 3 There is ___ new shop in the centre. ___ shop is called 'Tom's'. (*a, The*)

Exercise 4

- When students have finished, elicit the answers and ask students to give reasons for choosing between *alan* and *the*.

Exercise 5

- Elicit the answers before the pairs ask and answer the questions. When students have finished, ask them to tell the class something about their partner.
- FINISHED EARLY?** Ask students to write their answers to the questions in Exercise 5.
- Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to take out their Traffic Light response cards. Ask them to look again at the Grammar box in Exercise 3 and hold up a green, orange or red card depending on how they feel about the grammar. If there are lots of oranges and reds, find the time to review the grammar.

8.5

LISTENING AND VOCABULARY

Communication

Lesson aims

- Students can understand a conversation about communication problems.

For the teacher

- Vocabulary Memory Game
- Need support?* worksheet, page 243
- Photocopiable activity: *Communicate*

For the student

- Workbook, page 85
- Extra Practice Activities: Vocabulary

Lead-in

Divide the class into two teams and ask each team to stand in line, facing the board. Make sure the person at the front of the line has a marker for writing on the board. Give the person at the back of each line a short word, e.g. *cat*, *eat*, *walk*, etc. Tell them to write the word on the back of the person in front of them with their finger. That student then writes the word on the back of the next student. The word continues along the line until it gets to the person at the front, who writes the word on the board. The team that writes the word on the board correctly first is the winner.

- Setting lesson goals:** Ask students to study Lesson 8.5 and discuss in pairs what they think the lesson is about. Elicit ideas. If no student guessed correctly, say: *Today you will understand a conversation about communication problems.* Write this on the board.

Exercise 1

- Read the information in the Vocabulary box as a class. Check that students understand the new words. Then play the audio for students to listen and repeat the words. Set a time limit for students to match the three photos with three of the words in the box. Then direct them to the table and make sure students understand *Speaking* and *Writing* before they complete it. Check the answers as a class. Teach the phrase *face-to-face conversation*.

- Independent learning:** If students created a visual dictionary in lesson 8.1, ask them to add the words in the Vocabulary box.

Exercise 2

- Tell students to write in their notebooks their three types of communication in order of frequency. Have a show of hands vote for the most popular type of communication, then the second most popular type and, finally, for the third most popular type.
- Encourage students to give reasons for their choices, e.g. *I use face-to-face conversation most because I am with my friends at school all day.*

Exercise 3 8.10 audioscript page 255

- Pre-teach: *laugh*, *order*, *wrong word*.
- When students have listened to the audio, elicit the correct answer and ask why the other two options are incorrect (a and c refer to some of the stories mentioned – about emails and messages, and about false friends between English and other foreign languages. Option b refers to all the stories mentioned, i.e. they are all communication problems).
- Teach *false friend* and give some examples between English and the students' own language.

Exercise 4 8.10 audioscript page 255

- EXAM** A2 Key for Schools, Listening, Part 4, (three-option multiple choice)
- Explain that students are now going to listen to the audio again and choose the correct option to complete the sentences. Read the sentences and possible options together. In sentence 2, spell out each of the surnames. This will help students identify the correct answer.
- When students have listened to the audio, elicit the answers.
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 243 for **less confident** students. This is an exercise that will help students to answer the comprehension questions.

Exercise 5 8.11

- Put students into pairs and tell them to try to guess or remember the word friends.
- When students have checked their answers, check that they understand the word *mime*. Tell students that you are going to give them some instructions and that they should mime the different activities. Say: *Have a conversation with the person next to you. Make a phone call. Chat online. Post a message. Send a text. Ask someone a question. Call someone.*
- Watch students as they perform each mime to make sure they are showing the correct activity.

Exercise 6

- Before students start the exercise, point out that they should pay attention to the use of verb forms and plurals. When they have finished, elicit the answers and ask them to explain how we know that sentences 1, 4 and 5 use past forms (because of the time expressions *this morning*, *yesterday* and *last night*), and how we know that sentence 2 is plural (*a lot of*).

Exercise 7

- Discuss the example dialogue with students and ask what other kind of information A could have given (what they talked about with their dad at breakfast, what they had for breakfast). Set a time limit for the pairs to practise their dialogues and then invite pairs to act out their dialogue in front of the class.
- **FINISHED EARLY?** Ask students to write as many sentences as they can about the communication that they use. Encourage them to also describe in their sentences who they communicate with and how often.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again and ask how they feel about the lesson. Check answers using Emoji response cards. If there are lots of neutral or sad emojis, find the time to review the lesson.

8.6

SPEAKING

Checking understanding and clarifying

Lesson aims

- Students can check people understand them and say if they understand.

For the teacher

- Photocopiable activity: *Explain*

For the student

- Workbook, page 86
- Extra Practice Activities: West Green video

Lead-in

Put students into groups of four. Tell them to imagine that one of them is an alien from outer space who can speak perfect English but who doesn't understand much about Earth. The alien should ask the other students how to do something simple and the other students should help with instructions. Aliens can ask how to do the following: buy food in a supermarket, play tennis, send a text message and buy a train/bus ticket. When students have given their instructions, ask another to play the role of the alien.

-  **Setting lesson goals:** Put students into pairs and ask them to discuss what the instructions were for the Lead-in. Encourage them to think about all the steps they had to follow to complete the task. Ask questions to check understanding, e.g. *Are you in groups of three or groups of four? Does the alien speak perfect English or no English?*, etc. When you have finished, ask: *What are we going to learn today?* Elicit some ideas. Then say: *Today we will learn to check if people can understand you and say if you understand.*

Exercise 1 38 8.12

- Elicit what the students remember from the video in Lesson 8.4.
- Play the video or audio all the way through. In classes that are only using the audio, explain that Mateo and Mia aren't enthusiastic about playing the game and they seem unsure of the rules. However, by the end of the game, they are enjoying themselves and Mia even wins. Check answers as a class.
- Direct students to the Sounds good! box and ask them to find the words and expressions in the dialogue. Allow students a few moments to think about what each means. Then elicit or teach that *Let's say ...* is an informal way of saying *for example*; *What's the score?* is a question to ask about a game in progress, e.g. *Who's playing? Everton and Liverpool. What's the score? Everton 5 Liverpool 0*; and *I don't believe it!* is an expression we use when something happens that we didn't expect.

Exercise 2

- Put students into pairs to discuss the question, then elicit the answer.
- **NEED SUPPORT?** Allow less confident students to read the dialogue before they answer the question.

Exercise 3



Communication: understanding the message

This refers to the ability to understand someone's message based on stated information. It also refers to the skill of drawing logical inferences about unstated information. This exercise helps students to develop useful communication strategies in situations they do not fully understand, i.e. by asking clarifying questions.

