

Eyes Open

TEACHER'S BOOK



Garan Holcombe

Kazakh Pilot Edition Grade 5



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Welcome to *Eyes Open*

Eyes Open is a four-level course for lower-secondary students, which will give you and your students all the tools you need for successful and enjoyable language teaching and learning. Teaching secondary students can be challenging, even for the most experienced of teachers. It is a period of great change in young teenagers' lives and it sometimes seems that their interests lie anywhere but in the classroom. It is the teacher's demanding task to engage students in the learning process, and *Eyes Open*'s mission is to help them as much as possible to achieve this. After extensive research and investigation involving teachers and students at secondary school level, we've come to a clear conclusion: sparking students' curiosity and desire to learn is one of the main driving forces which can enhance and facilitate the learning process. The aim of *Eyes Open* is to stimulate curiosity through interesting content via impactful video, visual images and 'real world' content on global themes.

How *Eyes Open* will benefit you and your students

Engaging real world content

Eyes Open contains a wealth of fascinating reading texts and informative Discovery Education™ video clips. The two-page *Discover Culture* sections bring global cultures to the classroom, greatly enhancing the students' learning experience whilst simultaneously reinforcing target language. The texts and three Discovery Education™ video clips per unit often revolve around teenage protagonists, such as a boy at the Kung Fu school in China, in Unit 3. The wide variety of themes, such as natural history, inspiring personal stories, unusual lifestyles, international festivals and customs teach students about the world around them through the medium of English, whilst also promoting values such as cultural awareness and social responsibility. Each unit also has an accompanying *CLIL* lesson (with accompanying Discovery Education™ video) which contains a reading text and activities. Each unit's texts, together with the videos, encourage the students to reflect on, discuss and explore the themes further. For more information on culture in *Eyes Open* go to page 19. For more information on the *CLIL* lessons please go to page 25. For specific extension activity ideas please see the relevant video lesson pages of the Teacher's Book.

Easier lesson preparation

Everything you need to prepare your lessons is available on the *Presentation Plus* discs which, once installed, allow you to access everything easily and from one place. The package contains digital versions of the Student's Book and Workbook, with interactive activities for class presentation, all audio (Student's Book, Workbook and tests), video clips, tests and additional practice activities, which include video worksheets, grammar, vocabulary, communication activities and a link to the Cambridge Learner Management System for the Online Workbook and Online Extra.

Clear goals to build confidence

Eyes Open has been designed to provide a balance between exciting, real world content and carefully guided and structured language practice to build both confidence and fluency.

Students of this age also need to know exactly what their learning goals are if they are to become successful learners. In *Eyes Open*, this is addressed in the following ways:

- The unit presentation page at the beginning of each unit clearly lays out the contents and objectives of the unit, so students know from the beginning what they will be studying in the coming lessons. More detailed objectives, together with CEFR relevance, are given in the relevant opening page of the Teacher's Book notes.
- Clear headings guide students to key content. Target language is displayed in easy-to-identify tables or boxes.
- Each page builds to a carefully controlled productive stage, where students are asked to use relevant language and often expand on the topics and themes of the lesson.

Extra support for Speaking and Writing

Most learners find speaking and writing particularly challenging, and so the Speaking and Writing pages in the Student's Book and the Workbook are structured in such a way as to lead the students step by step through the tasks necessary to reach the final goal of that page. This approach has been designed to help build students' confidence and fluency. In addition, the guided *Your turn* sections at the end of lessons give students the opportunity to activate new language. For more information, see page 20.

Visual impact

Youth culture today is visually orientated and teenagers are easily bored by material that is not visually attractive. In addition to the video content, images in *Eyes Open* have been chosen to appeal to young students. Each unit begins with a large impactful image designed to attract the students' attention and encourage them to engage with the content of the unit. Reading texts are accompanied by artwork which draws the students into the page and stimulates them to want to know what the text is about. For more information on use of visuals in *Eyes Open* see page 18.

A personalised approach

Secondary students also need to see how the world they are reading about, watching or listening to relates to them and their own world in some way. They also need ample opportunity to practise new language in a safe environment. *Eyes Open* offers multiple opportunities for students to personalise the topics via the carefully structured *Your turn* activities which appear at the end of lessons. These sections add a relevance to the subjects and themes which is central to their successful learning. In *Eyes Open* students are encouraged to talk about themselves and their opinions and interests, but care is taken to avoid them having to reveal personal information which they may be uncomfortable discussing.

Graded practice for mixed abilities

Teaching mixed ability classes creates more challenges for the busy teacher, and with this in mind we've provided a wealth of additional practice activities, including:

- Two pages of grammar and vocabulary activities per unit available to download from *Presentation Plus*. These are graded to cater for mixed abilities, 'standard' for the majority of students and 'extra' for those students who need or want more challenging practice.
- Graded unit progress and end and mid-year tests ('standard' and 'extra' as above). Available from *Presentation Plus*.
- Graded exercises in the Workbook, with a clear one to three star system.
- Additional grammar and vocabulary practice in the *Vocabulary Bank* and *Grammar reference* section at the back of the Student's Book.
- Suggestions for alternative approaches or activities in the Teacher's Book notes for stronger / weaker students.

Common European Framework compatibility

The content in *Eyes Open* has also been created with both the Common European Framework (CEFR) and Key Competences in mind. Themes, topics and activity types help students achieve the specific objectives set out by The Council of Europe. These have been mapped and cross-referenced to the relevant parts of the course material. More information on this can be found on pages 32–36, and on the first page of each unit in the Teacher's Notes.

Relevant content

For *Eyes Open*, research was carried out on the language syllabus using the Cambridge Learner Corpus. The results of this research became the starting point for the selection of each error to be focused on. By using the Cambridge Learner Corpus, we can ensure that the areas chosen are based on real errors made by learners of English at the relevant levels. In addition, the authors of *Eyes Open* have made extensive use of the English Vocabulary Profile to check the level of tasks and texts and to provide a starting point for vocabulary exercises. For more information on the Cambridge Learner Corpus and English Profile please see pages 23 and 32.

Thorough recycling and language reinforcement

New language is systematically recycled and revised throughout the course with:

- A two-page *Review* section every two units in the Student's Book,
- A two-page *Review* after every unit in the Workbook, plus a Cambridge Learner Corpus informed *Get it Right* page, with exercises focusing on common errors,
- Unit progress tests,
- Mid and End of Year progress tests.

In addition, the *Vocabulary Bank* at the back of the Student's Book provides further practice of the core vocabulary.

For more information on the review sections, including ideas for exploitation please go to page 30.

Flexibility for busy teachers

Eyes Open is designed to be flexible in that it can meet the needs of teachers with up to 150 hours of class time per school year, but is also suitable for those with less than 90 hours. (There are also split combo editions with half of the Student's Books and Workbooks for those with less than 80 hours of class time, please see www.cambridge.org/eyesopen for a full list of components). If you're short of time, the following sections can be left out of the Student's Books if necessary, without affecting the input of core grammar and vocabulary which students will encounter in the tests. However, it's important to note the video activities in particular are designed to reinforce new language, and provide a motivating and enjoyable learning experience:

- The Starter Unit (the diagnostic test will allow you to assess your students' level of English before the start of term, please see page 31 for more information).
- *Review* pages: these could be set for homework if need be.
- The *Discover Culture* video pages: though we believe this is one of the most engaging features of the course, no new grammar is presented and the content of these pages doesn't inform the tests.
- The *CLIL* pages at the back of the Student's Book.
- The *Project* pages at the back of the Student's Book, and on the Cambridge Learner Management System (please see page 26 for more information).
- The *Vocabulary Bank* at the back of the Student's Book: many of the activities can be set for homework, or can be done by 'fast finishers' in class.
- The video clips on the *Language Focus* and *Speaking* pages: though these are short and there are time-saving 'instant' video activities available in the Teacher's Book (see pages 124 to 139).
- The additional exercises in the *Grammar reference*: these can be set for homework if need be.

Course Components

Eyes Open provides a range of print and digital learning tools designed to help you and your students.



Student's Book

The Student's Book contains eight units, plus a Starter section to revise basic grammar and vocabulary. High interest topics, including 24 Discovery Education™ video clips and additional vox pop-style videos, motivate learners and spark their curiosity. Each lesson is accompanied by guided, step-by-step activities and personalised activities that lead to greater fluency and confidence.



Workbook with Online Practice

The Workbook provides additional practice activities for all the skills presented in the Student's Book. The Workbook also includes free online access to the Cambridge Learning Management System for Workbook audio, wordlists, extra writing practice, vocabulary games and interactive video activities.



Student's Book with Online Workbook and Online Practice

The Student's Book with Online Workbook provides access to full workbook content online, with all audio content. It also provides online access to the Cambridge Learning Management System so teachers can track students' progress.



Digital Student's Book with complete video and audio programme

Digital Student's Books and Workbooks are available for iOS and Android devices and include activities in interactive format, as well as full video and audio content for each level. The Digital Books can be downloaded to a computer, tablet or other mobile device for use offline, anytime.



Student Book Combo A and B Editions with Online Workbooks and Online Practice

Student's Books are available as split combos, with the entire contents of the combined Student's Book and Workbook for Units 1–4 (Combo A) and 5–8 (Combo B). The Combos include access to the Cambridge Learning Management System with Online Workbooks, embedded audio and video content and access to Online Practice.

Teacher's Resources



Teacher's Book

The Teacher's Book includes full CEFR mapping, complete lesson plans, audio scripts, answer keys, video activities, optional activities, tips for mixed ability classes and a *Games Bank*.

Cambridge/Discovery Education™ Video DVD

Compelling, high interest Discovery Education™ video clips spark students' interest and help develop language abilities.

32 videos per level, including 24 Discovery Education™ clips, reinforce each unit's target language through a variety of video types:

- Engaging explorations of cultures, people, and locations from around the globe
- Interviews with native language speakers discussing topics of interest to teens
- CLIL-based content to accompany the eight-page *CLIL* section.



Presentation Plus Digital Classroom Pack

Presentation Plus is a complete planning and presentation tool for teachers. It includes class presentation software, fully interactive Student's Book and Workbook, answer keys and full video and audio content, with scripts for each level. The digital Teacher's Book and Teacher's Resources, including the Test Centre, and additional graded practice activities, allow easy and fast lesson planning. A link to the online learning management platform enables teachers to track pupils' progress.

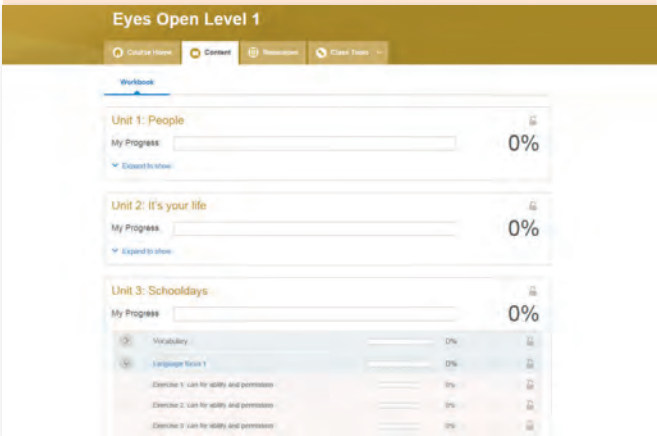
Class Audio CDs

The Class Audio CDs include the complete audio programme of the Student's Book and Workbook to support listening comprehension and build fluency.



Cambridge Learning Management System

The CLMS is a simple, easy-to-use platform that hosts complete course content, materials, and progress monitoring in one user-friendly system. Students can access their online workbooks and extra online practice and receive instant feedback, while teachers can track student progress. There is also a free online Professional Development module to help teachers take advantage of the latest classroom techniques.



Unit tour

Student's Book

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic.



The second page of each unit focuses on vocabulary, which is presented in a memorable way.

Your turn activities at the end of every lesson give students the opportunity to practise new language in a personalised, communicative way.

The four unit video clips are summarised on this page.

Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.

A short *Be Curious* task encourages students to speak and engage with both the image and with the theme of the unit.

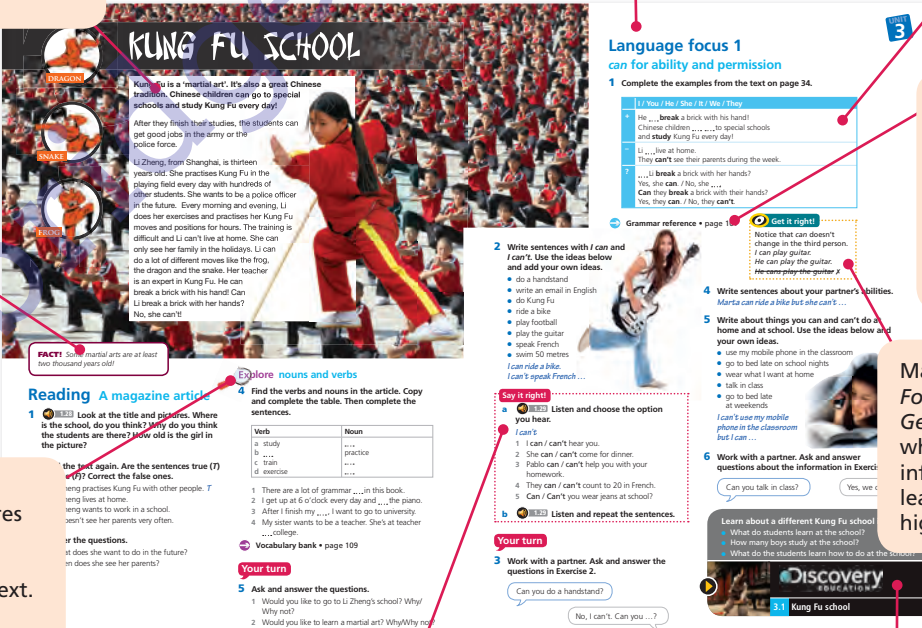
Through the listen, check and repeat task, students are given the opportunity to hear how the target vocabulary is pronounced and to practise it themselves.

The third page of each unit features a reading text which provides a natural context for the new grammar. All reading texts are recorded.

The *Language Focus* pages in *Eyes Open* highlight examples that are contextualised in the preceding reading and listening passages. Students are encouraged to find the examples for themselves.

The grammar is presented in a clear, easy-to-read format.

A short *Fact Box* imparts a snippet of interesting information related to the topic of the reading text.



The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. Other times, collocation or word formation is focused on.

Many *Language Focus* pages contain a *Say it Right* feature, where common pronunciation difficulties associated with the *Language Focus* are dealt with.

A Discovery Education™ video complements the reading topic, and provides further exposure to the target grammar, in the context of a fascinating insight into different cultures around the world.

A short *Fact Box* imparts a snippet of interesting information related to the topic of the reading text.

The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. Other times, collocation or word formation is focused on.

The listening passage provides a natural context for the new grammar and vocabulary items.

The Language Focus 2 page features examples from the preceding listening passage.

Listening A podcast

- Look at the New Bank School website. How is it different from your school?
- Listen to Tom talking about the school. What's his favourite lesson?
- Listen again. Complete the information.
 - greet
 - Tom thinks his teachers are ...
 - The school day starts at 9 am and finishes at ...
 - They have three lessons in the morning and ... lessons in the afternoon.
 - On Saturday, they only have lessons in the ...
 - Tom wants to be a professional ... when he leaves school.

Vocabulary School subjects

- Match the school subjects in the box with the pictures (a-i). Then listen, check and repeat.

Science

Geography

Maths

ICT

PE

History

French

English

Music

Language focus 2 Object pronouns

- Complete the examples from the listening on page 36.
 - That's ... in the blue shorts!
 - It's a really good school and I love ...!
 - I like ... but I prefer Dance.
 - I practice with ... on Saturday afternoons.
 - Our teachers tell ... it's really important to do our academic schoolwork.
- Match the object pronouns in the box with the subject pronouns.

me us him it her you them you

I - me you - ... it - ... he - ...
 she - ... we - ... they - ... you - ...
- Look at the sentences from the listening on page 36. What do you notice about the form of the second verb in a-c?
 - I don't mind working this hard.
 - I really don't like getting up early on Saturday mornings!
 - I like the lessons, but I'm really tired at the end of the week.
- Write complete sentences that are true for you.
 - I watch sport on TV.
 - I love watching sport on TV.
 - My best friend plays computer games.
 - I do my homework.
 - My teacher stays up late at weekends.
 - My friends go to the cinema.

DO YOU LIKE IT?

Do our quiz and tell us what you think about these things.

SCHOOL

DO YOU LIKE ...

break times?

doing homework?

Maths?

SPORT

DO YOU LIKE ...

playing tennis?

watching football?

...

PEOPLE

DO YOU LIKE ...

Mo Farah?

Dakota Fanning?

...

The next page focuses on Listening and Vocabulary from the Listening. Sometimes this second Vocabulary section pre-teaches vocabulary before the students listen.

New language is clearly highlighted.

The Discover Culture spread expands on the unit topic and provides a motivating insight into a variety of cultures around the world.

Discover Culture

- Look at the map and the picture. Who is the man in the photo? Where was he from?
- Look at the pictures of Toblaby and answer the questions.
 - Where is she?
 - How old is she?
 - Where is she from?

Reading A profile

- Look at the map and photos. Where's Wales? What extra activities do you think students do in Wales? Read Gareth's blog and check your answers.
 - Gareth speaks two languages, ... and ... He speaks ... with his family. He goes to the ... club. He can ... He loves ...
 - Isabel goes to the ... club. She loves ...
 - Darren goes to the ... club. He can ...
- Find the opposites for these adjectives in Exercise 3.
 - interesting
 - amazing
 - brilliant
 - fast
 - slow

A Welsh school

All My name's Gareth and I'm a student at Pengelli Comprehensive School in Aberystwyth, a small town in Wales. In my school we study both English and Welsh. At home, Welsh is our first language but I usually speak Welsh with my parents and grandparents. I like listening to my grandfather tell interesting stories in Welsh. Our school is great because we've got lots of different clubs. There's a guitar club on Thursdays. Students can learn how to play the guitar. My friend Isabel goes to this club. She really loves playing music and singing and she's really good. I'm terrible at singing! We also have a hip-hop group. Students can learn hip-hop music and dance and sometimes they have concerts. My friend Darren goes to Rugby Club. He can run very fast but I'm really slow! Lots of Welsh people love playing and watching rugby but I think it's boring! I go to Surf Club every Tuesday after school. We can surf and swim. I love surfing and I can swim fast. Our teacher is an expert surfer. He's brilliant but he shouts a lot!

FACT! The Welsh alphabet doesn't have the letters K, Q, V or Z.

Your turn

- Compare your school with Toblaby's and Gareth's schools. Copy and complete the chart.

	Toblaby's school	Gareth's school	My school
Language			
Activities / Clubs			
Likes / Loves			
- Write sentences. Then work with a partner and compare your sentences.

In Toblaby's school they speak a lot of languages.

In Gareth's school they speak ... in my school ...

Discovery Education™ video clips throughout the course bring high-interest global topics to life for students.

The second lesson in the Discover Culture spread focuses on a reading text which is thematically linked to the cultural angle of the video.

The Your turn sections on these pages encourage learners to compare their lives with the lives of the people featured in the reading texts and video clips.

Speaking and writing skills are carefully developed through a progression of easy-to-follow activities which guide students towards written and spoken fluency.

The optional *Real Talk* video features English and American teenagers answering a specific question linked to the language or unit topic.

All *Writing* pages include a model text from the featured genre.

After a short comprehension activity, students are encouraged to answer the same question as the teenagers in the clip.

Both Speaking and Writing lessons present Useful Language in chunks to develop fluency.

Speaking Asking and giving permission

Real Talk: Can you use your mobile phone at school?

1 Watch the teenagers in the video. How many of the teenagers ...

- can use their phones anywhere in school?
- can only use their phones in class to surf the internet?
- can't use their phones anywhere in school?

2 Can you use your mobile phone at school? Ask and answer with your partner.

3 Listen to the conversation. When can Fran and Bella go to the cinema?

4 Complete the conversation with the useful language.

Useful language

Great, thanks. ... Why not? ... Yes, you can. Can I/we ...? ... sorry, I'm afraid you can't.

From: Hi Dad, ... go to the cinema with Bella this evening?

Dad: No, ...

Fran: ...?

Dad: Because your uncle and aunt are here this evening.

Fran: ... go on Saturday then, please?

Dad: ...

Fran: ... Dad!

Writing An email

Hi, Please send me an email with information about your school for my school project. Thanks!

Hey Günter, Here's some info about my school for your project. I go to Humphrey Davy School in Penance, England. It's a big school! It's got about 50 teachers and 900 pupils, from 11 to 16 years old. We have six classes in each year, with about 20 pupils in each class. We have a school uniform. ... You can see it in the photo (we can't wear jeans or trousers). The school day starts at 8 o'clock and finishes at 3.30 pm.

In my year, we study a lot of subjects - 12! My favourite subjects are Maths. Every teacher's got a different room, so we go to a different classroom every lesson. All the classrooms are big and we have posters on the walls with our projects. ... That's all for now. Write back if you need more info! Bye!

Anna

1 Read Anna's reply to Günter. Where's her school? How many pupils are there?

2 Answer questions about Anna's school.

- What's the name of the school?
- Is it big or small?
- How old are the pupils?
- Do they have a uniform?
- What time does school start and finish?
- How many subjects does Anna do?
- What's her favourite subject?

3 Find examples of informal language in Anna's email.

Useful language

Informal language

- In an email to a friend, use informal language ...
- to start: Hi, ...
- to end: That's all for now. Bye ...
- contractions: Here's ...
- abbreviations: info

4 Complete the Useful language box with the phrases below.

Hello! Bye for now! How are you? How's it going?

5 Make these sentences informal. Use the Useful language box to help you.

- Dear Anna,
- My class teacher is great.
- My school is very big - it has got 1,500 pupils.
- We have got a new teacher.
- Best wishes, Günter

6 Make notes about your school. Include information from Exercise 2.

The name of your school: ...
The size (big, small): ...
Pupils' age: ...
Uniform? ...
Time school starts and finishes: ...
Subjects: ...

WRITE

7 Write an email to Günter. Use your notes and the language below.

It's a ... school with ...
The pupils are ...
We have / haven't got ...
The classrooms are ...

CHECK

8 Can you say YES to these questions?

- Have you got information from Exercise 6 in your email?
- Have you got informal language?
- Are your spelling, grammar and punctuation correct?

A clear model is provided for the speaking task.

Useful Language sections on these pages highlight specific linguistic features from the model writing text and dialogue which will help build students' writing and speaking skills.

There are two pages of *Review* after every two units. The exercises are grouped under *Vocabulary* and *Language focus* (grammar). These can be set for homework if time is short in class.

3-4 Review

Vocabulary

1 Match the activities with the places in school.

- do outdoor sports
- read books and do projects
- meet with the whole school
- have ICT classes
- do experiments
- have lunch
- do indoor sports

- canteen
- science lab
- sports hall
- main hall
- library
- IT suite
- playing field

2 Write the school subjects in order from your favourite to your least favourite.

- Science
- Music
- English
- Maths
- History
- PE
- French
- ICT

3 Complete the food words.

dairy: 1 c _ _ _ _ _ 2 b _ _ _ _ _ 3 m _ _ _ _

fruit: 4 _ _ _ _ _ 5 b _ _ _ _ _

vegetables: 6 b _ _ _ _ _ 7 c _ _ _ _ _

meat and fish: 8 _ _ _ _ _ 9 _ _ _ _ _ 10 b _ _ _ _ _

other: 11 b _ _ _ _ _ 12 _ _ _ _ _ 13 _ _ _ _ _

14 p _ _ _ _ _ 15 r _ _ _ _ _ 16 t _ _ _ _ _

17 s _ _ _ _ _

4 Which of the words in Exercise 3 are the same in your language?

5 Complete the sentences with the words in the box.

breakfast desert dinner lunch main course starter

1 The meal you have in the middle of the day is called ...

2 My favourite ... is ice cream with bananas.

3 ... is the first meal of the day.

4 The big meal that people usually have in the evening is called ...

5 Before the ... we often have a ...

6 Complete the crossword with nouns, verbs and adjectives.

Across

- The opposite of brilliant.
- You learn to be a teacher at a teacher ... college.
- The opposite of slow.
- An adjective meaning very good.

Down

- What you do at school.
- The verb of practice.
- The opposite of interesting.

7 Match the sentences.

- I always have ...
- After dinner, I like to have a ...
- I don't have a ...
- 12 o'clock is very early ...
- walk on the beach.
- to have lunch.
- fun when I meet my friends in the park.
- problem with these Maths exercises - they're easy!

Language focus

1 Write sentences with the correct form of can.

- he / ride a bike (V)
- Maria / dance (V)
- we / go home (V)
- Victor / play the guitar (V)
- you / swim (V)
- they / do kung fu (V)

2 Complete the text with the correct object pronoun.

Zara's my best friend. I like ... and she likes ... We're in the same class. Our teacher is Mr Stevens. I don't like ... because he gives ... all lots of homework! Zara loves Art, but I hate ... Our friends like football and we often play with ... after school.

3 Complete the sentences with the -ing form of the verbs in the box.

listen eat do play read ride

- I don't like ... my homework after school.
- I love ... games on my computer.
- I hate ... in the school canteen.
- I like ... Manga comics.
- I love ... to music.
- I don't mind ... my bike to school every day.

4 Which food and drink words on page 52 Exercise 3 are countable? Which are uncountable?

5 Complete the sentences with a, an, some or any.

- I sometimes have ... banana for breakfast.
- There's ... cheese in the fridge.
- We don't eat ... meat, only vegetables.
- Pete eats ... apple every day.
- We haven't got ... salt. Can you go to the shops?
- Can I have ... biscuits with my tea?
- Are there ... tomatoes for a salad?
- I always have ... biscuit with my tea.

6 Make questions or sentences with there is / there are. Use some or any.

There's some milk.

- ... milk (V)
- ... cheese (V)
- ... eggs (V)
- ... apples (V)
- ... chips (V)
- ... pasta (V)

7 Choose the correct options.

- How much / many meat is there?
- I haven't got much / many biscuits.
- There are a lot of / much eggs. Let's make a tortilla.
- There isn't much / many milk in the fridge.
- How much / many potatoes do we need?
- I've got a lot of / many bread. Do you want some?

8 Complete the text with the correct word below.

Michelle doesn't eat ... fruit. She never has ... apple or ... banana at lunch, but she loves ... vegetables. There's ... always a lot of snacks in her lunch box, too. Tina has lunch at the same time as Michelle, so they ... together. Tina usually has cheese sandwich and a yoghurt. There's ... usually ... fruit in her lunch box too. She doesn't eat ... snacks. How ... fruit do you eat every day? Do you eat ... vegetables?

- 1 a) much b) many c) a few d) some
- 2 a) a b) an c) any d) some
- 3 a) a b) an c) much d) any
- 4 a) a b) eating c) a lot d) much
- 5 a) is b) are c) a lot d) much
- 6 a) can b) can't

9 Speaking

Choose the correct options.

Walter: Hi. What can I do for you?

Mary: Yes, of course. I'd like to have a salad sandwich, please and a glass of coke.

Walter: OK.

Tom: And I'd like to have the spicy chicken, please.

Walter: Right, anything / something else?

Tom: Yes, please. A cup of coffee, please.

Mary: How many / How much is that?

Walter: £4 each, please.

Mary: Here you are. I see you. This is my £4.

Tom: £6. Mary can borrow some money please?

Mary: Sorry, Tom. I'm afraid you can't. I don't.

Tom: Why not? What not?

Mary: Because I've only got £4!

Language builder sections revise the target grammar from all the previous units.

Each CLIL lesson is linked to the topic of the corresponding unit. They give students the opportunity to study other subjects through the medium of English.

3 CLIL

Design and Technology Drawing tools

1 Look at the picture. Match the drawing tools with the words in the box. Then listen and check.

coloured pencils compass ruler drawing board felt-tip pens paper pencils set-square T-square

1 set-square

2 Complete the table about the drawing tools with the words in the box.

angles circles colour straight paper parallel

1 paper

drawing board We put ... on this.

T-square We draw ... lines with this.

set-square We draw ... of 90°, 45°, 30° and 60° with these.

compass We draw ... and curved lines with these.

ruler We draw ... lines and calculate the length of a line with this.

felt-tip pens We ... our design with these.

3 Listen to the conversation and check your answers.

4 Which drawing tools in Exercise 1 do you use ...

- in Maths?
- in Art?

5 Look at the shapes. Copy them. What drawing tools do you need?

6 Work with a partner. Describe the drawing tools in Exercise 1. Your partner guesses what they are.

We draw angles with these. A set square?

Find out about Leonardo da Vinci's designs for a car.

Discovery

3.4 Da Vinci's design

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The third Discovery Education™ video clip brings high-interest global topics to life for students.

Grammar reference

Unit 3

can for ability and permission

You/He/She/It/We/They	can	can't	sing.
You/He/She/It/We/They	can't		

Can you/he/she/it/we/they sing?

Yes. You/he/she/it/we/they can't.

No. You/he/she/it/we/they can't.

We use can to express ability and permission. He can play tennis. (ability) Dad says we can't go to the party. (permission) Can is the same in all forms. I can speak Chinese. She can speak Chinese. We use infinitive without to after can. They can sing. We don't use do/does when we make questions with can. Can you use your mobile phone at school?

1 Write affirmative (+) and negative (-) sentences with can.

1 Jamie / run fast. (+) Jamie can run fast.

2 My granddad / use a mobile phone. (+) My granddad can use a mobile phone.

3 They / skateboard. (+) They can skateboard.

4 You / stay out late tonight. (+) You can stay out late tonight.

5 I / ski. (+) I can ski.

6 She / play the piano. (+) She can play the piano.

2 Write questions and short answers for the sentences in Exercise 1.

Can Jamie run fast? Yes, he can. / No, he can't.

3 Write sentences with can about you and your friends and family. Use the prompts to help.

1 play the guitar / piano I can play the guitar. I can't play the piano, but my uncle can.

2 swim / dance / ride a bike / ride a horse I can swim. I can't dance.

3 speak French / Russian / Chinese / Spanish I can speak French.

4 drive a car / drive a lorry / fly a plane I can drive a car.

love, (don't) like, don't mind, hate + -ing

We use the -ing form of the verb after love, (don't) like and hate. She loves playing with her little sister. I don't mind doing homework.

4 Complete the sentences with the -ing form of the verbs in the box.

do walk go paint sing watch play learn

1 He loves ... to school.

2 I don't like ... homework.

3 Karen loves ... DVDs.

4 We like ... English.

5 They don't like ... pictures.

6 He doesn't mind ... with the baby.

7 My brother hates ...

8 They don't mind ... to school.

Object pronouns

subject pronoun	I	you	he	she	it	we	you	they
object pronoun	me	you	him	her	it	us	you	them

We can use object pronouns to replace nouns that follow verbs. I love Maths lessons. → I love them. I don't like cooking. → I don't like it.

5 Complete the sentences with the correct object pronouns.

1 Our teacher always tells us to sit down.

2 It's a great film. Watch ...!

3 She's got exams. She needs to study for ...

4 Brad goes to Art classes. I can go with ...

5 Kasia knows the answer. I can email ... tomorrow.

6 My best friend always tells ... her secrets.

The Grammar reference provides more detailed explanations with clear examples.

Additional grammar exercises provide even more practice.

The Vocabulary Bank contains all the new vocabulary from each unit. Activities revise and consolidate the language.

Vocabulary Bank

Look at the pictures. Cover the rest of the page. How many places in a school can you remember?

Think again

Places in school (page 33)

canteen library science lab
classroom main hall sports hall
IT room playing field

School subjects (page 36)

English History Music
French ICT PE
Geography Maths Science

1 Work with a partner. Look at the words in the box. Choose a room. Don't tell your partner. Say three things you can find in the room. Can your partner guess which room it is?

A: 'Sp. I find books, computers and pens in this room.'

B: Is it the IT room?

A: Yes, it is!

2 Explore nouns and verbs (page 34)

exercise practise study training
picnic studies train

1 Complete the chart with words from the list.

verb noun

2 Can you add three more nouns and two more verbs to the chart?

3 Explore adjectives (page 39)

boring great terrible
brilliant interesting
fast slow

1 Look again at page 34. Can you find three more adjectives in the Kung-Fu text?

2 Think of a word for each adjective.

fast - shopping

Study tip

Write the part of speech next to new words in your vocabulary notebook. It helps you to use them correctly in your work.

Vocabulary Bank 109

Each page includes a study tip to help students record and remember new words and encourage autonomy.

There are three optional projects in the Student's Book, and more ideas for additional projects available via Presentation Plus.

Project 1

A class survey

Class Survey: favourite gadget

1 What's your favourite gadget?

2 Who's it from?

3 Where do you use it?

4 Write questions about the topic in Exercise 3. Use the question words below.

What ...? Where ...? Who ...? When ...? Which ...? How many ...?

5 Ask your classmates the questions in your survey.

Prepare

3 Work in groups of three or four. Choose one of the topics for a class survey.

- after school activities
- daily routines
- family members
- languages

Present

6 Draw a pie chart like the one in Exercise 1 to show your results. Present your results to the rest of the class.

Project 123

Students are given a clear model to guide them.

Three clearly laid out stages provide clear guidance.

Workbook

The first page of each unit practises the vocabulary from the opening pages of the unit in the Student's Book.

The second page practises the first Language Focus section.

Every unit contains a listening activity.

3 Schooldays

Vocabulary
Places in a school

1 Put the letters in order to make ten places in a school. Write them under the correct picture.

2 Complete the text about Don's Tuesday with words from Exercise 1.

3 Write a sentence about your favourite place in your school. When do you go there?

4 Write at least five other places in a school. Use a dictionary if necessary.

5 Write at least five sentences about your perfect school.

Language focus 1
can for ability and permission

1 Write the correct words.

2 Write can or can't and the verbs in brackets.

3 Write questions with can and the correct answers.

4 Put the words in the correct order to make questions. Answer the questions for you.

5 Write can or can't and the verbs in brackets.

Listening and vocabulary
School subjects

1 Use the clues to complete the crossword.

2 Listen to the audio and choose the correct answer.

3 Listen again and answer the questions.

The vocabulary from the Explore sections on the Student's Book reading pages is practised here

Activities are given one to three stars, depending on the level of difficulty.

Language Focus 2 provides further practice of the target grammar from the Student's Book.

The model writing text includes more useful language, which is extended from the Student's Book.

There is double-page Writing section in every unit.

The organisation and contents of the model text are highlighted.

Language focus 2
like, love, don't mind, love, hate + object pronouns

1 Put the verbs in the correct box.

2 Write the correct words in the grammar table.

3 Write sentences with the pronouns.

4 Write the correct object pronoun under each picture.

5 Write a sentence about your favourite subject in your school.

6 Write a sentence about your favourite teacher in your school.

7 Complete the sentences with your own words.

Writing
An email

1 Read Simon's email. Where does he spend a lot of time?

2 Look back at Simon's email. What informal language does he use?

3 Complete the email with the words in the box.

4 Read the email again. Mark the sentences true (T) or false (F).

5 Write an email to Simon about your new school.

A broad process writing model is followed, as in the Student's Book

At level 1, the reading pages include a reading tip to help students at this early stage.

