



Introduction unit

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Classroom Presentation Tool Unit I

End of unit

Short Tests: Unit I

IA Vocabulary

Personal information

LESSON SUMMARY

Vocabulary: The alphabet; numbers 1–50; countries

Speaking: Exchanging basic personal information

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Spend no more than 1–2 minutes on exercise 5, and 5–6 minutes on exercises 11 and 12.

LEAD-IN 2–3 MINUTES

- Say: *What can we say to a new student to make them feel welcome?* (e.g. Hello! I'm (name). What's your name?) *What questions can we ask to find out more about them?* (e.g. Where are you from? Do you live near the school?)
- Say *Hello* to a student and elicit *Hello*. Then say: *My name's (your name). What's your name?* and elicit a response.

Exercise 1 page 4

- Focus attention on the photo and ask: *Where are the people? What are they doing?* Discuss possible answers.
- Students read the dialogue to check their ideas. They then complete the dialogue with the phrases.

Exercise 2 1.02 page 4

- Play the audio for students to check their answers.
- Play the audio again. Students listen and then practise the dialogue in pairs.

KEY

1 your name 2 do you spell 3 are you from 4 old are you

Exercise 3 1.03 page 4

- Play the audio for students to listen and repeat. Elicit an answer to the question.

KEY

They share the /eɪ/ sound.

Exercise 4 page 4

- Say *b* and *c*, emphasising the /i:/ sound. Ask: *What other letters have the same sound?*
- Elicit a few answers. Students then complete the exercise.

KEY

1 b, c, d, e, g, p, t, v 2 f, l, m, n, s, x, z

Exercise 5 page 4

- Ask: *Whose name is this?* Begin spelling the name of a person that everyone knows. Students raise a hand when they know who it is. They then do the exercise in pairs.

Exercise 6 1.04 page 4

- Play the audio for students to listen and repeat.
- With **weaker classes**, say *50* and then elicit *49*. Continue round the class counting back to 1.

For further practice of numbers and ordinals:

Vocabulary Builder IA page 117

3 1 second June 2 twenty-second November
 3 fifth August 4 twelfth February 5 twenty-first
 April 6 nineteenth October 7 third January
 8 twenty-third July 9 sixth December

Exercise 7 1.05 page 4

- Say: *You are going to listen to two dialogues in a school. The people exchange personal information.*
- Play the audio for students to listen and do the exercise.

KEY

1 Antoine, eighteen 2 Eszter, eighteen
 3 Martyna, seventeen 4 Alejandro, sixteen

Transcript

- 1 **Eszter** Hi! I'm Eszter. Nice to meet you.
Antoine Nice to meet you too. I'm Antoine.
Eszter How do you spell that?
A A-N-T-O-I-N-E.
E Oh, OK. Eszter is E-S-Z-T-E-R.
A And where are you from, Eszter?
E I'm from Hungary. What about you? Where are you from?
A I'm from France.
E How old are you?
A I'm eighteen.
E Me too!
- 2 **Alejandro** Hello. I'm Alejandro.
Martyna Hi! I'm Martyna. Nice to meet you.
A Nice to meet you too. How do you spell Martyna?
M With a 'Y': M-A-R-T-Y-N-A.
A Oh, right. I'm Alejandro with a 'J': A-L-E-J-A-N-D-R-O.
M Where are you from?
A I'm from Spain. What about you?
M I'm from Poland.
A Oh, OK. How old are you, Martyna?
M I'm seventeen. How old are you?
A I'm sixteen.

Exercise 8 1.05 page 4

- With **stronger classes**, ask students what other information they can remember from the dialogues in exercise 7. Which country is each person from?
- Play the audio again for students to find or check their answers.

KEY

Antoine France Eszter Hungary
Martyna Poland Alejandro Spain

Transcript

See exercise 7.

Exercise 9 page 4

- Students work in pairs and take turns to ask and answer:
How do you spell ... ?

Exercise 10 page 4

- With **weaker classes**, do the exercise as a class. Point out that two countries – Turkey and Russia – are in both Europe and Asia.