- Ask students to think about the question individually before they discuss it with a partner. Then encourage them to agree on the best thing to do in the list. Have a class discussion.
- **NEED SUPPORT?** With less confident students, explain the task carefully and allow students to discuss in their own language if necessary. Elicit and summarise their key points in English.

Exercise 4

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Explain that *get* means the same as *understand* in these phrases, but it is more informal. Then ask students to find examples in the dialogue. Check answers as a class.

Exercise 5 🗣️ 8.13

- When students have finished, play the audio for them to check the answers. Then, put students into pairs to act out the dialogue. Encourage them to use different phrases when they check understanding and clarify things, e.g. In Grandad's second line of dialogue, students can use *I'm sorry, I don't get it* instead of *I'm not sure I understand*.

Exercise 6

- Encourage students to ask twice for clarification while their partner is explaining the rules, and to use a different way of asking each time, e.g. the first time they could use *What do you mean?* and the second time *Do you mean ... ?* When pairs have finished, invite them to act out one of their conversations in front of the class.

Extra activity

Ask students if there is anything related to learning English that they have difficulties with (e.g. when to use the Past Simple). When each student has thought of something that they need help with, put them into groups of four. Each student should say what they need help with and the rest of the group should give instructions. Students should use phrases from the Speaking box to ask for clarification, to check understanding and to say that they understand or don't understand. When they have finished, invite groups to tell the class about the problems they were able to help one another with.

- FINISHED EARLY?** Ask students to write sentences to describe how to play their favourite video or board game.
- 🎯 **Reviewing lesson goals:** Ask students to read the lesson aim again. Then write the following sentences on the board: *I can check that people understand. I can say that I don't understand something. I can ask for clarification. I can say that I understand.* Read aloud the sentences and ask students to hold up their Traffic Light cards to show how they feel about the statements. If there are lots of oranges and reds, find the time to review the lesson.

8.7

WRITING

'How to' tips**Lesson aims**

- Students can write 'how to' tips.

For the teacher

- Need support?* worksheet, page 243
- Photocopiable activity:** *Choose and ask*

For the student

- Workbook, page 87

Lead-in

Put students into pairs and ask them to write brief instructions for something they both know how to do, e.g. play football, make a cup of coffee or play a specific video game. Then, ask students to work with a different partner to compare instructions.

- 🎯 **Setting lesson goals:** Write the following on the board: *Study the subject of the exam. Get sufficient sleep the night before the exam. Eat before the exam.* Elicit that they are suggestions for how to prepare for an exam. Ask the class what they think the lesson is going to be about and write their ideas on the board. Say: *Today you will learn to write 'how to tips'.* Check if any students guessed correctly.

Exercise 1

- Elicit what a vlog is and teach that a vlogger is someone who has got a vlog. Students discuss the questions in pairs. Then, ask students to imagine they are about to make a vlog for the first time, and they ask an experienced vlogger for tips. Students discuss in pairs what tips the vlogger will give them. Elicit and write on the board.

Exercise 2

- Pre-teach: *untidy, lighting, edit, audience, viewers.*
- Students read the tips and check if the tips are the same as the ones they discussed in Exercise 1. Students then discuss the question in pairs.

Exercise 3

- Go through the phrases in the Writing box together and check for understanding. Elicit that we use imperatives in the tip headings. If necessary, review imperatives.
- Give students time to complete the task, then check answers.

Exercise 4

- Ask students to look at the Language box and explain that some verbs need a preposition, such as *at, in, about, for* or *to*. Tell them there aren't rules that determine which prepositions go with the different verbs. Also explain that different prepositions can go with the same verb but have a different meaning, so students should learn them like they would new vocabulary or irregular verbs.
- Ask students to look at Tod's tips in Exercise 1 and find examples of verbs with prepositions.

Extra activity

Play verb-preposition bingo. Ask students to draw a 4x4 grid in their notebooks and complete it with five of the prepositions from the Language box. Explain that students can use a single preposition multiple times (i.e. they can use them about four times in their grid if they wish). Ask students to close their books. Then say at random the verbs in the Language box. If students have the preposition that belongs with that verb, they cross it out on their grid. The winner is the student who crosses out all their prepositions correctly first.

Exercise 5

- Set a time limit for students to complete the task, then check answers as a class.
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 243 for **less confident** students. This is an exercise to help students to use prepositions correctly.

Exercise 6

- Explain that students will write four 'how to' tips on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their tips in their notebooks. Tell them to refer to the text in Exercise 2 and to the Writing Box in Exercise 3. Remind them about the use of verbs and prepositions. While students are writing, encourage them to use a dictionary and ask questions about anything they don't understand.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Students write their final draft in their notebooks, or you can set the task for homework.
- **NEED SUPPORT?** Allow **less confident** students to write only two 'how to' tips.
- **FINISHED EARLY?** Ask students to imagine they are creating a new vlog. Tell them to write a sentence to describe what it is going to be about. If necessary, write the following on the board to help them: *My new vlog is going to be about ...*
-  **Reviewing lesson goals:** Ask students to read and think about the lesson aim and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do you know how to write 'How to' tips? Do you know some verbs and prepositions?*

SET FOR LIFE

Doing things differently

Lesson aims

- Students can understand different cultures.

For the teacher

- Photocopiable activity: *Four cultures*

Lead-in

Put students into pairs and ask them to look at the six photos on page 110 of their Student's Book. Write the following questions on the board and ask pairs to answer them: *Who or what can you see in the picture? Which country do you think it is? What is it? What are they doing?* Set a time limit and, when it is up, put pairs together with another pair to discuss their answers. Invite students to share their ideas with the rest of the class.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Check for understanding by writing a country on the board (e.g. England) and eliciting what students know about it.



Social responsibility: multicultural competence

This lesson focuses on multicultural competence, which allows students to become knowledgeable about different cultural identities. It will also enable them to become aware of cultural differences while questioning personal biases and stereotypes.

Exercises 1–6 8.18 audioscript page 255

- Follow the instructions in the Student's Book.
- **NEED SUPPORT?** Pair **more confident** students with **less confident** students so that they can help them understand the exercises and find the right words in English to express their opinion.

Exercise 7

- Pre-teach: *shake hands, kiss, bow, wave, polite.*
- Ask students to think back to the forum posts in Exercise 4 and elicit what each of the problems was (*arriving late for a meeting and not leaving an empty plate*). Ask the class if they would be problems in their own country.
- Go through the Useful Phrases with the class and check for understanding by eliciting how each sentence can be completed, e.g. *In my country, people often sleep after lunch.*
- Put students into pairs and ask them to complete the questionnaire about their own culture. When they have finished, put them into groups of four with another pair and ask them to compare answers. Monitor to make sure students are using the Useful Phrases correctly.