Each unit includes Writing Tips.

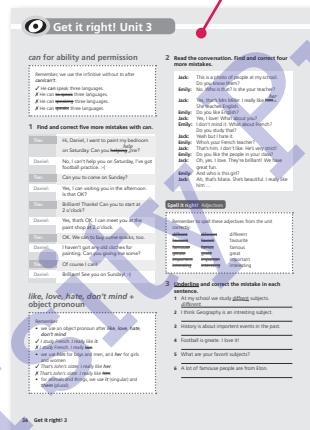
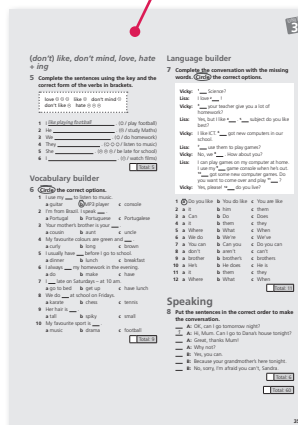
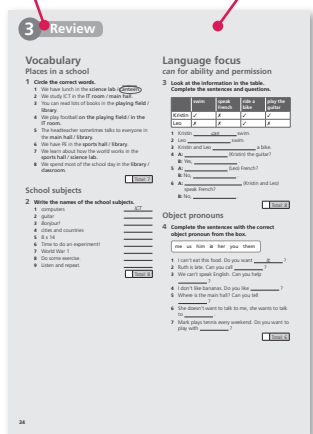
Other features of the genre are presented.

Each unit is followed by a two-page **Review** section.

The first page of the **Review** section focuses on the grammar and vocabulary of the unit.

The second page revises the grammar, vocabulary and functional language from all units to this point.

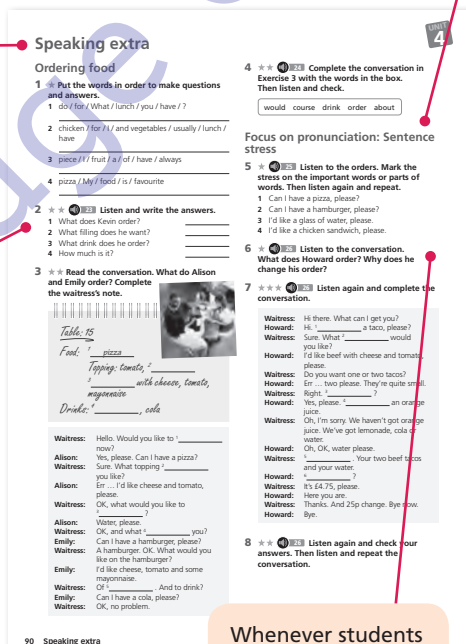
Each unit finishes with a **Get it Right** page where common learner errors are focused on, including spelling errors. The errors are informed by the Cambridge Learner Corpus.



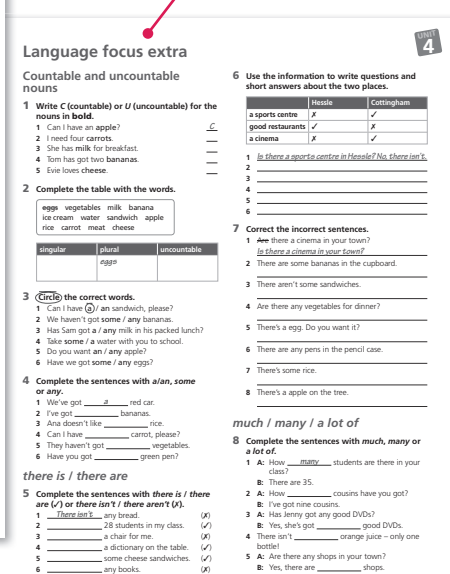
Focus on pronunciation sections provide more extensive practice of pronunciation features such as word and sentence stress and intonation.

The **Speaking extra** pages practise the **Useful Language** from the Speaking pages in the Student's Book.

There is plenty of listening practice to contextualise the language.



The **Language focus extra** pages provide even more practice of the grammar in the Student's Book.



Whenever students are asked to listen, they are given an opportunity to listen for gist first.

Teacher's Book

The unit aims and unit contents include all the video, common learner errors and also the relevant material at the back of the book, such as pronunciation and CLIL.

Each lesson has objectives making it easier for the teacher and the learner to understand and attain the goals.

3 Schooldays

Unit aims

I can ...

- describe my school and school subjects
- talk about what I like and don't like.
- understand questions about things in our country.
- talk about things we can and can't do.
- ask and answer questions about personal information.
- write an email about my school.

Unit contents

Vocabulary

- Places in a school
- School subjects

Reading

- Notes and letters
- Advertisements
- A magazine article

Listening

- Kung Fu school
- A profile

Language focus

- can for ability and permission
- Object pronouns
- like, love, hate, don't mind + ing
- A postcard

Writing

- South African schoolgirl
- Asking and giving information

Speaking

- Real talk: Can you use your mobile phone at school?
- can

Presentation

- can

Grammar

- An email
- Informal language used in emails

Get it right!

- can

CLL

- Design and Technology: Drawing tools
- De la Vinca's design

Be curious

- Books closed. Ask: What do you like and dislike about school? (Elicit candidate answers to the question, e.g. *I like break time. I don't like lunch at school.*)
- Ask candidates to open their books at page 32.
- Invite students to the photograph and ask them to describe what they see. To help students with this, check understanding of the following vocabulary and write it on the board: truck, roof, road, children, bags.
- Put students into pairs.
- Students ask and answer the questions.
- Check answers.
- Tell students that the theme of Unit 3 is school.

Suggested answers

- It's a country somewhere in Asia. They are schoolchildren. They're probably going to school.

CEFR

SKILL AREA	GOAL	EXERCISE
Reading	OVERALL LISTENING COMPREHENSION	1. 2-3 min 1-5, 3-18 1-5, 3-18
Reading	READING COMPREHENSION	1. 2-3 min 1-2, 3-41
Reading	READING FOR INFORMATION & ARGUMENT	1. 3-13 min 1-2, 3-39
Speaking	CONVERSATION	4. 3-31 min 1-3, 4-35 5. 3-36 6. 3-37 2. 6-7, 3-40
Speaking	INFORMATION EXCHANGE	4. 4-33 min 1-3, 4-35 5. 3-36 6. 3-37 2. 6-7, 3-40
Writing	OVERALL WRITTEN PRODUCTION	4. 4-35 min 4-36 5. 3-37 6. 3-39 3-40
Writing	COMPREHENSION	6-41
Communicative language competence	VOCABULARY RANGE	1. 1-37 4-34 4-43 5-36 3-43 3-39
	GRAMMATICAL ACCURACY	1. 2-3 min 1-7, 3-37
	PHONOLOGICAL CONTROL	2. 3-37 2. 3-35 4-36
	PHONOLOGIC, INTERPRETATION	4. 2-31 min 1-3

Each unit contains a detailed list of the CEFR goals covered within it.

Vocabulary Places in the school

Unit 3

Objectives

- learn vocabulary for places in a school
- draw and describe a map of a school

Warm-up

- Books closed. Ask students to think of places in a school. They can be asked to write down a list of many places in a school in 2 minutes.
- Ask one member of each group to report back to the class.
- You could make a competition by filling students with the group which comes up with the most correct places in the scheme.

- Ask students to open their books at page 3.
- Read out to the class the list of the secondary school and check students' understanding of them.
- Point out that this is an abbreviation of Dictionary, but the acronym IT stands for Information Technology and that the full meaning of the word refers to the most important or largest example of something.

- Ask students into pairs. Students could each choose which place they have in their own school, e.g. 'We've got a library in my school, but we haven't got a playing field. All students at attend the same school, so they can't tell off their football place in the school, it's off the map because the computers are really good.

- Write the following sentences under the following vocabulary words, outline underlining on the board.

- Write: The class class does homework on the board. Ask students to explain that they say every member of a particular group, e.g. say we say when the teacher says the school, I mean the school, but we say in a sentence, so that the pronunciation is better.
- Write: The sports centre is the place, one is a sports and one is a sports centre. Explain that the one in the park is an outdoor, (e.g. it is outside and not inside a building), and that the one in the sports centre is an indoor sport, i.e. it is inside a building.

- Other happens when there are a period in the day. Tell the answer is 'to go to the ground and ask, how do we get to it? Introduce the idea that we can use an expression to tell us about.
- Ask students in pairs to explain the matching exercise.
- Ask students in pairs to discuss their own school.
- Play the recording for students to repeat the words.
- Play the recording for students to listen to the words they say.

Fast Finishers

- Students can turn to the **Vocabulary Bank** on page 109 and do the **Key word memory activity**.

Answers

- 2 min hall 3 playing field 4 sports hall 5 IT room 6 gym 7 library 8 classroom

Game

- Play **Concert** the sentence using the vocabulary for places in a school.
- See **Games Bank** on page 28.

Your turn

- Give students 2-3 minutes to draw and label a map of their school. This could be their own school or one of their own inventions. Encourage students to use the words in the **Vocabulary Bank**.
- Monitor while students do this. Encourage them to label the places on their map correctly.
- Ask two students to read out their example. Put students in pairs. Ask students ask and answer questions about the maps they draw in Exercise 3.
- To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 109 and do the **Key word memory activity**.

Optional activity

- Put students in pairs (A and B).
- Student A describes a place in their map, e.g. 'We do experiments here.'
- Student B identifies the place being described.
- Students swap roles.

Optional activity

- Ask students to draw a map of the floor of their first floor.
- Ask them to go to the website and do the quiz about places in a school.
- Put them through the quiz and record answers: underground-gymnasium-classroom.
- Students keep a record of their score.
- Find out which group got the highest score.

- Set Exercise 1, 2, 3, 4 and 5 on page 27 of the **Homework** book.
- Ask students to draw and write photographs of different places in their school. At the beginning of the next lesson, they show and describe their photos to their partner, e.g. 'This is the playing field. It's very big. We usually play football here.'

Unit 3

Each lesson starts with an optional warm-up activity to prepare the students for the lesson in a dynamic way.

Optional activity boxes provide a variety of ideas for motivating activities.

Each reading text is supplemented with contextual information on the topic.

[illegible]

Throughout the notes, there are ideas for games to practise the target language.

Video clips on these pages can either be done as a lead-in to the *Language focus 1* lesson, or as a follow-up to it.

Common Error boxes alert teachers to typical mistakes students make with the target language.

Fast Finishers boxes help with class management.

Audio and video scripts are embedded within the teacher's notes.

Teaching notes include
'off the page' activities
with Student's Books
closed.

Homework suggestions point teachers to the relevant workbook pages, but also offer creative, learner-centred alternative ideas.

Where the teacher needs to prepare before the class, this is clearly highlighted at the start of the lesson notes.

The Discover Culture video lesson contains step-by-step lesson notes, as well as the video script. Video self-study activities for students are available on the Cambridge Learning Management System (CLMS), accessible via the Workbook.

There are suggestions for dealing with stronger or weaker students throughout the notes.

Answer keys are embedded within the notes, in the appropriate place.

Presentation Plus digital classroom software

Fully interactive Workbook

Fully interactive Student's Book

Check students' answers with the answer key

Listen to the audio with the option to show the script.

Each page in each unit features interactive activities.

Engage students with lively multimedia content including easy access to all the videos with subtitles

Extra teacher's resources such as the Teacher's Book, tests and photocopiable activities.

A link to the Cambridge Learner Dictionary

The zoom feature allows you to zoom anywhere on the page.

Access this content via the *Presentation Plus* DVD-ROM, available separately

Presentation Plus gives you easy access to digital versions of all the teaching resources you need in one place.

Online Workbook with Online Practice on the Cambridge Learning Management system

Click on the Resources tab to open the Online Practice.

The Cambridge Learning Management system gives students extra language practice with even more games and activities.

Click on the Content tab to open the Online Workbook.

You and your students can see how much of each unit, section or exercise has been attempted

The Workbook gives free access to the *Resources* area, where students will find the Workbook audio and Wordlists.

The teacher view also has access to a full online teacher training programme

In the gradebook, students and teachers can see scores by unit or section for individual students or the whole class

The teacher decides when to unlock content

Using video in *Eyes Open*

Using video in the classroom can often appear to be something of a challenge, especially if the necessary equipment isn't always available. But teachers who use video report increased levels of motivation and enthusiasm in students.

Eyes Open offers four video clips per unit, a total of 32 sequences in the course. These high-quality clips have been produced in collaboration with Discovery Education™. The Discovery Education™ footage has been edited by Cambridge University Press to meet the needs of the secondary classroom and the audio has been specially written to fit the syllabus and level of the students.

The clips maintain the appeal and exciting content of all Discovery Education™ videos, featuring a wide variety of countries from around the world (both English and non-English speaking). The themes have been carefully selected to appeal to learners in the target age range. They often focus on aspects of teenagers' lives around the world and inspire learners to continue to explore the topics in the videos outside the classroom.

The videos can be used as much or as little as the teacher chooses. In the Teacher's Book, each video is accompanied by a number of suggested exercises which can be completed in a short time within the course of a normal class. The Student's DVD-ROM, which accompanies the Student's Book, contains all 32 videos from the course as well as interactive exercises which students can complete while watching the videos. Extra ideas for building on the content and themes of the videos are provided in the Teacher's Book. If the teacher prefers to make a full lesson out of the video, he/she can print out the corresponding worksheets from the *Presentation Plus* software.

Video in the classroom: Ben Goldstein

Why video?

Video is becoming the primary means of information presentation in digital global media. Recent statistics suggest that 90% of Internet traffic is video-based. Because of this, teaching a language through text and image alone may not completely reflect how many of today's teenagers communicate and receive and transmit information. Due to the increasing prevalence of video in all walks of life, being visually literate and knowing how to process visual data is an increasingly necessary skill in today's digital world. So why not use video in the language classroom?

How to exploit video

Video can be exploited in a variety of ways in the language classroom. Primarily teachers may use video for listening skills practice. Video is an ideal tool for practising listening comprehension. The obvious advantage it has over audio alone is the visual support it can offer the viewer. Students are sometimes able to see the speaker's mouth, facial expressions and gestures, as well as being able to see the context clearly and any visual clues which may aid comprehension. All of the essential micro-skills such as listening for specific information, predicting and hypothesising can be taught very effectively through this medium.

Video can also act as visual stimulus. Here the moving image acts as a way to engage interest and is a catalyst for follow-up classroom tasks, such as summarising the video content or post-viewing discussions. Teachers can also make use of the visual image alone to practise prediction or encourage students to invent their own soundtrack based on what they see rather than what they hear.

Finally, video can be a great source of information and provides learners with the content for subsequent tasks such as project work. The factual nature of Discovery Education™ provides a very useful tool when teaching CLIL (Content and Language Integrated Learning), in which students learn academic subjects in English.

For more detailed information about use of videos in *Eyes Open* and extra worksheets, see pages 124–139.

Videos in *Eyes Open*

Our approach to integrating video into Cambridge's new secondary course, *Eyes Open*, was to adapt authentic material from Discovery Education™. The content and subject matter of these videos is ideal for the secondary school classroom. Learners of this age are curious about the world and keen to learn about different cultures, natural history and people of their own age around the globe. Many teenagers also watch similar documentary-style programmes outside the classroom. The videos in *Eyes Open* are short and fast-paced, with plenty to engage the teenage viewer without overloading them with information.

The voiceovers in the videos are delivered in a clear, concise manner with language specially graded to match the syllabus and to reflect what students have learned up to each point on the course. By providing subtitles in a simplified storyboard format, we have added an extra aid to student comprehension which teachers can make use of should the need arise.

There are four videos in each unit of *Eyes Open*. Video sections can be found on the *Language focus 1* page, the *Discover Culture* page, the *Speaking* page and the *CLIL* page at the back of the book. Discovery Education™ video supplements and extends the unit themes throughout the course. With a strong cultural focus and a variety of topics from countries around the world, these videos act as a way to encourage intercultural awareness and lead students to seek out similarities and differences between their own culture and other cultures around the world.

The videos which accompany the *CLIL* pages at the back of the book are an ideal complement to the content being taught in class. Subjects such as Science, Maths and History are brought to life in informative and highly-educational videos which are a natural progression from the lesson on the page.

Of the four videos, the only one not to feature documentary material is on the *Speaking* page. These *Real Talk* videos include interviews with British, American and Australian teens in which the young people talk to camera on a variety of subjects both relevant to the topic on the page and to teenagers' own lives. These voices are fresh and act as sympathetic role models for the learners.

The future of video in class

Who knows where we will end up with video? New video genres are being born all the time. Software is being developed constantly which offers the latest innovations in interactive video work and, before long, it will be possible to show a video in class that your students will be able to change as they watch.

We are living in an age in which digital video reigns supreme. For this reason, try to make video a central part of your lessons, not just an added extra. Hopefully, courses with integrated video content such as *Eyes Open* will make it easier for teachers to do this. It's hoped that working with video in this way will bring the classroom world a little closer to the world our learners are experiencing outside the classroom walls. That must surely be something motivating.

The use of image in *Eyes Open*

Introduction

Using images in the language classroom is something we take for granted. However, although our classroom materials are full of images, most of these are used as a support with written or spoken texts. As text provides the main focus of our attention in class, the images alongside often perform a secondary role or are simply decorative.

The information of digital age that we live in is a highly visual one. These days, people often communicate through images and video or through a combination of image and text. We therefore believe it appropriate to rethink the role of images in learning materials and place more emphasis on 'the visual'. This brief introduction outlines the different roles that images can have in our teaching practice and what we have done in *Eyes Open* to make the image more central to the course and to more fully exploit image.

High-impact images

In *Eyes Open*, we provide high impact photos on the opening page of each unit. These images have a multiple function. Firstly, they provide an engaging link with the unit content, stimulating the students to take an interest in the topic. An image is a more efficient and impactful way of conveying a message. In this sense, a picture can really be worth 'a thousand words'. Secondly, the *Be Curious* section beside the image poses specific questions related directly to the image. Thirdly, the image often acts as a cultural artefact which is open to multiple readings. In the *Be Curious* section, students are often encouraged to hypothesise about the image in question. For example, looking at the photo of a busy street market, they might, for example, be asked, 'Where do you think it is?' Students should feel confident here that they can provide their own answers, using their imagination as much as possible providing they can justify their opinions.

The images in both these opening pages and in others have been selected because they offer an original angle on a well-known topic or show a different perspective.

Intercultural Awareness and Critical thinking

The images have also been carefully selected to encourage intercultural awareness and critical thinking. For example, in Level 1 Unit 3 (Schooldays) the image shows the journey to school in a developing country rather than from the English-speaking world. The students can be encouraged to find differences and similarities between this and their own experience. In this context, this classic task has a clear intercultural angle. At the same time, students may be asked what conclusions they can draw about school life from looking at the image. Students must look for evidence in the image to support their argument. The important concern again here is that students can provide their own answers rather than simply second-guess a 'correct' answer from the answer key.

This may be something new and even daunting, but if done in stages, students will soon get the hang of analysing images in this way and thinking more deeply about them. Notice that in the *Be Curious* section, the first question is sometimes, 'What can you see in the photo?' So, before analysing students merely *describe*. Such scaffolding supports a gradual increase in cognitive load and challenge. Students are not expected to hypothesise immediately, but reflect on the image once they have described it and visualised it.

Teaching tips for exploiting images in class

If your class has problems analysing the images, consider three different ways of responding to them: the *affective* response – how does the image make you feel, the *compositional* response – how is the image framed (i.e. what is in the foreground/background, where the focus is, etc.), and the *critical* response – what message does the image communicate; what conclusions can we draw from it? This can be a useful framework for discussing any image.

Moving on: selecting your own images and student input

Taking this further, you could select your own images for use in class to supplement those found in the course. Some criteria for selecting images could be: *impact* (will the images be able to stimulate or engage the learner on an imaginative level?), *opportunity for personalisation* (how can the students make these images their own?) and *openness to multiple interpretation* (how many different readings can be drawn from a certain image?).

There are a number of great websites and image-sharing platforms where you can access high quality and high-impact copyright-free images to be used in class. These include:

<http://unsplash.com>

<http://littlevisuals.co>

<http://www.dotspin.com>

<http://www.lifeofpix.com>

You can also then allow students to take a more active role by inviting them to bring their own images to class. Thus, images provide an even more central focus, functioning both as objects for analysis in their own right and as a clear way for students to provide their own input. This can be easily achieved digitally. Why not set up an Instagram page with your class or a blog or even a class website? This will allow students to upload their own images and interact with them by sending posts or messages describing or commenting on the images. In this way, they get extra practice at writing and even speaking.

This interaction can then inform the face-to-face classroom to create a blended learning environment, as you prompt face-to-face discussion and negotiation of ideas based on what you view online.

Role of culture in *Eyes Open*

Ben Goldstein

It is a truism that language and culture are inseparable and yet this is something that is often overlooked in English language teaching materials which focus exclusively on a linguistic agenda. For this reason, each unit of *Eyes Open* includes a *Discover Culture* spread which clearly emphasizes culture. These spreads include a video-based page and an extended reading which are related in topic. The Discovery videos and accompanying texts have been carefully chosen to offer insights into life and realities across the planet. Unlike other textbooks, *Eyes Open* offers a truly global focus, concentrating both on the English-speaking world and also on other countries. Why have we chosen to do this?

English as an international language

Due to globalization, English is spoken in more places in the world than ever before and the number of proficient non-native speakers of English now outnumbers natives by approximately 5 to 1. For this reason, it is likely that your students will speak English in later life in global contexts with a majority of non-native speakers present. This has obvious repercussions for pronunciation. For example, is it now desirable for learners to sound native-like? But it also has an effect on the cultural input that we present in class. It may be counter-productive to present only examples of native-speaker culture if your learners will rarely find themselves in a purely native-speaker environment.

For this reason, in its *Discover Culture* spread (and throughout the units) *Eyes Open* features cultural input from many different societies. For example, Level 3 Unit 3 features a video focusing on characteristic musical styles from three different countries: Australia (where English is spoken as a first language), India (where it is spoken as a second language) and Mexico (where it is learnt as a foreign language). This is not to say that target culture is ignored. One advantage of this approach, of course, is that the students' own country may appear in these pages thus engaging learners even further and offering an opportunity to use students' real-world knowledge and experience to analyse a text critically.

An intercultural 'glocal' approach

Eyes Open is a course that will be used in many different countries. Therefore the topics chosen are global in reach and appeal. However, they are also sufficiently familiar to students for you to 'localise' them. Put simply, this means that you could seek out local angles on global topics. For example, if the unit discusses a subject such as graffiti (a truly global phenomenon), you could get students to find examples of graffiti from their local context. This is, of course, facilitated by the *Your turn* sections which always attempt to bring out the students' own views on a particular subject and allow them to reflect on their own world. Such an approach is very much in line with the Common European Framework's principles in which intercultural awareness predominates. Such an approach encourages learners to reflect on their own culture and identity and seek out differences and similarities between that and the target culture. As a consequence learners will see that their own culture is plural and diverse, and they may begin to challenge stereotypes and misconceptions about how their own culture is seen by others.

Challenging stereotypes

While featuring topics which are familiar to teachers and students, *Eyes Open* also offers an alternative vision of certain widely-established cultural traditions. Cultural phenomena are truly representative of different countries rather than merely reiterating cultural clichés and stereotypes which may no longer be true.

For example, rather than focus on well-known British sports like rugby or cricket, Level 1 Unit 8 focuses on Scotland's lesser-known Highland Games. Likewise, the course features exciting and teen-relevant material such as the Burning Man music and culture festival in the USA (Level 3 Unit 3), rather than more established traditional music festivals like the Proms in the UK.

How have we implemented our approach to culture?

Discover Culture sections

Video exploitation

As in other parts of *Eyes Open*, the visual aspect is taken very seriously. After a series of warmer questions to activate the learners' schemata, students watch the video for gist and specific comprehension, but there are also questions which focus on visual stimuli. For example, students might be asked to test their memory on the images that they have or have not seen in the clip. Likewise, before watching, students might be asked to imagine which images they think would appear in the clip and then watch and check their answers. Students in the *Your turn* are then asked to find a personal connection with the topic shown in the video and/or give an extended opinion about it. As explained above, the approach embraces all cultures in which English is spoken as first, second or foreign language, from cricket in India, to bullet trains in Japan to school life in South Africa. Very often, different countries' cultures are compared within the same video such as one clip which focuses on the distinct animals which live in the world's cities. In this way, students are learning about world culture through English but via the dynamic and motivating medium of Discovery Education™ video.

Reading exploitation

As in the video section of *Discover Culture*, images play a key part in activating students' interest in the topic. Images have been chosen specifically to trigger a response, encouraging students to hypothesise about what they are about to read. Once again, the topics here offer interesting focuses and contrasts on a topic related to the previous video spread. For example, in Level 3 Unit 2 two different schooling traditions are highlighted: The Royal Ballet in London is compared to La Masía, FC Barcelona's football academy for teens, which provides many of the team's best players. This is in line with the approach taken to culture in the series. By exploring world contexts (such as Spain here) where English is spoken as a foreign language, it is hoped that that teachers and students will feel able to localise the material to suit their own context. For example in the case above, the follow-up question after the reading could then be "Is there a football academy that functions in a similar way in your country?" At the same time, connections between target and world culture can be forged. For example, students might be asked if they have ever stopped to reflect on the similarities between training to be a ballet dancer or a footballer.

Ideas for further exploitation

If a *Discover Culture* spread has proved popular with your class, why not get students to produce a mini project on a similar topic? This could either feature a local context similar to the one in the spread or describe a related personal experience. Encourage them to use digital resources to research the project. These projects can be showcased in class by way of student presentations using digital tools for added effect. The Teacher's Book has an *Extension Activity* box at the end of each *Discover Culture* section, with specific ideas for further exploitation of the topics.

Speaking and writing in *Eyes Open*

Speaking and writing use vocabulary and grammar that learners have already internalised, or are in the process of internalising. They both allow the writer or speaker to be creative, but often use formulaic phrases and expressions such as functional language, which can become automated and prepare the listener to expect predictable content. However, although similar in that they are both productive skills, in many ways speaking and writing are very different and need a different pedagogical approach.

Writing

Writing is a skill that students often find difficult, even in their L1. It involves thinking about vocabulary, grammar, spelling and sentence structure, as well as how to organise content, and of course register is important too.

How does *Eyes Open* help students improve their writing skills?

Motivation through real life tasks

It helps a writer to have an idea of who the reader is (as opposed to the teacher!) and what the purpose of the writing is. In real-life tasks this is easier to see.

Genre (type of text) is important here too, so in *Eyes Open* a range of appropriate text types have been selected, using the CEFR for guidance, and the type of text is always indicated for students. Genre tells us what kind of language is used, be it set formulae or functional language, vocabulary, and formal or informal register, all related to the purpose of the text and its expected content. On each writing page the *Useful language* box focuses learners on an integral aspect of that type of text. The *Eyes Open* syllabus has been carefully planned across the four levels to deal with a range of relevant language issues related to the different genres.

The writing page starts with a **model text**. This serves to show students what kind of text they are aiming for. It is also designed to focus attention on how the useful language is used in the text, which allows for a process of noticing and discovery learning. This useful language often includes appropriate functional expressions. Writing in one's own language is a process involving planning, drafting and redrafting, and checking for mistakes. Within this process you have time to think, look things up and so on. The way writing is dealt with in *Eyes Open* encourages learners to follow the same process. The workbook then provides more work on the same genre, with another model text and exercises which recycle and extend the highlighted features from the SB, before suggesting another title for further practice.

TIPS:

- With some genres, get students to predict what they expect to find in the model text.
- As well as focusing on the Useful language, ask students to underline phrases in the model they could use for their own text.
- Brainstorm ideas and do the planning stage in pairs. The drafting can also be done collectively.
- Write the SB text in class and the WB pages individually for homework.
- Get students to use the checklist on each other's work to raise their awareness. Then allow students to write a final draft.
- Using a digital device for writing makes the whole process easier and more like the modern world, and so is more motivating.

Speaking

Speaking is challenging, and can be daunting (it involves thinking and speaking at the same time, and listening and responding to someone else). Teenagers may lack confidence or feel embarrassed when speaking English. *Eyes Open* takes a **step-by-step approach**, where students are provided with sufficient **support** and a structure to enable them first to practice in a controlled way but later to create their own conversations. As with writing, speaking can involve set phrases or functional language used in context particular genre. The more these phrases can be practised and memorised, the easier creating a new conversation will be. This is known as automatization. To try and mirror speaking outside a classroom, there is no written preparation. Instead, *Eyes Open* starts with a model conversation in a clear, **real life context**, to motivate students and highlight useful language. Students **listen first** to answer a simple question designed to focus on content rather than language. The focus then shifts to the useful language, which may be complete fixed phrases or functional exponents to begin a sentence. Students use these to complete the conversation and listen again to check. They then read the model conversation in pairs, and often do a follow up exercise using some of the useful language as well, in order to give them confidence and prepare them for developing their own conversation, either by adapting the model (at lower levels) or by creating their own. In both cases prompts are provided, and students are encouraged to use the phrases from the useful language box in their own conversations.

TIPS:

- Students can read the model conversation several times, after they have done this once or twice, encourage one of them to read and the other to respond from memory. Then they swap, and finally they see if they can both remember the conversation.
- Use the model and audio to concentrate on pronunciation, drilling at natural speed. Students can look for features of speech (eg. words being joined together, or sounds disappearing in connected speech).
- Get students to "act" the model conversations in character. This helps lessen embarrassment, and can be fun.
- Encourage students to do the final task several times with different partners.

Your turn

Throughout the SB there are *Your turn* sections on every page (except the Speaking and Writing sections). These are included to practice writing and speaking - the writing stage often helps to scaffold a subsequent speaking activity - linked with new vocabulary and grammar, or listening and reading. Students are encouraged to actively use new language in a **personalisation activity**. This approach has been shown to help learners activate and relate new language to their own lives, i.e. in a relevant and familiar context.

TIPS:

- In class, students can compare what they have written in the Student's Book or the Workbook for homework. They could then tell the class if they are "similar or different".
- Doing the speaking activities in pairs or small groups makes them feel more confident. After this "rehearsal" they could be asked about what they said in an open class report back stage.
- Turn sentences into questions as the basis of a class "survey" in a milling activity.

Managing teenage classes

Classroom management is one of the main everyday anxieties of teachers of teenage classes. Classroom management involves discipline, but it also involves lesson planning, time management and responsiveness to the needs of teenage pupils.

Tips for the first lessons

The first few lessons with any new group of teenage pupils will set the stage for the rest of the year. New pupils will invariably put us to the test so it is important to be prepared and well-equipped from day one.

It is best not to let pupils sit where they want. If possible, speak to other teachers who know your new pupils and get advice on who should and should not be seated together. Have a seating plan prepared. This will also help learn pupils' names quickly. We rarely feel 100% in control until we know our pupils' names!

Prepare a number of class rules and consequences which apply to your personal expectations and suggest these to the class. Invite pupils to discuss each rule and the possible reasons behind them. Pupils may adapt your suggestions or change the wording. Type out the final 'contract' and ask everyone to sign it and sign it yourself. Pupils may even take it home to show their parents.

The greatest source of real communication in any language classroom is the day-to-day interaction between teacher and pupils. It is essential to work on and develop the language that they will be using for the next few years at school. It is the key to establishing a classroom atmosphere of confidence, security and motivation.

Recommended approaches and *Eyes Open*

Although they would probably never admit it, teenagers want and need structure in the classroom because it gives them a sense of security. If the lesson is not organised, instructions are not clear, the material or tasks too difficult (or too easy!), discipline problems are sure to arise.

If lesson aims are made clear to pupils, this can help. *Unit aims* are summarised on the first page of each unit in the Student's Book expressed as *I can ...* statements. These aims are clear and simple for pupils to understand. For more detailed aims, the Teacher's Book starts each page with *Objectives* for the lesson. Use the accompanying exercises and tasks which have been designed to determine if pupils are able to achieve these objectives.

At the beginning of the lesson you might write a summary of your lesson plan on the board in the form of bullet points. At the end of the lesson draw your pupils' attention back to these points, ask them to reflect on the lesson and tick off each point covered.

Young teens do not have a one-hour attention span so we try to include variety in lesson plans. The *Eyes Open* Student's Book has been developed to help here. For example, each section ends with a communicative *Your turn* section, where students are offered quiet time to plan before they are given the opportunity to speak with a partner or in a small group. The optional activities in the Teacher's Book provide you with additional ideas to have up your sleeve to use when you need to vary the pace of the lesson.

Motivation is key. All teenagers are talented at or interested in something and have varied learning styles, so incorporate your pupils' interests into your lessons, exploit their skills and cater to their different learning styles. The themes, videos and images in *Eyes Open* have been carefully chosen to maintain pupils' interest and motivation throughout the year. These features of the course should especially appeal to visual learners. The *CLIL* section brings other school subjects into the English lesson and include one of the three Discovery Education™ videos which appear in each unit. The *Discover Culture* section in each unit features an integrated video page and a reading page and aims to raise awareness of and interest in global cultures. The *Speaking* sections offer further communicative practice and include the fourth video sequence, this time featuring teens modelling language.

Mixed Ability

Another challenge we face in the teen classroom is the issue of mixed ability. Mixed ability refers to stronger and weaker pupils, but teenagers are different in a variety of other ways too: adolescent pupils have different levels of maturity and motivation; work at different speeds; possess different learning styles; have different attention spans and energy levels; and are interested in different things. The challenge for us as teachers is to prepare lessons which take all these differences into account and to set achievable goals so that at the end of a lesson, every pupil leaves the classroom feeling that they have achieved something.

Practical ideas for teaching mixed ability classes

Working in groups

In large classes there is not much opportunity for individual pupils to participate orally. Most pages in *Eyes Open* end with a *Your turn* activity which offers pupils the opportunity to talk in pairs and small groups. By working together, pupils can benefit from collaborating with classmates who are more proficient, or who have different world experiences. When working in groups there is always the risk that one or two pupils end up doing all the work. Avoid this by assigning each pupil with an individual task or specific responsibility.

Preparation time

Give pupils time to gather their ideas and let them make notes before a speaking activity. This 'thinking time' will give less proficient pupils the chance to say something that is interesting, relevant and comprehensible. In a similar way, give pupils time to rehearse interviews and role plays before 'going live' in front of the class.

Similarly, let students compare and discuss their answers before feeding back to the class. This provides all students with confidence and allows weaker students the opportunity to take part.

Task repetition

After giving feedback on a speaking activity, get pupils to do it again. By getting a second, or even a third opportunity to do something, pupils become more self-assured and are therefore more likely to succeed. Practice makes perfect! Pupils will be able to use these multiple attempts to develop accuracy and fluency, while stronger students can also be encouraged to build complexity into later attempts.

Teacher's notes

The unit-specific Teacher's notes also offer further differentiated activities for each lesson so that you can tailor your lesson according to the abilities of each of your students.