KEY

1 Croatia, the Czech Republic, France, Germany, Greece, Hungary, Italy, Poland, Russia, Slovakia, Spain, Turkey, the UK, Ukraine 2 China, India, Japan, Russia, Turkey 3 Argentina, Brazil, Canada, Mexico, the USA 4 Australia, Canada, the UK, the USA 5 Students' own answers.

Exercise 11 page 4

- Demonstrate the activity, e.g. *I'm Simon Smith. I'm from the UK. I'm 20 years old.*
- Elicit similar new identities from a few students.

Exercise 12 page 4

- Demonstrate the activity by asking one or two confident students: *What's your name?* Elicit their new identity. Then ask: *How do you spell that?* Elicit the spelling.
- Students do the exercise in pairs.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can exchange basic personal information, including where I am from and my age.*

IB Grammar

be and have got

LESSON SUMMARY

Grammar: *be* and *have got*

Speaking: Asking and answering questions with *be* and *have got*

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercises 9 and 10.

LEAD-IN 2-3 MINUTES

- On the board, write:
1 *Is it rainy today?*
2 *Are you ready to learn English today?*
3 *Have you got your book?*
4 *Have you got a pencil?*

- Ask individual students to answer the questions. Then ask: *What is the verb in questions 1 and 2? (be) What is the verb in questions 3 and 4? (have got)*

Exercise 1 1.06 page 5

- Play the audio for students to read and listen.
- Answer the question as a class.

KEY

Joanna's sister Emma is sixteen.

Exercise 2 page 5

- Check that students understand long and short forms. On the board, write: *I ___ got a book.* Elicit both *have* and *'ve*.
- Then write: *He ___ got a pencil.* Elicit both *has* and *'s*.
- On the board, write: *be.* Then write: *I ___ and you ___.* Elicit *am* and *are*. With **weaker classes**, work as a class to find *be* in the dialogue. **Stronger classes** can do it in pairs.
- On the board, write gapped sentences and elicit words to fill the gaps: *I ___ a teacher (am). You ___ students (are).* Students read the *Learn this!* box and do the exercise.

KEY

Here's a photo of us. I'm on the right. Are you twins? Yes, we are, but we aren't identical. Is that your dog ... ? Yes, it is. She's called Rosie. Rosie is Emma's dog, really. How old is she? She's sixteen ... That's very old ... No, Emma's sixteen. Rosie is six.

1 'm 2 's 3 aren't 4 is 5 are 6 is 7 are

Exercise 3 page 5

- Do the first item as a class. Students then do the exercise individually.

KEY

2 My teacher is / isn't very tall. 3 I'm / I'm not sixteen years old. 4 My friends are / aren't all girls. 5 It's / It isn't very cold today. 6 My friends and I are / aren't in an English lesson.

Exercise 4 page 5

- Do the first item as a class. With **weaker classes**, ask a student the first question and elicit an answer.

KEY

1 Are 2 Is 3 Are 4 Are 5 Are 6 Am

For further practice of be:

Grammar Builder IB page 122

1 1 is / 's 2 am / 'm 3 am / 'm 4 is 5 am / 'm 6 is 7 are

2 1 I'm not from the USA. 2 My teacher isn't British. 3 I'm not at home. 4 You aren't sixteen years old. 5 It isn't cold today. 6 My friends and I aren't in a maths lesson.

3 1 Are we in school? d 2 Is it very hot today? b 3 Are you from China? f 4 Are your parents teachers? c 5 Is Stella eighteen years old? e 6 Is Sam in his bedroom? a

Exercise 5 page 5

- On the board, write: *I have got a book in my bag.* Underline *I have got* and elicit the short form: *I've got*.
- Students read the *Learn this!* box. Elicit the first two missing words. Students then do the exercise individually.

KEY

1 've / have 2 's / has 3 hasn't / has not 4 Have
5 haven't / have not

Exercise 6 page 5

- Read out the first sentence so that it is true for you. You could add more information, e.g. *I haven't got two brothers. I've got two sisters.*
- Students do the exercise individually.