Exercise 8

- Read the Useful Tips as a class. Encourage students to ask questions about anything they are unsure of. Put students into pairs and ask them to discuss and decide which tip is the most important. Elicit and encourage more confident students to explain why.

Exercise 9

- Put students into pairs and ask them to read the instructions for the activity. If necessary, answer any queries. Allow students time to brainstorm some ideas for step 1. You could prompt the students by writing the following categories on the board: *giving presents, eating together, greeting people, shoes and clothes.* When the time is up, elicit ideas from the class and add to the board.
- Allow them time to complete the task. When they have finished, invite pairs to present their guide to the class.
- **SELF-REFLECTION** Ask students to think about the way they worked together in Exercise 9 and discuss these questions: *Did you enjoy working in pairs when preparing the cultural guide? Did you find it easy or difficult to work together? Why?* Elicit ideas and discuss with students what they can do better next time.
-  **Peer learning:** Ask students to read the lesson aim again. Then give students one minute to write a list of as many Useful tips from the lesson that they can remember. Then, students compare their lists in pairs.

Unit contents

Vocabulary

- Means of transport
- Getting around
- Travel collocations
- Holiday activities
- Weather

Grammar

- Present Continuous for future arrangements
- *Be going to* for future plans

Speaking

- Asking for and giving directions

Writing

- An invitation email

Future skills

- Self-management: planning

Exam

- A2 Key for Schools, Reading and Writing, Part 2, (matching)
- A2 Key for Schools, Listening, Part 4, (three-option multiple choice)



Check your progress with **Benchmark Young Learners** level 2 on completing Progress Check 1–9.

For Online Classroom, go to the Portal.

9.1

VOCABULARY

Transport and travel

Lesson aims

- Students can talk about means of transport and travel.

For the teacher

- Vocabulary Memory Game
- *Need support?* worksheet, page 244
- Photocopiable activity: *Transport test*
- Test: Vocabulary Check 9

For the student

- Workbook, pages 90–91
- Extra Practice Activities: Vocabulary, BBC Vox Pop

Lead-in

Write the names of some means of transport that students should know on different pieces of paper, e.g. *car, bike, plane, train*. Put students into groups and give each group a piece of paper. If any student is unsure what the word means, ask a classmate to quietly explain it or do this yourself so that the other groups cannot hear. Invite a member of each group to come to the front of the class to draw their word. The first team to raise a hand and say what it is wins a point. If it isn't correct, invite another team to say what it is. The winner is the team with the most points.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with the class. Show students photos of different methods of transport or allow them to study the photos in Lesson 9.1 and ask questions, e.g. *What is this/What are these?*

Exercise 1

- Elicit adverbs of frequency and Past Simple time expressions and write them on the board (*always, often, sometimes, never, last weekend, yesterday*, etc.). Also write the question stems: *How often do you use a/an ...?* and *When did you last use a/an ...?* on the board. Put students into pairs and ask them to make a list of all the means of transport that they know. Then students

ask and answer questions using the information on the board. When students have finished, invite pairs to share any interesting answers they received.

Exercise 2 9.1

- Write *public transport* on the board and elicit what this is (transport that anybody can use, but you normally have to buy a ticket and the transport follows a specific route). Then explain that *private transport* is the opposite (only for personal use and not available to the general public).
- Read the information in the Vocabulary box as a class. Then play the audio for students to listen and repeat the words. Pause after every word to check students' pronunciation. When students have categorised the words and matched them with the photos, check answers.
- Ask the class what public transport there is in their own town, city or region and how often they use it.
- **Independent learning:** Ask students to create a spider diagram with the words in box A and on the board.

Exercise 3

- Elicit the answer and ask students to explain why the other two options are not possible.

Exercise 4 9.2

- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words and phrases. Pause after each word and phrase to check students' pronunciation. When students have answered the question, ask for examples of each in their own town, city or region.
- **Independent learning:** Remind students to add these words to their spider diagram if they created one in Exercise 2.

Exercise 5 9.3 audioscript page 255

- Before students begin the exercise, explain that they may have to use the plural of the nouns in Vocabulary box B to complete the sentences. Then, ask students to identify which of the nouns in the box is uncountable (*traffic*).

- Play the audio while students listen and complete the sentences. Elicit the correct answers and ask students to explain why a plural noun is needed in sentence 3 (*a few*).
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 244 for **less confident** students. This is an exercise to help students use the getting around vocabulary.

Exercise 6 9.4

- Put students into pairs and ask them to think about which verbs in the box could match the phrases below.
- When students have listened to the audio and completed the task, re-elicite students' sentences from Exercise 1. Ask how students can rephrase their sentences using the word friends (*I always go to school by car. I never take a bus.* Etc.).

Exercise 7

- When students have finished, check answers as a class.
- **NEED SUPPORT?** Put students into groups of four and ask them to choose a city each. Students read about their city and choose the correct options before telling the rest of their group about what they have just read.

Exercise 8 9.5

- Direct students to the question at the top of the comments and explain that *get to* is similar to *travel to* (*How do you get to school?* = *How do you travel to school?*).
- When students have completed the text, ask which of the two journeys is most like their own journey to school.

Exercise 9 39 videascript page 255

- Play the video all the way through. Then ask: *What's the video about?* (people talking about how they get to school or work). Then ask which means of transport was mentioned the most (the tube).
- Play the video again and ask students to make a note of all the means of transport mentioned. Pause the video between each speaker. Elicit answers as a class.

Exercise 10

- Allow students time to think about how they travel to the different places. Ask them to also consider how long each journey takes and if they normally see anything interesting while they are travelling.
- Put students into groups to discuss the means of transport they use.
- When students have finished, invite them to tell the rest of the class about any interesting journeys they heard about.
- **NEED SUPPORT?** Choose **less confident** students to answer before **more confident** students. Encourage them to give answers using only words or short phrases if they can't find the language to make complete sentences.
- **FINISHED EARLY?** Ask students to write a short summary of the article in Exercise 3.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

9.2

GRAMMAR

Present Continuous for future arrangements

Lesson aims

- Students can use the Present Continuous to talk about future arrangements.

For the teacher

- Grammar presentation
- **Photocopiable activity:** *Make arrangements*
- **Test:** Grammar Check 9

For the student

- Grammar Time, Student's Book, page 134
- Workbook, page 92
- **Extra Practice Activities:** Grammar

Lead-in

Revise the Present Continuous with the class. Elicit how it is formed (*am/is/are + verb + -ing*) and why it is used (to talk about an action in progress at the moment of speaking). Put students into small groups and ask them to take turns to mime an action for the rest of the group to name the action using the present continuous. If students need prompting, write actions on pieces of paper and give them to each student to mime for their group, e.g. *read a magazine, eat spaghetti and walk up a mountain*, etc.).