Fast finishers

Prepare extra tasks for fast finishers to reward them for their effort and/or to challenge them more. Place these tasks in numbered or labelled envelopes to increase their curiosity. These envelopes should not be seen as punishments so their contents should be activities which are interesting, relevant and straightforward enough that they can be done without teacher support. Fast finishers can create self-access materials (wordsearches, crosswords, vocabulary cards, jumbled sentences, quizzes) that could be used by the rest of the class in future lessons. *Eyes Open* also provides a wealth of ready-made fast finisher activities in the Teacher's notes. The Student's Book also includes a *Vocabulary Bank* for fast finisher revision.

Homework

The Workbook has graded vocabulary, language focus, listening and reading exercises: basic (one star), standard (two stars) and higher (three stars). Teachers can direct pupils to the appropriate exercises. These exercises could also be used in class.

What is a corpus?

A corpus is a very large collection of natural, real life language, held in a searchable electronic form.

We use corpora to analyse and research how language is used. Using a corpus we can rapidly and reliably search through millions of words of text, looking for patterns and exploring how we use English in a range of different contexts and situations.

We can use a corpus to look at which words often go together, which words are the most common in English, and which words and phrases learners of English find most difficult. This can inform both **what** we teach to learners, **when** we teach it, and **how** we present it in our materials.

We use information from corpora to improve and enhance our materials for teachers and learners.

The Cambridge English Corpus

The Cambridge English Corpus is a multi-billion word collection of contemporary English.

The Cambridge English Corpus has been put together over a period of twenty years. It's collected from a huge range of sources – books, magazines, lectures, text messages, conversations, emails and lots more!

The Cambridge English Corpus also contains the Cambridge Learner Corpus – the world's largest collection of learner writing. The Cambridge Learner Corpus contains more than 50 million words of exam answers written by students taking Cambridge English exams. We carefully check each exam script and highlight all errors made by students. We can then use this information to see which words and structures are easy and difficult for learners of English.

The Cambridge Learner Corpus allows us to see how students from particular language backgrounds, achievement levels and age groups perform in their exams. This means that we can work out how best we can support and develop these students further.

Why use a corpus to develop an ELT course?

Using research and information from a corpus in our ELT material allows us to:

Identify words and phrases that occur most **frequently** – these are words that learners need to know.

Look at **word patterns** and make sure we teach the most useful phrases and collocates.

Include language that is **up-to-date** and relevant to students.

Focus on certain groups of learners and see what they find easy or hard.

Make sure our materials contain **appropriate content** for a particular level or exam.

Find mistakes which are universal to English language learning, and those which are a result of **first-language interference**.

Find plenty of **examples** of language used by students and use this to help other students.

At Cambridge, we use the Cambridge English Corpus to inform most of our English Language Teaching materials, making them current, relevant, and tailored to specific learners' needs.

How have we used the Cambridge English Corpus in *Eyes Open*?

In *Eyes Open*, we've used the Cambridge Learner Corpus in order to find out how best we can support students in their learning.

For the grammar and vocabulary points covered in each unit, we've investigated how students perform – what they find easy and what they find difficult. Using this information, we've raised further awareness of the particular areas that learners make errors with; in the form of *Get it right!* boxes in the Student's Book containing tips and *Get it right!* pages in the Workbook containing short exercises. These tips and exercises highlight and test particular areas that previous students have found difficult. For example, you'll find exercises which focus on spelling, in order to help learners avoid common errors made by other students at each level.

Using this information, we've developed activities and tasks that provide practice for students, in those areas where we've proven that they need the most help. This customised support will allow students to have a better chance at avoiding such errors themselves.

How could you use corpora in your own teaching?

There are lots of corpora that are accessible online – why not try typing 'free online corpora' into your search engine to see what is available? Alternatively, you don't necessarily need to use a corpus in order to use corpus principles in your classroom – corpora involve using real examples of language, so why not type your search word or phrase directly into your search engine, to see examples of that word or phrase in use online?

Whichever method you decide to use, there are a number of ways in which you can use corpus-type approaches in your teaching. Here are three examples:

- 1 Choose two similar words (why not try, for example, *say/tell* or *make/do*) and search for these either in a corpus or in your search engine. Choose sentences with these examples in, and paste them into a document. Then, remove these search words from the sentences, and ask students to fill in the correct word. As an extension activity, you could also ask them to discuss why each example is *say* and not *tell*, for example.
- 2 Choose a word (why not try *at* or *in* for example) and paste some examples into a short text. Ask students to describe when you would use each one, by looking at the context the examples are found in (e.g. *in* is used with parts of the day; *in the morning*; *at* is used with a particular time; *at five o'clock*)
- 3 Choose a word or phrase and paste some examples into a short text. Make changes to the examples to introduce errors and ask students to spot and correct them.



Remember – look out for this symbol to see where corpus research has been used in our other materials!

Using the *Review* sections in *Eyes Open*

In *Eyes Open*, the *Review* sections appear after every two units. They are designed to provide students with the opportunity to test themselves on the vocabulary, language focus and speaking sections which they have studied in those units.

When to use the *Review* sections

It is advisable that you make use of the *Review* sections at the end of every two units. Doing this will not only allow you to keep a check on students' progress, but will also enable you to find out which areas are presenting students with difficulties.

Using the *Review* sections in the classroom

If you choose to do the *Review* sections in class, we suggest that you follow a set procedure so that students know what to expect.

- Tell students the vocabulary or grammar that is to be practised.
- Revise the language needed by putting example sentences on the board.
- Pair **stronger students** with **weaker students**.
- Give each pair two minutes to note down they know about the particular vocabulary area, grammar point or function, for example grammar rules, spelling changes, how particular vocabulary is used in a sentence, what function certain phrases are used for, etc.
- Elicit ideas from the class. At this point deal with any uncertainty or confusion, but do not go into great detail.
- Read out the example in the exercise and check students understand what they have to do.
- Set a time limit for the completion of the exercise: 3–4 minutes for the shorter exercises and 5–6 for the longer ones.
- Students work alone to complete the exercise.
- Ask students to swap their work with a partner.
- Check answers. Students mark their partner's work and give it a mark. For example, if there are five questions in an exercise, students could record anything from 0 to 5 marks.
- Put students into pairs to act out the conversation in the *Speaking* section.

Keeping track of marks

- Encourage students to keep a note in their notebooks of their overall mark in each *Review* section.
- Challenge them to improve their mark each time.
- If students are dissatisfied with their original mark, encourage them to do the exercises on the *Review* section again at home in a few days' time with the aim of improving their mark.

Alternative ways of using the *Review* sections

Language gym

- Designate different parts of the classroom 'Vocabulary 1', 'Vocabulary 2' and 'Vocabulary 3'.
- Put students into groups and tell each group to go to one of the designated areas.
- Set each group different exercises to do from the Vocabulary part of the *Review* section. Set 1–2 exercises per group.
- Set a five-minute time limit per exercise.
- Photocopy the answers from the Teacher's Book and give one copy to each group. Name one student in each group 'Answer Master' and explain that it is that student's job to read out the answers to the group once the group has completed the exercises. Alternatively, if you have the *Presentation Plus* software, put the answers on the interactive whiteboard.

- Groups may finish at different times. Keep an eye on the progress each group is making. Go over to groups that finish early and ask them about the exercises they have just done. Did they find them easy or difficult? What marks did they get on the exercises? Is there anything they didn't understand or would like to do more work on?
- Once students have completed the exercises in their area, they move on to the next one.
- You could then do the same thing with the *Language focus* sections.
- Remember that this activity can only be done if exercises in one part of the *Review* section do not refer to exercises in another part.

Review quiz

- Put students into groups.
- Make one student in each group the captain.
- If you have the *Presentation Plus* software, put the *Review* section on the interactive whiteboard.
- Go through each exercise in turn, eliciting answers.
- All answers must go through the captain.
- The first captain to raise his or her hand gets the chance to answer the question.
- Groups receive one point for each correct answer.
- If the answer is incorrect, the next captain to raise his or her hand gets the chance to answer the question and so on.
- The group with the most points at the end wins.

Review football

- Split the class into two teams.
- Appoint **weaker students** as team captains. This means that it is their job to tell you their team's answer to a question.
- Draw a football pitch on the board divided into segments, which could correspond to the number of questions there are in a particular exercise.
- Draw a picture of a football on a piece of paper, cut the ball out, put Blu-Tack to the back of it and attach it to the centre circle on the pitch you have drawn on the board.
- Toss a coin in the air and ask teams to choose 'heads' or 'tails'. The team which guesses correctly gets possession of the ball.
- If that team then answers its first question correctly, it moves forward on the pitch and gets to answer another question. If it answers incorrectly, it loses possession of the ball.
- After an initial game with the whole class, students can play this in small teams, with **weaker students** acting as referees.

Review language throughout the course

- The most successful language students continue to review what they have learnt long past the point at which they might be said to have learnt it. Make the review of language a feature of your lessons.
- At the end of every lesson, set homework.
- At the beginning of the following week, do a classroom activity, making use of some or all of the new language introduced the previous week. For example, students could play the *Correct the Sentence Game* (see *Games Bank*, page 28).
- At the beginning of the next month, do a classroom activity, making use of some or all of the new language introduced the previous month. For example, students could write a conversation based on a theme from a recent unit in which they try to use all of the new language they have learnt.
- At the end of each unit, put students into groups and ask them to write their own *Review* section quiz, which they can then share with another group.

CLIL explained

Content and Language Integrated Learning (CLIL) is a matrix where content learning, language fluency and cognitive agility develop together. Students are given the opportunity to acquire both knowledge and language. At the same time they develop a range of cognitive skills and social competences required inside and outside the classroom.

CLIL is an educational response to the demands and resources of the 21st century. Students are increasingly aiming to use English in a dynamic, fast-paced workplace where they will be expected to analyse and create material in English. CLIL's unique emphasis on cognitive agility in addition to content and language learning, introduces students to creative and analytical thinking in a foreign language at a young age.

There are two possible scenarios in a CLIL classroom. CLIL classes can be English language classes in which the topic material used corresponds with content objectives from another subject such as biology or technology. Alternatively the CLIL class could be a subject class such as History or Geography taught in English. Either way the objectives of the CLIL classroom are much broader than a traditional English class or a traditional subject class. As a consequence of these broad learning objectives, learning styles are vitally important and must be taken into consideration when planning a CLIL class. In order to attain all the learning objectives requires a CLIL class to be more interactive or practical than a traditional one.

CLIL classes break down the barriers between subjects generating an experience more representative of the real world. Motivation and confidence improve as students become accustomed to carrying out both creative and analytical work in an English-speaking environment.

Methods and Tips

When planning a CLIL lesson it is vital to keep in mind the principles of CLIL: content learning, language fluency and cognitive agility.

Content Learning

Content learning is foremost in the CLIL classroom. So that language is not a barrier to learning, classes should be both dynamic and visually rich. The graphics and videos used in *Eyes Open* help teachers to achieve this environment. The interactive style of learning promoted in the *CLIL* pages enables students to understand concepts quickly and avoid frustration.

The learning objectives of each CLIL class must be clear. Each *CLIL* page in the *Eyes Open* series has been specifically designed to meet a particular content learning objective from subjects such as History, Technology and Geography.

Multiple activities should be used to check content comprehension. The unique nature of the CLIL classroom requires multiple activities to check students' comprehension. *Eyes Open CLIL* pages use a wide variety of styles so as not to seem repetitive and to appeal to all levels in the classroom.

Language Fluency

CLIL classes must develop all four skills. It is fundamental that all four basic skills are developed; reading, writing, speaking and listening. A range of engaging activities is provided in the *CLIL* pages of *Eyes Open* so that all these skills can be addressed.

Introduction activities should be used to refresh vocabulary. Before starting on content material introduction activities should be used to refresh vocabulary as well as to check content knowledge. Every *CLIL* page in the *Eyes Open* series starts with an introduction activity.

Cognitive Agility

Tasks should reflect mixed learning styles of students. There has to be a flexible approach to learning in any CLIL classroom so that all students are given the opportunity to thrive. *Eyes Open* allows teachers to create this atmosphere by including open activities where the students are asked either to do a creative piece of work or to share their reflections and opinions. Students are not restrained to right or wrong answers but are rather encouraged into critical and creative thinking.

Student-led learning. Students should be encouraged to support each other's learning through teamwork and feedback activities, with teachers, at times, taking a backseat. Teachers should encourage students to use and share their technological skills and global knowledge to enrich the class. This allows students to gain confidence in language fluency and content presentation. Students also learn to adapt their language and content knowledge to a variety of situations. Teachers can use the wide range of teamwork tasks provided in *Eyes Open CLIL* pages to create an inspiring classroom and to encourage student-led learning.

Challenging activities and material which invite students to think and discover for themselves. Students should be given plenty of opportunities to contemplate the content material. The *CLIL* videos and *Your turn* activities provided in the *Eyes Open* series challenge students to make the cognitive leap into dynamic learning by encouraging them to view the content theory in real life scenarios.

Eyes Open CLIL pages

In this unique series of English text books, each *CLIL* page has been specially designed to meet a specific learning objective from a content subject. Teachers will find it both straight-forward and enjoyable to teach content material included in the *CLIL* pages thanks to the well-planned exercises and attractive presentation.

The *Eyes Open CLIL* pages use a wide range of procedurally rich activities to enhance learning, with an emphasis on promoting critical and creative thinking. Developed to stimulate learning in a way which is attractive to all students in the classroom; every student in the class should be able to find something appealing in the *CLIL* pages; be it the *CLIL* video, the *Your turn* activity, a curious fact or the introduction activity.

Eyes Open prides itself on its use of authentic video material which teachers can use to extend content learning and to make a meaningful connection with the world outside the classroom. Teachers can use these videos to encourage students to draw on their knowledge the world around them and share it in the classroom. This shared extended learning can be as simple as teachers encouraging students to bring in newspaper cuttings or as demanding as group projects on topics related to the *CLIL* page.

The *Eyes Open CLIL* pages provide a competence based education; suited to the 21st century and in line with the learning patterns of the internet generation and the global citizen. English taught through integrated material which stimulates critical thinking, pushing each individual student to participate in a meaningful manner in classroom activities. The content material in *Eyes Open* can be used to stimulate each student's curiosity and allow students to exploit their individual interests in order to reach their potential as a critical and creative English speaker. Teachers can use the model developed in the *Eyes Open CLIL* pages as a platform for further learning, thus ensuring that students remain engaged in their own learning both inside the classroom and out.

Introduction to project work in *Eyes Open*

Project work can provide several advantages for learners, by helping them to gain valuable skills which can benefit them in all areas of the curriculum, not just in English language learning. The following are just some of the many advantages project work can provide. It can:

- be highly motivating, as students can harness their own curiosity about a particular topic, giving them greater ownership of what they're learning and how it can be presented.
- encourage students to work independently, to research information, plan work, organise and present it.
- provide a contrast to standard lessons and give students the opportunity to have fun with English.
- build team working skills by encouraging discussion and collaboration with peers in order to achieve a successful outcome.
- reinforce and consolidate new language that has been presented in class.
- help struggling students improve their language skills by collaborating closely with stronger peers.
- encourage stronger students to develop their skills further, by giving them the freedom to experiment with language.
- build speaking and writing confidence and fluency, for example via writing and conducting surveys and presenting written work in easy-to-read formats.
- improve presentation skills, both spoken and written.

Projects in the Student's Book

Eyes Open Student's Book contains three projects, which can be used at any point in the school year. The topics are based on selected units from the Student's Book. The project pages are designed to be used in class, but in a simple and easy to follow format to allow students to work as independently as possible.

Each project page is divided into three sections: *Look* provides a visual stimulus of some kind which serves as a model for students to help them create their own work. The *Prepare* section contains step-by-step instructions for students working in pairs or groups. The final *Present* section tells students how to display their information. See pages 123–125 of the Student's Book for each project, and pages 148–150 of the Teacher's Book for detailed teaching notes on them.

Projects on the Cambridge Learner Management System

In addition to the Student's Book projects, *Eyes Open* includes a number of ideas for projects utilising technology. These are available via the Cambridge Learner Management System (CLMS) in the resources section. The CLMS can be accessed via a link from the *Presentation Plus* software.

The digital projects enable students not only to engage in language practice, but to use and develop their digital skills and digital literacy through researching a topic and presenting their work in a digital format. Options include picture collages, audio slideshows and videos. For the teacher, there is a connection between these projects and the Secondary Digital Teacher Training Course, which is designed to introduce teachers to various type of digital project. Students interested in using technology will be particularly motivated by producing work using digital devices and applications.

Guidance on using projects in *Eyes Open*

The success of project work can greatly depend on how carefully a project is set up, and how motivated your students are to do projects. If your time is limited, you might decide you only have time for one or two projects, so you'll need to assess each one to decide which you think would benefit your students the most. Consider your students' particular interests and strengths, in addition to which topics are areas of language they need most practice in. Depending on how much time you have available, you might want to spend two lessons working on a project, or just one, with students doing most of the preparation and writing for homework. Once you've selected a project you're going to do, you'll need to prepare your students carefully.

Motivating students to do a project

It's important to get students interested in the topic before launching into the project work itself as motivated students are, of course, much more likely to produce good work and enjoy it. Before asking students to turn to a particular project in the Student's Book, you could show them an authentic example of a pie chart (for *Project 1*), an audio slideshow (for *Project 2*) or a poster (for *Project 3*). Then explain that you'd like them to produce something similar (if you anticipate difficulties sourcing examples in English, use L1 examples). You could ask them if they think the format is the best way to present the information that's there, and ask them if they can think of any other ways the information could be shown (for example, perhaps a leaflet for *Project 3* or a graph for *Project 1*). You could also brainstorm any other ways that information is often presented (for example, PowerPoint presentations, short video clips etc). Encourage them to think broadly at this stage, as they may be inspired by their own ideas. The students could choose whether to produce work in a digital or paper-based format.

Preparing for a project

Once students understand the goal they need to achieve, you can then turn to the project page in the Student's Book. Ask them to critically assess the way the material is presented. For example, in *Project 1*, do they think the information is clearly shown in the pie chart? Can they think of an alternative way of presenting similar information? Encouraging students to be creative and think beyond what's on the page is important, as it will help them take ownership of the task. You'll then need to ask students what stages will be needed to produce their end result, and what equipment may be needed. Write these up so the whole class can see as you elicit the details from them. You'll also need to set a clear time limit for each stage, depending on how much time you've allocated for the whole task.

Once students have understood the goal and the individual steps needed to achieve it, you can put them into small groups. Groups of three or perhaps four students are ideal, depending on the nature of the project. Any more than this and it's more likely that quiet or weaker students will be left out and dominated by more confident members of the group. You might want to mix weaker students with stronger students to allow the weaker ones to learn from the stronger, or you might prefer to group according to ability, with weaker students grouped together.

Managing the project work in class

Depending on the abilities of the groups, you might want to encourage students to consider alternative sub-topic areas to those given in addition to alternative ways to present the information if they prefer. For example, in *Project 1* students may think of additional or replacement topics to ask their classmates. For *Project 3*, students might want to include different questions or headings, and an alternative way of presenting their results. For a project that requires research beyond the classroom (for example *Project 3*), ask students what sources they're going to use to gather the information they need. If necessary, provide guidance by suggesting some yourself in the form of useful websites or books for example. You may need to provide them with the facilities they'll need to access them, for example if they don't have a computer at home they'll require access to one at school, or another alternative. They can then note these down in their groups, in addition to the specific information they need to find out and, if they have the facilities, start the research in class together. If they have to do the research outside class, they'll need to decide who is going to research which pieces of information. You'll also need to ask them to consider what visual material they'll want to include in their presentation, and where they will source it.

The teacher's role as facilitator

Whilst students are working on the stages of the project, you'll need to take the role of facilitator, moving round the groups and encouraging students to work things out for themselves by asking questions. More confident individuals are likely to take on the role of leader within each group, and you might have to encourage quieter students to contribute more by asking them questions and giving them specific tasks. When required, help students with the necessary language, but try to encourage as much autonomy as possible at this stage. Monitor the time, and periodically remind students how much time they have left. Students are likely to lapse into L1. This is probably unavoidable at lower levels, but it's also a good opportunity to encourage them to use English when they should be familiar with the language they need, or could provide valuable opportunities for extending their language. By asking 'How can you say that in English?' and encouraging them to note down useful language you give them, they can gradually build up their fluency.

The presentation stage

Once the preparation stage is complete and students are happy with the information they have gathered, they'll need to present it in a format that is attractive and easy to understand. At this stage you might want to take on more of a supporting role. Ask them to assign responsibilities within their groups. Who is going to write up the information? Can it be shared within the group? What is the best way to organise the information? They'll need to be provided with any necessary equipment, and given a clear time limit if the project to be done in class. If this is to be done for homework, establish what equipment they have at home, and what may need to be given to them to take home. Once students have finished their presentations, check it and elicit or make any corrections necessary to improve their work. It's important to strike a balance so as not to discourage students and potentially demotivate them. If you have time, and if motivation is unlikely to be an issue in your class, you might want them to produce a second, or even a third draft incorporating any corrections or suggestions you might have. Once you and your students are satisfied with the outcome, they can either present the project themselves in groups, perhaps by taking turns to present different pieces of information, and/or by displaying the projects. How they are displayed will obviously depend on the facilities you have, and the type of project. If you have classroom space, you might wish to display posters on the wall. If students have created work in a digital format, this material could be uploaded to the CLMS.

Games Bank

The ball game

(10 minutes)

- Play this game with the whole class.
- Students take it in turns to hold a ball. While holding the ball they say a word, e.g. *bigger*.
- Students throw the ball to another student, who has to use that word in a sentence or with a phrase, e.g. *New York is bigger than Paris*.
- If this student makes a correct sentence, he or she then chooses the next word and throws the ball to a new student. If not, he or she drops out and the ball passes to his or her neighbour.
- Whoever is left at the end of the game is the winner.

Correct the sentence

(10 minutes)

- Put students into teams of four or five.
- Write a sentence on the board, e.g. *Jim live in Scotland* or *We do outdoor sports in the science lab*.
- Students confer in their teams and quickly decide if the sentence is correct or incorrect. The sentence may be incorrect in terms of its content or its grammar.
- If the sentence is incorrect, students must come up with the correct sentence.
- The first team to tell you the right answer wins a point.
- Repeat with further sentences.
- The team with most points at the end of the game wins.

Could you spell that, please?

(5 minutes)

- Divide students into pairs (A and B).
- Student B closes his/her book.
- Student A reads out a word from a particular vocabulary list then asks *Could you spell that, please?* Student B tries to spell the word.
- Students swap roles and the game continues until all the words have been covered.
- Points are won for correctly spelt words. The student who spells the most words correctly is the winner.

Expanding sentences

(10 minutes)

- Divide students into two or more teams.
- Write the beginning of a sentence on the board, e.g. *I've got ...*
- Tell the teams that they have to add one or more words to the sentence. One member of each team comes to the board in turn to add words to the sentence, e.g.:
I've got ...
I've got an apple ...
I've got an apple and some ...
I've got an apple and some bananas ...
- Teams get a point if the words they add are correct.

Fill the blanks

(5 minutes)

- Ask students to write *is/am/are* if you are practising the present simple, or *was/were* if you are practising the past simple, on separate slips of paper.
- Say sentences about famous people, but instead of saying the verb, say *blank*, e.g. *Ronaldo blank a famous footballer*.
- Students hold up what they think is the correct verb.
- Students get a point for a correct verb and the student with the most points at the end of the game wins.

Guess the question

(5 minutes)

- Put students into groups of four or five.
- Read out answers to questions, e.g. *I live in St. Petersburg*, and ask students to guess what the question is, e.g. *Where do you live?*
- Teams gain a point for a correct question and the team with the most points at the end of the game wins.

Hangman

(5 minutes)

- Choose one student to come to the front of the class and draw dashes on the board to represent the letters of a word.
- The other students call out letters to try to guess the word.
- For every incorrect guess, the student draws a part of the hanged man on the board.
- The student who guesses the correct word comes to the board and chooses the next word.
- Students can also play this game in pairs or small groups.

The memory game

(10 minutes)

- Put students into groups of four or five.
- One student in the group begins by making a sentence using a new item of vocabulary and/or grammar structure, e.g. *Jack has got brown hair*.
- The next student repeats what the first student says and then adds a sentence of his or her own.
- The game continues in this way, with each student in the group repeating the sentences the other students have said before adding a new sentence of their own.
- If a student cannot recall everything that has been said before, he or she drops out.
- The last student left is the winner of the game.

The mime game

(5–10 minutes)

- Students work in pairs, taking it in turns to mime words, phrases, sentences, e.g. *get dressed*, *you're getting dressed*, *you're going to get dressed*, for their partner to guess.
- Students win a point if they guess the correct word, phrase or sentence.
- The student who guesses the most words, phrases or sentences is the winner.

Noughts and crosses

(5 minutes)

- Students play noughts and crosses in pairs.
- In order to write a nought or a cross in a square, they must first make a correct sentence using recently learnt language, e.g. make a sentence with *and*, *but* or *so*, ask a question in the past simple or talk about a future arrangement using the present continuous.

The picture game

(5 minutes)

- Split the class into two groups.
- A member of each group comes to the front of the class.
- Draw a line down the middle of the board.
- Write a word or a phrase on a piece of paper and show it to the two students at the board, but not the others.
- The two students then draw a picture of the word or phrase on their side of the board. The rest of the class tries to guess what the word or phrase is.
- Teams win a point for a correct answer and the team with the most points at the end of the game wins.

What am I?

(10 minutes)

- Divide students into pairs (A and B).
- Student A thinks of something that he or she is, e.g. an animal, an object, a famous person.
- Student B asks *Yes/No* questions in order to try to guess what Student A is.
- Students then swap roles.

Revision and recycling

Teachers can control what is taught in class but we cannot control what is actually learned by our pupils. Teachers provide pupils with a certain amount of input during a lesson but that input does not necessarily transform itself into output. According to experts, unless we review or re-read what we have studied in a lesson, we forget 50%-80% of it within 24 hours! (Reference: *Curve of forgetting*, University of Waterloo <https://uwaterloo.ca/counselling-services/curve-forgetting>). This high rate of forgetting clearly has implications for language teaching. In order to ensure that what we teach will be permanently retained in our pupils' long term memory, language needs to be reviewed as soon as possible in subsequent lessons and recycled on a regular basis. Unless language is taught in a memorable way and then seen and understood on a number of occasions, this language will fade from our pupils' memory and disappear. Therefore, teachers need to allocate class time to revision and to create regular opportunities for recycling previously taught language and vocabulary. Frequent recycling is essential for effective language learning.

For each unit in *Eyes Open* there is a *Vocabulary Bank* at the back of the Student's Book which can be used to jog pupils' memories. In addition, pupils can go over both the vocabulary and language covered in class in the *Reviews* which can be found after every two units. The Workbook also provides pupils with plentiful opportunities for revision: every unit ends with a *Review* and, at the back of the Workbook, there is a *Language focus extra* for every unit. Online, on the Cambridge Learning Management System (CLMS), students can also revise vocabulary and grammar through playing arcade-style games at the end of each unit. Finally, the presentation software disc (*Presentation Plus*) includes video worksheets for teachers to use, and these include activities to practise grammar points from the unit.

A good start to the English lesson can set the tone for the rest of the lesson. A warmer is an activity designed to get the lesson rolling and to awaken pupils' brains, to prepare their ears, eyes and mouths for English! Warmers should be short, interactive, competitive and fun. They should get pupils thinking and speaking in English. They are an effective way of revising and recycling previously taught language; motivating pupils and making them feel positive about the lesson from the start. Most warmers can be used as fillers too at the end of a lesson. Pupils review what has been covered in the lesson and leave the class in a positive frame of mind and with a sense of achievement.

Vocabulary warmers

Six things

Divide the class into small groups. Prepare one sheet of paper for each group. Each sheet of paper should have different headings beginning with *Six things ...*. Possible headings could be *Six things ... that are yellow / that are round / that you find in the bathroom / that are battery-operated*, etc. Pupils have one minute to write down their six ideas in secret. Once finished, each group reads out their heading and the rest of the class have a time limit in which to guess the six things on their list.

Last man standing

Give each pupil a slip of paper. Give the class a lexical set (for example, ball sports, wild animals, vegetables, etc) and each pupil secretly writes down a word belonging to that lexical set on the slip of paper. Once finished, pupils fold their slips of paper, put them away in their pocket or under their books and stand up. When the whole class is standing, the teacher makes the first guess and writes it on the board for reference. Any pupil who wrote that word is eliminated and sits down. Eliminated pupils take turns to guess the words of those standing. Write each guess on the board so that pupils do not repeat words. The winner is the last person left standing because no-one has been able to guess his/her word.

Word swap

Give each pupil a slip of paper on which they must write down a word or phrase that they have learned in class. They must remember what it means! Once finished, pupils stand up and move around the classroom while music is played. When the music stops, pupils quickly get into twos with the person nearest to them. Give the pupils enough time to explain or define their words to one another. When the music starts again, they must swap slips of paper and move around the classroom again. The same process is repeated, but this time each pupil has another word/phrase to explain to a new partner. Repeat several times.

Stories from the bag

Vocabulary bags (or boxes) are a simple way of keeping a written record of vocabulary studied in class and they provide an immediate selection of words/phrases for revision activities. For this writing activity, invite 10-15 pupils to take a word from the bag. Write these words on the board in the order that they are picked from the bag. When you have the complete list, pupils work in pairs or small groups to invent a story which must include all the words, and they must appear in the story in the same order as they appear on the board. The first word on the list should appear near the start of the story and the last word on the list should appear near the end of the story. Set a time limit of ten minutes. Groups read out their stories and vote for the best one.

Grammar warmers

Disappearing text

This activity can be used whenever you have a short text on the board. Pupils take turns to read out part of the text aloud. Each time someone finishes reading the text, rub out or delete three or four words. You can draw a line in its place or you can leave the first letter of the missing words. Pupils continue taking turns to read out the complete text remembering to include all the missing words. Challenge pupils to see how much of the text they can remember when most of it has disappeared. Pupils work in pairs and reconstruct the original text, thinking carefully about how each sentence is formed grammatically. This can be done either orally or in writing.

Assessment in *Eyes Open*

Introduction to the tests

A wide range of tests is available on our *Presentation Plus* software in the Cambridge Test Centre. There are *Diagnostic*, *Unit*, *Mid* and *End-year Progress* tests, as well as *Speaking* tests for every unit, which are all available to download as editable PDFs, with the answer keys and audio. The tests author is an expert test writer and has ensured that the tests are valid, in that they:

- measure what they are meant to measure, in this case, students' understanding of the items in the *Eyes Open* syllabus,
- have been written to match the learning objectives of each level of *Eyes Open*,
- are aligned to the CEFR.

Diagnostic test

The *Diagnostic* test is designed for use at the beginning of the course, and, like the Starter unit in the Student's book, revises the core grammar and vocabulary which most students will have studied previously. You might want to use this test to assess which parts of the Starter unit need special remedial work with your class, before starting Unit 1.

Unit tests

Each *Unit* test is divided into a number of sections to reflect the contents of the corresponding unit: *Language focus* (grammar), *Vocabulary*, *Useful language* (expressions from the *Speaking* page), *Listening*, *Reading* and *Writing*. There is also an accompanying *Speaking Test* for each unit. This is independent of the main Unit test so that you can decide when or if you want to use it, depending on your classroom context.

Mid and End-year Progress tests

The *Mid-year* and *End-year Progress* tests have been developed for use at the mid and end points of the course (after Units 4 and 8), in order to assess students' grasp of the language covered in the previous units of the corresponding level of *Eyes Open*.

Cambridge Exams

If you are preparing your students for **Key (for Schools)**, **Preliminary (for Schools)**, then you will find that many of the *Unit* tests, the *Speaking* tests, and all of the *Mid* and *End-year Progress* tests include question types which reflect those found in those exams.

Adapting the tests

All of the above tests are provided as editable PDF documents to make it easy for you to make changes at question level, add or cut whole exercises, or move questions from one test to another if you have covered the syllabus in a different order. The Answer Key will also need to be updated of course. Please note that you'll need Adobe Acrobat Pro in order to make changes to the PDFs.

Mixed Abilities

Both the *Unit* tests and *Mid* and *End-year Progress* tests are available at two levels: *Standard* and *Extra*. This allows you to challenge and extend the learning of those students who need it, whilst still providing a degree of achievability for those students who require more support. However, the same audio is used in both versions of the test, but with a different set of questions for each version, to help make classroom management easier.

Preparing your students for tests

One of the principal reasons for testing our students is to promote revision and deeper learning before the test. Each level of *Eyes Open* offers a wide range of material which can be used with students to prepare for tests. The Student's book contains a two-page *Review* section after every two units, and a *Vocabulary Bank* at the back of the book, containing activities which cover the full lexical syllabus of each. The Workbook also contains a three-page *Review* section at the end of each unit, together with *Get it right!* pages which focus on common learner errors, based on real examples of learner errors from the Cambridge Learner Corpus (for more information please see page 23). There is also extra grammar practice in the *Language focus extra* section at the back of the Workbook. Finally, online on the Cambridge Learning Management System, there is a variety of self-study vocabulary and grammar games, further writing practice and additional grammar-based interactive video activities.

Using the results

The score of each test, including the corresponding *Speaking* test, totals 100 marks. This will make it easy to store results, translate then into whichever grading system is used in your context, and to communicate them both within the school and to parents. Such summative assessment is sometimes referred to as Assessment of Learning.

The results will help you to assess where individuals are struggling and where the whole class needs further practice and this, in turn, should help inform your teaching for the coming lessons.

Online Workbook

The Online workbook offers similar opportunities for formative assessment (Assessment for Learning). Because most work in the Online Workbook is marked automatically, this frees up time for you to focus on your students' learning. The gradebook in the Cambridge Learning Management System (CLMS) will allow you to see quickly and clearly where individuals need extra personalised support and guidance on a particular area of grammar, or in a skill, such as listening. You can also see where a large part of the group is finding a learning objective challenging.

The CEFR

The Common European Framework of Reference for Languages (abbreviated to CEFR, or CEF) is a description of language ability. It is divided into six main levels, ranging from A1 (beginner) to C2 (advanced). It is 'language neutral' and describes what learners can do in terms of the different language **skills** like speaking or reading, as well as looking at language **competencies** like the learners' vocabulary range, and **communication strategies** - how learners use their resources to communicate.

It was envisaged as something which could provide a common language for describing objectives, methods and assessment in language teaching. Put simply, if a learner says 'I am B1 in French' or 'I have passed a C1 exam in English', people like employers or teachers should have a good chance of understanding what this means. The different educational systems and qualifications in different countries might otherwise make this more difficult. As the CEFR authors write, "*the Framework will enhance the transparency of courses, syllabuses and qualifications*". (Council of Europe, 2001: 1)

The levels are described through illustrative descriptors, and you will find the descriptors for each level of *Eyes Open* on the next page. Part 1 of this guide describes the general degree of proficiency achieved at this level as an overview, while Parts 2 and 3 shows how the CEFR descriptors relate to each unit of *Eyes Open* Student's Books. Part 2 is organised by skill. Part 3 is organised by unit and appears at the beginning of each unit as a table showing a breakdown of how each of the lessons relates to the CEFR goals.