KEY

1 've got / haven't got 2 've got / haven't got 3 's got / hasn't got 4 've got / haven't got 5 have got / haven't got

Exercise 7 1.07 page 5

- Tell students they are going to listen and tick what Joe and Amy have got. They then read the words in the table so that they know what to listen for.
- Play the audio for students to do the exercise.

KEY

Joe a pet, a skateboard, a smartphone, a watch
Amy a bike, a laptop, a watch

Transcript

Amy Hi, Joe. Have you got a pet?

Joe Yes, I have. I've got a dog. His name is Ricky.

A Ricky? That's a nice name.

J What about you, Amy? Have you got a pet?

A No, I haven't. Is that your skateboard? It's really nice.

J Thanks.

A I haven't got a skateboard. But I've got a bike.

J I haven't got a bike.

A That's a nice smartphone.

J Thanks. It's new – a birthday present from my parents.

Have you got a smartphone too?

A No, I haven't. My phone is really old! It isn't a smartphone.

J My computer is really old.

A Is it a laptop?

J No, it isn't. Have you got a laptop?

A Yes, I have. Oh, what's the time? Have you got a watch?

J Yes, I have. It's 12.30. Where's your watch?

A I'm not sure. Oh, it's here – in my bag. Come on. It's maths now with Mr Brown. We're late!

Exercise 8 page 5

- Ask: *What's Joe got?* and elicit the individual items, then a full sentence. Students complete the exercise individually.

KEY

Joe's got a pet. He's got a skateboard. He hasn't got a bike. He's got a smartphone. He hasn't got a laptop. He's got a watch.
Amy hasn't got a pet. She hasn't got a skateboard. She's got a bike. She hasn't got a smartphone. She's got a laptop. She's got a watch.

Exercise 9 page 5

- Students complete the third column in exercise 7 about themselves.
- Students work in pairs asking and answering *Have you got ... ?* questions about the items in exercise 7.

Exercise 10 page 5

- Ask a few students to tell the class about their partner.

For further practice of *have got*:**Grammar Builder IB** page 122

4 1 have got 2 hasn't got 3 haven't got
4 has got 5 have got 6 haven't got

5 2 I've got a laptop. / I haven't got a laptop. 3 I've got a pet. / I haven't got a pet. 4 I've got a smartphone. / I haven't got a smartphone. 5 I've got a TV in my bedroom. / I haven't got a TV in my bedroom. 6 I've got an English dictionary. / I haven't got an English dictionary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use 'be' and 'have got' to talk about family, pets and possessions.*

IC Speaking**Talking about ability and asking for permission****LESSON SUMMARY**

Vocabulary: Musical instruments; action verbs

Grammar: *can* for ability; *can* for permission

Speaking: Talking about ability and asking for permission

SHORTCUT

- Exercise 3 can be set for homework or done as a class.

LEAD-IN 2-3 MINUTES

- Tell the class about an ability you've got, e.g. *I can play the piano.*
- Ask questions about students' abilities, e.g. *Who can play the piano? Who can play football?* Students raise their hands if they can do something.

Exercise 1 1.08 page 6

- Focus attention on the photo. Ask: *What's she doing?* (She's playing the guitar.) *How old is she?* (Students read the dialogue to find out her age: she's fourteen or fifteen.) *What does Alfie want?* (He wants to borrow £1.)
- Students answer the questions.

KEY

Alfie She can play the guitar really well. Her voice isn't bad.

Rose She isn't very good. She can't sing.

Exercise 2 page 6

- On the board, write: *She ___ play the guitar really well.* and elicit the missing word. (*can*)
- Students then read the *Learn this!* box.
- With a **weaker class**, do the exercise together. **Stronger classes** do the exercise in pairs.

KEY

Affirmative She can play the guitar really well. But I can play the piano. **Negative** She can't sing. I can't hear the words. No, I can't. I can't find my money. **Interrogative** Can you play the guitar like that? Can I borrow £1, please?

Exercise 3 page 6

- Do the first item as a class. **Stronger classes** do the exercise individually and then check answers in pairs. With a **weaker class**, do the exercise together.