-  **Setting lesson goals:** Say and write on the board: *I'm meeting Anna tonight. We're eating at the new restaurant in town.* Ask students what they think the lesson is going to be about. Elicit and write their ideas on the board. Then say: *Today you will learn to use the Present Continuous to talk about future arrangements.* Write this on the board and check it against the students' predictions.

Exercise 1 9.6

- Before students open their books, ask if they know the singer Harry Styles. If they do, elicit any information students know about him.
- Then tell students to open their books and read the posts to find out who is going to the concert (AnnaBL, 1derboy, Andy) and who isn't (Ron08).

Background note

Harry Styles is an English singer who was born in 1994. In 2010, the organisers of the TV talent show X-Factor put him together with four other singers to form the group One Direction. The group released many successful singles and albums in the UK and the USA. In 2016 the group split up and Styles became a solo artist.

Exercise 2

- When the pairs have answered the questions, ask why Ron08 isn't going to the concert (he is going on holiday).

Exercise 3

- Ask students to look at the examples in the Grammar box. Then students find more examples of the Present Continuous in the posts. Ask them to work in pairs and write a list in their notebooks.
- When students finish, ask them if the sentences refer to the present or the future (the future). Explain that we also use this verb tense to talk about future arrangements. Point out that when we use the Present Continuous to talk about future arrangements, we usually state the time of the arrangement, e.g. *I'm visiting my grandparents tomorrow*.
- Ask students to write a sentence describing a future arrangement that they have. Remind them to include the time of the arrangement. Invite students to share their sentence with the rest of the class.

Exercise 4

- When students have finished, elicit the answers and ask them to identify the future time that each of the different events refer to (1–5 – Thursday, 6 – Saturday, 7 – the 28th of the month).

Extra activity

Put students into groups of three and give each student a piece of paper. Students work on their own to think of an exciting future event, such as a concert or a show, e.g. *I'm going to a cool concert this weekend*.

- When they have finished, tell them to pass their piece of paper to the student on their left, read the post and write a response saying if they are going or not going. If they're not going, they should give a reason. Then they pass the piece of paper to the student on their left and repeat the process one more time.
- Then they read to find out what the other two posts say. Invite groups to tell the class about their plans for one of the future events.

Exercise 5

- Discuss the instructions and elicit how students can make suggestions (*Let's ...*, *Why don't we ...?*, *How about ... -ing?*). If necessary, allow students to refer back to page 68 of their Student's Book to review this language.
- When pairs have finished, invite them to perform their conversations in front of the class.
-  **Giving feedback:** Observe students and listen to them. When you hear a mistake in the sentence structure or use of grammar, provide immediate feedback. First, ask them if they know what the mistake is and encourage them to self-correct. If they don't know, explain and ask them to repeat the sentence.

Exercise 6

- Discuss the examples and point out that they include information about who the arrangement is with (Adrian) and the time of the arrangement (next week). Elicit more examples, e.g. *I'm going to the hairdressers tonight*. *I'm flying to Australia tomorrow*. Etc.
- When the pairs have discussed, invite them to share their ideas with the rest of the class.
- FINISHED EARLY?** Students write sentences to describe any future arrangements they have. If students don't have any arrangements, ask them to invent some.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to take out their Emoji response cards and write on the board: *I can use the Present Continuous to talk about future arrangements*. Ask students to hold up their Emoji response cards to show how confident they feel about the statement. If there are lots of neutral and sad emojis, find the time to review the lesson.

9.3

READING AND VOCABULARY

Holidays

Lesson aims

- Students can understand an article about holidays.

For the teacher

- Need support?* worksheet, page 244
- Vocabulary Memory Game
- Photocopiable activity:** *Holidays*

For the student

- Workbook, page 93
- Extra Practice Activities:** Vocabulary

Lead-in

Tell students that they are going to work in pairs and tell their partner about their last holiday. Write on the board: *I went to ...* and *I travelled by ...* Students complete each sentence with where they went on holiday and how they got there. Students use the sentence prompts to discuss in pairs. Explain that students can invent a holiday if they wish.

-  **Setting lesson goals:** Write *go to the beach* on the board and elicit what the lesson is about. If nobody guesses correctly, add *suitcase* to the board and draw one if necessary. Ask students if they know what the lesson is about. If nobody has guessed correctly, add another holiday-themed word to the board, such as *airport* or *aeroplane*. Continue until you elicit what the lesson is about. Say: *Today you will understand an article about holidays*. Write this on the board.

Exercise 1

- Go through the six destinations together and check for understanding by asking students to give examples from their own country. When students have discussed in pairs, have a vote to find out which is the most popular destination in the class.

Exercise 2 9.7

- Direct students to the first sentence of the article and the word *ever*. Elicit or explain that this word means 'at any time in your life before the present'.
- Play the audio while students read, then put students into pairs to ask and answer the question. Encourage more confident students to give reasons why.
- **NEED SUPPORT?** Ask **less confident** students to note down any words they don't understand. Then, ask them to either look up the words in a dictionary or pair them with **more confident** students to explain.

Exercise 3

- **EXAM** A2 Key for Schools, Reading and Writing, part 2, (matching)
- Go through the questions together and ask students to identify the key information/words in each one (1 *doesn't like being active*, 2 *two different places*, 3 *return to a place*, 4 *bad shock*, 5 *remember a great holiday*, 6 *excited*, 7 *ill*). Explain that the article might not feature these words, so students need to think how else this information could be described in the article. Do the first two together as an example and ask students to find the information that helped them (1 *Anna – doing absolutely nothing, worst holiday camping*; 2 *Oliver – we're visiting ... and then ...*).
- Allow students to work in pairs if necessary and check the answers when they have finished.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 244 for **less confident** students. This is an exercise that helps students to understand the article.

Exercise 4 9.8

- Read the information in the Vocabulary box as a class. Play the audio for students to listen and repeat the words. Pause after each word to check students' pronunciation. Put students into pairs and ask them to find the words in the Vocabulary box in the article. Then, ask them to use the context of the article to think about what each word means. Elicit the words in the article and what they mean.

Exercise 5

- Before students complete the task, choose one of the activities in the Vocabulary box that they can do in their own country and write a sentence on the board, e.g. *The Sierra Nevada is a good place for hiking. The Pyrenees are a good place for skiing*. Elicit possible reasons why.
- Encourage students to use the sentence structure on the board when they share their list with the rest of the class.
- **NEED SUPPORT?** Allow **less confident** students to write sentences about four of the holiday activities in Exercise 4.

Exercise 6

- Review different means of transport that could be used on holiday. Elicit which tense students should use when they present their holiday to the class (the Present Continuous because they will be talking about future arrangements).
- **FINISHED EARLY?** Ask students to write three or four sentences about the best holiday they ever had.