English Profile and the CEFR

Since the CEFR is language neutral, each language needs a 'profile' project which will detail what learners can do in each specific language. English Profile is the official English language profiling project, registered with the Council of Europe. It aims to provide descriptions of the grammar, vocabulary etc. required at each level of the CEFR by learners of English that will give the ELT 'community' a clear benchmark for learner progress.

The authors of the CEFR emphasise that: "We have NOT set out to tell practitioners what to do or how to do it. We are raising questions not answering them. It is not the function of the CEF to lay down the objectives that users should pursue or the methods they should employ." (Council of Europe, 2001: xi) English Profile follows this philosophy, and aims to **describe** what learners can do at each level. EP researchers are looking at a wide range of course books and teacher resources to see what learners are being taught, but crucially they are also using the Cambridge Learner Corpus (CLC), a multi-billion word expert speaker corpus of spoken and written current English, covering British, American and other varieties. This allows researchers to analyse what learners are actually doing with the English language as they progress through the levels and use their findings to produce resources like the English Vocabulary Profile.

The English Vocabulary Profile

The English Vocabulary Profile offers reliable information about which words (and importantly, which meanings of those words), phrases and idioms are known and used by English language learners at each level of the CEFR. It is a free online resource available through the English Profile website, (www.englishprofile.org), invaluable for anyone involved in syllabus design as well as materials writers, test developers, teachers and teacher trainers. The authors of *Eyes Open* have made extensive use of it to check the level of tasks and 'input texts' for example listening or reading texts, and also to provide a starting point for vocabulary exercises.

The Common European Framework of Reference for Languages (CEFR)

The Global Scale descriptors for CEFR levels [Council of Europe 2001:24]

C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

PART 1

The level of *Eyes Open* Level 1 covers level A1 of the CEFR. This table describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	recognise familiar words and very basic phrases concerning themselves, their families, and their immediate concrete surroundings, when people speak slowly and clearly.
Reading	understand familiar names, words and very simple sentences, for example on notices and posters.
Speaking	interact in a simple way provided the other person is prepared to repeat or rephrase; ask and answer simple questions in areas of immediate need or on very familiar topics; use simple sentences to describe where they live and people they know.
Writing	write short simple postcards or emails; fill in forms with personal details; write simple isolated phrases and sentences.
Communicative language competence	use a basic repertoire of words and phrases related to personal details and particular concrete situations; show limited control of a few simple grammatical structures and sentence patterns in a learned repertoire; pronounce learned words and phrases in a way that can be understood by many expert speakers; establish basic social contact by using simple every day polite language.

PART 2

How the goals of the CEFR are realised in *Eyes Open* Level 1.

LISTENING

At A1, learners are expected to be able to understand speech that is very simple.

OVERALL LISTENING COMPREHENSION								
Can follow speech that is very slow and carefully articulated, with long pauses to assimilate meaning.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3, 5 p9	2 p11 1-3 p14 3-6 p 16 1,5 p18	2-3 p24 1-5 p26 3-5 p28 1-3 p36	2-4 p36 5-7 p38 1-5 p40	1-3 p46 1-7 p48 1-5 p50	1 p55 1-3 p58 1-6 p60 1-5 p62	1-2 p65 4-5 p68 3-7 p70 1-5 p72	1-3 p78 1-4 p80 1-5 p82 1-5 p84	2 p87 1-3 p90 1-7 p92 1-5 p94

READING

At A1, learners can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

READING CORRESPONDENCE								
Can understand short, simple messages on postcards, emails, etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		1-3 p27 1-2 p29	1-2 p41		3 p59	1-5 p71 1-3 p73		3 p91 1-3 p95

READING FOR INFORMATION AND ARGUMENT								
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1-3 p12 1-4 p17 1-2 p19	1-3 p22 4 p23 1-3 p27	1-3 p34 1-2 p39	1-3 p44 1-3 p49 1-3 p51	1-3 p56 1-3 p61 1-3 p63	1-3 p66 1-3 p71	1-3 p78 1-3 p83 1-3 p85	1-3 p88 1-3 p93

SPEAKING

OVERALL SPOKEN INTERACTION

At A1, learners can:

- interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.
- ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics addressed carefully and slowly to them.

CONVERSATION

Can make an introduction and use basic greeting and leave-taking expressions.

Can ask how people are and react to news.

Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–2 p4 3–6 p9	2, 6–7 p18	4 p28 8 p31	4 p40 3–5 p41	4 p50	1–7 p62	4 p72 6 p75	4–7 p84	4 p94

TRANSACTIONS TO OBTAIN GOODS AND SERVICES

Can ask people for things and give people things.

Can handle numbers, quantities, cost, and time.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
5–11 p4 6–12 p7	1–7 p18	6 p22		1–7 p50 9 p53		6 p66 7 p69		

INFORMATION EXCHANGE

Can follow short, simple directions.

Can ask and answer questions about themselves and other people, where they live, people they know, things they have.

Can indicate time by such phrases as *next week, last Friday, in November, three o'clock*.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1, 4, 9 p4 4 p5 5, 12 p7 6–8 p8 3–6 p9	4–5 p13 2, 6–7 p18	6 p22 3, 8 p25 6–7 p26 6 p27 1–7 p28	4 p33 5 p34 3, 6 p35 5 p36 6 p37 2, 6–7 p40	3–4 p43 6 p44 6–8 p45 6 p46 8 p47 8–9 p48 5 p49	6 p56 3–5 p57 5 p59 7–8 p60 2, 4, 6–7 p62	4 p65 6 p66 4, 7 p67 7–8 p68 7 p70 6–7 p72	3 p77 6 p78 4–5 p79 5 p80 4–5 p81 6–8 p82 5 p83	4 p87 5–7 p89 6–7 p90 5 p91 8–10 p92 2, 6–7 p94

OVERALL SPOKEN PRODUCTION

At A1, learners can produce simple, mainly isolated, phrases about people and places.

SUSTAINED MONOLOGUE: Describing Experience

Can describe themselves, what they do and where they live.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	5–6 p12 5 p14 7–8 p16 8–9 p17	5–6 p23 4–5 p24		6 p44 6 p46 9 p48 5 p49	3–4 p55	4 p65 6 p71	8 p82	5–6 p88 5–6 p93

WRITING

At A1 learners can:

- use isolated phrases and sentences.
- ask for or pass on personal details in written form.

OVERALL WRITTEN PRODUCTION								
Can write simple isolated words and phrases.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3 p5	3–5 p11	5–6 p21 7 p27	4–5 p35 6 p36 7 p37 8–9 p38 5–6 p39			7–8 p69		4 p91

CORRESPONDENCE								
Can write a short simple postcard, email, etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		6–8 p29	6–8 p41			6–8 p73		4–6 p95

CREATIVE WRITING								
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	5–7 p19	6–8 p29		3–7 p51	6–8 p63	6–8 p73	6–8 p85	

COHERENCE								
Can link words or groups of words with very basic linear connectors like <i>and</i> or <i>then</i> .								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		3–4 p29		3–4 p51		3–5 p73		

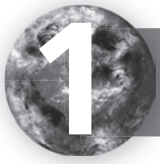
COMMUNICATIVE LANGUAGE COMPETENCE

VOCABULARY RANGE Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2–3 p5	1–5 p11	1–5 p21	1–4 p33	1–4 p43	1–2 p55	1–4 p65	1–3 p77	1–4 p87
3 p6	4 p12	4–5 p22	4 p34	4–5 p44	4–5 p56	1,4–5 p66	4–5 p78	4 p88
6–11 p7	4 p14	1 p24	4–6 p36	6 p45	4–6 p58	1–5 p68	4–5 p80	4–5 p90
1–5 p8	1–3 p16	6 p25	3–4 p39	4–5 p46	1 p60	1–3 p70	4 p83	2–6 p92
	5–7 p17	4–5 p27		4 p49	4–6 p61	4–5 p71	4–5 p85	4 p93
		1–6 p30		1–7 p52		3–5 p73		1–7 p96
						1–7 p74		5–6 p97

GRAMMATICAL ACCURACY Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1, 5 p5	1–5 p13	1–4 p23	1–2 p35	3 p43	1–5 p57	1–7 p67	2 p77	1–4 p89
1–2, 4 p6	1–5 p15	1–2 p25	1–7 p37	1–5 p45	1–4 p59	1–8 p69	1–3 p79	1–3 p91
1–4 p7	3–4 p19	4–7 p25		1–8 p47	3–5 p63	1–5 p75	1–5 p81	1–4 p97
		4–5 p29		1–9 p53				
		1–7 p31						

PHONOLOGICAL CONTROL Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–8 p4	5 p14	1 p21	2 p33	5 p46	2 p55	1 p65	3 p79	1–2 p87
2, 4 p8	3 p15	2 p23	2 p35	3 p47	2 p57	3 p69	4 p81	6–7 p89
5 p9		1 p24	4 p36		4 p58			5 p90

SOCIOLINGUISTIC APPROPRIATENESS Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells, introductions, saying <i>please</i> , <i>thank you</i> , <i>sorry</i> , etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–2 p4		4 p28 8 p31	4 p40 3–5 p41				4 p84	2 p95



Home and away

Unit contents

Vocabulary	Greetings, the alphabet, numbers 1–20, time, classroom objects, personal possessions and adjectives, days of the week, months and dates, countries, nationalities and languages
Language focus	Prepositions, <i>this</i> , <i>that</i> , <i>these</i> and <i>those</i> , possessive adjectives and possessive pronouns, possessive 's, <i>be</i> : affirmative, negative and questions
Speaking	Asking for clarification ► Real talk: <i>What's your name?</i> <i>Where are you from?</i>


CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	3 and 5, p9
Speaking	CONVERSATION	1–2 p4 3–6 p9
	TRANSACTIONS TO OBTAIN GOODS & SERVICES	5–11 p4 6–12 p7
	INFORMATION EXCHANGE	1, 4, 9 p4 4 p5 5, 12 p7 6–8 p8 3–6 p9
	SUSTAINED MONOLOGUE: Describing Experience	3 p5
Writing	OVERALL WRITTEN PRODUCTION	2–3 p5 3 p6 6–11 p7 1–5 p8
Communicative language competence	VOCABULARY RANGE	1, 5 p5 1–2, 4 p6 1–4 p7
	GRAMMATICAL ACCURACY	1–8 p4 2, 4 p8 5 p9
	PHONOLOGICAL CONTROL	1–2 p4
	SOCIOLINGUISTIC APPROPRIATENESS	1–2 p4

Objectives

- revise greetings, the alphabet, numbers 1–20, time.

Greetings

- Say *hello* to the students and then ask students to say *hello* to each other.
 - Elicit other phrases that we use when meeting and greeting people and write them on the board, e.g. *Good morning, How are you?*
 - Students can work in pairs to complete gapped conversation.
-  **1.01** Play the recording for students to check their answers.
 - Put students in pairs so they can practise reading the conversation.



Answers

- 1 Hi! 2 What's your name? 3 I'm
4 Nice to meet you,

Optional activity

- Students can write a short conversation based on the one in Exercise 1, using their own names.

The alphabet

-  **1.02** Say *A, B, C, D* and then ask: *What is this?* Elicit *the alphabet* and write the phrase on the board.
 - Tell students they are going to listen to the alphabet in English. If any students are confident enough to say it before you play the recording, ask them to do so.
 - Play the recording for students to repeat the alphabet.
-  Ask two students to read out the example and then spell your name out for the class.
 - Put students in small groups to ask and answer the question.
 - To **extend** this exercise, you could then ask students to work in pairs and test each other on the spelling of some basic words in English, e.g. *cat, name*.

Numbers


- Before students do the exercise, revise numbers 1–20 and check students' understanding of the following vocabulary: *plus (+), minus (-), divided by (÷) and multiplied by (x)*.
 - Students can then work in pairs to do the calculations and write the numbers as words.

Fast finishers

Students can write four calculations like the ones in Exercise 5. Collect these and then put them on the board for further practice after students have checked their answers to Exercise 5.


Language note

Pay particular attention to the pronunciation of the *-teen* numbers to ensure that students are putting the stress on the second syllable.

-  **1.03** Play the recording for students to check their answers to Exercise 5.


Answers

- b** four plus six equals ten **c** eight minus five equals three
d seven minus three equals four **e** nine times two equals eighteen **f** ten divided by five equals two

- Students work alone to order the results of their calculations in Exercise 5.
-  **1.04** Play the recording for students to check their answers to Exercise 7.

Answers

two/2 three/3 four/4 nine/9 ten/10 eighteen/18

-  Read out the question and ask students to repeat it after you.
 - Put students in pairs to ask and answer the question.
 - Ask two or three students to report back to the class on what their partner said, e.g. *Mario is 12 years old*.

Time

- Draw a clock on the board, point to it, and ask: *What time is it?*
 - Refer students to the clocks in Exercise 10. Do the first one as an example and then ask students to work in small groups to complete the exercise.
 - Check answers, then remind students of the difference in meaning between *clock* and *watch*.

Answers

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

Your turn

- Read out the four questions and check that students understand them. You could then ask students to ask you the questions, so that you can introduce them to the preposition *at* which they need to use here, e.g. *My first lesson in the morning is at nine*.
 - Put students in pairs to ask and answer the questions.
 - Ask a few students to report back to the class on what their partner said, e.g. *Lucas's first lesson is at a quarter to nine*.

Optional activity

- Put students into groups of three (A, B and C).
- Student A draws a clock face in their notebook showing a particular time. Student B then asks Student C: *What's the time?*
- Student C says the time he or she can see.
- Students continue like this until every member of the group has had a chance to draw a clock face, ask a question and answer a question at least once.



Set Exercises 1, 2, 3, 4 and 5 on page 3 of the **Workbook** for homework.

Objectives

- revise prepositions, classroom objects, *this*, *that*, *these* and *those*.

Prepositions

- Using objects in the classroom, e.g. a book or a pen, elicit the prepositions in the box. Put the object in various places around the room and then ask: *Where is it?* Students say: *it's on the floor, it's in the bag, it's next to the window*, etc.
 - Students work in pairs to do the matching exercise.
 - Check answers.

Answers

2 in front of 3 in 4 on 5 next to 6 behind

Classroom objects

- Read out the words in the box. Ask students to repeat them after you.
 - Check that students understand the words.
 - Ask students to identify the board in the picture and then ask them to work alone to find the remaining objects. (All the words in the box can be found in the picture.)
 - Students can compare answers in pairs before you check answers with the class. Check answers by pointing to the objects and asking: *What is this?* Alternatively, if you have the Presentation Plus software, display the picture and ask different students to come to the board and show and name the objects.

Game

- Play *Could you spell that, please?* using the words in Exercise 2.
- See **Games Bank** on page 28.

- Read out the example question and answer.
 - Students can work alone to complete the exercise. You could give **weaker students** the questions and ask them to write the answers.
 - Check answers.

Suggested answers

- Where's the white rubber? It's next to the ruler.
- Where's the red pencil? It's next to the book.
- Where's the board? It's on the wall.
- Where are the books? They're on the bookshelf.
- Where's the laptop? It's in front of the board.
- Where's the bag? It's behind the desk.

Game

- Play *The Picture Game* using the words in Exercise 2.
- See **Games Bank** on page 28.

Your turn

- Refer students to the example and then ask them to work in pairs to do the activity.
 - To **extend** this exercise, you could ask students to work in pairs to take it in turns to put objects in different places in the classroom and ask where the objects are.

this, that, these and those

- Write *this*, *that*, *these* and *those* on the board.
 - Using objects in the classroom, illustrate the difference between the four words. For example, hold up a pencil and say: *This is my pencil*. Point to a student's pencil and say: *That is Danuta's pencil*. Hold up some books and say: *These are my books*. Point to some books belonging to a student and say: *Those are Gabriel's books*.
 - Complete the first sentence with the class as an example and write the sentence on the board.
 - Model more sentences using *this*, *that*, *these* and *those* by holding up and pointing to objects in the classroom.
 - To **extend** this exercise, you could ask students to work in pairs and take it in turns to point to and describe objects that are both near to and far away from them.
 - Monitor while students do this. Check they are using the words correctly.

Answers

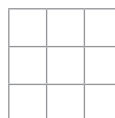
- These are my books.
- Those are my shoes.
- This is my pencil.

Language note

This and *these* are examples of minimal pairs, i.e. words which differ from one another in only one sound. Point out that the /i:/ in *these* is a longer sound than the /ɪ/.

Optional activity

- Play bingo to test students on the /ɪ/ and /i:/ sounds.
- Ask students to draw a 3x3 square in their notebooks.



- Write the following list of words on the board: *this, these, ship, sheep, it, give, eat, leave, bin, hit, sit, seat, his, cheese*.
- Ask students to choose nine words to write in their square.
- Call out words from the list and make sure you keep a note of which words you call out.
- If students have their words in their square, they tick them off. A student says *Bingo!* if he or she thinks you have called out all nine words that he or she has in their square.



Set Exercises 1, 2 and 5 on page 4 of the **Workbook** for homework.

Objectives

- revise possessive adjectives and possessive pronouns, personal possessions and adjectives, possessive 's.

Possessive adjectives and possessive pronouns

- 1
- Books closed. Pick up objects in the classroom belonging to both you and the students, and describe them in the following way: *This is my pencil. It's mine. This is her bag. It's hers. This is his notebook. It's his.* Write these sentences on the board and highlight the possessive adjectives and possessive pronouns. Elicit or introduce the idea of possession (use L1 if necessary) and point out that we use the highlighted words to talk about possession.
 - Ask students to open their books at page 6.
 - Students can work in pairs to complete the chart.
 - For further information and additional exercises, ask students to turn to page 98 of the **Grammar reference** section.

Answers

subject pronouns	possessive adjectives	possessive pronouns
I	my	mine
<u>you</u>	your	yours
he	his	his
<u>she</u>	her	hers
it	its	—
we	our	<u>ours</u>
you	<u>your</u>	yours
<u>they</u>	their	theirs

Language note

You could ask students to make a note in L1 in their notebooks concerning the use of subject pronouns in English. Although there are occasions when subject pronouns are not used (in informal spoken language, for example, we might say *Don't know*), a subject pronoun is a requirement of a standard sentence in English. We say: *It's my ruler*, rather than *Is my ruler*.

- 2
- Read out the example.
 - Do this exercise with the class as a whole, asking students to identify whether the correct words in each sentence are subject pronouns, possessive adjectives or possessive pronouns.
 - Alternatively, ask students to work in small groups to complete the exercise. Encourage **weaker students** to check their answers against the information in the chart in Exercise 1.
 - Check answers and then ask students to look at sentence 7. Focus on the difference between *you're* and *your*. Explain that native speakers regularly mistake the two forms when they write. Ask students to write four sentences, two with the subject pronoun *you* and two with the possessive adjective *your*.

Answers

2 her, It's 3 your, mine 4 They, our 5 his, hers
6 their 7 You're

Personal possessions and adjectives

- 3
- Match one thing in the box with a picture as an example.
 - Students can then work alone to complete the exercise.
 - Allow **weaker students** to check the meanings of the words by using their phones to look for images of the objects online.
 - Check answers by pointing to the pictures in turn and saying: *What's this?*

Answers

2 a new skateboard 3 an old mobile 4 a big bike
5 a small bike 6 a nice car

Possessive 's

- 4
- Read out the information in the box about the possessive 's. Point to various objects belonging to the students. Say something about the objects using the possessive 's, e.g. *This is Andres's ruler*.
 - Ask two or three students to volunteer similar sentences of their own.
 - For further information and additional exercises, ask students to turn to page 98 of the **Grammar reference** section.
 - Refer students to the pictures and sentences in Exercise 4. Ask students to describe the objects in the pictures, e.g. *a new bike*.
 - Read out the example and then ask students to work in pairs to write the remaining sentences.

Fast finishers

Students can write five sentences describing things members of their family possess using the possessive 's, e.g. *My brother's new computer is great*.

Answers

2 Jake's computer is great! 3 My mum's car is small.
4 My brother's skateboard is old. 5 Kate's new book is big.

Optional activity

- This is a good activity to do with **stronger students**.
- Write some sentences on the board, e.g. *Liam's my best friend. That's Liam's new skateboard*.
- Ask students if all three 's are possessive 's.
- Point out that the third one is the possessive 's, but that the first two are a contracted form of the verb *be*.
- Ask students to work in pairs to write four sentences including both possessive 's and the contracted form of *is*.
- Students swap sentences with another pair for peer checking.



Set Exercises 3 and 4 on page 4 and Exercises 1 and 2 on page 5 of the **Workbook** for homework.

Objectives

- revise *be*: affirmative, negative and questions, days of the week, months and dates.

be: affirmative, negative and questions

- Books closed. Put students into small groups and give them 30 seconds to write down as many present forms (affirmative, negative and question) of *be* as they can.
 - Say *Stop!* when the time is up and then find out how many forms each group came up with.
 - Ask students to open their books on page 7 and work in pairs to complete the chart with the correct forms of *be*.
 - For further information and exercises, ask students to turn to page 98 of the **Grammar reference** section.

Answers

	+	-	
I	am	'm not	12.
He/She/It	is	isn't	
We/You/They	are	aren't	

Am	I	12?	Yes, I am.	No, I'm not.
Is	he/she/it		Yes, he/she/it is.	No, he/she/it isn't.
Are	we/you/they		Yes, we/you/they are.	No, we/you/they aren't.

- Read out the example and then ask students to work alone to complete the remaining sentences.
 - Check answers.

Answers

2 's 3 're 4 're 5 're 6 's 7 're 8 's

Game

- Play *Fill the Blanks* using the affirmative forms of *be*.
- See **Games Bank** on page 28.

- Refer students to the example and then ask them to work in pairs to make the sentences in Exercise 2 negative.
 - Check answers.

Answers

2 She isn't Sara. 3 We aren't friends.
 4 You aren't Tim. 5 They aren't Pete and Suzie.
 6 He isn't a teacher. 7 You aren't the students in my class.
 8 It isn't a dictionary.

- Ask a student to read out the example sentence.
 - Ask students to work alone to complete the questions. Encourage **weaker students** to check their answers against the box on page 98 of the **Grammar reference** section.


Answers

2 Are we in an English class? / Are we in English class?
 3 Is it cold today? 4 Is the school big? 5 Are you eleven?
 6 Are the teachers children?

Your turn

- Put students in pairs to do this activity.
 - Monitor and check that students are both forming questions and using the short answers correctly.


Days of the week

- Ask: *What are the days of the week?*
 - Invite students to call them out in order and write the words on the board. Do not accept or reject the accuracy of the order.
-  **1.05** Play the recording for students to check their answers to Exercise 6.
 - You could then play the recording again for students to listen and repeat the words.

Answers


Monday Tuesday Wednesday Thursday Friday
 Saturday Sunday

Months and dates

- Students can work alone to complete the months.
 - Allow **weaker students** to use dictionaries.
 - Students can compare answers in pairs.
-  **1.06** Play the recording for students to check their answers to Exercise 8.

Answers

January February March April May June July
 August September October November December

- Write 1, 2, 3 on the board. Explain that these are 'cardinal numbers' and that they tell us about quantity: e.g. *I've got three video games*.
 - Write *first*, *second*, *third* on the board. Explain that they are 'ordinal numbers' and that we use them to talk about the order of things: e.g. *September 6th*.
 - Read out the example and then ask students to work in pairs to complete the matching exercise.
-  **1.07** Play the recording for students to check their answers to Exercise 10.

Answers

2 E May 1 3 B September 1 4 A January 24
 5 H August 17 6 G December 17 7 D March 8
 8 F February 12

Your turn

- Read out the four questions.
 - Put students into pairs to ask and answer the questions.




Set Exercises 3 and 4 on page 5 and Exercises 1, 2, 3, 4 and 5 on page 6 of the **Workbook** for homework.

Objectives


- revise countries, nationalities and languages.

Countries, nationalities and languages

- Books closed. Write the following words on the board: *country, nationality, language*.
 - Explain or elicit the meanings of the words.
 - Elicit examples of countries, nationalities and languages and write these on the board.
 - Ask students to open their books at page 8.
 - Students can work in pairs to label the map.
-  **1.08** Play the recording for students to check their answers to Exercise 1.
 - Play the recording a second time for students to repeat the words.

Answers

2 the USA 3 Mexico 4 Colombia 5 Brazil 6 the UK
7 France 8 Spain 9 Turkey 10 Russia 11 India
12 China 13 Japan 14 Australia

- Refer students to the information in the chart and then ask them to complete the gaps in pairs.
-  **1.09** Play the recording for students to check their answers to Exercise 3. Play it a second time for students to repeat the words. Encourage students to notice the way the word stress changes, e.g. *Canada – Canadian*.
 - To **extend** the work on nationalities, you could ask students to make a note in their notebooks of the common endings we use to make nationality adjectives, e.g. *-an/-ian/-ish*. Students group the nationalities they know under these headings and add more with the same endings.

Answers

1 Brazilian 2 Colombian 3 Indian 4 Russian
5 Spanish 6 Japanese


- Read out the examples and then ask students to work alone to complete the remaining sentences.
 - Check answers.

Answers

3 Sarah is from Australia. She's Australian.
4 Li Ping is from China. He's Chinese.
5 Vlad and Oksana are from Russia. They're Russian.
6 Raj and Sanjeet are from India. They're Indian.
7 Harry is from America. He's American.
8 Leticia and Pedro are from Mexico. They're Mexican.

Language note

Capital letters are used for countries, nationalities and languages in English.

-  Ask students to work in pairs to ask and answer the question.
 - To **extend** this, you could ask students to ask one another the same question about famous people, e.g. *Where is Neymar from?*

Optional activity

- Put students into pairs (A and B).
- Student B closes his or her book.
- Student A reads out the name of a country from the chart in Exercise 3.
- Student B says the appropriate nationality adjective.
- Students swap roles.

Background

Harry Styles, born in 1994, is an English singer in the band *One Direction*. He entered the TV talent show *The X-Factor* in 2010. Despite failing to make his mark as a solo act, he was put together with other contestants who had entered the show to form *One Direction*.

Kangaroos are marsupials (mammals which are born completely developed and which are carried in a pouch on the female's belly) found in Australia and New Guinea.

Moscow /'mɒs kəʊ/ is the capital of Russia. It has a population of over 11 million and its Red Square, in the centre of this city, is one of the most famous open spaces in the world.

Beijing /'beɪ dʒɪŋ/ is the capital of China. Located in the northeast of the country, the city held the Olympic Games in 2008. Popular sights with visitors are the Great Wall of China and the Forbidden City, the vast palace compound that was home to China's former emperors.

- Ask students to describe who and what they can see in the pictures, e.g. a famous singer, an animal, a city.
 - Students then work alone to answer the quiz questions.
- Ask students to work in pairs to compare their answers to the quiz.
 - Check answers to the quiz with the whole class.

Answers

1 English 2 Australia 3 English, French 4 Russia
5 Japanese 6 China

Optional activity

- Put students into small groups of three or four.
- Read out a country from Exercise 3 and then give students one minute to name its capital and think of a fact about the country.
- Each team gets a point for correctly naming the capital and two points if they can say the capital in English. Teams also get a point for an accurate fact and two points for a particularly interesting fact.
- The team with the most points at the end of the game wins.



Set Exercises 6, 7 and 8 on page 5 and Exercise 19 on page 5 of the **Workbook** for homework.

Speaking Asking for clarification

Objectives

- listen to teenagers talking about their name and nationality.
- practise asking for clarification.

- 1 **0.1** Books closed. Point to a student and then ask him or her to clarify that their first name is what you think it is, e.g. *Your first name is Juanita. Is that right?*
- Tell students that you are *asking for clarification* and then write this phrase on the board. Check students' understanding of the phrase. Use L1 if necessary. Provide or elicit further examples of asking for clarification, e.g. *It's Tuesday today. Is that right?*
 - Ask students to open their books at page 9.
 - Tell students that they will watch a few teenagers answer two questions.
 - Before you play the video, you could ask students to guess the nationalities of the teenagers in the chart, e.g. *I think Courtney is British.*
 - Play the video.
 - Students watch and complete the chart.

Videoscript

- Adult:** What's your name? Where are you from?
Rachel: My name is Rachel Jane Conn. I'm British and I'm from England.
Binnie: My name is Binnie and I'm from Guildford, in the UK.
Steven: My name is Steven. I'm from the United States. My mom and I are both American ... my dad's Israeli.
Emily: My name is Emily, and I'm from the UK. Uh, my mum is from California and my dad is also from the UK.
Courtney: My name is Courtney Lee and I'm from New York. My parents are from China and I'm from the US.
Freddie: Uh, my name is Freddie McCall and I'm English. My parents, uh, are both from England.
Adult: What's your name? Where are you from?

Answers

Name	Nationality	Parents' nationality
Rachel	British	British
Binnie	British	British
Steven	American	Mum: American Dad: Israeli
Emily	British	Mum: American Dad: British
Courtney	American	Mum: Chinese Dad: Chinese
Freddie	English	Mum: English Dad: English

Background

Katowice /ˌkɑːtɔːvi tʃɛ/ is a city in Silesia in southwest Poland. It is at the heart of the most industrialised region of that country.

- 2 Put students into pairs to ask and answer the questions.

- 3 **1.10** Give students time to read the question, then play the recording. Students can compare their answers in pairs before you check answers.

Answer

12th April

- 4
- Give students time to look through the conversation.
 - Ask students to work alone to complete the conversation with the words in the box. Ask **stronger students** to complete the conversation without looking at the *Useful language box*.
 - Students can compare answers in pairs.
- 5 **1.10** Play the recording for students to check their answers to Exercise 4.
- Ask students to pay particular attention to the intonation used by the speakers.
 - Ask students to work in pairs to practise the conversation.

Answers

2 spell 3 Sorry 4 repeat 5 course

Background

Munich /'myu nɪk/ is a city in the state of Bavaria in the south of Germany. It hosted the 1972 Olympic Games and is well known for its annual festival *Oktoberfest*.

Hangzhou /'hæŋ'dʒou/ is a city in the Zhejiang province of Eastern China. It is a prominent cultural centre and its West Lake is popular with visitors.

- 6 Before students begin this exercise, make sure that they are able to pronounce both the names of the people on the cards and the cities that the people are from. Also check that students can say the names of the letters correctly, that they know how to read out a date of birth, and that they can know how to say the year 1999 (*nineteen ninety-nine*).
- Ask students to work with a partner to practise asking for clarification. They use the conversation in Exercise 4 as a model to follow, changing the words in bold to the information on the cards in Exercise 6. Pair **stronger students** with **weaker students** to do this task.

Optional activity

- Put students into pairs (A and B).
- Students take it in turns to dictate sentences.
- Student A reads out sentences. Student B listens and writes down what he or she hears, saying, when appropriate, *How do you spell that? Or Can you repeat that, please?*
- Students swap roles.

For homework, ask students to make their own identity cards for their English class. They should provide the following information on their cards: name, age, date of birth, address and a photo. You can also set Exercise 9 on page 6 of the **Workbook** for homework.



Geography Climate and Food


Objectives

- learn the difference between climate and weather.
- read about different types of climates and the food grown in different parts of the world.
- write about different types of food.

Warm-up


- Books closed. Ask the class: *What's the weather like today?*
- Elicit answers and write them on the board.
- Ask: *Is climate the same as weather?*
- Elicit answers to this question, but do not confirm or reject ideas at this point.

- 1
- Students open their books at page 118 and read the information in the box about weather and climate.
 - If you have the Presentation Plus software, ask students to look at the photos of the food on the interactive whiteboard and elicit answers to the questions from the class.
 - Alternatively, put students in pairs to ask and answer the questions.
 - Students will find out the answers to the first question in Exercise 2, and the answers to the other questions in Exercise 5.

- 2
-  **1.47** Play the recording. Students listen to it and check and then repeat the names of the food items in Exercise 1.


Answers

1 dates 2 oranges 3 figs 4 rice 5 bananas
6 potatoes

- 3
-  **1.48** Give students a couple of minutes to read the text. Tell them to pay attention to the different types of climate which are described.
- If you have the Presentation Plus software, ask students to look at the map on the interactive whiteboard.
 - Ask students to come to the board in turn to match the climate types described in the text in Exercise 4 with the parts of the world identified on the map.

Answers

yellow: desert climate green: tropical climate

- 4
-  **1.48** Play the recording.
- Ask students to look back through the text in Exercise 3 to check the answers they came up with in Exercise 1 about where the food in the picture grows and in what climate.
 - Ask students to say which food item is pictured in Exercise 1, but not mentioned in the text in Exercise 3 (*potatoes*). Ask students where potatoes grow and in what climate. (*Potatoes can be grown in most climates, including Mediterranean, tropical and desert.*)

Answers

dates: desert climate
oranges and figs: Mediterranean climate
rice and bananas: tropical climate

- 5
- Ask students to look at the table.
 - Make sure that they understand how it is organised.
 - Students can work in pairs to complete the table using the information in the texts in Exercise 3.

Answers

	Country	Climate	Crops	Diet
Polar climate		always cold, temperature never above 10°C, very difficult to grow anything		
Mediterranean climate	Turkey, California, southwest Australia	hot in summer, rainy in winter	oranges, figs, olive trees	a lot of vegetables, not much fat
Desert climate	Saudi Arabia, Egypt	temperatures high all year, can be cold at night, doesn't rain often	date palms	dates
Tropical climate	Malaysia, Congo	high temperatures, a lot of rain all year round	rice, bananas, sugar cane	a lot of rice

Your turn

- 6
- You can either set this exercise for homework or do it in class. If you do it in class, students will have to do research online.
 - If you choose to do it in class, set a 15-minute time limit for students to find this information.
 - If you have a large class, put students into small groups rather than pairs to do this task.
 - Monitor while students do their research and help guide **weaker students** to the information they need.
 - Ask each group to tell the class what they find out.



Discovery
EDUCATION

4.4 Mountains of rice

See page 135 for activities you can do with this video.



For homework, students make a poster describing the climate in their country, the crops that are grown there and the typical diet of the people. Students can illustrate their posters with photographs or drawings.



Fun in Almaty

Pre-reading

- Ask pupils to speak about the interesting places of Almaty.
- Create a list of key terms and phrases from the text. Provide pupils with a list of these terms and have pupils use two words or phrases to create possible sentences they might come across during their reading. Afterwards have them evaluate the relatedness of their sentences.

Reading

- Read the text. Depending on the class size divide your pupils into groups for reading. Divide the text into the parts. Distribute the text around the groups. Ask groups to read their extract. After reading one pupil from each group goes to the other group to tell about the extract they have read.

Post-reading

- When you make sure all the pupils know the text content ask them to answer the questions.
- How many rides are there at Fantasy World?
- Where is Fantasy World?
- What winter sports can you do at Tabagan?
- Where can you swim?
- Can you have something to eat at Gorky Park?
- What can't you do in winter?

Keys: 1.30 different rides

1. Almaty
2. ski, sledge
3. swim in the big indoor pool
4. Cafes, shashlyk stands
5. train winter sports

At Fantasy World park in Almaty, you can laugh or you can scream! Fantasy World has more than 30 different rides, for example, a merry-go-round, the very popular bumper cars, and the terrifying Top Skan ride. (Don't have a big meal before the Top Skan ride!) Fantasy World is near the central stadium and it is open until midnight.