KEY

1 can 2 can't 3 can't 4 can 5 can't

Extra activity

- Play a memory game. Start by saying: *I can play the guitar.* The first student says: *(Teacher's name) can play the guitar. I can speak English.* The next student says: *(Teacher's name) can play the guitar. (Student 1's name) can speak English. I can play football.*
- The game continues round the class. If a student can't remember what to say, they can ask another member of the class for help.

Exercise 4 page 6

- Model the exercise by asking a confident student: *Can I borrow your book?* Elicit: *Yes, you can* or *No, you can't.*
- Students do the exercise in pairs.

For further practice of can:

Grammar Builder IC page 122

- 7 2 They can't speak French. 3 We can swim.
4 Ben and Sam can ski. 5 You can't play the piano.
6 My friend can play tennis.

Exercise 5 page 6

- Do the exercise as a class. Ask students to think of other musical instruments and write them on the board.

KEY

guitar, piano

Exercise 6 1.09 page 6

- Play the audio for students to write the instruments.

KEY

2 keyboard 3 guitar 4 trumpet 5 flute 6 drums
7 violin

For further practice of numbers and ordinals:

Vocabulary Builder IC page 117

- 4 A saxophone B trombone C drums D keyboard
E violin F trumpet G flute H piano
- 5 1 base guitar, drums, guitar / electric guitar
2 cello, clarinet, drums, flute, oboe, piano, trumpet, trombone, violin

Exercise 7 page 6

- Focus attention on the photos. Do the exercise as a class.

KEY

1 swim 2 ride a horse 3 dance 4 play basketball

Extra activity

In groups, students take turns choosing an activity from the list in exercise 7 and miming it. As one student mimes, the others guess by asking: *Can you play the violin?*

Exercise 8 page 6

- Make sure students understand the meaning of *questionnaire* (a list of questions designed to find out information about someone). Read the example together and elicit a second question.
- Students write their questionnaires individually.

Exercise 9 page 6

- Students do the exercise in pairs. Remind them to make a note of their partner's answers.

Extra activity

Students think of three or four more questions to ask their partner. They can choose activities from the list in exercise 7 or use their own ideas.

Exercise 10 page 6

- Ask individual students to tell the class about their partner.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about ability and ask for permission.*

ID Grammar

Articles: *the, a / an, some; this / that / these / those*

LESSON SUMMARY

Vocabulary: In the classroom

Grammar: Articles: *the, a / an, some*; demonstrative pronouns: *this / that / these / those*

Speaking: Talking about classroom items

SHORTCUT

- To do the lesson in under 30 minutes, keep the lead-in brief and spend no more than 3–4 minutes on exercise 3.

LEAD-IN 2–3 MINUTES

- Ask a student: *Have you got a pencil?* Elicit: *Yes, I have* or *No, I haven't.*
- Ask a few students about different objects, e.g. pens, erasers and calculators.

Exercise 1 page 7

- Focus attention on the pictures. Ask: *What are these things?* and elicit answers.

KEY

Left to right, top row eraser, cupboard, pencil case, ruler

Left to right, bottom row pencil sharpener, shelf, exercise book, bin

Exercise 2 1.10 page 7

- Students listen to and read the dialogue to find the answer to the question. Then ask: *Has Olivia got a coloured pen?* (no) *What has she got?* (coloured pencils) *What colours?* (red, blue, green, brown – lots of colours)

KEY

Olivia's pencil case is at home.

Exercise 3 page 7

- On the board, write: *the chair, the books, a pen, an exam*. Ask: *Which words are articles?* Elicit *the, a* and *an*, and underline them. *Which word is plural?* Elicit *books*.
- Students read the *Learn this!* box. Ask: *What other article can we use with plurals?* Elicit *some*.
- To check understanding, ask a student: *Have you got a pencil?* When the student says *yes*, say: *Please show me the pencil*. On the board, write *a pencil* and *the pencil*.
- Ask: *When do we use 'a'?* (when we mention something for the first time) *When do we use 'the'?* (when we mention it for the second time)
- With a **weaker class**, do the exercise together. **Stronger classes** can do the exercise in pairs.