-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to hold up their Traffic Light cards to show how they feel about Exercise 3. Look at the results and if there are lots of reds and oranges, find time to review the exercise.

9.4 GRAMMAR

Be going to for future plans

Lesson aims

- Students can use *be going to* to talk about future plans.

For the teacher

- *Need support?* worksheet, page 244
- Grammar presentation
- **Photocopiable activity:** *Holiday planning*
- **Test:** Grammar Check 9

For the student

- Grammar Time, Student's Book, page 134
- Workbook, page 94
- **Extra Practice Activities:** West Green video, Grammar

Lead-in

Put students into pairs and ask them to quickly plan an ideal summer holiday. Encourage them to think about where they would like to go and what holiday activities they would like to do. Then, ask each pair to work with another two pairs to compare holiday plans. In their groups, students vote on the best holiday plan.

-  **Setting lesson goals:** Write on the board: *I'm going to go to the cinema at the weekend. I'm not going to visit my parents tomorrow*. Ask students if they think the sentences refer to the past, the present or the future (the future). Then ask them what they think the lesson is going to be about. Elicit ideas, then say: *Today you will learn to use be going to to talk about future plans*. Write this on the board.

Exercise 1 40 9.9

- Ask students to study the photo and describe with a partner who they can see (Noah, Mia and Mateo) and what they think they are talking about. Elicit that they are talking about their plans for the summer holidays.
- Play the video or audio all the way through. In classes that are only using the audio, explain that Noah isn't being serious when he says *Poor Mateo!* This is because he will be doing lots of nice things when he is in southern Europe. Students discuss the question in pairs and encourage them to explain why. Invite students to share their answer with the rest of the class.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask **less confident** students comprehension questions, e.g. *Why does Mia want to save money?* (to buy a new bike). *Who is Mia going to work for?* (her aunt). *What language is Lena going to study?* (Spanish). Elicit answers before continuing the video or audio.

Exercise 2

- Tell students to close their books and ask: *What plans do the kids have?* Elicit and write on the board. If necessary, allow students to open their books and read the dialogue before they answer. Then ask students to work in pairs to discuss why the plans are important for each kid.
-  **Peer learning:** Use the Think-Pair-Share technique.

Exercise 3

**Self-management: planning**

This task helps students develop effective strategies to set realistic goals or plans and estimate the time needed to complete them. It helps students to break down the goals into smaller sub-tasks and it requires them to prioritise which tasks are the most important to complete and when.

- Pre-teach: *goal, achieve, realistic, meet a goal, step, set, timetable, follow.*
- Ask students to think about the questions individually before they discuss them with a partner. Then encourage them to agree on the best idea in the list. Have a class discussion.
- **NEED SUPPORT?** With **less confident** students, elicit examples of personal goals and write them on the board, e.g. wanting to learn a musical instrument, become a member of a school sports team.

Exercise 4

- Ask students to study the examples in the Grammar box. Then students find more examples in the dialogue. Ask them to discuss in pairs and write a list in their notebooks.
- Then write on the board: *I'm going to go to the cinema and I'm going to the cinema with Matt.* Elicit or explain the difference between the two sentences (the first is a future plan and the second is a future arrangement you have made with someone). Tell the class that we can often use both *be going to* and the Present Continuous with arrangements we have made with other people, but we can only use *be going to* with plans when there is no arrangement made with other people (*I'm going to get a job* NOT *I'm getting a job*).
- Ask students which sentences in the dialogue could also be written in the Present Continuous (*I'm working for my aunt. Are you spending the whole summer there? She's doing a Spanish course. We aren't going on a family holiday. I'm joining him for a month. I'm helping the band.*).

Exercise 5

- When students have finished, ask them which of the sentences could also be written in the Present Continuous (because the plan involves an arrangement with other people – 1, 3, 4, 5), and which can only be written with *be going to* (because there is no arrangement with other people – 2, 6).

- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 244 for **less confident** students. This is an exercise to help students understand how to use *be going to*.

Exercise 6

- To get the students practising the form with both *is* and *are*, ask them to write one affirmative and negative sentence for either Ann or Jason (using *is* and *isn't*), and one affirmative and negative sentence for Jo and Ian (using *are* and *aren't*). Put students into pairs to talk about the plans for the people in the table.
- **NEED SUPPORT?** Tell **less confident** students to only make sentences about Ann, and Jo and Ian.

Exercise 7

- Go through the ideas and elicit which can use *be going to* and the Present Continuous (*play a sport* if an arrangement has been made with another person). Allow students time to think about their plans before they ask and answer with a partner. Invite students to tell the rest of the class about their, or their partner's, future plans.
- **FINISHED EARLY?** Ask students to write sentences with either *be going to* or the Present Continuous to describe their future plans and arrangements.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then write the following question on the board: *Can you use be going to to talk about future plans?* Ask students to take out their Emoji response cards and hold up the appropriate card. If there are lots of neutral or sad emojis, find the time to review the language.

9.5

LISTENING AND VOCABULARY

World weather

Lesson aims

- Students can understand conversations about the weather.

For the teacher

- *Need support?* worksheet, page 244
- **Photocopiable activity:** *Here's the weather*

For the student

- Workbook, page 95
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Elicit or teach the following words: *hot, cold, sunny, wet.* Put students into pairs and ask them to discuss what the weather is like in their country in summer and winter. Elicit, making sure students use the following structure: *It's ... in summer/winter.*

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with the class. Show students photos of different types of weather or ask them to study the photos in Lesson 9.5 and ask the question: *What is the weather?* Elicit and write on the board, correcting the students if necessary, e.g. *It is sun* or *It is rain* should be *It is sunny* or *It is raining*.

Exercise 1

- Put students into pairs to discuss the questions, then elicit some ideas from the class.

Exercise 2 9.10

- Read the information in the Vocabulary box as a class. Check students understand the new words. Then play the audio for students to listen and repeat the words.
- Set a time limit for students to complete the activity before you check answers with the class.
- NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 244 for **less confident** students. This is an exercise to help students understand the new vocabulary.

Exercise 3 9.11 audioscript page 255

- When students have listened, elicit the correct answers.

Exercise 4 9.12 audioscript page 255

- EXAM** A2 Key for Schools, Listening, Part 4, (three-option multiple choice)
- When you elicit the answers, ask students why the other options are not correct (1 a *It is quite sunny.* b *It is just three degrees.* 2 a *The weather is terrible.* b *It was foggy last night.* 3 b *The summer is warm, the autumn is windy, the winter is cold.* c *The summer is warm.*).

Exercise 5 9.12 audioscript page 255

- You could ask students to answer the questions from memory before you play the audio for them to check their answers.