At Tabagan you can learn to ski or go sledging in the snow. It is only 15 kilometres from Almaty city centre. Tabagan is always fun, but it is best in the winter. And there's more than just winter sports; you can swim in the big indoor pool and play games. Or you can enjoy the restaurants and other entertainment. It's a great place for all the family.

Gorky Park is Almaty's largest park. There are lots of different rides. There's a big zoo with 4,000 animals. There are cafes, shashlyk stands, open areas for games, and a big lake. In summer you can take a boat on the lake with your friends.

ABOUT ALMATY

Nearly 10% of the people of Kazakhstan live in Almaty. Almaty was the capital of the Kazakh SSR and of independent Kazakhstan until 1997.



Living things

Unit aims

I can ...

- talk about animals.
- read and understand an animal quiz.
- make statements and ask and answer questions in the present continuous.
- understand a conversation about zoos.
- use the present simple or the present continuous correctly.
- ask for information in a shop.
- write a short description of an animal.

Unit contents

Vocabulary	Animals Action verbs Adverbs of movement The suffix -er
Reading	A quiz 🔍 Shark attack! An article
Language focus	Present continuous Present simple vs present continuous
Listening	A conversation
Discover culture	🔍 Animals in the city
Speaking	Asking for and giving directions 🔍 Real talk: <i>Do you like going to museums?</i>
Pronunciation	/g/ at the beginnings and ends of words
Writing	A description of an animal; position of adjectives
Get it right!	🔍 irregular plural forms of <i>fish</i> and <i>sheep</i> verbs not usually used in the present continuous
CLIL	Science: Vertebrates 🔍 Chameleons

Be curious

- Books closed. Write *polar bear* on the board. Ask: *Do you know what this is?*
- Elicit students' ideas. Students may say things like *a type of bear, a big bear, a white bear* or *a big animal*.
- Ask students to open their books, look at the picture and say what they can see in it.
- Give students one minute to work alone to answer the questions.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 5 is animals.

Suggested answers

I can see a polar bear. It's swimming.
Polar bears live near the North Pole. Seals also live there.
Many animals can swim, for example dogs and penguins.
Many birds and lizards can't swim at all or they don't like swimming.

CEFR


SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1 p55 1-3 p58 1-6 p60 1-5 p62
Reading	READING FOR INFORMATION & ARGUMENT	1-3 p 56 1-3 p61 1-3 p63
Speaking	INFORMATION EXCHANGE	6 p56 3-5 p57 5 p59 7-8 p60 2, 4, 6-7 p62
	SUSTAINED MONOLOGUE: Describing Experience	3-4 p55
Writing	CREATIVE WRITING	6-8 p63
Communicative language competence	VOCABULARY RANGE	1-2 p55 4-5 p56 4-6 p58 1 p60 4-6 p61
	GRAMMATICAL ACCURACY	1-5 p57 1-4 p59 3-5 p63
	PHONOLOGICAL CONTROL	2 p55 2 p57 4 p58

Objectives

- learn the names of animals.
- organise animal words into categories.
- create, draw and describe an animal.

Warm-up

- Books closed. Put students into small groups.
- Give the groups two minutes to write down animals they know the English words for. Tell students the winning group will be the one which comes up with the most correct words.
- When the time is up, ask a student from each group to read out their list to the class.

- 1  **2.01** Ask students to open their books at page 55.
- Show that the animal pictured in the example is a mixture of a tiger and a polar bear. Ask students to name this invented animal, e.g. *a polar tiger, a tiger bear*.
 - Students work in pairs to identify the rest of the animals. Tell them one of the words (*horse*) will be used twice.
 - If you have the Presentation Plus software, put this exercise on the interactive whiteboard and ask students to come to the class in turn to write the words under the pictures.
 - Play the recording.
 - Students listen to it, check their answers and repeat the words.
 - Elicit names for the invented animals and write them on the board.

Fast finishers

Students can turn to the **Vocabulary bank** on page 111 and do the *Jog your memory!* activity.

Answers

2 a giraffe and a fish 3 a sheep and a monkey
4 a spider and a shark 5 a cow and a horse 6 a gorilla and a frog 7 a zebra and an elephant 8 a horse and a dog 9 a cat and a bird

- 2
- Read out the instructions. Make sure that students know what they have to do.
 - Put students in pairs to copy and complete the chart. Ask students to do this in two stages: first complete the chart with *pets / farm animals / wild animals* and then with *land / water animals*.
 - Check answers.
 - To **extend** the work on the animals vocabulary, you could ask students to turn to the **Vocabulary bank** on page 111 and do the *Jog your memory!* exercises.

Suggested answers

Pets: a cat, a dog, a fish, a frog, a spider

Farm animals: a bird, a cat, a cow, a dog, a horse, a sheep

Wild animals: a bird, an elephant, a frog, a giraffe, a gorilla, a monkey, a polar bear, a shark, a spider, a tiger, a zebra

Water animals: a fish, a frog, a polar bear, a shark

Land animals: a bird, a cat, a cow, a dog, an elephant, a frog, a giraffe, a gorilla, a horse, a monkey, a polar bear, a sheep, a spider, a tiger, a zebra

Get it right!

Read out the information in the box.

To practise this, put students in pairs and ask them to ask and answer questions about how many fish and sheep they have got. Students don't actually have to have any of the animals. Encourage them to invent the numbers.

Your turn

- 3
- Write a few words on the board which students can use in their descriptions, e.g. *wing, tail, fur, feather, trunk, claw, beak*. Teach the meaning of these words by drawing basic pictures of animals and labelling the relevant part of the animal, e.g. draw an elephant and label its trunk.
 - While students are writing their descriptions, monitor and help with vocabulary.
- 4
- Put students in pairs to describe their invented animals to each other.
 - Ask some students to tell the class about their partner's animal.
 - You could put the pictures up on the wall and do a vote to find out the class's favourite.

Game

- Play *What am I?* using the animal words.
- See **Games Bank** on page 29.

Optional activity

- Students make a set of animal flashcards. They can use this website: <http://www.cram.com/flashcards/create>.
- Students can use their flashcards in pairs to play vocabulary games, e.g. Student A describes an animal on a flashcard. Student B guesses which animal is being described. Student A puts three animal cards on the table and describes one of the animals. Student B picks up the animal card being described.



Set Exercises 1, 2, 3, 4, 5 and 6 on page 47 of the **Workbook** for homework.

You could also ask students to do these vocabulary games and exercises:

<http://learnenglishkids.britishcouncil.org/en/fun-games/animal-countdown>

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/animals>

Reading A quiz

Objectives

- do an animals quiz.
- learn adverbs of movement.
- talk about actions that animals do.


Warm-up


- Books closed. Write the following on the board: *shark, dog, bird*.
- Ask: *What do these animals do?*
- Elicit actions and write them on the board, e.g. *Sharks swim, dogs run, birds fly*.

- 1 Ask students to open their books at page 56 and name the animals in the photos.

Answers

an elephant, a horse, giraffes, a frog, monkeys

- 2  **2.02** Check students' understanding of *quiz* and *clue*.
- Put students into small groups and ask them to do the quiz. Allow students to use dictionaries. Students may want to look up the meaning of words such as *backwards, forwards, curl, sac, territory* and *dirt*.

- 3  **2.03** Play the recording for students to check their answers.
- Ask one student to tell the class his or her group's score.
 - Refer students to the information in the **FACT!** box.
Ask: *Do you know the name of the biggest frog in the world?* (The Goliath Frog, found in Equatorial Guinea and Cameroon, which can be up to 33 cm in length.)

Answers

1 b 2 c 3 a 4 b 5 c

Explore adverbs of movement

- 4
- Put your hand up and write *put your hand up* on the board. Pick up some books and put the books down on your desk. Write *put the books down* on the board. Underline *up* and *down* and explain that they are adverbs of movement.
 - Ask students to work alone to look at the clues again and find two examples of adverbs of movements. Help **weaker students** by telling them that the words can be found in the sentence about elephants.
 - Students can compare answers in pairs before you check answers with the class.

Answers

Elephants move their ears **backwards** and **forwards** when they are hot and when they want to stay cool.

- 5
- Refer students to the adverbs in the box.
 - Check students understand the meaning of each of the words. Draw a picture of a box on the board and then draw arrows to indicate *left/right, up/down* and *round*. Allow **weaker students** to look up translations of the words if you feel it will aid their understanding.
 - Elicit example sentences with the words and then write these sentences on the board.
 - Ask students to work in pairs to complete the sentences.
 - Check answers.

Fast finishers

Students can turn to the **Vocabulary bank** on page 111 and do the *Adverbs of movement* activities in *Explore vocabulary*.

Answers

- 1 backwards, forwards 2 right, left 3 up, down
4 round, round

Optional activity

- Give students a series of imperatives using the adverbs of movement from Exercise 5, e.g. *Put your pen down, hold your book up*.
- Put students into pairs and ask them to give and respond to imperatives of their own.
- Monitor while students do this and check that students are using the adverbs correctly.

Your turn


- 6
- Read out the questions and then refer students to the example answers.
 - Put students in pairs to ask and answer the questions, e.g. *Dogs move their tails when they are happy*.

Optional activity

- Put students into small groups.
- Students use the Internet to research and prepare their own animal quiz.
- One member of each group can then ask the rest of the class their group's quiz questions.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *Can you think of the names of any sharks?* Elicit student's answers, e.g. *the great white, the hammerhead, the tiger shark*. Accept answers in L1.
- Read out the information about the video.
- Play the video.
- Students watch it and answer the two questions.
- Check answers.
- Teach *afraid* and then put students into small groups to ask and answer the following questions. Are there any animals you are afraid of?
- See page 128 for further activities you can do with this video.

Answers

You can see five different kinds of sharks. Greenland sharks live in the Atlantic Ocean, between Greenland and New York.



Set Exercise 5 on page 48 of the **Workbook** for homework.

Language focus 1 Present continuous

Objectives

- learn the affirmative, negative, question and short answer forms of the present continuous.
- learn how to pronounce /g/ at the beginnings and ends of words.
- talk about what is happening in my class at the moment.

Preparation

- Bring a CD player or a radio.

Warm-up

- Books closed. Write *I'm writing on the board* on the board. Ask: *What tense is this?* Elicit that it is the present continuous and that this tense is used for actions happening at the moment of speaking.
- Mime different actions, e.g. sitting down or standing up. Elicit sentences to describe your actions.

- Ask students to open their books at page 57.
 - Tell students that the example sentences are from the text on page 56.
 - Ask students to copy the chart into their notebooks, look back at the text on page 56 and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 103 of the **Grammar reference** section.


Answers

	I	He / She / It	We / You / They
+	I am watching the animals.	The frog is singing .	The monkeys are cleaning .
-	I'm not eating .	The frog isn't eating .	The monkeys aren't fighting .
?	Am I looking at the mother elephant? Yes, I am . / No, I'm not .	Why is the elephant moving its ears? Is the horse smiling ? Yes, it is . / No, it isn't .	What are the monkeys doing ? Are the monkeys fighting ? Yes, they are . / No, they aren't .

Language note

In some languages, there is just one present tense which is used for both routine actions and actions happening now. Speakers of languages which do not have equivalents of the present simple and the present continuous tenses are likely to make more errors in English.



They may also forget to use the verb *to be* and so produce sentences such as *He learning Turkish*.

-  **2.04** Give students time to read through the text. Before they complete it using the verbs in brackets in the present continuous, ask them to say what the text is about (*a visit to an aquarium in Vancouver, Canada*).
 - Check that students understand the meaning of:
swamp (noun): an area of soft, wet land, often with trees;
aquarium: a building with large water tanks to keep live fish in;
guide (noun): a person who shows visitors around a public space such as a museum.
Ask students to work in pairs to complete the text.
 - Play the recording to check.

Answers

- 2 'm visiting 3 're listening 4 's talking 5 are getting
6 is giving 7 isn't going 8 aren't sharing 9 're showing 10 're eating

Say it right!

-  **2.05** Play the recording and ask students to focus on the two different /g/ sounds.
-  **2.06** Play the recording.
 - Students listen to it and repeat the sentences.
 - Check that students are able to distinguish between the two different /g/ sounds that were introduced in the previous exercise.

- Read out the example question and answer.
 - Ask students to work in pairs to write questions and answers.
 - Students then work in pairs to practise asking and answering the questions.

Answers

- 2 What are the sharks doing? They're eating fish. 3 Is Jen feeding the horses? No, she isn't. 4 Are the cats sleeping? Yes, they are. 5 What is the bird doing? It's smelling a flower. 6 Are you walking your dog? No, I'm not.

Game

- Play *The mime game* using the present continuous.
- See **Games Bank** on page 29.

Your turn

- Give students a couple of minutes to write their questions.
 - Monitor and help as necessary.
- Put students in pairs.
 - Students practise asking and answering the questions they wrote in Exercise 4.

Optional activity

- Put students into pairs (A and B).
- Student A is a receptionist in a big company.
- Student B calls the company and asks to speak to someone, e.g. *Can I speak to Arthur, please?*
- Student A makes an excuse using the present continuous, e.g. *No, you can't, I'm sorry. He's having lunch.*
- Student A then asks to speak to another person at the company. Again, Student B makes an excuse.
- Students continue in this way, with the excuses becoming increasingly ridiculous.
- Students can then swap roles.



Set Exercises 1, 2, 3 and 4 on page 48 of the **Workbook** for homework.

Listening and Vocabulary

Objective

- listen to conversations at a zoo.
- learn action verbs.
- talk about what animals do.

A conversation


Background

The modern **zoo** is a product of the early part of the 19th century, when zoos in London, Dublin and Paris were opened. The Zoological Gardens of the Zoological Society of London (now London Zoo), opened in Regent's Park in 1828.

Warm-up

- Books closed. Write **zoo** on the board. Elicit the meaning.
- Ask students to name any zoos they know of.

- 1 • Ask students to open their books at page 58.
• Put students into pairs to ask and answer the questions.

- 2  **2.07** Read out the list of animals. Ask students to say something about each animal, e.g. *Polar bears are white.*
 - Read out the instructions.
 - Play the recording of the conversation.

Audioscript

One

A: Wow! They're so colourful.

B: You're right. That one is yellow. And there's a blue and green one.

A: I can see a small red one, too.

B: They're flying really fast!

A: You know, they usually fly to warm places in the winter.

B: You're right, but not when they're at a zoo.

A: True.

B: Look ... that girl is feeding them now.

A: And that man is saying "No"!

Two

A: Oh, they're so cute!

B: Look at that one! It's eating a banana.

C: No, it isn't. At the moment, it's watching you!

B: Hey look ... What's that big one doing?

A: It's cleaning its baby. They often clean each other!

B: Oh, I see.

C: And look at those over there. They're swinging from the trees.

A: They always play with each other! They're so funny!

Three

A: The mother is so big!

B: And the baby is big, too.

A: Aww! She loves her baby. Look – they're moving their ears.

B: Yes, elephants always move their ears when they're hot.

A: That's interesting.

B: This is interesting, too... The mothers live together with the babies.

A: Where do the fathers live?

B: They usually live alone.

Four

A: Look at that one. Its black and orange fur is so pretty.

B: Yeah, and it's big and strong!

A: It isn't very happy.

B: I know! Look at it! It's really angry. It doesn't like staying in its cage.

A: And the other one ... I think it's looking at us ...


B: Yeah, I know, it's walking up and down and looking and looking ...

A: What's it thinking right now?

B: I don't know. Maybe it's hungry!

Answers


elephants 3 birds 1 polar bears X monkeys 2 tigers 4 zebras X

- 3  **2.07** Give students time to read through the sentences.
 - Play the recording again for students to do the exercise.
 - Check answers.

Answers


2 F (The monkeys aren't eating fruit.) 3 F (A big monkey is cleaning its baby.) 4 F (Elephants move their ears when they're hot.) 5 F (The father elephants usually live alone.) 6 T

Action verbs

- 4  **2.08** Check students' understanding of the action verbs. Refer students to the pictures and ask them to think about what each animal is doing.
 - Put students in pairs to match the words with the pictures.
 - Play the recording for students to check answers and repeat.

Answers

1 hunt 2 fight 3 jump 4 fly 5 swim 6 hide 7 swing

- 5  **2.09** Ask students to complete the remaining sentences.
 - If you have the Presentation Plus software, put the photos on the interactive whiteboard and ask students to come to the board to complete the sentences.
 - To **extend** this work, ask students to do the *Explore adverbs of movement* activities on page 111 of the **Vocabulary bank**.

Answers

2 The turtle is swimming. 3 The lion is hunting. 4 The monkeys are swinging. 5 The kangaroo is jumping. 6 The parrots are flying. 7 The bears are fighting.

Your turn

- 6 • Read out the example question and answer.
 - Put students in pairs to ask and answer similar questions.

Optional activity

- Students work in pairs (A and B).
- Student A 'sculpts' Student B into a statue by saying commands, e.g. *put your right arm in the air*. The sculpture should represent an action, e.g. *jumping*.
- Sculptors then walk around and try to guess the actions that the statues represent, e.g. *I think she is jumping*.
- Once all the actions have been guessed, students can swap roles so that Student B now does the sculpting.



Set Exercises 1, 2, 3 and 4 on page 49 of the **Workbook** for homework.

Students can also do this vocabulary game:

<http://learnenglishkids.britishcouncil.org/en/word-games/find-the-definition/zoo-animals>

Language focus 2 Present simple v present continuous

Objectives

- learn the difference between the present simple and present continuous.
- learn about verbs not usually used in the present continuous.
- draw a picture of an animal and talk about what it is doing and what it does.

Warm-up

- Books closed. Write *My dog runs every day* on the board. Ask: *What tense is the verb?* Elicit present simple and that this tense is used for routines and habits.
- Ask students to change the underlined verb so that it describes an action happening now. Elicit *My dog is running now* and write it on the board.
- Elicit present continuous and that it is used for actions happening at the moment of speaking.

- 1 • Ask students to open their books at page 59 and copy the chart into their notebooks.
- Students work in pairs to complete the sentences.
- Check answers.
- For further information and additional exercises, students can turn to page 103 of the **Grammar reference** section.

Answers

... for facts, habits and routines	... for activities that are happening at the moment
She loves her baby.	It's eating a banana.
They usually fly to warm places in the winter.	They're flying really fast.
It doesn't like its cage.	They are swinging from the trees.
Where do the fathers live ?	Are you feeding animals at the moment?
Common time expressions	
always usually often sometimes never in the summer/spring/ winter /autumn on Monday/Tuesday/Friday	at the moment now right now

- 2 • Read out the example sentence.
- Ask students to work in pairs to complete the remaining sentences.
- **Weaker students** might want to underline adverbs of frequency and words and phrases such as *now* and *at the moment* in the sentences.
- Check answers.

Answers

- 2 is hiding 3 usually live 4 Are you looking at
5 is giving 6 sleep



Get it right!

- Read out the information in the box.
- Elicit example sentences using the verbs in the box.
- Write the sentences on the board.

- 3 • Ask: *Where is Tunisia?* Elicit that it's in North Africa.
- Give students a minute to read the email and then ask the following questions:
- *Who is on holiday?* (Miranda.) *Is she having a good time?* (Yes, she is.) *What is she using to write the email?* (A computer at the hotel.)
- Pair **stronger students** with **weaker students** to do this task.
- Students can check answers in pairs before you check answers with the class.

Fast finishers

Students can write some gapped sentences, e.g. *I usually ... (play) football on Saturday. I ... (play) tennis now.* You can then put these on the board for the class to complete.

Answers

- 2 are riding 3 doesn't like 4 's enjoying 5 'm writing
6 's 7 like 8 stay 9 has 10 are swimming
11 'm going 12 is calling

Your turn

- 4 • Draw a picture of an animal on the board.
- Students should ask you questions, using the examples in Exercise 4 to help them.
- When students have guessed both the animal you have drawn and what it is doing, put them in pairs so that they can do this activity themselves.
- Tell students to draw an animal which they can name in English and which they know something about.
- 5 • Give students a couple of minutes to note down some facts about the animal they drew in Exercise 4.
- Put students in pairs to tell one another about their animal.

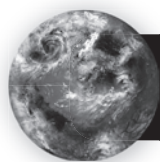
Optional activity

- Put students into pairs.
- Using Presentation Plus, put pictures from different units from the coursebook on the interactive whiteboard.
- Students put their hands up if they think can describe what is happening in the picture, e.g. *She is doing Kung Fu.*
- Pairs get one point for a correct sentence and two points if they can make a present simple and a present continuous sentence, e.g. *She does Kung Fu every day. She is doing Kung Fu now.*
- Find out which pair has the most points at the end.



Set Exercises 1, 2 and 3 on page 50 of the **Workbook** for homework.

Students can also do these exercises: <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-continuous>



Discover Culture

Animals in the city

Objectives

- watch a video about animals living on the street in India.
- talk about animals that live on the street in my country.

Warm-up

- Ask: *Where do animals live?* Elicit answers, e.g. in the wild, in zoos, in people's houses, on the street.

- Ask students to open their books at page 60.
 - Read out the list of animals. Ask students to say what they know about them.
 - Put students in pairs to do the matching exercise.
 - Check answers.
 - Put students in pairs to tell each the animals they are afraid of and which they like.
 - Ask some students to report back to the class on their partner.

Answers

- 1 rat 2 lion 3 spider 4 crocodile 5 snake
6 camel

- Put students in small groups.
 - Tell students they will watch a video about animals living on the streets of India.
 - Give groups one minute to guess which of the animals in the box in Exercise 1 live on the streets of India.
 - Ask one member of each group to read out their list of animals.

- **5.2** Play the video.
 - Students check their answers to Exercise 2 as well as make lists of the animals shown living in the wild and living on the streets.
 - Find out which group had the most correct answers to the question in Exercise 2.

Videoscript

More than a billion people live in India. And there are more than 5,000 types of wild animals. Some of the animals live in the jungle, far away from people. Other animals live in cities, near people. People often use the animals to do work. In Indian cities, you can see cows, snakes, monkeys, camels and even elephants! Here in the temple of Karni Mata something strange is happening ... Rats! There are rats everywhere! These rats are running all over the temple! But people aren't afraid of the rats. In fact, people are giving the rats food. This man is holding two of them! The rats are eating nuts and they're drinking milk, too. Milk with a little bit of sugar is one of their favourite foods. In this part of India, people think rats are very special. Now we're going to the town of Battis Shirala to see a snake festival! People are usually afraid of snakes – but not these men! They know how to work with snakes. Snakes are welcome in people's houses, too. People respect snakes and often feed them. Animals are an important part of a lot of people's lives here in India.

Suggested answers

Animals you can find on the streets of India: cows, snakes, monkeys, camels and elephants
Other animals which live on the streets: rats
Other animals which live in the wild: tigers, wild boars

- **5.2** Give students a minute to read sentences 1–7. Check their understanding of the following: *welcome* (adjective), *respect* (verb), *nuts*.
 - Play the video again.
 - Students compare answers in pairs before you check answers with the class.

Answers

- 2 S 3 R 4 B 5 R 6 S 7 S

- Read out the five sentences in turn. Ask students to say whether the scene being described occurs in the video.
 - If students think the sentences do occur in the video, ask them to say what they remember about what was shown.

Answers

You can see scenes **a** and **d**.

- Read out the three summaries. Check students understand the following: *frightening*, *dangerous*.
 - Students choose which summary they think best describes the video. They compare answers in pairs before you check answers with the class.

Answers

Animals and Indian culture.

Your turn

- Read out the questions.
 - Put students in pairs.
 - Give students a couple of minutes to ask and answer the questions.
- Read out the question. Give students a minute to decide their answer to it.
 - Ask some students to tell the class which animal from the video is their favourite and why.

Optional activity

- Teach the meaning of *endangered* (used to talk of animal species that may disappear because there are so few of them).
- Tell students that lots of animals in the world are endangered.
- Ask students to find information online about an endangered animal.
- They make a poster and present what they find out to the class in the next lesson.



For homework, students read this text and complete the accompanying exercises: <http://learnenglishteenso.org/skills/reading-skills-practice/lost-dog>

Reading An article

UNIT
2

Objectives

- read a text about husky dogs and the Inuit people of the Arctic.
- learn how to form nouns with the suffix *-er*.
- write about what work animals do in my country.

Warm-up

- Books closed. Ask: *How do animals help people?*
- Elicit ideas and write them on the board, e.g. *Guide dogs help blind people* (i.e. people who can't see). *Donkeys give children rides on the beach.* *Horses pull tourists in carts around cities.*

Background


The **Inuit people** of the Arctic Circle prefer to be called *Inuit* rather than *Eskimo*. However, the term *Eskimo* continues to be used by archaeologists and anthropologists, not as a synonym of *Inuit*, but to refer the people of the Arctic Circle as a whole.

Inuit is a plural form meaning *people*. The singular is **Inuk**.

- 1
- Ask students to open their books at page 61.
 - Read out the title and refer students to the map and the photo.
 - Elicit answers to the questions.

Suggested answers

They live in the Arctic (e.g. Alaska and Greenland). It's very cold there.

- 2
-  **2.10** Check students' understanding of the following: *seal, reindeer and sledge*.
- Read out the two questions. You could elicit answers before you ask students to find them in the article.
 - Give students a couple of minutes to read the article.
 - Check answers.

Suggested answers

The huskies pull the sledges.

The Inuit eat meat and fish. They hunt seals, polar bears and reindeer. They make sledges with animal bones and skin.

- 3
- Read out the five sentences.
 - Ask students to work alone to decide if the sentences are true or false.
 - Students can compare answers in pairs before you check answers with the class.
 - Check answers.
 - Read out the information in the **FACT!** box. Put a photo of a husky dog on the interactive whiteboard and then ask: *What is special about Husky dogs?* (They can live in very cold climates.)

Answers

- 1 The Inuit use huskies to pull their sledges.
- 2 They make sledges with animal bones and skin.
- 3 They eat meat and fish.
- 4 They hunt seals, polar bears and reindeer.

Explore the suffix *-er*

- 4
- Give students a couple of minutes to find and underline the words in the text that end in *-er*.
 - Put the three categories on the board and ask students to say which categories the words they underlined belong in.
 - Rub out the *-er* at the end of each of the words on the board and ask students to say what type of word is left (verbs).

Answers

workers, hunters, helper
They are nouns.

- 5
- Ask students to work alone to write the noun forms of the words in the exercise.
 - Check answers.
 - Ask some students to tell the class which of the four things they would rather be and why, e.g. *I'd like to be a singer because they can travel the world.*

Fast finishers

Students can turn to the **Vocabulary bank** on page 111 and do the exercise on the suffix *-er* in the *Explore vocabulary* section.

Answers

2 driver 3 singer 4 teacher

Optional activity

- Put students into small groups of three or four.
- Give groups one minute to think of other *-er* nouns meaning *a person who does something*, e.g. *footballer, builder, farmer, runner, swimmer, writer, baker, manager*.
- One member from each team reads out their list.
- Find out which team got the most words.

Your turn

- 6
- Read out the example sentence.
 - Ask students to work alone to think of other examples of 'working animals' in their country.
 - Monitor while students do this, helping out with ideas and vocabulary as necessary.
 - Ask students to tell the class about one of the animals on their list.
 - Put sentences on the board describing what the animals do.

Optional activity

- Put students into pairs.
- Students take it in turns to describe the *-er* nouns in Exercise 5 as well as the ones that came up in the game, e.g. *This person works outside*.
- They should start with a difficult clue and then make the clues progressively easier.



Set Exercises 4 and 5 on page 50 and Exercises 1, 2, 3, 4 and 5 on page 51 of the **Workbook** for homework.

Speaking Asking for and giving directions


Objectives

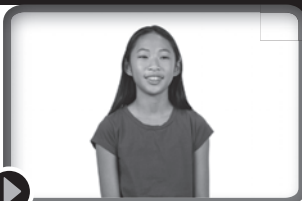
- watch teenagers talking about whether they like going to museums.
- listen to a conversation in which someone asks for and is given directions.
- practise asking for and giving directions.

Warm-up

- Books closed. Write *museum* on the board. Check *understanding*.
- Ask: *What can we see in museums?* Elicit answers, e.g. old things, beautiful paintings, and write them on the board.

Real Talk: Do you like going to museums?

- 1  **5.3** Ask students to open their books at page 62.
- Tell students they are going to watch some teenagers answering the following question: *Do you like going to museums?*
 - Give students time to look at the chart. Check they understand the different categories and then play the video.
 - Students work alone to copy and complete the chart with the correct information.
 - Students compare answers in pairs before you check answers with the class.





Videoscript

- Voice:** Do you like going to museums?
Courtney: Yes, I do. I like going to museums. I love going to art museums, there are a lot of beautiful paintings.
Evan: No, I don't like to go to museums. I think they're boring.
Emily: I like museums, yeah. I like history museums.
Binny: I like going to museums, but I really love going to aquariums. I like watching sharks, they are very interesting.
Petra: Yeah! I like going to art museums because I like old art and new art. But my favourite art is art from Egypt.
Freddie: I like going to museums, but I really like going to zoos. Uh, I love looking at snakes. Snakes, yes.
Steve: I love museums, especially the Natural History Museum. They have a lot of dinosaur bones.
Rachel: Yes! I love going to museums. My favourite one is the Science Museum in London. I go there with my family.
Voice: Do you like going to museums?


Answers

museums – 7 art galleries – 2 history museums – 2
science museums – 1 aquariums – 1 zoos – 1

- 2  Ask students to work in pairs to ask and answer the question.
- Students could also ask and answer additional questions, e.g. *Have you got a favourite museum?*
 - Ask some students to report back to the class on what their partner said.
- 3  **2.11** Write *directions* on the board. Check students' understanding of the word. Explain that we *ask for* and *give* directions.
- Check students' understanding of *exhibit*. When dealing with a word that is difficult to pronounce, such as *exhibit*, encourage students to slow down and focus on the individual sounds which make up that word.
 - Give students time to read the question, then play the recording.
 - Students can compare their answers in pairs, then check the answer.



Answer

At the top of the stairs, on the right.

- 4 Ask students to work in pairs to complete the conversation with the words from the *Useful language* box.
- 5  **2.11** Play the recording again for students to listen and check their answers to Exercise 4.


Answers

1 How do I get to 2 Turn 3 Take 4 It's on

- 6  Check students' understanding of the phrases in the conversation in Exercise 4 that are used for giving directions.
- Put students in pairs to practise the conversation.
- 7  Check understanding of *cloakroom* (a place in a public building where people may leave their coats and bags.) Also check that students can pronounce *dinosaur* /daɪnə'sɔː/.
- Read through the instructions and make sure that students understand what they have to do.
 - Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Make a note of the incorrect sentences as you monitor and put the sentences on the board. Focus error correction only on the new phrases from the *Useful language* box.

Optional activity

- Students use their smartphones to look at a website of a major museum.
- They explore the site, find something of interest on it, and report to a partner on what they have found.

 For homework, ask students to practise directions here: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions>. Students can also play these games on the website of the British Museum: http://www.britishmuseum.org/explore/young_explorers/play.aspx



Writing A description of an animal

UNIT
2

Objectives

- read a description of an animal.
- learn about the position of adjective in a sentence.
- write a description of animal.

Warm-up

- Books closed. Put _____ on the board and elicit letters until the word *hippopotamus* is spelt out.
- Elicit or introduce the abbreviated form *hippo*.

- 1 • Ask students to open their books at page 63.
- Ask the question about the picture and then give students 30 seconds to find the answer in the text.

Answers

It's sleeping in the water because the water is cool.

- 2 • Refer students to the information in the box.
- Ask students to copy the chart into their notebooks. They then work alone to reread the description of the hippo and organise the information according to its order of appearance in that text.
- Students can compare their answers in pairs before you check answers with the class.

Answers

- 2 what it looks like
- 3 its daily activities
- 4 what it eats
- 5 interesting facts about the animal

- 3 • Ask students to read the text again.
- Give them a few minutes to work in pairs to make a note of the information Sam includes in his description for each of the categories in Exercise 2.
- Check answers.

Answers

- 2 big and fat, small eyes and ears, short legs, big teeth, 3–4 metres long
- 3 sleep in water, come out of water at night
- 4 only eat plants, up to 40 kg of grass in one night
- 5 can be dangerous, kill hundreds of people

- 4 • Read out the information in the *Useful language* box. If you feel it is necessary, elicit further example sentences with adjectives after *is* or *are*, before a noun and after *very*.
- Students can work in pairs to find examples in the text in Exercise 1.
- Check answers.

Answers

central, big, fat, small, short, big, long, cool, dangerous

- 5 • Ask a student to read out the example.
- Ask students to work in pairs to complete the rest of the exercise.
- Encourage **weaker students** to check their sentences against the examples in the *Useful language* box.

Answers

2 The tiger is a dangerous animal. 3 The elephant has got big ears. 4 Gorillas are very strong. 5 Giraffes are brown and orange.

Optional activity

- Put students into pairs.
- Students draw a picture of things they own for their partner to describe, e.g. *You've got a fat cat. / Your cat is fat.*



Get Writing

PLAN

- 6 • Students should do their planning in class. The writing can either be done in class or at home.
- Tell students they are going to write a description of an animal.
- Refer students to the word web and explain that it is a way of organising ideas or vocabulary around a related theme.
- Ask students to include the information in the chart in Exercise 2 in their word webs. If you have access to the Internet, students can download and print a picture of their animal to use with their description.

WRITE

- 7 • Refer students to the language in Exercise 7. Make sure that students know how to use it before you ask them to write their description.
- Tell students to use Sam's description of the hippo as a model to follow and to write at least 80 words. Encourage them to add extra information to their own descriptions, e.g. how long the animal lives on average.
- Give students ten minutes to complete the writing task. You could give **stronger students** less time to complete the writing task. If you choose to do this, you could ask them to write another description of an animal, this time a pet belonging to their family or to a friend.
- Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- 8 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
- Give students a few minutes to look through their descriptions and check them against the points here.
- Collect students' descriptions and mark them.



For homework, ask students to do this quiz:
<http://learnenglishkids.britishcouncil.org/en/word-games/hangman/amazing-animals>
You can also set Exercises 1–11 on pages 52 and 53 of the **Workbook** for homework.

Science Vertebrates

Objectives

- read and learn about vertebrates.
- learn vocabulary to describe animals.
- describe an animal.

Background

Vertebrates /ˈvɜːtɪbrəts/ are animals which have a backbone (also called the *spine*, *spinal column* or *vertebral column*). Animals which do not have a backbone, such as insects and worms, are called **invertebrates** /ɪnˈvɜːtɪbrəts/. The small bones that form the backbone are called **vertebra**.


Warm-up

- Put students into small groups.
- Ask: *Are all animals the same?* Elicit the answer that animals are different and then give students a couple of minutes to think of which categories we can organise animals into, e.g. animals that can fly, animals that haven't got legs, animals that live in the sea, animals that eat meat, animals that don't eat meat, etc.
- Ask one member of each group to tell the class that group's ideas.

- 1 • Ask students open their books at page 119. Read out the title of the page.
• Elicit answers to the question from the class.
• Write their answers on the board.