KEY

Have you got a pencil and an eraser? I've got a pencil, but I haven't got an eraser. The pencil is on my desk. Have you got a coloured pen? No, but I've got some coloured pencils.

Exercise 4 page 7

- Model the examples with a confident student. Students then work in pairs.
- Ask a few pairs to demonstrate their questions and answers for the class.

For further practice of articles *the, a / an, some:* Grammar Builder ID page 122

9 1 a 2 an 3 some 4 some 5 an 6 some
7 an 8 a 9 a 10 some

10 1 a, a, the, the 2 some, a, The, The 3 an, some,
The, the 4 some, an, The, the

Exercise 5 page 7

- On the board, write: ___ *exam* (an); ___ *class* (a); ___ *students* (some). Elicit the articles.
- Students do the exercise individually.

KEY

1 an 2 some 3 an 4 some 5 an 6 some
7 some 8 some 9 a 10 some 11 a 12 a

Exercise 6 page 7

- Students do the exercise individually.

KEY

1 a, a, The, The 2 some, The, the, the 3 an, a, The, the
4 some, some, the 5 a, a, some, The, the

Extra activity

- Play a game. Put students in small groups. Students put three or four items, e.g. erasers, pens and pencils, on a desk in front of them.
- They take turns holding up an object and saying what it is, e.g. *I've got an eraser*. The other students say, *Yes, you have* or *No, you haven't*. *You've got a pen*.
- Students listen out for the correct use of articles. They should use plurals too, e.g. *I've got some pens*.

Exercise 7 page 7

- Hold up a pencil and ask: *What is this?* Then point to an object in the room that everyone can identify, but that is not near you. Ask: *What is that?* Write *this* and *that* on the board.
- Go through the *Learn this!* box together and then ask students to find the demonstrative pronoun in the dialogue in exercise 2.

KEY

Is that your pencil case?

Exercise 8 page 7

- Model the exercise with a confident student. Point out that the answer to both *Is this ... ?* and *Is that ... ?* is *Yes, it is / No, it isn't*. Similarly, the answer to *Are these ... ?* and *Are those ... ?* is *Yes, they are / No, they aren't*.
- Students do the exercise in pairs.

For further practice of *this / that / these / those:* Grammar Builder ID page 122

11 1 those 2 This 3 this 4 That 5 Those 6 These

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use articles and demonstrative pronouns correctly*.

Exercise 1 page 13

- Focus attention on the photo. Ask: *Who are the people in the photo? What do you know about them?* The identity of the family (the Beckhams) will be confirmed in exercise 2.

Exercise 2 page 13

- Students practise reading for specific information. Write the following questions on the board:
What's the name of David's wife? (Victoria)
What's her nickname? (Posh)
What is her job? (fashion designer)
How many tattoos has David got? (32)
How many children have they got? (four)
- Finally, students answer the question.

KEY

the Beckhams' daughter, Harper

Exercise 3 page 13

- Focus attention on the words highlighted in orange in the text. Ask: *Which words are plural?* (dresses, accessories, jackets, tattoos, children, fans, charities, sons, boys)
- Students do the exercise individually.

KEY

a footballer – footballers, jacket – jackets, team – teams, fan – fans, son – sons, daughter – daughters b dress – dresses c tattoo – tattoos, hero – heroes d family – families, company – companies, accessory – accessories, charity – charities e boy – boys f wife – wives g child – children

Exercise 4 page 13

- Focus attention on the dictionary entry. Elicit the answer. If students' dictionaries do not use the same system for noting plurals, you may need to explain the other system.

KEY

It is indicated by the word *plural*.

Exercise 5 page 13

- Do the first item with the class.
- Depending on how many dictionaries are available, students work individually, in pairs or in small groups.

KEY

1 uncles 2 addresses 3 days 4 videos 5 matches
6 lives 7 ladies 8 teeth 9 mothers 10 knives

Exercise 6 page 13

- Go through the *Look out!* box together.
- With a **weaker class**, match the first few highlighted words with points a or b as a class. Students then work in pairs. With a **stronger class**, students do the exercise individually.