Exercise 6 41 videoscript page 256

- Pre-teach: *autumnal, crisp.*
- Play the video all the way through. Then ask: *What's the video about?* (people talking about the weather).
- Play the video again and ask students to answer the questions. Elicit the answers as a class.

Exercise 7

- When students have asked and answered the questions in pairs, ask them about different hot or cold places that they have visited. Elicit past simple sentences, e.g. *I went to Iceland last year. It was very cold. I went to Australia two years ago. It was very hot.*
- NEED SUPPORT?** Choose **less confident** students to answer before **more confident** students. Encourage them to give answers using only words or short phrases if they can't find the language to make complete sentences.
- FINISHED EARLY?** Ask students to write a sentence describing what the weather is like today and what it was like yesterday.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students a question about the lesson to check their understanding, e.g. *What words can you use to describe the weather?* Students write their answers on a piece of paper and put it on your desk as they leave the classroom. Analyse the results and find time to review the lesson if students didn't write many words.

9.6

SPEAKING

Asking for and giving directions

Lesson aims

- Students can ask for and give directions.

For the teacher

- Photocopiable activity:** *Excuse me, where's the ...?*

For the student

- Workbook, page 96
- Extra Practice Activities:** West Green video

Lead-in

Review prepositions of place (*next to, opposite, on the left, on the right*). Elicit either by drawing on the board or demonstrating with objects on your desk. Put students into pairs and ask them to write a sentence describing the classroom using the prepositions of place. However, ask them to replace the object they are describing with *This*, e.g. *This is next to the door*. Students take turns to read out their sentences for the rest of the class to guess what object is being described.

-  **Setting lesson goals:** Think of a place in your town or city and write on the board: *How do I get to (the swimming pool) from the school?* Ask students to work in pairs to think what the lesson is going to be about. Elicit and write students' suggestions on the board. Say: *Today we will learn to ask for and give directions.* Check if any students guessed correctly.

Exercise 1

- Direct students to the photo, ask who they can see (Noah) and what they think he is doing.

Exercise 2 42 9.13

- Elicit what the students remember from the video in Lesson 9.4.
- Play the video or audio all the way through. In classes that are only using the audio, explain that Noah can't remember the directions to the sports centre, so he is late when he meets Mateo. Mia can't find the sports centre either and the battery in her phone runs out when she calls Mateo for directions. Check answers as a class. Ask students if they have been in a similar situation. Encourage them to tell the class about it.
- Direct students to the Sounds good! box and ask them to find the words and expressions in the dialogue. Allow students a few moments to think about what each means. Then elicit or teach that *Sorry I'm late* is something you say when you apologise for arriving late for something; *Finally!* is an expression when something happens later than you wanted/expected; and *My phone's dead!* means that your phone has run out of battery.

Exercise 3

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Then ask students to find examples of the phrases in the dialogue. Check answers as a class. Draw students' attention to the use of prepositions, e.g. *Turn left into...*, *on the left*, and explain that we say *Take the (first turning on the left)* but *Turn left*.
- **NEED SUPPORT?** Ask students to act out the dialogue in groups of four. **Less confident** students can act out the dialogue without changing any words. Encourage **more confident** students to change words or phrases with those in the Speaking box.

Exercise 4 9.14

- If necessary, put students into pairs to complete the task. Then play the audio for students to check their answers.

Extra activity

Put students into groups of four. Tell them to write directions on how to get to an interesting place from the school. They should start their directions with: *Come out of the school and ...*

- Invite one group to read their directions slowly to the rest of the class. Tell the rest of the class to close their eyes and follow the directions in their mind. At the end, ask the class where they think they are.

Exercise 5 9.15

- Play the audio while students follow the directions on the map. Encourage them to use their finger to follow the route on the map. When they have finished, elicit the answer. If any students have a different answer, ask a student with a correct answer to use the phrases in the Speaking box to explain how they arrived at the location.

Exercise 6

- Teach *cross the road* and explain that students will be using it in this exercise. Before pairs begin, tell them that as they are giving the directions, they should rotate their books so that their direction of travel is always upwards. Explain that this will make it easier for them to decide whether to use left or right.
- When students have finished, invite pairs to give individual instructions and tell the rest of the class to follow the instructions on the maps in their books.
- **FINISHED EARLY?** Ask students to write directions to somewhere close to where they live.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then encourage students to write a number from 1–5 on a piece of paper to say how they feel about asking for and giving directions (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Look at the results and if there are lots of 4s and 5s, find time to review the lesson.

9.7

WRITING

An invitation email

Lesson aims

- Students can write and respond to an invitation email.

For the teacher

- Photocopiable activity: *Hi Leo*

For the student

- Workbook, page 97

Lead-in

Elicit what *an invitation* is (something you send to someone to invite them to an event) and the verb form (*invite*). Ask the class if they have ever sent an invitation or received one. If so, ask them what the event was and who they invited.

-  **Setting lesson goals:** Write the lesson aim on the board and say: *Today we will learn to write and respond to an invitation email.* Check understanding by asking students if they send emails and, if so, to whom.

Exercise 1

- Allow students time to read the emails and answer the questions. Elicit the answers then ask students to find an example of a future arrangement (*My cousin is coming to stay with us, I'm going away on holiday next Friday*), an action in progress at the time of writing (*I'm planning a surprise welcome party for her, I'm really looking forward to it.*) and a future plan (*I'm going to invite Andrew and Karen.*).

Exercise 2

- Go through the phrases in the Writing box together and check for understanding. When students have found examples of the phrases in the emails, draw their attention to the phrase in Nick's email: *The party starts at 7 p.m.* Elicit what the verb tense is (the Present Simple) and ask students why we use this tense to talk about a future event (because we are talking about something that is scheduled to happen at a future time).

Exercise 3

- When students have found examples of the future time expressions in the emails, write *on*, *in* and *this* on the board. Put students into pairs and allow them time to think of more future time expressions (*on Sunday, on Monday, in July, in December, in 2027, this morning, this afternoon*, etc.). Elicit and write on the board.
- **NEED SUPPORT?** To help **less confident** students to understand the future time expressions, ask them to choose three of the words in the box and write sentences with them describing any future plans or arrangements. If necessary, allow them to work with a **more confident** student who can help them with any difficulties.

Exercise 4

- Explain that students will write an invitation email on their own in their notebooks. Discuss the steps as a class and allow students to ask questions about them.
- Give students time to make notes about their email in their notebooks. Tell them to refer to the emails in Exercise 1 and to the Writing Box in exercise 2. Remind them about the use of *be going to*, the Present Continuous and the Present Simple, and future time expressions.
- Once they have made their notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Ask students to work in pairs and give each other feedback on their drafts. You can list on the board any common mistakes that students have made for whole class discussion.
- Then, students write their final draft in their notebooks, or you can set the task for homework.
- **FINISHED EARLY?** Ask students to imagine they were invited to Anna's welcome party. Ask them to write a short email accepting or refusing the invitation, explaining why they cannot attend.
-  **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Do I know how to write an invitation email? Do I know when to use future time expressions?*

BBC CULTURE

Who needs planes?