Suggested answers

1 parrot 2 goldfish 3 tiger 4 chameleon 5 frog

- 2  **2.39** Read out each of the animal groups.
• Ask students what they know about each group.
• Give students a few minutes to read the text and play the recording.
• Put students into small groups to add further animals to each of the animal groups.
• Check answers.
• Ask students which of the groups human beings belong in (*mammals*).

Suggested answers

fish: shark, clownfish **mammals:** elephant, giraffe
reptiles: snake, lizard **amphibians:** toad, salamander

- 3  **2.39** Check students' understanding of the following vocabulary: *lungs*, *skin*, *fur*.
• You can explain them by making reference to human beings. Touch your skin and say *skin covers our bodies*, point to the centre of your chest and say *lungs help us breathe*. Then point to your hair and ask: *What is this called?* Elicit the word *hair*. Ask if dogs have hair. At that point elicit or introduce the word *fur*.
• Read out the example.
• Put students into pairs to complete the exercise. Point out that item 2 has more than one answer.
• Check answers and then practise the new words in the exercise by asking questions about human beings, e.g. *Have we got scales/skin/lungs/fur?*

Answers


2 birds, fish, reptiles, amphibians 3 mammals 4 fish
5 fish (and some reptiles: snakes) 6 mammals, birds
7 fish 8 amphibians


Optional activity

- Students underline in the text all the new vocabulary seen alongside the pictures.
- Put students into pairs.
- Students use their smartphones to find definitions of the words they underlined. They can use this website: <http://kids.wordsmyth.net/we>
- Students can then take it in turns to read out definitions for their partner to guess the word.

Your turn

- 4 • To help **weaker students**, revise the names of animals. Put the words on the board.
• Give students few minutes to prepare descriptions of different animals (up to a maximum of four). Remind them to use the words from Exercise 2.
• Put students into pairs.
• Students take it in turns to give their descriptions. Their partner guesses which animal is being described.





5.4 Chameleons

See page 136 for activities you can do with this video.



For homework, ask students to find out about an animal. Students should illustrate their profile with a photo or drawing and include the following information in it. They can present their profile to a partner in the next lesson.

NAME:	
ANIMAL GROUP:	
LOOKS LIKE:	
LIVES IN:	
EATS:	
INTERESTING FACT:	

Using their smartphones, students can record short videos of animals they see in their neighbourhood. This could be anything from a family pet to a cat they always see in their street. In the next class, they can show the video to their partner and explain a little about the animal, e.g. *This is my cousin's dog. It's got really long fur.*



Which Animal?

Pre-reading

Before reading ask pupils what kind of animals they know. Then ask them to fill in the

- KWHL Chart. Have students write everything they know about the wild animals and domestic animals, everything they want to know under the W column. Leave the third column (the L column) blank to come back to afterward to write what they learned.

Reading

- Use the activity "Silent roundtable". Have a short discussion while reading the text. The only rule is the teacher cannot say anything during the period allotted for class discussion of book.

Post-reading

- When you make sure all the pupils know the text content work on the TRUE/FALSE task.
- Are the sentences true or false?

1. Argali can drink 135 liters of water in 13 minutes.
2. Jerboa has a very big ears and big black eyes.
3. You can see Saiga antelope in mountainous areas.
4. Bactrian camel has long back legs and short front legs.
5. Jerboa have got smaller horns.
6. Saiga antelope can carry people and heavy things.

1.

This animal has got a long face and big, flat feet. It can run very fast. It can carry people and heavy things on its back. And it can drink 135 litres of water in 13 minutes!

2.

You can see these animals in mountainous areas. The males have got big, curly horns on their heads. In the winter, the hair round their neck is white. The females have got smaller horns.

3.

There aren't many of these animals in the world. They live in dry flat areas in Kazakhstan. They have got very big, long noses. The males have got horns on their heads.

4.

These animals live in hot deserts. They usually sleep in the day and come out at night. They have got very big ears and big, black eyes. Their back legs are long but their front legs are short. Their tails are longer than their bodies.



Values

Unit aims

I can ...

- talk about my family.
- compare people.
- understand a text about other cultures.
- talk on the phone.
- write a description of someone.
- write an email about my school.

Unit contents

Vocabulary	Family and friends Describing people Adjectives
Reading	An online article 🔍 Robot Fighters Diwali: A family festival
Language focus	<i>have got</i> affirmative, negative, questions and short answers Comparative adjectives
Listening	A conversation
Discover culture	🔍 My family, by Boris Moldanov
Speaking	On the phone 🔍 Real talk: What's your phone number? What's your email address?
Pronunciation	/ðən/
Writing	A description of a person Modifiers
Get it right!	👁️ Comparative forms of one syllable adjectives
CLIL	Maths Fractions 🔍 The Land Down Under

Be curious

- Books closed. Ask: *Who are the important people in your life?* Elicit students' answers to this question, e.g. *my mum, my brother, my best friend.*
- Ask students to open their books at page 10.
- Read out the phrase *be curious*. Explain that a *curious* person is someone who is keen to learn or know things. Use L1 if necessary.
- Drill the pronunciation of *curious* /'kjʊəriəs/. Then explain that being curious about the world is the theme of the *Eyes Open* series of coursebooks.
- Refer students to the photo and ask them to describe what they can see. Alternatively, give them 20 seconds to study the photo, and then ask them to close their books and say what they remember about it.
- Put students into small groups. Give them a minute to answer the three questions. Point out that only the first of the three questions has an obvious answer.
- Check answers. You could introduce the word *probably*, which students can then use when giving their answers to the second and third questions. If you do, explain that the word is used to say that something is very likely, e.g. *I'm probably going to the cinema this afternoon.*
- Tell students that the theme of Unit 1 is family and friends.

Suggested answers

There are probably four people in this family. The adults are probably between thirty and forty. The children are teenagers. They are probably between ten and fifteen. You wear boots like that when it rains.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	2 p11 1–3 p14 3–6 p16 1,5 p18
Reading	READING FOR INFORMATION & ARGUMENT	1–3 p12 1–4 p17 1–2 p19
Speaking	CONVERSATION	2, 6–7 p18
	INFORMATION EXCHANGE	4–5 p13 2, 6–7 p18
	SUSTAINED MONOLOGUE: Describing Experience	5–6 p12 5 p14 7–8 p16 8–9 p17
Writing	OVERALL WRITTEN PRODUCTION	3–5 p11
	CREATIVE WRITING	5–7 p19
Communicative language competence	VOCABULARY RANGE	1–5 p11 4 p12 4 p14 1–3 p16 5–7 p17
	GRAMMATICAL ACCURACY	1–5 p13 1–5 p15 3–4 p19
	PHONOLOGICAL CONTROL	3 p15

Vocabulary Family and friends

Objectives


- learn vocabulary for friends and family.
- talk about my own family.
- draw and describe my family tree.

Preparation

- Bring a few photos of your family and friends.

Warm-up

- Distribute photos of your own friends and family around the classroom and ask students to work in pairs to guess the identities of the people in them, e.g. *I think this is your mum.*
- Alternatively, introduce the topic by asking students if they have a collection of photos of their friends and family online and which photo websites (e.g. *Instagram, Flickr*) they use.
- If students have such accounts, they can use their phones to briefly show each other some of the photos they have there.

- 1 • Ask students to open their books at page 11 and look at Sarah Wood's family tree. Make sure they identify Sarah (with caption 'Me!' middle left).
- 2  **1.11** Ask students to work in small groups to complete this exercise. You could turn this task into a game by asking groups to compete to be the first to complete the text correctly.
 - Ask **stronger students** to complete the text without checking the meaning of the words in a dictionary. Allow **weaker students** to use dictionaries.
 - Play the recording.
 - Students listen to it, check their answers to Exercise 1 and repeat the words. Encourage students to mimic the pronunciation they hear.

Fast finishers

Students can turn to the **Vocabulary bank** on page 107 and do the *Family and friends* activities.

Answers

2 granddad 3 wife 4 grandma 5 mum
6 dad 7 parents 8 brother 9 sister 10 aunt
11 uncle 12 cousin 13 best friend 14 teammates
15 classmates

Language note

All the two syllable nouns in the box in Exercise 1 have their main stress on the first syllable, e.g. *teammates*, *uncle*, *cousin*.
The word *mate* means *friend* or *partner*. It is commonly used in the UK and Australia as a greeting between (usually male) friends, e.g. *All right, mate!*

- 3 • Read out the example and then ask students to work in pairs to match the remaining words in pairs of opposites.
• Then ask them to look at the example sentence and complete the remaining ones.

Answers

2 son 3 daughter 4 grandson

- 4 • Before students do this exercise make sure they understand the difference between *male* and *female*.
• Ask students to copy the circles into their notebooks.
• Students can work alone or in pairs to complete the circles with the words in Exercise 2.
• Ask students to compare their answers with a partner before you check answers with the class.

Answers

female: wife, sister, grandma, mum

male and female: cousin, classmates, best friend, parents, grandparents

male: brother, dad, granddad, husband

Your turn

- 5 • Divide students into pairs (A and B).
• Give students two minutes to draw their own family tree. Explain that they can use the example in Exercise 2 as a guide.
• Read out the example sentences and ask Student As to tell their partner about the people in their family tree. They should add any other information they can, e.g. age or hair colour.
• Student Bs listen and make notes.
• The pairs then swap and Student Bs describe their family tree and Student As listen and make notes.

Optional activity

- Put students into small groups.
- One student (Student A) shows a photo of a family member or friend on their phone to their partners.
- The other students in the group guess who is in the photo by asking a question, e.g. *Is that your brother?*
- Student A replies by saying *Yes, it is* or *No, it isn't*.
- The other students then ask Student A some questions to find out more about the person in the photo, e.g. *What's his/her name? How old is he/she?*
- Another student in the group then shows a photo to the rest and the activity continues until all students have had a turn.



Set Exercises 1, 2, 3, 4 and 5 on page 7 of the **Workbook** for homework.

Reading An online article

Objectives

- read an article about a big family.
- learn adjective opposites.
- compare my own family with the one in the article.


Warm-up

- Books closed. Find out who in the class has got the biggest family by asking individual students: *How many brothers and sisters have you got?*
- Alternatively, tell the class how many brothers and sisters you have got.

- 1
- Ask students to open their books at page 12.
 - Focus their attention on the photos. Encourage students to make predictions about what the text is about using the images and title to help them.
 - Read out the title and the question.
 - Elicit answers from the class.

Answer

It's a very big family.

- 2
-  **1.12** Check students' understanding of the following vocabulary from the article: *noisy*, *busy* and *kids*. Teach *noisy* by opening and closing drawers loudly in your desk, dropping things on the floor, singing and generally making a noise. Teach *busy* by doing lots of different things one after another, e.g. read, write, take things out of your bag, and keep checking the time on your watch or phone. Tell students that *kids* is an informal word for *children*.
- Ask students to read the article.
 - Students can compare their answers in pairs before you check answers with the class. Ask students to say which part of the text gave them the answer (the last sentence).
 - Refer students to the information in the **FACT!** box. Ask: *Do you know where the word 'family' comes from?* Tell students that it comes from the Latin *famulus*, which means *slave* or *servant*.

Answers

Yes, it's a very happy family. All the kids are good friends.

- 3
- Read out the instructions and the example.
 - Ask different students to come to the board in turn to correct the false sentences. Alternatively, if you have the Presentation Plus software, do this using the interactive whiteboard.

Fast finishers

Students can write two more sentences based on the text, which a partner then has to mark as either true or false.

Answers

2 F (There are fifteen boys and girls in the family.) 3 T
4 F (It's a very noisy house.) 5 F (The kids are all good friends.)

Explore adjectives

- 4
- Refer students to the adjectives in the list. Ask them to work alone to find the opposite adjectives in the article.
 - Students can compare their answers in pairs before you check answers with the whole class.
 - To **extend** this activity, ask students to work with a partner. Students take it in turns to draw or mime the adjectives for their partner to guess.

Answers

2 big 3 noisy 4 happy 5 good

Game

- Play *Could you spell that, please?* using the words in Exercise 4.
- See **Games Bank** on page 29.

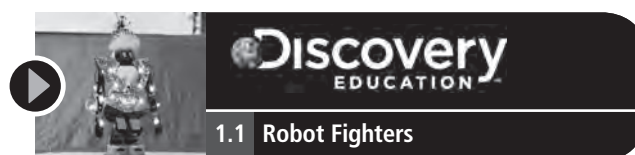
Your turn


- 5
- Give students a couple of minutes to make notes on the differences between their family and Damien's family.
 - Monitor, making sure that students are completing the chart by using the adjectives in Exercise 4.
- 6
- Ask students to work in pairs to do this exercise.
 - Students should produce sentences such as: *Damien's family is big, but my family is very small.*
 - Ask a few students to read their sentences out to the class.

Optional activity

- Put students into pairs.
- Students take it in turns to use their phones to record a video of each other talking about their families.
- Students can then play their videos for the class.


You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What is a robot?* Elicit student's answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the two questions.
- Check answers.
- Then ask students: *Are robots a good idea?*
- See page 14 for further activities you can do with this video.

Answers

The Suni family has got a lot of robots.
Arina's robot is blue.

-  Set Exercises 6 and 7 on page 8 and Exercises 1, 2, 3, 4 and 5 on page 11 of the **Workbook** for homework.

Language focus 1 *have got*

Objectives

- learn the affirmative, negative, question and short answer forms of *have got*.
- practise asking and answering questions about possessions with *have got*.

Warm-up

- Books closed. Hold up objects and say: *I've got a book. I've got a pencil.*, etc.
- Ask students to work in pairs. Students take it in turns to hold up and name objects around them using *have got*.

- 1
- Ask students to open their books at page 13 and copy the chart into their notebooks. Students can then work in pairs to complete the sentences by referring to the text on page 12.
 - Give **weaker students** the two forms they need to complete the sentences and ask them to put the forms into the right gaps in the chart.
 - Check answers.
 - For further information and additional exercises, ask students to turn to page 99 of the **Grammar reference** section.

Answers

	I / We / You / They	He / She / It
+	They have got fifteen children.	The house has got seven bedrooms.
-	They haven't got a car.	Damien hasn't got jobs to do.
?	Have you got a brother or a sister?	Has he got a house?
+	Yes, I have.	Yes, he has .
-	No, I haven't.	No, he hasn't .

Language note

Have got is used far more frequently in spoken British English than American English.

Have got denotes possession (e.g. *I've got a piano*) whereas *have* can be used for both possession and routines (e.g. *I have a shower every morning*).

- 2
- Ask: *What can you see in the picture?* Elicit students' answers.
 - Refer students to the gapped text. Encourage them to read the text first for general understanding.
 - Students should identify the personal subject pronouns or the singular or plural nouns that come before the gaps in the text. Doing this will lead them to the correct form of *have got* that they need to complete the text.
 - Students should refer to the chart in Exercise 1 to remind them of the correct forms of *have got*.

Fast finishers

Students can write four pairs of sentences about their own family using the full and contracted forms of *have got*, e.g. *I have got a sister. I've got a sister.*

Answers

- 1 've got 2 haven't got 3 've got 4 's got
5 's got 6 haven't got 7 haven't got

- 3
- Ask students to look at the pictures and name the objects they can see, e.g. *trainers, headphones, scarf*.
 - Read out the example and complete number 2 with the class.
 - Ask students to work in pairs to complete the exercise.
 - Check answers with the class.

Answers

- 2 Has Alice got a computer? Yes, she has.
3 Has James got black trainers? No, he hasn't.
4 Has Alice got a skateboard? No, she hasn't.
5 Has James got blue headphones? Yes, he has.
6 Has Alice got a CD? Yes, she has.
7 Has James got a hat? No, he hasn't.

Common error

Students may say *Yes, I have got* or *No, I haven't got* rather than *Yes, I have* or *No, I haven't*.

- 4
- Ask students to work in pairs to do this task.

Your turn

- 5
- Put students into pairs.
 - Give them a couple of minutes to ask and answer questions about what they have got using the information in the chart and two ideas of their own.
 - Ask **weaker students** to write their questions down before they ask them.

Optional activity

- Divide students into pairs.
- Students first tell each other about how many people there are in their family, e.g. *I've got three sisters, one brother, a mum and dad*.
- Students think of questions with *have got* to ask their partner about members of their family, e.g. *Has your brother got a computer?*
- Students ask and answer the questions.
- To finish the activity, ask some students to tell the class about their partner's family, e.g. *Bogdan's got one sister. His sister's got a cat.*



Set Exercises 1, 2, 3, 4 and 5 on page 8 of the **Workbook** for homework.

You can also ask students to take a photo of some of their favourite things, bring it to the next lesson and show it to their partner. Students then have to say what things their partner has got.

Listening and Vocabulary

Objectives

- listen to a conversation about a virtual world.
- learn words to describe people.
- write a description of my avatar.

Preparation

- Bring photocopies of the audioscript (Exercise 2).

A conversation

Background

An **avatar** is a graphical image that represents a person online.
Virtual worlds are three-dimensional environments simulated by computers.


Warm-up

- Books closed. Write *avatars* and *virtual worlds* on the board. Check that students understand these terms.
- Put students in pairs to tell one another about which video games they know and enjoy playing.

- 1
- Ask students to open their books at page 14.
 - Read out the question and then ask students to work in pairs to answer it.

Suggested answers

They've got skateboards, rollerskates, headphones and a dog.

- 2
-  **1.13** Before students listen, ask them to make a list of the words they might hear in the recording.
 - Play the recording.
 - Students can compare answers in pairs before you check answers with the class.


Audioscript

Girl: What's this Connor?
Boy: Hi, Suzi, it's a new game. My 3D home ... look ...
Girl: Hey! Skateboards, rollerblades ... amazing! Have you got an avatar?
Boy: Yeah ... look, that's me ...
Girl: Where?
Boy: In the skateboard park. I've got a blue skateboard, see? And spiky blue hair.
Girl: That's you? Wow ...! Cool avatar!
Boy: Thanks ... watch ... see that? That's 100 points.
Girl: 100 points? Hey! You're very good! What level are you on?
Boy: 16. See?
Girl: Oh yeah, wow, level 16, you've got a lot of points. You're really intelligent!
Boy: Thanks!
Girl: What are the stars?
Boy: Stars are money. 5 stars for a skateboard, 15 stars for a bike. 10 stars for a dog. I haven't got a dog.
Girl: A dog?
Boy: Yeah, a virtual dog. ... Look, that kid's got one.
Girl: Ha ha! That's a funny dog!
Boy: I know! Ha ha!
Girl: How many stars have you got now?
Boy: I've got 7 stars ... three more for a dog!
Girl: Can I play?
Boy: Sure. Wait. Make an avatar first.
Girl: OK. Let's see ... hair ... green ... it's longer than your hair ... eyes ... red.
Boy: Oh, you're taller than me, too!

Girl: Yes. You're quite short! Let's see ... possessions ... what have you got?
Boy: I've got a skateboard ... rollerblades ... a bike.
Girl: OK. A skateboard ... a red skateboard.
Boy: Right. You're ready to play.
Girl: Great!

Answers


Connor's avatar has got a blue skateboard and spiky blue hair.

- 3
-  **1.13** Play the recording again.
 - Give **weaker students** the audioscript to read as they listen to the recording.
 - Students work in pairs to correct the sentences.
 - Check answers.

Answers

- 1 F (the game is called 'My 3D home')
2 F (Connor is on Level 16.) 3 F (Connor's got seven stars.)
4 F (Suzi's avatar has got a red skateboard.)

Describing people

- 4
-  **1.14** Write *Connor's avatar has got spiky hair* on the board. Ask students to identify which word in the sentence is an adjective (*spiky*).
 - Read out the words in the box and under the pictures.
 - Students copy the word groups into their notebooks and then add the words to the correct groups.
 - Play the recording for students to check their answers and repeat the words.

Fast finishers

Students can turn to the **Vocabulary bank** on page 107 and do the *Describing people* activities.

Answers

- 1 straight 2 brown 3 blue 4 short 5 good-looking
6 old 7 funny 8 intelligent


Language note

Fun is a noun meaning 'something that provides amusement or entertainment', e.g. *We had fun at the party.* *Funny* is an adjective meaning 'causing laughter or amusement', e.g. *It's a very funny film.* In informal English, *fun* is also used as an adjective meaning 'enjoyable' or 'amusing', e.g. *We had a fun time.*

Pretty is used to describe women and girls who are attractive in appearance, whereas *good-looking* can be used to describe both sexes.

Your turn

- 5
- Give students five minutes to write their descriptions.
 - Students read their description to a partner, who draws a picture of the avatar being described.

 Set Exercises 1, 2, 3, 4 and 5 on page 9 of the **Workbook** for homework.

Language focus 2 Comparative adjectives

Objectives

- learn comparative adjectives.
- describe a picture using comparative adjectives.
- compare myself to another student using comparative adjectives.

Preparation

- Bring a tennis ball or a small football.

Warm-up

- Books closed. Introduce comparatives by drawing a picture of two people on the board.
- Give the two people names and make them look as different from one another as you can. One can be tall and unhappy and the other short and happy.
- Write one sentence on the board comparing the two people and then elicit further sentences from the class, helping students to form comparative adjectives.

- 1 • Ask students to open their books at page 15 and copy the chart into their notebooks.
- Students can then work in pairs to complete the chart.
- For further information and additional exercises, ask students to turn to page 99 of the **Grammar reference** section.

Common error

Students may produce sentences like *more better than* or *beautifuler than*. They may also use *that* instead of *than*.

Answers

Comparative

long

It's **longer than** your hair.

tall

You're **taller than** me.

Get it right!

Students could practise this spelling rule by writing some example sentences using adjectives whose final consonant is doubled in the comparative form, e.g. *fat*, *thin*, *hot*.

- 2 • Write the chart on the board and ask individual students to come to the front of the class to complete it.
- Students then pass their answers to another team for marking.
- Teams get one point for a correct adjective but only if it is spelt correctly. The team with the most points wins. If there is no winner, write an incorrect sentence on the board, e.g. *Istanbul is bigger than Rio*. The first team to correct the sentence wins the game.

Answers

1 shorter 2 curly 3 darker 4 good 5 more beautiful
6 younger 7 old 8 intelligent 9 prettier

- 3 • Ask **stronger students** to complete the sentences individually.
- Allow **weaker students** to work in pairs to complete the sentences.
- Check answers by writing the gapped sentences on the board and asking different students to come to the front of the class to complete them.

Fast finishers

Students can write five sentences comparing famous people or places.

Answers

1 curlier than 2 older than 3 more intelligent than
4 funnier than 5 taller than 6 straighter than

Say it right!



1.15 Play the recording for students to listen to and repeat the sentences.

Make sure that students are pronouncing the 'th' of *than* correctly (the correct pronunciation is /ð/).

- 4 • Read out an adjective from the box and then choose a student to make a sentence about the dogs using that adjective.
- Ask students to work in pairs to write the sentences.

Suggested answers

2 Libby is smaller than Patch. 3 Patch's hair is straighter than Libby's hair. 4 Libby is prettier than Patch.
5 Patch's ears are longer than Libby's ears. 6 Patch is noisier than Libby. 7 Libby is quieter than Patch.

Optional activity

- Put students in pairs (A and B).
- Student A closes his/her book. Student B says an adjective, e.g. *tall*, *beautiful*.
- Student B says the corresponding comparative form, e.g. *taller*, *more beautiful*.
- Students swap roles.

Your turn

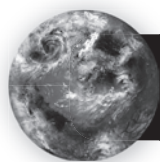
- 5 • Put students in pairs to compare each other using the adjectives in the box. Make sure students write their sentences in their notebooks.

Game

- Play *The ball game* using comparatives.
- See **Games Bank** on page 28.



Set Exercises 1 and 2 on page 10 of the **Workbook** for homework.



Discover Culture

My family, by Boris Moldanov

Objectives

- watch a video about a family in Siberia.
- compare my own town with the town in the video.
- compare my own family with the family in the video.

Preparation

- Make photocopies of the videoscript.

Background

Siberia is an enormous region located in Russia and the north of Kazakhstan, known for its extremely cold winters and large forests.

Warm-up

- Write *Siberia* on the board and ask students what they know about the region.
- Alternatively, you could write the words in Exercise 1 on the board and see if students can predict which part of the world the video is about.

- Ask students to open their books at page 16.
 - Refer students to the map so that they can identify the location of Siberia.
 - Check that students understand the meaning of the words in the box.
 - Students can work alone or in pairs to find six of the things in the photos.

Answers

Siberia is in Russia.
fire forest Khanti people dancing snow reindeer

Language note

Students may find *sleigh* difficult to pronounce. Point out that *sleigh* /sleɪ/ rhymes with *say*.

- Ask the question of the class. Be aware of which students do not often contribute when you ask the class questions which do not have obvious answers, and make sure that the most confident students do not dominate.
 - You could ask students to justify the answers they give to the question, e.g. *I think we'll see snow because Siberia is very cold.*
- **1.2** Play the video with the sound off.
 - Students watch the video and check their answers to Exercise 1.

Videoscript

This is Siberia, in the north of Russia. It's very cold. These are my grandparents. They're from the Khanti tribe.
This is their house. It's smaller than my house.
And these are their reindeer. They've got about 50 reindeer.
My grandfather and grandmother love these reindeer.
This is my town. It's very small. We've got one shop and one road.
This is my father and my brother Igor. Igor's younger than me.
My dad's got a lot of food. It's for their trip to my grandparents' house.
They go there on our snowmobile. It's faster than our old sleigh!
But it's a long trip – 300 kilometres, or about three hours!

Finally, they're at my grandparents' house! Igor is very happy. He loves our grandparents. My dad and grandparents are happy, too.
It's hard work at my grandparents' house, but it's fun, too!
It's fun in the day, and at night. Igor loves dancing by the fire.
This is a very traditional dance.
But this is the best part of the trip. It's time for a ride on the old reindeer sleigh.
What a great trip!

Answers

dancing fire Khanti people reindeer sleigh
snowmobile

- **1.2** Read out the three summaries and check that students understand them.
 - Then play the video for students to choose the best summary.
 - Students can compare answers in pairs before you compare answers with the class.

Answers

b

- **1.2** Ask a student to read out the three sentences.
 - Then play the next part of the video so that students can order the events.
 - Ask one student to give the answers to the exercise. Ask the rest of the class whether or not they agree.

Answers

b – c – a

- **1.2** Give students a minute to read through sentences 1–7.
 - Play the video again and ask students to decide if sentences 1–7 are true or false.
 - Give **weaker students** a copy of the script, which they can then read as they watch the video.

Answers

1 T 2 F (They've got about 50 reindeer.) 3 F (The town has got one shop and one road.) 4 F (Boris' father and brother go to visit his grandparents.) 5 T 6 T 7 T

Your turn

- Give students a couple of minutes to complete the chart with their own information. Monitor and help as necessary.
- Put students into pairs.
 - Students take it in turns to tell each other about how where they live compares with where Boris lives.



For homework, ask students to use the Internet to research an aspect of life in Siberia, e.g. food, weather or culture. At the beginning of the next class, students share what they found out with a partner.

Reading An online interview

Objectives

- read a text about Diwali.
- learn how to form adjectives with the suffix *-ful*.
- talk about festivals in my own country.

Preparation

- Bring some photos of famous festivals from around the world, e.g. Hogmany in Scotland, the Rio Carnival in Brazil or La Tomatina in Spain.

Warm-up

- Books closed. Distribute the photos around the class.
- Ask: *What can you see?* Encourage students to describe the photos in as much detail as they are able to provide.
- Explain that the photos show *festivals* and that people around the world *celebrate festivals* and that these *celebrations* are important in people's lives. Check students' understanding of these key words.

Background


The festival of **Diwali** marks the beginning of winter. It is a time to clean and decorate the home and to exchange gifts with loved ones.

Mumbai is a port city in West India. It is the largest city in India and has a population of more than 20 million.

- 1 • Ask students to open their books at page 17. Focus attention on the photo.
• Elicit ideas about what is happening in the photo and where the people are. Do not accept or reject any ideas at this stage.
- 2 • Ask students to read the text to check their ideas about the photo that they came up with in Exercise 1.

Answers

Raj is from India.
Diwali is an important family festival in Indian culture.

- 3  **1.16** Read out the title to the interview and the short introduction.
• Ask students to work alone to read about Diwali and then match the questions to the paragraphs.
• Students can compare answers in pairs.

Answers

1 d What is Diwali? 2 b When is it? 3 a Where is it?
4 c What's important in Diwali?

- 4 • Students can work in pairs to do the task.
• Ask students to underline the parts of the text which helped them complete the exercise.
• Read out the information in the **FACT!** box. Ask: *How many festivals are there in your country?*
• Ask students to name some festivals, say what they celebrate and where they take place.

Answers

1 good 2 lights 3 five days 4 People all over the world 5 clothes

Optional activity

- Put students into small groups.
- Give each group a festival to research, e.g. the Lantern Festival in Pingxi, Taiwan; Queen's Day in the Netherlands; the Ice and Snow Festival in Harbin, China.
- Assign different roles to students in their groups (or ask the students to decide roles for themselves), e.g. one does the writing, one looks for information online, one communicates the results of the search to the class.
- Students do an Internet search about the festival.
- Students should provide the name of the festival, say where it takes place, what it celebrates, how long it lasts and what people do during the festival.
- Each group tells the class about what it has found out.

Explore adjective suffixes *-ful*

- 5 • Ask students to work alone to find two adjectives in the interview which have the *-ful* suffix.
• Check answers. Make sure that students understand that the *-ful* suffix means *full of*, e.g. *colourful* = *full of colour*.

Answers

1 colourful 2 wonderful

- 6 • Ask students to work alone to complete the sentences.
• Students can compare answers in pairs before you check answers with the class.

Answers

1 wonderful 2 colourful

- 7 • Read out the two words and ask the class to turn them into adjectives using the suffix *-ful*.
• To **extend** work on the vocabulary, ask students to turn to the **Vocabulary bank** on page 107.

Answers

beautiful, useful

Your turn

- 8 • Give students time to think of a festival in their country that they have been to or are interested in going to.
• Make sure students do not all choose the same festival.
• Give students a few minutes to make notes on the festival they choose. If necessary, they can look up information about the festival on the Internet.
• Help **weaker students** by giving them specific questions to find answers to, e.g. *What's the festival called? Where is it? When is it?*
- 9 • Put students in pairs to do the task.
• Ask some students to report back to the class on the festival their partner talked about.



Set Exercise 3 on page 10 of the **Workbook** for homework.

Speaking On the phone

Objectives

- watch or listen to teenagers taking about mobile numbers and email addresses.
- practise giving out mobile numbers and email addresses.

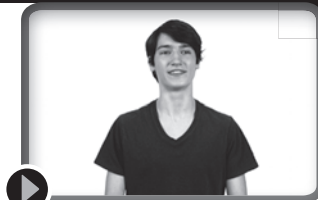
Warm-up

- Books closed. Write an email address and a phone number on the board and ask the class to identify what they are.
- Practise how to read phone numbers and email addresses by saying the ones you have written on the board and asking the students to repeat them after you.

Real Talk: What's your phone number? What's your email address?

- 1.3** Ask students to open their books at page 18.

 - Tell students they are going to watch some teenagers answering the following questions:
What's your phone number? What's your email address?
 - Give students some time to look at the chart and then play the video.
 - Do not be afraid to play it a few times. You may also want to pause it after each speaker.
 - Students work alone to complete the chart with the correct email addresses and phone numbers.
 - Students can compare answers in pairs before you check answers with the class.



Videoscript

- Adult:** What's your phone number? What's your email address?
- Emily:** My mobile number is 937-555-2122. ... OK. OK, bye! ... and my email is emily@familyemail.com.
- Petra:** My phone number is 845-353-7500. That's my home number. My email address is petraiscool@yourmail.com.
- Stephen:** My phone number is 866-279-94-00. My email is stephen@schoolemail.com.
- Rachel:** My phone number is 212-337-5000. My email address is racheljane@online.com.
- Freddie:** Uh, my phone number is 662-615-0410 and my email address is bertie13@online.com. Bertie is the name of my dog and I'm 13 years old.
- Binny:** My mobile number is 341-360-7450. My email is binny@familyemail.com.
- Adult:** What's your phone number? What's your email address?

Answers

	Phone number	Email address
1 Petra	845 353 7500	petraiscool@ yourmail.com
2 Stephen	866 279 9400	stephen @schoolemail.com
3 Rachel	212 337 5000	racheljane@ online.com
4 Freddie	662 615 0410	bertie13@ online.com

Language note

In phone numbers, 0 is read as the letter *o* /əʊ/ in British English, whereas it is commonly read as *zero* in American English.

Repeated numbers such as 77 are usually read *double seven*. In email addresses we read @ as *at* and . as *dot*, which means that john@gmail.com would be read *john at g mail dot com*.

- 2** Put students into pairs to practise asking and answering the two questions. Point out that if students do not want to give their actual email address or phone number out, they can simply make them up.

 - Ask some students to report back to the class on their partner's phone number and email address.

- 3** **1.17** Play the recording. Ask students what Raj wants to do.

Answer

He wants to invite Pablo to his Diwali party.

- Ask: *How can we make it easy for someone to understand what we say on the phone?* Elicit some ideas, e.g. speak slowly and carefully, spell difficult names, repeat information, etc.
 - Ask **stronger students** to cover the phrases in the *Useful language* box. They can then attempt to complete the conversation with appropriate words and phrases.

- 5** **1.17** Play the recording again for students to listen and check their answers to Exercise 4.

Answers

- 1 Hello? 2 Hi, it's Raj. 3 Just a minute.
4 Can I call you back?

Language note

Students may use *I'm* when identifying themselves on the phone. Point out that we use *it's*, e.g. *It's Olga* rather than *I'm Olga*.

- 6** Students work in pairs to practise the conversation in Exercise 4.
- 7** Read through the instructions and make sure that students understand what they have to do.

 - To help **weaker students**, read out and drill the phone numbers and email addresses before students do the activity.
 - Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box and saying the email addresses and phone numbers correctly.

For homework, ask students to record a short telephone conversation with a friend. The conversation can be based on the one in Exercise 4. At the beginning of the next lesson, students can play their recording to a partner.

Writing A description of a person

UNIT
3

Objectives

- read a description of someone's brother.
- learn about the modifiers *not very*, *quite* and *really/very*.
- write a description of my best friend.

Warm-up

- Books closed. Write *best friend* on the board. Ask: *Who is your best friend?* Invite some students to tell the class something about their best friend, e.g. *My best friend is called Mehmet. He's 12. He lives in Istanbul.*
- You could also briefly describe your own best friend. Make sure your description is similar in style and content to the one seen in Exercise 1.

- 1 • Ask students to open their books at page 19.
• Students read the text quickly and answer the question.

Answer

Javier Ramos

- 2 • Tell students that the chart refers to Javier from Exercise 1.
• Ask students to work alone to copy and complete the missing information.

Answers

	Javier's best friend
Name	David
Age	twenty
Home	with Mum and Dad
Description	tall, dark hair, green eyes, intelligent and funny

- 3 • Read through the modifiers in the *Useful language* box.
• Explain that modifiers such as *quite* or *not very* change (or modify) the next word in the sentence, e.g. *I'm quite tired. My brother isn't very tall.*
• Ask **stronger students** to translate the modifiers into their language.
• Give **weaker students** bilingual dictionaries so that they can find out how the modifiers translate into their language before they look in the description for examples of such words.
• Check answers.