KEY

a clothes, sunglasses, jeans
b jewellery, football, work

Exercise 7 page 13

- Do the first item as a class.
- Tell students that not all of the sentences contain mistakes.

- With **stronger classes**, write more sentences for students to correct:
My baby brother has got two new tooths. (teeth)
This is my new clothe. (These are my new clothes).
How many familys are here today? (families)

KEY

- 1 My jeans are very old.
- 2 Put the knives and forks on the table.
- 3 ✓
- 4 I'd like some information about trains.
- 5 Can I see some photos of your family?
- 6 ✓
- 7 She's got very big feet.
- 8 I've got lots of homework this evening.

Exercise 8 page 13

- Focus attention on the question. Then elicit one or two more questions, e.g. *Are Romeo and Cruz boys?* (Yes, they are.) *Is Victoria David's daughter?* (No, she's his wife.)
- Students write their sentences without showing their partner. **Fast finishers** can write three more questions.

KEY

(Possible questions)

Is David Beckham British? (Yes, he is.)
Are Romeo and Cruz boys? (Yes, they are.)
Is Victoria David's daughter? (No, she's his wife.)
Are Posh and Becks married? (Yes, they are.)
Is Harper David's son? (No, she isn't. She's his daughter.)

Exercise 9 page 13

- Students ask and answer their questions in pairs.
- Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can form the plural of a range of regular and irregular nouns.*

1F Reading

Sibling rivalry

LESSON SUMMARY

Vocabulary: Adjectives and prepositions

Speaking: Talking about siblings

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 5–6 minutes on exercise 6. Exercise 5 can be set for homework.

LEAD-IN 2–3 MINUTES

- If you have got siblings, tell the class a bit about them, e.g. *I've got two sisters. They're younger than me. We argue sometimes, but our arguments are never serious. We get on well.* If necessary, explain that people who get on well do not argue much and enjoy being together.
- Ask: *Who has brothers or sisters? Do you get on well?* Elicit some answers.

Transcript

During the week, I get up at twenty past seven. I have breakfast at quarter to eight and then I go to school. I arrive at school at twenty past eight. (It's very close to my house!) At school, I have lunch at quarter past twelve. At the end of the school day, I leave school. That's at ten to three. At home, I have dinner with my family. We have dinner at half past seven. I go to bed at ten o'clock.

Extra activity

- Say: *My favourite time of day is from seven o'clock until bed time. I have dinner with my family and then we watch TV. We relax together.*
- Ask students to think of their favourite time of day and what they like about it. Ask a student: *When is your favourite time of day?* Elicit an answer.
- In groups of three or four, students ask and answer questions about their favourite time of day.

Exercise 5 page 19

- On the board, write: *___ you have dinner at seven o'clock?* Elicit *Do*. Then write: *What time ___ he wake up?* Elicit *does*.
- Students read the *Recycle!* box. Then ask them to look at their answers in exercise 4. Elicit questions about Sofia for each answer.

KEY

(Possible answers)

- 2 What time does she have breakfast? She has breakfast at quarter to eight.
- 3 What time does she arrive at school? She arrives at school at twenty past eight.
- 4 What time does she have lunch? She has lunch at quarter past twelve.
- 5 What time does she leave school? She leaves school at ten to three.
- 6 What time does she have dinner? She has dinner at half past seven.
- 7 What time does she go to bed? She goes to bed at ten o'clock.

Exercise 6 page 19

- Say *Monday* and then elicit the days of the week in order. Ask a confident student: *What time do you get up on Monday? What time do you have dinner on Saturday?* Elicit answers.
- Students ask and answer questions in pairs. Circulate, monitor and help as necessary.

Exercise 7 1.26 page 19

- Ask: *What school subjects can you name?* Then go through the subjects in the list and check meaning.
- Students match subjects and icons.
- Play the audio for students to listen, repeat and check their answers.