Lesson aims

- Students learn about traditional and modern means of transport.

For the teacher

- **Photocopiable activity:** *Project worksheet: a travel plan*

Lead-in

Put students into small groups and tell them to plan a trip around the world. Encourage them to think about what countries and cities they will visit and what means of transport they will use to travel. If necessary, write the following sentence prompts on the board to help the students: *We're going to go to ... We're going to visit ... and We're going to travel ...* Then elicit ideas from each group. When every group has spoken, have a class vote to find out the best plans.

-  **Setting lesson goals:** Write the lesson aim on the board and say: *Today we will learn about traditional and modern means of transport.*

Background note

Jules Verne was a French author who was born in the city of Nantes in 1828. He published his first novel, *Five Weeks in a Balloon* in 1863. This was about a journey to explore Africa, but his most famous novel was *Around the World in 80 Days* (1872). The book has been adapted into several films and theatre plays. Many people have also recreated the famous itinerary around the globe.

Exercises 1–5 9.20

- Follow the instructions in the Student's Book. Before students read the article in Exercise 2, direct them to the words in the glossary. If they find any more difficult words, encourage them to use a dictionary to help them.
- **NEED SUPPORT?** Pair **more confident** students with **less confident** students so that they can help them understand the exercises and find the right words in English to express their opinion.

Exercise 6 43 videoscript page 246

- **With video:** Pre-teach: *eco-friendly, high-speed, check in*.
- Play the video while students watch. Elicit the answer to the question from the students.
- **Without video:** Pre-teach the words listed above.
- Give students the videoscript and ask them to answer the question. Check the answer as a class.

Exercise 7 43 videoscript page 246

- **With video:** When students have finished, elicit the answers. Ask students if they would like to make the six-day journey between Moscow and Beijing by train. Encourage them to give reasons for their answers.
- **Without video:** Set a time limit for students to answer the questions on their own. Then give students the videoscript and ask them to find the answers. Check answers as a class. Ask students if they would like to make the six-day journey between Moscow and Beijing by train. Encourage them to give reasons for their answers.

Exercise 8

- Follows the instructions in the Student's Book.
- **PROJECT TIME** The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
-  **Peer learning:** Ask students to read the lesson aim again. Then ask students to write down three facts and one lie about the lesson, e.g. *The journey between London and Paris by train takes six days*. Students swap sentences and ask them to identify their partner's lie. Encourage them to correct the lie.

Still life

Lesson aims

- Students learn about still-life painting.

Lead-in

Write *art* on the board and ask students to brainstorm in pairs the different types of art that they know, such as paintings, sculpture, graffiti, literature, films, etc. Elicit and write these on the board. Then, ask students if they know of any famous paintings. If so, what is the name of the painting and the artist. Ask them if they like these paintings and encourage more confident students to explain why.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *What paintings do you like?*

Background note

Still life painting, which is sometimes referred to as *Naturaleza muerta*, is an art style that dates back to the times of Ancient Egypt. Still life painting depicts inanimate objects, such as flowers, fruit and other things, e.g. cups and items of furniture. It became a popular art form in the 17th century, especially among Dutch and Belgian artists, and latterly painters from southern Europe. Some famous still life works of art include *Bodegón* by Francisco de Zurbarán and *Still-Life with Apples and Grapes* by Claude Monet.

Exercise 1

- Explain still life painting. If necessary, allow students to read the introduction to the article at the top of the page.
- Direct students to the paintings and ask them to discuss in pairs what they can see in each one. When they have matched the paintings and the dates, elicit the answers and ask the class why they matched each painting to the specific date.

Exercise 2 10.2

- Elicit or pre-teach the following words and phrases from the article: *talented, hard-working, fried egg*.
- Direct students to the two pictures of the fried egg and tell them that one is a photograph and the other is a painting. Elicit which is the painting (A).
- Ask students to read the article and discuss the question. Check answers as a class.

Exercise 3

- Ask students to read the article again and answer the questions in pairs. Check answers as a class.
-  **NEED SUPPORT?** Pair **more confident** students with **less confident** students so that they can help them understand the questions and discuss the answers.

Exercise 4

- Explain that students are going to play a memory game. Ask students to work with a partner and choose one of the paintings in Exercise 1. Allow them 30 seconds to look at their painting and remember as many details as possible. Then, invite pairs to tell the rest of the class what they remember about their painting. Encourage them to use *there was* and *there were*.

Exercise 5

- Allow students time to think about their answers to the questions before they discuss them in pairs.
-  **Peer learning:** You could use the Think-Pair-Share technique.

Exercises 6–7

- Explain that students will choose and research one of the three artists in the box and make notes about them. Students will need to use the Internet to do this, so this could be done at school or at home. Then students prepare and give a short presentation to the class about their artist. Remind them to use their notes from Exercise 6 and the phrases.
-  **FINISHED EARLY?** Ask students to choose one of the images on the page and write a sentence to describe it. Or, you could ask them to quickly draw a still-life picture of objects in the classroom. Ask them to give it a title.
-  **Independent learning:** Ask students to write two questions about the lesson. Then, students ask and answer their questions in pairs.
-  **Reviewing lesson goals:** Ask students to write two facts they have learned in the lesson. Then, students compare their facts in pairs.

The Secret Garden

Lesson aims

- Students can understand an extract from a novel.

Lead-in

Put students into pairs and ask them to discuss their favourite book. Encourage **more confident** students to explain why they like a particular book.

-  **Setting lesson goals:** Write *literature* on the board and ask students to discuss what the word means. Invite students to share their ideas. Explain that it is a word that describes any written text, such as novels, magazine articles and even text messages. Then ask students what they think the lesson is going to be about. Say: *Today you will learn to read and understand an extract from a novel.*
- Write *books* on the board and put students into pairs. Allow them a few minutes to write as many words they associate with books as possible. When the time is up, invite students to share their words with the rest of the class. Alternatively, give students words such as author, novel, fiction, non-fiction and chapter, and ask them to discuss what the words mean in pairs.

Background note

Frances Hodgson Burnett was the author of three acclaimed children's books. She was born in Manchester, England, in 1849, but moved to the USA when she was three years old following the death of her father. Her first book, *That Lass O'Lowrie's*, was published in 1877. Following the publication of a few more books, the first of her successful stories for children was *Little Lord Fauntleroy*, which was published in 1886. *The Secret Garden* was published in 1911. She died in 1924.