Answers

He's very intelligent, and quite funny, too!
My brother's great, and he's a very good friend.

Language note

Modifiers such as *very* are often stressed in a sentence, particularly when someone is surprised, excited or enthusiastic about what they are saying.

- 4 • Students work alone to complete the sentences.
• Ask some students to report back on how their partner has completed his or her sentences.



Get Writing

PLAN

- 5 • Students should do their planning in class. The writing can either be done in class or at home.
• Tell students they are going to write a description of their best friend.
• Refer students back to the chart in Exercise 2 and then ask them to work alone to complete the chart with notes about their best friend.

WRITE

- 6 • Refer students to the language in Exercise 6. Make sure that students know how to use it before you ask them to write their description.
• Tell students to use Javier's description of David as a model to follow. Encourage them to add extra information to their own descriptions, e.g. whether or not the person has brothers or sisters, that person's interests, what that person usually does in his or her free time, etc.
• Give students ten minutes to complete the writing task.
• Monitor while students are writing. Help with grammar and vocabulary as necessary.
• Encourage students to produce at least two drafts of their description. If students are doing this at home, ask them to write their descriptions on their computers rather than in their notebooks as it will allow them to change the text more easily.

CHECK

- 7 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
• Give students a few minutes to look through their descriptions and check them against the points here.
• Collect students' descriptions and mark them.
• Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake). Also remember to share good sentences from students' work with the rest of the class.



For homework, ask students to find an interesting description of a person. If you have a library in your school, students can borrow books (at the right level) from it. If not, ask them to find books in English in their local library. In the next lesson, students read out the description to a partner and then say why they like it, e.g. *It's very funny.* You can also set Exercises 1–12 on pages 12 and 13 of the **Workbook** for homework.

Maths Fractions

Objectives

- learn about fractions.
- write a fractions quiz.

Background

The word **fraction** comes from the Latin word *frangere*, which means 'to break'.


Warm-up

- Books closed. Write the following on the board: $\frac{1}{2}$, $\frac{3}{4}$. Ask: *Do you know what these are?* Elicit or introduce the word *fractions*.
- Ask: *What is a fraction?* Elicit students' ideas, but do not accept or reject them at this point.

- 1 • Ask students to open their books at page 115.
• Read out the definition and then ask students to work in pairs to match the pictures with the fractions. Be aware that some students may not perceive the world mathematically and so may require additional support.
• Write the answers (the fractions and the corresponding pictures) on the board. Students can copy this into their notebooks.
• Do not go into the pronunciation of the words *half*, *third* or *quarter* at this point.

Answers

1 c 2 a 3 b

- 2 • Read out the example.
• Put students into small groups to continue the matching exercise.
- 3  1.42 Play the recording for students to check their answers and repeat the words.
• Pay particular attention to the pronunciation of 'th' as it can be a difficult sound to master.
• To help students, break words up into distinct sounds, e.g. 'fif' and 'th'. Drill one sound, then the other. When students are confident with the sounds, put the two sounds together to make a complete word.
• Point out the fact that 'l' in *half* is silent, which means that the word is pronounced /ha:f/ rather than /ha:lf/.

Answers

2 h a quarter 3 a a third 4 e a sixth 5 d a fifth
6 b a seventh 7 f an eighth
8 g three quarters

Language note

Fractions such $\frac{1}{3}$ or $\frac{1}{5}$ are read *one third* and *one fifth*. However, fractions such as $\frac{2}{3}$ or $\frac{3}{5}$ are read *two thirds* and *three fifths*. Note that when the numerator is 2 or above, the denominator (the second number) needs to have a plural ending. We say *two sevenths*, for example, not *two seventh*. American English uses *fourths* rather than *quarters*, which means that $\frac{3}{4}$ would be read *three fourths*.

Optional activity

- Ask students to draw circles, squares, triangles and rectangles in their notebooks.
- Students divide the shapes up into sections – halves, quarters, thirds, fifths, sixths, sevenths, etc. (It will be easier for students to divide rectangles up into fifths, sixths and sevenths than circles, squares and triangles.)
- Students colour some of the sections, but leave other sections blank.
- Students show their shapes to their partner who says what fraction of the shape has been coloured in.

- 4 • Read out the information about the *numerator* (the number above the line in a fraction) and *denominator* (the number below the line in a fraction).
• Read out the questions and elicit the answers from the class.

Answers

numerator – 1 denominator – 8

- 5 • Put students into small groups and ask them to do the quiz.
• Tell students to use the images to help them decide the answers in each case.
• Monitor while students do the quiz and help as necessary.
• Read out the quiz questions (including the multiple-choice answers) and elicit answers.

Answers

1 a 2 b 3 a

Your turn

- 6 • If you have a small class, put students in pairs for this activity. If you have a large class, put them into groups.
• Give students (in their pairs or groups) five minutes to write their own fractions quiz based on the examples in Exercise 5.
• Monitor while students write their quiz questions and make sure that the questions are accurate.
• Then ask one student from each pair (or one member of each group) to come to the front of the class and read out their quiz questions for the rest of the class to answer.



1.4 The Land Down Under

See page 132 for activities you can do with this video.



For homework, ask students to try the fractions activities here: http://www.bbc.co.uk/schools/teachers/ks2_activities/maths/fractions.shtml

3 Helping hands

Pre-reading

- Read the title of the text and then have pupils predict what is the text about. Have pupils write their predictions on sentence strips and place each prediction on the wall. Revisit the predictions once the action after reading the text.

Reading

- Ask pupils to read the text and find the information about the following.
 1. A musician.
 2. A person who help children.
 3. An organization which aims to protect children.
 4. A song Julia.
 5. UNICEF.
 6. A disaster.
 7. An ambassador.
 8. A-Studio.

- Read the text, then read these sentences. For each sentence write T (true), F (false) or ? (the text doesn't say). Correct the false sentences.

Batyrkhan Shukenov began playing music when he went to Leningrad.

He studied traditional folk music.

Batyrkhan played the bass guitar in A-Studio.

Julia was a very popular song.

Batyrkhan tried to help children in Kazakhstan.

UNICEF only operates in Kazakhstan.

Batyrkhan Shukenov (1962–2015)

was a famous Kazakh musician. He began making music at an early age. At school, he played in a band called Dostyk, and learned to play the bass guitar. Batyrkhan decided to make a career in music. He finished school in 1979 and went to Leningrad to study music at Leningrad State Institute of Culture.

Batyrkhan was the lead singer in the band A-Studio. Their song Julia was a big hit and the band became popular in Kazakhstan. Batyrkhan's music is very popular, and he won many prizes. But Batyrkhan isn't just famous for his music. He is also known for improving the quality of life for children. In 2009, the United Nations Children's Fund (UNICEF) recognised Batyrkhan's work for children. They made him a UNICEF Goodwill Ambassador for Kazakhstan.

UNICEF is a global organisation which aims to protect children. In some countries, children are in danger from war, disasters, disease, poverty and violence. In Kazakhstan, UNICEF helps children through a variety of health and education projects.

ABOUT GOODWILL AMBASSADORS

UNICEF's Goodwill Ambassadors are celebrities who have done a lot of good work for children.



The world of work

Unit aims

I can ...

- talk about daily routines.
- read and understand a text about time zones.
- have a conversation about after school activities.
- ask questions about routines and activities.
- understand about schools in other countries.
- ask for and give information about timetables.
- write a blog post about my typical day.
- use basic conjunctions.

Unit contents

Vocabulary	Daily routines and time expressions After school activities Prepositions of time Expressions with <i>have</i> 1
Reading	An online forum ▶ Ali's day A blog
Language focus	Present simple: affirmative and negative Adverbs of frequency Present simple <i>Yes/No</i> questions and <i>Wh-</i> questions
Listening	A conversation
Discover culture	▶ Chinese gymnast
Speaking	Asking for information ▶ Real talk: What do you do after school?
Pronunciation	/s/, /z/, /ɪz/
Writing	A blog post Connectors: <i>and, but</i>
Get it right!	👁 Use <i>go</i> for activities ending in <i>-ing</i>
CLIL	Science: The Earth's movements ▶ Mars

Be curious

- Books closed. Ask: *What do you do every day?* Elicit students' answers to this question, e.g. *get up, have breakfast, go to school.*
- Ask students to open their books at page 20.
- Refer students to the photograph and ask them to describe what they can see. To help students with this, check understanding of the following vocabulary and write it on the board: *drums, drum sticks, sofa.*
- Put students into pairs. Give them a minute to answer the three questions.
- Check answers.
- Tell students that the theme of Unit 2 is daily routines.

Suggested answers

The children are at home.
The girls are clapping because they like the boy's music.
Yes I can./No, I can't.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	2–3 p24 1–5 p26 3–5 p28 1–3 p36
Reading	READING CORRESPONDENCE	1–3 p27 1–2 p29
	READING FOR INFORMATION & ARGUMENT	1–3 p22 4 p23 1–3 p27
Speaking	CONVERSATION	4 p28 8 p31
	INFORMATION EXCHANGE	6 p22 3 p25 8 p25 6–7 p26 6 p27 1–7 p28
	SUSTAINED MONOLOGUE: Describing Experience	5–6 p23 4–5 p24
Writing	OVERALL WRITTEN PRODUCTION	5 p21 7 p27
	CREATIVE WRITING	6–8 p29
	COHERENCE	4–5 p29
Communicative language competence	VOCABULARY RANGE	1–5 p21 4–5 p22 1 p24 6 p25 4–5 p27 1–6 p30
	GRAMMATICAL ACCURACY	1–4 p23 1–2 p25 4–7 p25 4–5 p29 1–7 p31
	PHONOLOGICAL CONTROL	1 p21 2 p23 1 p24
	SOCIOLINGUISTIC APPROPRIATENESS	4 p28 8 p31

Vocabulary Daily routines


UNIT
4

Objectives

- learn vocabulary for daily routines.
- make a timeline of my daily routine.
- talk about my own daily routine.

Warm-up

- Books closed. Introduce the topic by eliciting any daily activities you think that students may already know the English for, e.g. *have dinner, play computer games, watch TV, play football*.
- Write the names of these activities on the board.

- 1  **1.18** Ask students to open their books at page 21. Read out the phrase *daily routines* and check that students understand its meaning.
- Elicit brief descriptions of the photos and then ask students to work in pairs to do the matching exercise. Encourage **weaker students** to translate the phrases in Exercise 1 into their own language. You could also encourage students to write example sentences in their notebooks using the new vocabulary.
 - Play the recording.
 - Students listen to it and check their answers.
 - Check that students are pronouncing *dressed* properly. Students may be tempted to say /dresɪd/ rather than /drest/. Point out that the -ed ending is pronounced with a soft /t/ sound.
 - Encourage students to group daily routine activities according to verbs which are regularly used in this context, e.g. *get, have, do* or *go*.

Fast finishers

Students can turn to the **Vocabulary bank** on page 108 and do the *Daily Routines* activities.

Answers

b brush my teeth **c** do my homework **d** have a shower
e get up **f** have breakfast **g** go to bed **h** get dressed
i have lunch **j** go to school

Game

- Play *Mime game* using the phrases in Exercise 1.
- See **Games Bank** on page 29.

- 2
- Put students into small groups.
 - Ask them to cover the text, but look at the photo.
 - Ask students to guess where Cecilia lives, how old she is and what her favourite sport is. Encourage students to agree on their answers as a group rather than come up with a long list of alternatives.
 - One member from each group reads out the group's guesses.
 - Ask students to look at the text and find out how many things they got right.
 - Students can then stay in their groups to complete the text.

- 3  **1.19** Play the recording.

- Students listen to it and check their answers to Exercise 2.

Answers

2 have **3** get **4** have **5** brush **6** have **7** do
8 do **9** go

- 4
- Refer students to the timeline and make sure they understand that it represents Cecelia's daily routine.
 - Students can work alone to complete the timeline and then compare their answers in pairs.
 - Draw the timeline on the board and ask students to call out the right activities to complete it.

Answers

7.00 **have breakfast**
7.10 **brush my teeth**
7.45 start school
2.50 **have lunch**
3.00 **do my homework**
10.00 **go to bed**

Your turn

- 5
- Draw a timeline on the board that represents your daily routine. This will offer students another model to follow when producing their own timelines.
 - Ask students to draw their own timelines. They can use the example in Exercise 4 as a model to follow.
- 6
- Refer students back to the timeline you put on the board in Exercise 5. Talk students through the timeline, e.g. *I get up at 7.00. I have breakfast at 7.15.*
 - Put students in pairs and ask them to share their timelines with each other.
 - Ask a few students to report back to the class on any similarities between their and their partner's timeline, e.g. *We both get up at 6.30.*

Optional activity

- Students work alone to think about their perfect day.
- They write some ideas down in their notebooks, e.g. *I get up at 9. I have croissants and jam for breakfast. I go swimming with dolphins at 10.30 and then I play tennis with Rafael Nadal.*
- Put students in pairs (A and B).
- Student A says: *Tell me about your perfect day.*
- Student B reads out their description.
- Students then swap roles.



Set Exercises 1, 2, 3 and 4 on page 17 of the **Workbook** for homework.

Reading An online forum

Objectives

- read an article about time zones around the world.
- learn prepositions of time.
- talk about when I do certain activities.
- talk about time zones.

Preparation


- Bring a map of the world or use a digital map.

Background

Universal Coordinated Time (UTC) is the world's time standard. It replaced Greenwich Mean Time (GMT) and is measured using atomic clocks.

Warm-up

- Books closed. Put a map of the world on the interactive whiteboard and show how the world is broken up into different time zones.

- 1
- Ask students to look at the map on page 22.
 - Show how the time in Sydney and Dubai is ahead of that in London, whereas the time in Rio is behind.
 - Write *When it's 12 pm in London, it's _____ in my town* on the board.
 - Put students in pairs to work out the time in their town.
 - Elicit the correct answer and complete the gapped sentence you put on the board.
- 2
-  **1.20** Ask students to work alone to complete the exercise.
- Check answers.
 - Read out the information in the **FACT!** box. Ask: *Do you know the last inhabited place in the world to see a new day?* (Answer: American Samoa in the Pacific Ocean)

Answers

Marta – London Michelle – Sydney Renata – Rio
David – Dubai

- 3
- Refer students to the gapped sentences.
 - Complete the first one with the class as an example.
 - Put students into pairs to complete the rest of the exercise.
 - If you have the Presentation Plus software, ask students to come to the board to complete the sentences using the interactive whiteboard.

Answers

1 Marta 2 Michelle, David 3 Michelle 4 Marta/David
5 Renata 6 Marta

Explore prepositions of time

- 4
- Read out the example. Explain that *at* is a preposition of time, which we use when talking about when we do things.
 - Students work alone to find examples of prepositions of time in the text.
 - Check answers.

Answers

walk to school together **in** the morning
At the weekend, I don't do
sleep **in** the afternoon
go out **at** night

- 5
- Students work in pairs to complete the first part of the sentences with the correct preposition.
 - Check answers.
 - Students work alone to complete the sentences with the activities they do at those moments in the day.
 - To **extend** work on the vocabulary, ask students to turn to the **Vocabulary bank** on page 108.

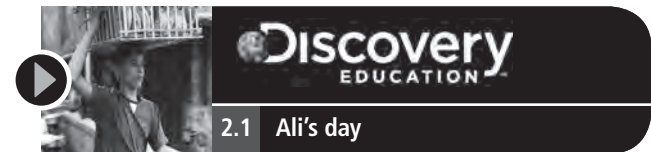
Answers


2 at lunchtime 3 at the weekend 4 in the afternoon
5 at night

Your turn

- 6
- Tell students that *am* stands for *ante meridiem*, (meaning from midnight to noon) and *pm* for *post meridiem* (meaning from noon to midnight).
 - Read out the example sentence.
 - Students work out the times by finding the city on the map, locating their own country, and then using the + and - numbers at the bottom of the map, e.g. if a student is in Istanbul, he or she will see that Istanbul is six hours ahead of Rio (Rio is in the -3 zone, Istanbul in the +3.). Therefore, when it is 3 am in Rio, it will be 9 am in Istanbul.
 - Ask students to work alone to complete the exercise.


You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What does 'a long day' mean?* Elicit or explain that it refers to a day that seems to go on forever.
- Read out the information about the video and then play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask: *Should children or young people work all day?*
- Put students into small groups to discuss the question.
- See page 125 for further activities you can do with this video.

Answers

Ali wakes up at 5 o'clock.
Ali makes the bread and takes it to people on his bike.
Ali eats with his friends from work in the evenings.
Then they play football.

 Set Exercises 5, 6 and 7 on page 18 of the **Workbook** for homework.

Language focus 1 Present simple

Objectives

- learn the affirmative and negative forms of the present simple.
- learn the difference between the /s/, /z/ and /ɪz/ sounds.
- talk about what I do during the week, at the weekends and every day.

Warm-up

- Books closed. Write / _____ every day on the board. Mime an action, e.g. play football. Elicit the verb and complete the gapped sentence.
- Elicit similar sentences from the class.

- 1 • Ask students to open their books at page 23 and copy the chart into their notebooks.
- Students work in pairs to complete the sentences by referring to the text on page 22.
- Check their answers.
- For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

Answers

	I / We / You / They	He / She / It
+	I start school at this time. We go to school together.	David goes to school.
-	We don't walk to school together.	He doesn't go to school.

Common error

Students may produce statements such as *She like video games* or *He don't like homework*.

- 2 • Allow **weaker students** to use the **Grammar reference** section to help them complete this exercise.
- Ask six students to come to the board to write their answers in turn.
- The rest of the class says whether or not they agree with these answers.

Answers

1 brushes 2 starts 3 loves 4 sleeps 5 watches
6 does

Say it right!



1.21 Refer students to the **Say it right!** box.

- Ask students to repeat the three verbs after you.
- Students can work in pairs to complete the chart.
- Play the recording for students to check their answers and repeat the verbs.

Answers

/s/ walks – starts – sleeps
/z/ goes – studies – loves – does
/ɪz/ teaches – brushes – watches

- 3 **1.22** Read out the example sentence.
- Ask students to work in small groups to complete the blog. Encourage students to use the words before and after each space to help them decide the form of the word needed to complete the gap.
- Students listen to it and check their answers.

Answers

2 works 3 teaches 4 work 5 goes 6 studies
7 speaks 8 watches 9 do

- 4 • Ask students to read the texts on page 22.
- Put students in pairs and ask them to correct the sentences. Tell students not to worry if they don't know the answer immediately. They should move on and then go back.
- Check answers.

Suggested answers

2 correct 3 David doesn't have lunch at school. He has lunch at home. 4 Michelle doesn't do homework at the weekend. She does her homework during the week.
5 David's brother doesn't go to school. He stays at home.
6 Renata doesn't like school.

Game

- Play *Correct the sentence* using the present simple.
- See **Games Bank** on page 28.

Your turn

- 5 • Ask students to copy the chart into their notebooks and complete it with their own information.
- 6 • Read out the example sentence.
- Put students in pairs.
- Students tell each other about the charts they produced in Exercise 5.

Optional activity

- Give students five minutes to write down as many activities as they can think of that they do every day, about once a week and about once a month.
- Students should write full sentences, e.g. *I play video games every day*. Help with vocabulary as necessary.
- Put students into small groups of three or four.
- In groups, students read out their lists to each other and delete any sentences which other students also have.
- The students should be left with a few sentences which describe only their own personal routine.
- One student from each group to describe these routines to the class using the third person, e.g. *Juanita goes swimming at 7 am every day*.



Set Exercises 1 and 2 of page 18 the **Workbook** for homework.

Vocabulary and Listening


Objectives

- learn vocabulary for after school activities.
- listen to a podcast about after school sports activities.
- talk about after school activities.

After school activities

Warm-up

- Books closed.
- Write _____ on the board. Students call out letters until the phrase has been completed (answer: *after school activities*).
- Ask: *What activities do people usually do after school?*
- Elicit a few ideas and write them on the board.

- 1  **1.23** Ask students to open their books at page 24.
- Students can work in pairs to do the matching exercise.
 - If you have the Presentation Plus software, put this page on the interactive whiteboard and ask students to come to the board in turn to match the words with the pictures.
 - After you have played the recording, ask students to say which of the activities pictured are sports.


Fast finishers

Students can turn to the **Vocabulary bank** on page 108 and do the *After school activities* exercises.

Answers

- 1 do karate 2 play tennis 3 play music
4 have art classes 5 play football 6 have dance classes
7 do drama 8 go swimming 9 play chess

A conversation

- 2  **1.24** Read out the question.
- Before you play the recording, ask students to predict what they will hear.
 - Play the recording.

Audioscript

Teacher: Clara, do you do any sports after school?

Clara: Yes, I do. I play tennis.

Teacher: Really? And what about you, Lucas?

Lucas: No, I don't like sports ..., well, I play chess. Is that a sport?

Teacher: Er, no, but it's interesting! Where do you play?

Lucas: Well, it depends ... I sometimes play at school and sometimes at home.

Teacher: And do you have lessons?

Lucas: No. I play with my friends, that's all. Oh, and sometimes with my mum.

Teacher: Right! And what about you, Clara? Do you have tennis lessons?

Clara: Yes, I do. I have lessons at school.

Teacher: That's good. And when do you play?

Clara: I have lessons on Mondays and Wednesdays and I often play with my dad at the weekend. I love tennis!

Teacher: Ah, so does your dad play tennis?

Clara: Yes, he does, and he's really good!

Teacher: Yes? That's great. Where do you play, then?

Clara: At the tennis club. Do you play tennis, Miss Simmonds?

Teacher: Yes, I do. I love tennis!


Clara: Really? Maybe we can play one day!

Teacher: Maybe, with Lucas? What do you think?

Lucas: No, thanks! I really prefer chess!

Answers

Clara plays tennis. Lucas plays chess.

- 3  **1.24** Give students a minute to look through the exercise.
- Play the recording for students to do the exercise.
 - When checking answers, ask students to tell you information in the recording that directed them towards their answers.

Answers



2 b 3 a 4 b 5 a

Get it right!

Read out the information in the box.


Ask students to think of other activities which end in *-ing* that can be used with *go*, e.g. *climbing, hiking, walking, skiing*.

Your turn

- 4  Ask students to work alone to complete the sentences with their own information.
- Monitor while students write their sentences.
 - Put students in pairs and ask students to tell their partner about the after school activities they do.
- 5  Put students into pairs to ask and answer the questions about the sentences they completed in Exercise 4.

Game

- Play *The picture game* using the activities in Exercise 1.
- See **Games Bank** on page 29.

 Set Exercises 1, 2, 3 and 4 of page 19 and Exercises 1, 2, 3, 4 and 5 on page 21 the **Workbook** for homework.

Students can take a photo on their phone of a place they go to to do after school activities. In the next class, they show the photo to a partner and describe it, e.g. *This is the sports centre near my house. I go there on Wednesdays to play basketball.*

Language focus 2 Present simple questions

Objectives

- learn present simple Yes/No questions, short answers and *Wh*-questions.
- learn adverbs of frequency.
- talk about how often I do certain activities.

Preparation

- Bring photocopies of the audioscript from page 58.

Warm-up

- Books closed. Write *computer play games you Do?* on the board.
- Ask students to rearrange the words to make a Yes/No question: *Do you play computer games?*
- Ask students if they can add words to the Yes/No question to make *Wh*-questions, e.g. *Where/When/Why do you play computer games?*

- Ask students to open their books at page 25 and copy the chart into their notebooks.
 - Give students photocopies of the audioscript from page 58, which they can then use to help them complete the sentences.
 - For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

Answers

	I / We / You / They	He / She / It
Yes/No questions and short answers	Do you do any sports? Yes , I do . / No , I don't . Do Carla and her dad play tennis? Yes, they do . / No , they don't .	Does your dad play tennis? Yes, he does . / No , he doesn't .
Wh-questions	Where do you play ? What do they play ?	Where does Lucas play chess? He plays at school and at home.

Common error

Students may forget the auxiliary and produce questions such as *When you go to the cinema?*

- Go through question 1 with the class as an example.
 - Ask students to work in pairs to complete the exercise.
 - Check answers.
 - Put students in pairs to ask and answer the questions.

Fast finishers

Students write four extra *Do you...?* questions. These can be used as further practice with the class.

Answers

1 Do 2 Do 3 Does 4 Do 5 Does

Your turn

- Read out the instructions.
 - Give students a minute to copy and complete the chart.
 - Ask students to work in pairs to ask and answer Yes/No questions based on the information in the chart.

- Allow **weaker students** to use both the chart in Exercise 1 and the chart on page 100 of the **Grammar reference** section to help them complete these exercises.
 - Students can compare answers in pairs before you check answers with the class.

Answers

1 do 2 does 3 do 4 do 5 do

- Put students in pairs to ask and answer the questions in Exercise 4.
 - Ask two or three students to tell the class something they found out about their partner, e.g. *Dominica gets up at 6 am.*

Game

- Play *Guess the question* using present simple questions.
- See **Games Bank** on page 29.

Your turn

- Write *Sarah always runs in the morning* on the board.
 - Explain that *always* refers to how often Sarah runs in the morning.
 - Refer students to the information in the box about adverbs of frequency.
 - Tell **weaker students** to use their dictionaries to translate the adverbs.
 - Students work alone to add adverbs to the sentences.
 - For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

Language note

Rules about word order are frequently broken in informal contexts. In informal spoken or written language we might use *I go to the cinema sometimes* or *Sometimes I go to the cinema* rather than *I sometimes go to the cinema*.

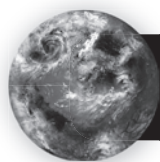
- Read out the example question and answer.
 - Ask students to work in pairs to ask and answer questions using the information in Exercise 6.

Optional activity

- Put students into pairs.
- Each pair writes a questionnaire using present simple questions.
- Subjects could include TV, music, films, food, e.g. *How often do you watch TV?*
- Put students into new pairs.
- Students take it in turns to ask and answer questions from their questionnaires. They must keep a note of their partner's answers.
- Ask some students to report back to the class using the third person, e.g. *Zeynep usually watches TV in the evening.*



Set Exercises 1, 2, 3, 4, 5 and 6 on page 20 of the **Workbook** for homework.



Discover Culture

Chinese gymnast

Objectives

- watch a video about a gymnast from China.
- compare my life to the gymnast's.

Preparation

- Bring photocopies of the videoscript.

Background

For **background on Beijing** see the note in the Starter Unit on page 42.

Warm-up

- Books closed. Put the following on the board:

中国

- Alternatively, use the interactive white board to put the Chinese characters on the board.
- Ask: *What is this?* Explain that it is how *China* is written in Chinese.
- Ask students what they know about China, e.g. its geography, climate, culture.

- 1 • Ask students to open their books at page 26. Refer them to the photo of the city at the bottom of the page. Ask students to describe it, e.g. *It's very big. It has lots of people and lots of tall buildings.*
 - Students can work pairs to answer the questions about the schoolgirl in the photos.
- 2 • **2.2** Play the video with the sound off.
 - Students watch the video and check their answers to Exercise 1.

Videoscript

This is Zhin Yan.

She's 12 years old, and she's an amazing gymnast. She goes to a special gymnastics school. Children come here when they're very young.

Zhin Yan lives in Beijing, China – but she doesn't live with her parents. During the week, she sleeps and eats at the school for gymnasts. This is her bedroom.

Zhin Yan studies gymnastics six hours a day, six days a week. It's really hard work.

Once a week, the doctor visits to check she's healthy.

Saturdays are special for Zhin Yan. On Saturday afternoon, her father visits her.

Sometimes they cycle to the park.

Zhin Yan loves roller coasters. She's not scared of them. She thinks they're really exciting!

She usually runs by the lake ... and she sometimes skips.

She always runs – she doesn't walk – in the park. Lots of people in Beijing go to the park on Saturday. They like to dance, and talk, and eat. But now it's 6 o'clock – time to go back to school.

Zhin Yan gets up at 7 in the morning on Sunday. She has a gymnastics lesson at 8.

It's another week of school!

Suggested answers

- 1 She's from Beijing in China.
- 2 It's probably gymnastics.
- 3 I think it's a difficult sport.

- 3 • **2.2** Give students time to read through the six events.
 - Play the whole of the video.
 - Students order the events.
 - Check answers.

Answers

5 – 4 – 6 – 3 – 1 – 2

- 4 • **2.2** Ask students if they can complete any of the gaps before you play the video again.
 - Play the video.
 - Students work alone to complete the text.
 - Students can compare answers in pairs before you check answers with the class.

Answers

1 12 2 school 3 parents 4 six 5 six 6 doctor

- 5 • **2.2** Give students a minute to read through sentences 1–5.
 - Play the video for students to complete the exercise.
 - Give **weaker students** a copy of the script to read as they watch the video.

Answers

- 1 F (On Saturday afternoons, Zhin Yan's father visits her.)
- 2 T 3 F (She always runs in the park.) 4 T
- 5 F (She gets up at 7 o'clock on Sunday.)

Your turn

- 6 • Read out the example. Elicit or write two or three further examples to give students an idea of what to do.
 - Ask students to work alone to make a list how their own lives differ from Zhin Yan's. They should write at least three sentences.
 - Monitor and help as necessary.
- 7 • Put students into pairs.
 - Students take it in turns to ask and answer questions about how their life compares with Zhin Yan's.

Optional activity

- Give students ten minutes to research facts about China online, e.g. <http://www.bbc.co.uk/news/world-asia-pacific-13017879>
- Students write five facts about China. Two of the facts must be false.
- Students read out their facts to their partner who tries to identify which of the facts are false.



For homework, students write a profile of a young sports star from another country. They should find out the following information: name, age, home and family life, daily routine. In the next class, students share what they found out with a partner.

Reading A blog

UNIT
4

Objectives


- read a text about the daily routine of a boy from Colombia.
- learn expressions with *have*.
- talk about how the Colombian boy's life is different from mine.

Warm-up

- Books closed. Write *hosut caaimer* on the board. Ask students to rearrange the letters to spell the name of a part of the world (*South America*).
- Ask students what they know about South America. Elicit information such as countries, cities and famous people.
- Tell students they are going to read about someone's daily life in a big city in South America.

Background

Colombia is a large country in the northwest of South America. It is known around the world for its beautiful Caribbean beaches, its rainforests and the Andes mountain range. Its capital, **Bogotá**, is in the centre of the country. The most influential Spanish-speaking writer of the twentieth century, Gabriel García Márquez, was born in Colombia.

- 1  **1.25** Ask students to open their books at page 27.
- Ask students to cover the text and make predictions about its content based on what they can see in the photos, e.g. *I think burgers are the boy's favourite food*.
 - Ask students the two questions, elicit answers, and then tell them to read the blog quickly to check their answers.

Answers

The boy comes from Bogotá in Colombia. In his free time, he plays football.

- 2
- Ask a student to read out the three questions.
 - Students work in pairs to answer the questions.
 - Check answers.
 - Alternatively, put students into groups of three and ask each member of each group to search for the answer to only one of the three questions. Students then share what they find out with the rest of their group.

Answers

1 Paco is 11 years old. 2 He gets up at 5.30.
3 He has lunch at home.

- 3
- Write the numbers on the board, read them out and ask students to repeat them after you.
 - Divide students into four groups and give each group a different number to search for in the text.
 - One member from each group then tells the class what their number refers to.

Answers

1 Over 7,000,000 people live in Bogotá. 2 Paco's brother is 16 years old. 3 Colombia has a population of 47,000,000. 4 Paco's sister is 19.

Optional activity

- Put students into small groups.
- Ask students to write comments to leave on Paco's blog. These comments can take the form of agreement (e.g. *I love spaghetti too!*), disagreement (*I don't like break times!*) or questions (e.g. *What time do you go to bed?*).
- Students can share their comments with the class.

Explore expressions with *have* 1

- 4
- Elicit any expressions with *have* that students might know, e.g. *have dinner*.
 - Students then scan the text to find phrases with *have*.
 - Check answers.
 - To **extend** work on the vocabulary, ask students to turn to the **Vocabulary bank** on page 108.

Answers

have a shower
have breakfast
have lunch

- 5
- Students can work alone to complete the gapped sentences with *have* in the right form and the words in the box.
 - They can compare answers in pairs before you check answers.

Answers

1 have a shower 2 have dinner 3 has a snack
4 have a drink

Your turn

- 6
- Elicit questions to ask Paco and put them on the board.
 - Put students in pairs to ask and answer the questions.
- 7
- Go through the example with the class.
 - Put students into pairs to compare Jin Yang's life with Paco's life.



Set Exercises 7 and 8 on page 20 of the **Workbook** for homework.

Speaking Asking for information


Objectives

- watch or listen to teenagers talking about activities.
- practise asking for information.

Warm-up

- Books closed. Write these phrases on the board: *do homework, have dinner, watch TV, play computer games, go to bed.*
- Elicit what time of day we usually do these actions usually, e.g. after school, in the evening.

Real Talk: What do you do after school?

- 1  **2.3** Ask students to open their books at page 28.
- Tell students they are going to watch some teenagers answering the following question: *What do you do after school?*
 - Give students some time to look at the list of activities.
 - Play the video.
 - Students work alone to tick the activities mentioned.
 - Check answers.





Videoscript

- Adult:** What do you do after school?
Freddie: Um, after school, I go home, do my homework, eat dinner and read a book.
Rachel: I dance. On Mondays and Tuesdays, I go to ballet class. On Wednesdays, I go to jazz. And on Thursdays and Fridays I go to tap.
Steve: Sometimes after school I play video games with my friends.
Courtney: After school, I do my homework, of course. I also do a lot of activities like soccer and karate.
Emily: Um, when I get home I usually watch television and then do my homework.
Petra: I practise violin after school every day.
Evan: After school, I usually do my homework. I love Wednesdays and Thursdays because I have basketball practice.
Adult: What do you do after school?

Answers


dance do homework read a book watch TV
play video games do karate play the violin
play basketball

- 2  Put students in pairs so they can ask and answer questions about what they do after school.
- Ask a few students to tell the class something they found out about their partner, e.g. *Malena always goes online after school.*
 - Make a note of who has been asked to read something out and who hasn't, so that next time you will then know which students you should ask.

- 3  **1.26** Give students time to read the question, then play the recording. Students can compare their answers in pairs before you check answers.



Answer

karate

- 4
- Check students' understanding of the phrase *I'm lost*. (We use it when we don't know where we are or where we're going.)
 - Ask **stronger students** to first complete the conversation and then check their answers with the information in the *Useful language* box. **Weaker students** should refer to the box while completing the conversation.
- 5  **1.26** Play the recording again for students to check their answers to Exercise 4.


Answers

- 1 Do you know about 2 What days are the classes?
3 what time is the class? 4 How much does it cost?
5 Meet me

- 6  Ask students to work in pairs to practise the conversation. They can read the conversation twice, taking a different part each time.
- 7  Read through the instructions and make sure that students understand what they have to do.
- Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations.
 - Check that they are using the phrases from the *Useful language* box. Encourage students to put new language both from this lesson and previous ones into practice as soon as they can.

Optional activity

- Using the example in Exercise 7 to help them, students work alone to write a box of information about a sports centre, e.g. opening and closing times, activities on offer and price.
- Put students in pairs.
- Students use the information they wrote as the basis to practise more conversations in which they ask for information.