KEY

- 1 music 2 I.C.T. 3 P.E. (physical education) 4 English
- 5 maths 6 art and design 7 geography 8 French
- 9 chemistry 10 economics

Exercise 8 page 19

- Elicit and write on the board any subjects that your students do but that are not in the list in exercise 7.
- Students work in pairs to ask and answer the questions.

Exercise 9 page 19

- Focus attention on the speech bubbles. Ask a confident student: *What do you think of maths?* Elicit an answer.
- On the board, draw a smiley face and write: *I really like it.* Then draw a frowning face and write: *I don't like it.* Finally, draw a neutral face with a straight line for a mouth and write: *It's OK.*
- With a **weaker class**, ask a few more questions about other subjects before students work in pairs. A **stronger class** can go straight into pairwork.

Extra activity

- Tell students you want to find out the class's favourite subject. Write all the subjects students do on the board and ask them to vote on their favourite subject.
- Ask a few students to say why a subject is their favourite.

Exercise 10 1.27 page 19

- Tell students they are going to listen to a boy named Tim as he goes through his school day. Focus attention on the timetable. Check understanding by asking: *What time has Tim got maths on Wednesday?* (10.30) *What time has he got English on Friday?* (1.00)
- Play the audio. With a **weaker class**, pause after each section and make sure students understand which subject Tim has. With a **stronger class**, play it straight through.
- Check answers as a class.

KEY

- 1 I.C.T. 2 French 3 German 4 Music
- 5 Art and design 6 Geography

Transcript

- 1 *It's five past nine on Wednesday.*
Teacher Now, open the first window again and click 'RUN'.
Tim It doesn't work!
Teacher Is there a problem, Tim?
Tim It doesn't work. My program doesn't work!
Teacher Let me see ...
- 2 *It's quarter past eleven on Wednesday.*
Teacher Bonjour, les enfants!
Class Bonjour, Madame.
Teacher Asseyez-vous.
Tim Hmm?
Girl Sit down!
Tim Oh, OK. D'accord.
- 3 *It's twenty past eight on Thursday.*
Teacher Guten Morgen!
Tim Guten Morgen.
Teacher Wie geht es Ihnen heute?
Tim Er ... Guten Morgen!
Teacher Come in, Tim. Sit down.
Tim OK!
- 4 *It's half past ten on Thursday.*
Teacher OK ... now, let's start again. From the beginning. Two, three ...
Teacher That's good. But can we try it again? This time slowly. Two, three ...

KEY

1 problem 2 angry 3 advice 4 should 5 shouldn't
6 should 7 Thanks

Exercise 8 page 29

- Go through the instructions together and make sure students understand what they have to do.
- With a **weaker class**, brainstorm some solutions onto the board.
- Students work in pairs. Circulate, monitor and help as necessary.

KEY

(Model answer)

A Hi. Are you OK?

B No, actually. I'm upset. Can I ask your advice about something?

A Of course. What's the problem?

B My English classes are very difficult. I got a C on my test, but I want an A.

A Oh, that's too bad. But you shouldn't worry about it too much. You should speak to your teacher and ask him to help you. And you should study more for the next test.

B Thanks!

Writing**Exercise 9** page 29

- Go through the strategy together. Then students do the matching exercise.
- Ask: *What is each sentence announcing?* (1 music club / band; 2 football team; 3 something social – this could be any club; 4 any club; 5 an event such as a concert or sporting event; 6 a charity event to raise money)

KEY

1 E 2 B 3 F 4 C 5 A 6 D

Exercise 10 page 29

- Students work in pairs. Circulate, monitor and help as necessary.

KEY

(Model answer)

COOKING CLUB

Do you want to make new friends and learn to cook?

Come and join us at cooking club!

Where: The Food Tech room

When: Every Wednesday at 3.30

Every week, we make a different dish. You will get a shopping list one week before each meeting and we will all make the same recipe.

If you have any questions, contact Mrs Bailey on extension 4211.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand different ways of saying the same thing. I can think about key vocabulary. I can read a text for gist. I can use set phrases. I can write an announcement.*