Exercise 1

- Students discuss the question with a partner. Then, elicit some ideas from the class and write on the board.
- Then ask the class if they have read *The Secret Garden*. If so, did they enjoy it? If not, would they like to?

Exercise 2 10.3

- Elicit or pre-teach the following words and phrases from the extract: *lose, explore, key, robin, put in, shut, rose, busily*.
- After students have read the extract, ask them to check their answer to Exercise 1.

Exercise 3

- Ask students to read the article again and decide if the statements are true or false. Students compare their answers in pairs.
- NEED SUPPORT?** Ask **less confident** students to find the key words in each statement before they read the article again (1 *windy*; 2 *difficult to open the door*; 3 *grass, plants, grow*; 4 *Mary, work in the garden*; 5 *Mary go back later*). Tell them that they need to look for these key words or similar words or phrases to help them complete the exercise.

Exercise 4

- Students discuss the questions in pairs. Then discuss the answers as a class.
-  **Peer learning:** You could use the Think-Pair-Share technique.

Exercises 5–6

- Explain that students will choose and research a story for children and make notes about it. Students will need to use the internet to do this, so this could be done at school or at home.
- Then students prepare and give a short presentation to the class about their story. Remind them to use their notes from Exercise 5 and the phrases.
- FINISHED EARLY?** Ask students to correct the false statements in Exercise 3.
-  **Peer learning:** Ask students to write down as many facts as they remember about the extract in Exercise 2. Then, students compare their facts with a partner.

Mummies

Lesson aims

- Students learn about mummies and Ancient Egypt.

Lead-in

Write *Ancient Egypt* on the board and ask students to work in small groups to discuss all that they know about the civilization. If students need prompting, ask what famous constructions the Ancient Egyptians built and how they buried important people. Set a time limit and when it is up, elicit ideas from each group.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask students questions to check understanding, e.g. *Where is Egypt?*

Exercise 1

- Students discuss the question with a partner. Encourage **more confident** students to write a definition of *mummy*. Then, elicit some ideas from the class and write on the board.
- NEED SUPPORT?** Write the following definitions on the board and ask **less confident** students to choose the correct one: 1 *A mummy is a body of a dead person in bandages.* 2 *A mummy is a word in Egyptian meaning 'very important person'.*

Background note

The Ancient Egyptians are perhaps the most famous civilization to mummify their dead, but they are not the only ones. The process of mummification is believed to be more than 7,000 years old, around 2,000 years older than the first Egyptian mummies. These were found in the South American country of Chile and they were made by the Chinchorro people. The process they used to mummify their dead was different from that used by the Ancient Egyptians. They used materials such as dried grass to help preserve the dead bodies. Mummies have also been found in China and other countries in South and Central American.

Exercise 2 10.4

- Elicit or pre-teach the following words and phrases from the article: *bury, oil, stone, wooden, last, afterlife, spirit, journey, sand.*
- Ask students to look at the photos and discuss with a partner what they can see. Then students read the article and label the photographs.

Exercise 3

- Ask students to read the article again and decide if the sentences are true or false. Students compare their answers in pairs. Then discuss answers as a class, encouraging students to say why the false sentences are incorrect.
-  **Peer learning:** You could use the Think-Pair-Share technique.

Exercise 4

- Put students into pairs and, if necessary, prompt them by writing the following on the board: *The Thirteen Tombs of the Ming Dynasty, The Taj Mahal, The Lenin Mausoleum, The Castel Sant'Angelo.* If you have the technology available, allow students to go online to help them. If not, ask them to complete this task for homework.

Exercises 5–6

- Explain that students will choose and research a famous pyramid from the ones in the box and make notes about it. Students will need to use the internet to do this, so this could be done at school or at home.
- Then students prepare and give a short presentation to the class about the pyramid they chose. Remind them to use their notes from Exercise 5 and the phrases.
- FINISHED EARLY?** Ask students to correct the false sentences in Exercise 3.
-  **Reviewing lesson goals:** Give students one minute to write something they already knew before the lesson and something new they learnt. Encourage them to complete the sentence prompts: *I already knew ...* and *I learnt ...* to help them. Invite students to read their sentences to the class.

Hot-air balloons

Lesson aims

- Students learn about hot-air balloons.

Lead-in

Show students a photo of a hot-air balloon and perform a simple see-think-wonder routine. Tell the students to work in pairs. Students think and make notes about what they can see. Ask students to wonder about the photo, e.g. *Which country is it? Where is the hot air balloon going? Why?*, etc. Then put pairs into groups of four to compare notes.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students.

Background note

A **hot-air balloon** is not classed as an aeroplane. It is in a category of transport called airships. An airship is a means of transport that flies using gas such as hydrogen or helium. They use gas because it is lighter than air. Other types of airship include the zeppelin. Airships were popular in the first few decades of the 20th century, but their popularity declined after they were deemed unsafe.

Exercise 1 10.5

- Ask students to discuss what they know about hot-air balloons in pairs. Then discuss answers as a class.
- Elicit or pre-teach the following words and phrases from the article: *direct, depend, passenger, rise, light, dense, float, balloon, envelope, nylon, valve, burner, propane gas, heat, wicker*. Then ask students to match the headings with the paragraphs. Check answers as a class.

Exercise 2

- Ask students to read the article again and label the picture. Students compare their answers in pairs. Then discuss answers as a class.

Exercise 3

- Encourage students to answer the questions without referring back to the article. Students then re-read to check their answers.
- **NEED SUPPORT?** Write the following answers on the board and ask students to match them with the questions in Exercise 3. A) *Because hot air is lighter than cold air.* B) *The pilot opens a valve at the top of the balloon so that some hot air escapes.* C) *A duck and a chicken.* D) *Because it is a strong but light material.* E) *On 21 November, 1783.* (1 C; 2 E; 3 A; 4 D; 5 B)

Exercise 4

- Allow students time to think about their answers to the questions before they discuss them in pairs. Invite some students to share their ideas with the class.
-  **Peer learning:** You could use the Think-Pair-Share technique.

Exercises 5–6

- Explain that students will choose and research an airship and make notes about it. Students will need to use the internet to do this, so this could be done at school or at home.
- Then students prepare and give a short presentation to the class about the airship they chose. Remind them to use their notes from Exercise 5 and the phrases.
- **FINISHED EARLY?** Ask students to imagine they are about to take a journey on a hot-air balloon. Tell them to write a short description of the places they would like to visit and why.
-  **Independent learning:** Ask students to close their books. Give students three minutes to write a summary of how a hot-air balloon works. They can do this in pairs. Explain that they can draw a picture and make notes about it. Then they discuss and compare in groups. Remind them that they can change their summary if they feel they have missed out something important.
-  **Peer learning:** Give students two minutes to write as many facts about hot-air balloons as they can remember. Students compare their facts with a partner.