 For homework, ask students to work with a partner from the class to write, rehearse, perform and record a short conversation like the one in Exercise 4. At the beginning of the next lesson, students can play their recording to another pair and then assess how they did in terms of language used, pronunciation and intonation. Students can also do a survey among their friends to find out which after school activities are the most popular. In the next class, they can compare their results, e.g. *Most of my friends play computer games after school. Some do sports. What about your friends?*



Science The Earth's movements

Objectives

- do a science quiz.
- learn about the solar system.
- read about the science of day and night.
- write a description of one of the planets.

Background

Pluto was said to be a planet until 2006 when astronomers chose to reclassify it as a *dwarf planet*. It was decided that Pluto's orbit around the Sun was different to that of the other planets of the solar system.

Warm-up

- Write the following on the board: _ _ _ _ _ . Ask students to call out letters in turn until the word *planet* is spelt out.
- Ask: *How many planets can you name in English?* Accept the names of the planets in L1 as students are unlikely to know all of them in English.
- Drill the names of the planets and check that students are pronouncing them correctly.

- Ask students to open their books at page 116.
 - Before students do the quiz, explain the meaning of *wonder*, *revolve* and *satellite*. Point out that, in this context, *satellite* refers to a body that revolves around a planet rather than a technological object sent into space to send and receive messages.
 - Read out the large numbers in question 4 and ask students to repeat them after you. Doing this means students will be prepared for them when they come to listen to them.
 - Ask students to work in pairs to complete the quiz. Either allow students to use their phones to look for information online or tell them that this is a 'phones-off' activity.


-  **1.43** Play the recording for students to check their answers.

Audioscript

We live on a planet called Earth. Earth is a planet in the solar system. There are eight planets in our solar system and they all revolve around the Sun. The Sun is a star. It is 150,000,000 km from the Earth. The Earth travels at 108,000 km an hour around the Sun. It takes 365.25 days for the Earth to revolve around the Sun. The Earth has got a satellite called the Moon. The Moon revolves around the Earth. It takes 27 days for the Moon to go around the Earth.

Answers

1 b 2 b 3 a 4 b 5 b 6 a 7 c

-  **1.44** Before students read the text, elicit or teach the meaning of *rotate*, *rotation*, *axis*, *face* and *face away from*.
 - Students work in pairs or small groups to match the sentence halves.
 - Check answers.

Answers

1 d 2 c 3 b 4 a

Your turn

- Before students do this activity, introduce them to the pronunciation of high numbers.
 - Write the following numbers on the board:
10,250,612 224,780,520
 - Read out the numbers: *ten million, two hundred and fifty thousand, six hundred and twelve; two hundred and twenty four million, seven hundred and eighty thousand, five hundred and twenty.*
 - Drill the numbers with the class a few times, then ask a few students to say the numbers on their own, but remember to choose the most confident students.
 - Write further such high numbers on the board and drill the pronunciation of them with the class.
 - If you have access to the Internet, do this activity in class. If not, set it for homework.
 - Give students 20 minutes to search the Internet to find the information on the planet of their choice.

Suggested answers

Name	Distance from the Sun	Number of moons	Time of rotation around the Sun	Duration of a day
Mercury	57,900,000	none	88 days	59 days
Venus	108,160,000	none	224 days	243 days
Earth	149,600,000	1	365.25 days	24 hours
Mars	227,936,640	2	687 days	24 hrs 37 mins
Jupiter	778,369,000	63	9 hrs 55 mins	9 hrs 55 mins
Saturn	1,427,034,000	61	10 hrs 39 mins	10 hrs 39 mins
Uranus	2,870,658,186	27	17 hrs 14 mins	17 hrs 14 mins
Neptune	4,496,976,000	13	16 hrs 7 mins	16 hrs 7 mins

Optional activity


- Students can use the information about their planet to make a multiple-choice quiz (like in Exercise 1).
- Students read out their quiz questions for their partner to answer.





2.4 Mars

See page 133 for activities you can do with this video.

 For homework, students can watch a video about the science of day and night: <http://www.bbc.co.uk/learningzone/clips/how-does-the-earths-rotation-create-day-and-night/2173.html>



4 An international school

Pre-reading

- Use the title of the text. Ask pupils to make a prediction what the text is about. Then read the first sentences of the text out loud to see how close pupils came. You can do the same with pictures and then read the text aloud.

Reading

- Allow students to use notes instead of a highlighter while they are reading a text. After reading the text, pupils can summarize the main point and any major details in their notes. Ask pupils to use pencils to make corrections. Pupils can also write questions they have about the information. If pupils are not permitted to write in their textbooks, a process of notetaking can be done in a notebook or copies of articles can also be distributed.

Post-reading

- When you make sure all the pupils know the text content work on the following tasks.
- Read the text, then answer the questions.
- Why is an English boy at school in Kazakhstan?
- Where are the other children from?
- When is the international evening?
- Who is going to cook sausages?
- What is happening tomorrow?
- Why is Jacob happy about the weather?

Jacob is an English boy at an international school in Kazakhstan. There are some Kazakhstani children at the school, but a lot of the pupils are from other countries. They go to this school because their parents work in Kazakhstan. At Jacob's school there are children from 25 countries. Some pupils have lessons in Russian. Other pupils, for example, Jacob, have lessons in English. Jacob likes his school because lots of interesting things happen there.

Next Friday the school is having an international evening. An international evening is when the pupils all do something from their country. For example, the American pupils are going to do some dancing. The German pupils are going to sing a German song and cook some German sausages! Everyone is going to wear traditional clothes from their countries. Jacob is a bit worried because England hasn't got a traditional costume. So he's going to wear his jeans and a T-shirt!

Tomorrow is sports day – a day of sports competitions. Jacob is running in the 100 metres race. Sometimes the weather is bad on sports day, but tomorrow it's going to be just right – not too hot, not too cold and not raining.



Creativity

Unit aims

I can ...

- describe my school and school subjects.
- talk about what I like and don't like.
- understand about schools in other countries.
- talk about things we can and can't do.
- ask and answer questions about personal information.
- write an email about my school.

Unit contents

Vocabulary	Places in a school School subjects Nouns and verbs Adjectives
Reading	A magazine article 🔍 Kung Fu school A profile
Language focus	can for ability and permission Object pronouns <i>like, love, hate, don't mind + -ing</i>
Listening	A podcast
Discover culture	🔍 South African schoolgirl
Speaking	Asking and giving permission 🔍 Real talk: <i>Can you use your mobile phone at school?</i>
Pronunciation	can
Writing	An email Informal language used in emails
Get it right!	👁 can
CLIL	Design and Technology: Drawing tools 🔍 Da Vinci's design

Be curious

- Books closed. Ask: *What do you like and dislike about school?* Elicit students' answers to the question, e.g. *I like break time. I don't like lunch at school.*
- Ask students to open their books at page 32.
- Refer student to the photograph and ask them to describe what they see. To help students with this, check understanding of the following vocabulary and write it on the board: *truck, roof, road, children, bags.*
- Put students into pairs.
- Students ask and answer the questions.
- Check answers.
- Tell students that the theme of Unit 3 is school.

Suggested answers

It is a country somewhere in Asia. They are schoolchildren. They're probably going to school.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	2–4 p36 5–7 p38 1–5 p40
Reading	READING CORRESPONDENCE	1–2 p39 1–2 p41
	READING FOR INFORMATION & ARGUMENT	1–3 p34 1–2 p39
Speaking	CONVERSATION	4 p40 3–5 p41
	INFORMATION EXCHANGE	4 p33 5 p34 3, 6 p35 5 p36 6 p37 2, 6–7 p40
Writing	OVERALL WRITTEN PRODUCTION	4–5 p35 6 p36 7 p37 8–9 p38 5–6 p39
	CORRESPONDENCE	6–8 p41
Communicative language competence	VOCABULARY RANGE	1–4 p33 4 p34 4–6 p36 3–4 p39
	GRAMMATICAL ACCURACY	1–2 p35 1–7 p37
	PHONOLOGICAL CONTROL	2 p33 2 p35 4 p36
	SOCIOLINGUISTIC APPROPRIATENESS	4 p40 3–5 p41

Vocabulary Places in a school

UNIT
5


Objectives

- learn vocabulary for places in a school.
- draw and describe a map of a school.

Warm-up

- Books closed. Put students into small groups and give them one minute to think of as many places in a school as they can.
- Ask one member of each group to report back to the class.
- You could make this competitive by telling students that the group which comes up with the most correct places is the winner.

- 1
- Ask students to open their books at page 33.
 - Read out the places on the plan of the secondary school and check students' understanding of them.
 - Point out that *lab* is an abbreviation of *laboratory*, that the acronym *IT* stands for *Information Technology* and that the adjective *main* refers to *the most important or largest example of something*.
 - Put students into pairs. Students tell each other which places they have in their own schools, e.g. *We've got a library in my school, but we haven't got a playing field*. If students all attend the same school, ask them to tell each other their favourite place in the school, e.g. *I like the IT room because the computers are really good*.

- 2
-  **1.27** Check students' understanding of the following vocabulary: *whole*, *outdoor*, *indoor* and *experiment*.
- Write: *The whole class does homework* on the board. Underline *whole* and explain that it refers to every member of a particular group, e.g. *we say the whole team, the whole family, the whole school*. Point out that the 'w' is silent, so that the pronunciation is /həʊl/.
 - Draw two swimming pools on the board, one in a park and one in a sports centre. Explain that the one in the park is an *outdoor* pool, i.e. it is outside and not inside a building, and that the one in the sports centre is an *indoor* pool, i.e. it is inside a building.
 - Ask: *What happens when we throw a pencil in the air?* Elicit the answer (it falls to the ground) and ask: *How do we know this?* Elicit or introduce the idea that we conduct an *experiment* to test out ideas.
 - Ask a student to read out the example.
 - Put students in pairs to complete the matching exercise.
 - Play the recording for students to check their answers.
 - Play the recording again for students to repeat the words.
 - Encourage students to pay attention to how to say the new words that they learn.

Fast finishers

Students can turn to the **Vocabulary Bank** on page 109 and do the *Jog your memory!* activities.

Answers

- 2 main hall 3 playing field 4 sports hall 5 IT room
6 science lab 7 library 8 classroom

Game

- Play *Correct the sentence* using the vocabulary for places in a school.
- See **Games Bank** on page 28.

Your turn

- 3
- Give students 2–3 minutes to draw and label a map of a school. This could be their own school or one of their own inventions. Encourage students to use all the words in Exercise 1.
 - Monitor while students do this. Check that students are labelling the places on their map correctly.
- 4
- Ask two students to read out the example.
 - Put students in pairs.
 - Students ask and answer questions about the maps they drew in Exercise 3.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 109 and do the *Jog your memory!* activities.

Optional activity

- Put students in pairs (A and B).
- Student A describes a place on their map, e.g. *We do experiments here*.
- Student B identifies the place being described.
- Students swap roles.

Optional activity

- Put students into small groups of three or four.
- Ask them to go to this website and do the quiz about places in a school:
<http://learnenglishkids.britishcouncil.org/en/word-games/multiple-choice/school>
- Students keep a record of their score.
- Find out which group got the highest score.



Set Exercises 1, 2, 3, 4 and 5 on page 27 of the **Workbook** for homework.

Students can also take photographs of different places in their school. At the beginning of the next lesson, they show and describe them to their partner, e.g. *This is the playing field. It's very big. We usually play football here.*

Reading A magazine article

Objectives

- read about a Kung Fu school.
- learn noun and verb forms.
- talk about learning martial arts.

Preparation


- Bring photos of people doing martial arts or look for images to show on the interactive whiteboard.

Background

Kung Fu is an ancient method of self-defence, which involves striking an attacker's body using legs and hands. The term *Kung Fu* comes from the Chinese *gongfu*, with *gong* meaning *merit* and *fu* meaning *master*.

Warm-up

- Books closed. Distribute photos of people doing martial arts or show them on the interactive whiteboard.
- Explain that martial arts are forms of self-defence and attack, which originated in Asian countries such as Japan, China and Korea.
- Find out if any students practise a martial art. Ask them to tell the class something about it, e.g. *I do judo three times a week*.

- 1  **1.28** Ask students to open their books at page 34.
- Ask students to describe the pictures. Explain that moves in Kung Fu are named after animals and three of them are shown in the book (Dragon, Frog and Snake).
 - Students read the text quickly to find the answers to the three questions. Encourage them to focus on finding the answer and not to worry about any words or phrases they might not understand.

Answers

The school is in China. The students are there to learn Kung Fu. The girl in the photo is 13 years old.

- 2
- Read out sentences 1–4.
 - Ask students to work alone to decide whether or not the sentences are true or false. Make sure they know they have to correct the false sentences.
 - Students compare their answers in pairs, before you check answers with the whole class. Invite students to volunteer to read the answers to a complete exercise. Other students say if they agree or disagree with each answer.
 - Read out the information about martial arts in the **FACT!** box. Tell students that not all martial arts are very old. Judo, one of the most well-known martial arts, was invented in Japan in the late 19th century.

Answers

- 2 F (They are from different parts of China.)
3 F (She wants to be a police officer.) 4 T

- 3
- Ask a student to read out the questions.
 - Elicit answers from the class and then ask students to read the text again to check.

Answers

- 1 She wants to be a police officer.
2 She sees her parents in the holidays.

Explore nouns and verbs

- 4
- Before you refer students to the chart, elicit some examples of nouns and verbs.
 - Ask students to work in pairs to find the words in the article and to copy and complete the chart.
 - While students do this, put the chart on the board.
 - If you have the Presentation Plus software, put the chart on the interactive whiteboard and ask individual students to complete the chart with the correct nouns and verbs.
 - Students can then work alone to complete the sentences. To help **weaker students**, tell them whether the gaps in each sentence need to be filled with nouns (sentences 1, 3 and 4) or a verb (sentences 2).
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 109 and do the *Explore vocabulary* exercise on nouns and verbs.

Fast finishers

Students write their own gapped sentences using some of the words in the chart in Exercise 4. Use these with the class as further practice.

Answers


- a study b practise c training d exercise
1 exercises 2 practise 3 studies 4 training

Your turn

- 5
- Before students do this activity, write *Yes, I would* and *No, I wouldn't* on the board. Explain that these are the short answers used when responding to *Would you ...?* questions.
 - Encourage students to justify their answers and to say as much as possible.


You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What is Kung Fu?* Elicit the answer (a martial art from China).
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask: *Would you like to go to the Kung Fu School? Why? Why not?*
- Put students into small groups to answer the questions.
- See page 126 for further activities you can do with this video.

Answers

They learn Kung Fu.
There are 30 boys.
They learn how to fight and how to live.

-  Set Exercises 1, 2, 3, 4 and 5 on page 31 and Exercise 5 on page 28 of the **Workbook** for homework.

Language focus 1 *can* for ability and permission

Objectives

- learn *can* for ability and permission.
- learn the different ways of pronouncing *can*.
- ask and answer questions about what I can do.

Warm-up

- Books closed. Mime playing tennis well. Do this by miming a serve and raising your arm in triumph to indicate you have served an ace. Write *I _____ play tennis very well* on the board. Elicit the verb to complete the gap (*can*).
- Mime playing tennis very badly. Write *I _____ play tennis very well* on the board. Elicit the verb to complete the gap (*can't*).
- Elicit or teach the idea that we use *can* to talk about ability.
- Introduce the idea of permission by writing the following question on the board: *Can I play tennis in my bedroom, please?* Ask students to imagine that a child is asking its parent this question.

- 1 • Ask students to open their books at page 35 and copy the chart into their notebooks.
- Students to work alone to complete the chart. Encourage them to underline the grammatical forms they are learning when writing example sentences in their notebooks.
- Students check their answers with the text on page 34.
- For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

	I / You / He / She / It / We / They
+	He can break a brick with his hand! Chinese children can go to special schools and study Kung Fu every day!
-	Li can't live at home. They can't see their parents during the week.
?	Can Li break a brick with her hands? Yes, she can . / No, she can't . Can they break a brick with their hands? Yes, they can . / No, they can't .

Get it right!

Read through the correct example with the class. Draw attention to the fact that *can* does not change in the third person.

Common Error


Students may confuse the modal verb *can* with ordinary verbs such as *play* or *go*. Modal verbs do not take an -s in the third person, e.g. we say *she can sing well* not ~~*she cans sing well*~~.

- 2 • Read out the examples.
- Students choose four ideas from the list to write sentences about and write further sentences using their own ideas.
- Students work alone to write their sentences.
- Monitor while students do this. Help as necessary.

Fast finishers


Students write four pairs of sentences about what their family can or can't do, e.g. *My father can draw. My mother can't sing.*

Say it right!

- a  **1.29** Refer students to the **Say it right!** box. Explain that the *a* in *can't* is a *long sound* and it is pronounced the same as the one in *car* (/ɑ:/).
 - Play the recording for students to choose which verb they hear.
 - Students compare answers before you check answers with the class.

Answers

2 can 3 can't 4 can 5 Can

- b  **1.29** Play the recording again for students to listen and repeat the sentences.
 - Pay particular attention to students' pronunciation of *can't*.

Optional activity

- Students record each other saying the sentences in the **Say it right!** box using their phones.
- They play the recording back. Did they pronounce *can* and *can't* correctly?

Your turn

- 3 • Put students in pairs.
- Students ask and answer questions using the information in Exercise 2.
- 4 • Give students a couple of minutes to write some sentences about their partners.
- Ask some students to read their sentences out to the class.

Game

- Play *The memory game* using *can* for ability.
- See **Games Bank** on page 29.

- 5 • Explain that *can* for permission is practised here.
- Read out the instructions. Make sure that students understand what they have to do.
- Ask students to work alone to write their sentences.
- 6 • Put students in pairs to ask and answer questions using the information in Exercise 5.
- Check that they are pronouncing *can* and *can't* correctly.
- Ask some students to report back to the class on what their partner said.

Optional activity

- Ask one student to sit at the front of the class with his/her back to the board.
- Write the name of an object on the board, e.g. *ball*.
- The class gives the student clues using *can* or *can't*, e.g. *You can throw it*.
- The student has to guess what the object is.



Set Exercises 1, 2, 3 and 4 on page 28 of the **Workbook** for homework.

Listening and Vocabulary


Objectives

- listen to a boy talking about his school.
- learn vocabulary for school subjects.
- talk about the school subjects.

A podcast

Warm-up

- Books closed. Write *performing arts school* on the board.
- Explain that students at a performing arts school learn acting, dancing and singing.
- Ask: *Would you like to go to a performing arts school?*


- 1 • Ask students to look at the photos on page 36 or put them on the interactive whiteboard. Ask students to describe the photos.
 - Put students in pairs to ask and answer the question.
- 2  **1.30** Read out the question. Ask students to guess what the answer is.
 - Play the recording. Encourage students to listen for key words in a recording.
 - Check answer. Find out which students guessed correctly.

Audioscript

Teen boy: Hello! My name's Tom – that's me in the blue shorts! I'm a pupil at the New Bank School of Performing Arts. It's a really good school and I love it! The teachers are great. Everyone likes them. Pupils at New Bank want to be professional dancers, singers or actors in the future, so we study the performing arts – Singing, Music, Dance and Drama. As well as performing arts, we also do academic subjects like Maths and English. I like them but I prefer Dance. Our teachers tell us it's really important to do our academic schoolwork and pass our school exams. The timetable at New Bank is different from a normal school. Lessons start at 9 o'clock in the morning and finish at four o'clock in the afternoon. We have a lot of lessons – three in the morning and three in the afternoon. In the morning, we study performing arts and in the afternoon we do our 'normal' or academic subjects and other schoolwork! I don't mind working this hard but it's a very long day. In the evening, we do our homework so there's no time to relax! We also have lessons on Saturday, but only in the morning. I like the lessons but I'm really tired at the end of the week. And I *really* don't like getting up early on Saturday mornings! My best friend loves Dance too. I practise with him on Saturday afternoons. My favourite subject is Dance. I love dancing! I want to be a professional dancer when I leave New Bank.

Answers


Dance

- 3  **1.30** Give students time to read through the gapped sentences.
 - Play the recording again.
 - Students listen to it and complete the sentences.
 - Check answers.

Answers

2 4 pm 3 three 4 morning 5 dancer

School subjects

- 4  **1.31** Books closed. Elicit school subjects students know. Write the words on the board.
 - Ask students to look at the list of school subjects in the box on page 36.
 - Point out that the acronyms *ICT* and *PE* stand for *Information and Communication Technology* and *Physical Education* respectively.
 - Students work in pairs to match the words in the box with the pictures.
 - Alternatively, if you have the Presentation Plus software, put Exercise 4 on the interactive whiteboard and ask students to come to the board in turn to do the matching activity.
 - Play the recording. Students listen to it, check their answers, and repeat the words.

Fast finishers

Students turn to the **Vocabulary Bank** on page 109 and do the *School subjects* activity.

Answers

b French c Music d ICT e Maths f Science
g Geography h PE i English

Your turn

- 5 • Read out the instructions.
 - Put students into pairs to ask and answer the questions about school subjects.
- 6 • Give students a couple of minutes to write sentences about the subjects they and their partner like, dislike and are good at.
 - Ask some students to read their sentences out to the class.

Optional activity

- Create your own class podcast, using e.g. Audacity (<http://audacity.sourceforge.net>).
- Start by doing a feature on school subjects (this could take the form of an interview with the students).
- Create a class blog or social media page and upload the podcast to it.
- You can return to this throughout the course, adding episodes to build up an archive.



Set Exercises 1, 2 and 3 on page 29 of the **Workbook** for homework.

Language focus 2 Object pronouns

UNIT

Objectives

- learn object pronouns.
- learn (*don't*) *like*, *don't mind*, *love*, *hate* + *-ing*
- talk about what I like and dislike.

Warm-up

- Books closed. Write *Susan loves tennis* on the board. Elicit the pronouns *she* and *it* to replace the underlined words.
- Teach the difference between subject and object pronouns. Use L1 if necessary.
- Explain that a subject pronoun tells us who does an action (*She* in our example), whereas an object pronoun tells us what the verb refers to or what is affected by the verb (*it* in our example).
- Write *John likes Tom and Richard* on the board. Elicit subject and object pronouns to replace the proper nouns. Write the new sentence on the board: *He likes them*.

- 1 • Ask students to open their books at page 37.
 - Explain that the gapped sentences are from the listening on page 36.
 - Students to copy and complete the sentences with object pronouns. Help **weaker students** by pointing out that the object pronoun forms can be seen in the box in Exercise 2.
 - Play the recording for students to check their answers.

Answers

1 me 2 it 3 them 4 him 5 us

- 2 • Students work in pairs to complete this matching exercise.
 - Check answers.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

you – you it – it he – him she – her we – us
they – them you – you

Game

- Play *The ball game* using subject and object pronouns.
- See **Games Bank** on page 28.

(*don't*) *like*, *don't mind*, *love*, *hate* + *-ing*

- 3 • Read out the sentences. Ask students the question.
 - Elicit that the second verb in each sentence has the *-ing* ending.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

-ing ending

- 4 • Read out the example sentence.
 - Students work alone to complete the exercise.
 - Remind students to use the *-ing* ending and pay attention to which verbs are in the third person singular and so require an *-s* ending.
 - Check answers.

Optional activity

- Give each student a piece of paper. Students write four more sentences using *like*, *hate*, etc.
- Collect these and then read them out to the class. Say *This is a sentence from Marek about TV. What does he think of TV?*
- Students say *I think he hates it* or *I think he doesn't mind it*.
- Respond by saying *No, that's wrong, he doesn't hate it* or *Yes, that's right, he doesn't mind it*.

Background

Mo Farah is a British long-distance runner. Born in Somalia in 1983, he moved to the UK when he was eight years old. At the 2012 Olympics in London, he won gold in both the 5,000 and 10,000 metres.

Dakota Fanning is an American actress. She first came to attention in *I Am Sam*, in which she appeared when she was only seven years old. Born in 1994, she has starred in several high-profile films, including the *Twilight* series.

- 5 • Ask students to work alone to complete the quiz questions.
 - Remind students to write one more option for the *Sport* and *People* categories.

Your turn

- 6 • Point out that we always use an object pronoun after (*don't*) *like*, *don't mind*, *love* and *hate*.
 - Put students in pairs to ask and answer the questions using the information in the quiz in Exercise 5. Encourage students to write down their partner's answers as they will need this information for the next exercise.
 - Monitor while students do this.
- 7 • Give students a few minutes to write sentences based on their conversations in Exercise 6.
 - Ask some students to tell the class something they found out about their partner.

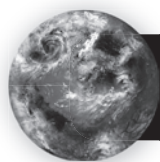
Optional activity

- Ask students to work in pairs.
- Give them 15 minutes to write and record a dialogue using as many examples of the target grammar (*like*, *love* + *-ing*, object pronouns) as they can manage.
- One pair plays their recording for another to note down examples of the target grammar.



Set Exercises 1, 2, 3, 4 and 5 on page 30 of the **Workbook** for homework.

Ask students to choose three objects that are important to them. They bring these to the next lesson, show them to a partner and explain their significance, e.g. *This is my MP3 player. I love it! I take it with me all the time because I love listening to music.*



Discover Culture

South African schoolgirl

Objectives

- watch a video about a schoolgirl from South Africa.
- compare my school day to the schoolgirl's.

Preparation

- Bring photocopies of the videoscript.

Background

South Africa is located in the southernmost part of the African continent. Rich in minerals, it is known around the world for its extraordinary natural beauty.

Nelson Mandela spent 27 years in prison for resisting South Africa's apartheid system. He became the country's first democratically elected president in 1994. He died in 2013 at the age of 95.

Zulu is the language of the Zulu people of Southern Africa.

Warm-up

- Write *South Africa* on the board.
- Ask: *What do you know about the country?* Students can think of places, climate and people.

- Ask students to open their books at page 38.
 - Use the interactive whiteboard, focus students' attention on the map and photographs, and elicit answers to the two questions.

Answers

Nelson Mandela, South Africa

- Read out the three questions.
 - Put students into pairs and ask them to guess answers.

- **3.2** Play the video so that students can check their answers to Exercise 2.

Videoscript

This is South Africa. Tobilay Subezi lives here.
This is Tobilay. She's 14 years old. And this is her village.
In the morning, Tobilay walks to school. Her school is five kilometres from her home. It's a long walk!
School starts at 8 o'clock. Every morning, Tobilay and the other students *sing* the national song. It's a special song. It's got words from *five* different South African languages in it.
This is Tobilay's class. Their teacher tells them about a very important president in South Africa.
TEACHER: "This is Nelson Mandela."
Today is Nelson Mandela's birthday. Tobilay answers her teacher's questions in class. She really loves school.
At midday, the students have lunch. The school makes lunch for 300 children!
In the afternoon, they study Zulu history and culture. They learn traditional South African songs and dances. Tobilay *loves* dancing!
In the PE lesson, Tobilay and her classmates play netball. Netball is similar to basketball. Tobilay is very good at it!
In the evening, Tobilay does her homework. She writes in her notebook and reads notes from her class. She works fast because she always has a lot of homework.
But she usually finishes in time! Good night Tobilay!

Answers

- 1 She's at school. 2 She's 14 years old.
- 3 She's from South Africa.

- **3.2** Give students a minute to read through sentences 1–5.
 - Play the video for students to decide if the sentences are true or false.
 - Give **weaker students** a copy of the script, which they can then read as they watch the video.

Answers

- 1 F (The school children wear blue shirts.)
- 2 F (They have rice for lunch.) 3 T 4 T
- 5 F (Tobilay does her homework at home.)

- **3.2** Give students a minute to read the gapped profile.
 - Play the video.
 - Students watch and complete the gaps.

Answers

- 1 14 2 5 3 8 4 sings 5 history 6 songs
- 7 dances 8 dancing 9 homework 10 notebook
- 11 notes 12 homework

- 6 Ask students to work in pairs to try to complete the captions.

- 7
 - **3.2** Play the video for students to check their answers to Exercise 6.

Answers

- a birthday b 5 c songs, dance

Your turn

- Read out the example.
 - Put students in pairs and ask them to compare their own school day with Tobilay's.
- Give students a few minutes to write a short description of how their school day compares to Tobilay's.
 - Monitor while students do this task. Help as necessary.

Optional activity

- Ask who goes to school by car, train, etc., and who walks or cycles.
- Students keep a record of how many students use each different mode of transport, then work in small groups of three or four to produce a graph to illustrate the information.
- Students report back to the class, e.g. *Five students cycle to school.*

- For homework, students find out five facts about South Africa, e.g. capital city or population. At the beginning of the next lesson, students share their facts in small groups and turn those facts into questions to ask you.

Reading A profile

Objectives

- read a profile of a school in Wales.
- learn some adjectives opposites.


Warm-up

- Books closed. Write *UK* on the board and ask: *What does 'the UK' stand for?* (The United Kingdom of Great Britain and Northern Ireland).
- Ask: *Can you name any places in the UK?* Elicit students' answers and write them on the board.

Background


Wales is a mountainous region to the west of England. It is the smallest of the four countries that make up the United Kingdom. Its language, *Cymraeg* – known as *Welsh* in English – is one of the oldest in Europe.

Aberystwyth is a small university town on the coast of West Wales. It plays a significant role in Welsh-language culture.

- 1  **1.32** Ask students to open their books at page 39.
- Use the interactive whiteboard to show students the map of the British Isles.
 - Put students in pairs to identify Wales on the map (it's to the west of England) and say what activities they think students in Wales can do.
 - Check answers.

Answers


Wales is to the west of England.
guitar club, hip-hop group, rugby club, surf club

- 2  **1.33** Tell students to cover the profile.
- Ask: *What can you remember from Gareth's profile?*
 - Read out the gapped sentences and elicit information to fill the gaps. Do not confirm or deny students' ideas at this point.
 - Students can then look at the profile to check their ideas.
 - Check answers with the class.
 - Refer students to the information in the **FACT!** box. Tell students that Welsh does not have a single word for yes and that the affirmative is dependent on the verb used in the question. (If English *worked* in the same way, the question *Are you happy?* would be answered by the word *am*.)

Answers

1 Gareth speaks two languages, English and Welsh. He speaks Welsh with his family. He goes to the Surf Club. He can swim fast. He loves surfing. 2 Isabel goes to the Guitar Club. She loves playing music and singing. 3 Darren goes to the Rugby Club. He can run very fast.

Explore adjectives

- 3 
- Refer students to the list of adjectives and then ask students to work alone to find them in the text.
 - Identify which adjectives mean *very good* with the class.
 - You could then write *synonym* on the board and explain that it refers to words with the same or similar meaning such as *brilliant* and *great*.
 - To **extend** this work, ask students to turn to the **Vocabulary bank** on page 109 and do the *Adjectives* activities.

Answers

great, brilliant

- 4
- Ask students to work alone to do this exercise.
 - Students can then compare answers in pairs before you check answers with the class.
 - Encourage students to read the article again and make a note of an idea or a fact in it that interests them. They can then share this with a partner.

Answers

b terrible c slow

Your turn

- 5
- Ask: *Do you remember Tobilay from the video? What do you remember about her?* Elicit some ideas. If you have enough time, you could play the video again.
 - Refer students to the chart and then ask them to work alone to copy it and complete the information in it. Alternatively, use the interactive whiteboard and complete the chart as a class.

Suggested answers

	Tobilay's school	Gareth's School
Languages	different South African languages	English and Welsh
Activities/Clubs	singing and dancing, netball	guitar club, hip-hop group, rugby club, surf club
Likes/Loves	dancing	surfing

- 6
- Read out the example sentences and then ask students to write some sentences of their own.
 - Monitor while students write their sentences. Help as necessary.
 - Put students in pairs to compare their sentences and then ask some students to report back to the class on their partner.

Optional activity

- Put students into pairs or small groups.
- Students log on to this website using their phones: <https://site.saysomethingin.com/communities/welsh-for-english-speakers/courses/course-1-cyen>
- Give students a few minutes to learn a word, phrase or sentence in Welsh.
- Ask some students to say their Welsh word, phrase or sentence to the class.



Set Exercises 6 and 7 on page 30 of the **Workbook** for homework.

Speaking Asking and giving permission



Objectives

- watch or listen to teenagers talking about using their mobile phones at school.
- practise asking for and giving permission.

Warm-up

- Books closed. Ask: *What verb do we use to ask permission?* Elicit *can* and write the verb on the board.
- Elicit some *Can I ...?* questions that students might ask teachers in school, e.g. *Can I give you my homework tomorrow?*

Real Talk: Can you use your mobile phone at school?


- 1  **3.3** Ask students to open their books at page 40.
- Tell students they are going to watch some teenagers answering the following question: *Can you use your mobile phone at school?*
 - Read out the three questions and then play the video.
 - Students work alone to answer the questions. They can compare answers in pairs before you check answers with the class.
- 

Videoscript

- Adult:** Can you use your mobile phone at school?
Girl 1: We can use our mobiles at school, but we can't take them into the classroom.
Boy 1: We can't use our phones anywhere in school.
Boy 2: We can use our phones to surf the Internet, but not to make a call.
Girl 2: We can only use them in the school in an emergency.
Boy 3: In my school, we can't use them at all.
Girl 3: We can't use them, but the teachers can.
Adult: Can you use your mobile phone at school?


Answers

- a none b one c three


- 2  Ask students to work in pairs to ask and answer the question. Encourage them to ask additional questions, e.g. *What do you like most about your phone? How many texts do you send a day?*
- Ask some students to report back to the class on what their partner said.
 - To **extend** this activity, you could then ask the class: *Are mobiles in class a good or a bad idea?*

Optional activity

- Write *I can't live without my mobile phone* on the board.
- Elicit or teach some phrases used in discussions, e.g. *I think, I agree, I disagree, In my opinion.*
- Put students into small groups of three or four and give them two or three minutes to discuss the statement you put on the board. Encourage them to justify their views and to say as much as possible.
- Ask a member of each group to tell the class what the group's general view was.



- 3  **1.34** Give students time to read the question, then play the recording.
- Students can compare answers in pairs before you check the answer.

- 4 Ask **stronger students** try to complete the conversation without looking at the phrases in the *Useful language* box.

- 5  **1.34** Play the recording for students to check their answers to Exercise 4.

Answers

- 1 Can I 2 sorry, I'm afraid you can't 3 Why not?
4 Can we 5 Yes, you can 6 Great, thanks


- 6  Ask students to work in pairs to practise the conversation. They can read the conversation twice, taking a different part each time.
- 7  Read through the instructions and make sure that students understand what they have to do.
- Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

Fast finishers

Students can write a short gapped conversation based on the one in Exercise 4. You can then use this as further practice with the class.

Optional activity

- Put students into pairs and tell them to take it in turns to play the roles of teacher and student.
- Students ask each other permission to do something using *can* and respond by using phrases from the *Useful language* box, e.g. *Can I use my mobile in class? I'm sorry, I'm afraid you can't.*

 Students can read this article about what British parents, teachers and students think of mobile phones and learn some text message abbreviations: <http://learnenglishteens.britishcouncil.org/uk-now/read-uk/mobile-phones>

Objectives

- read an email.
- learn informal language used in emails.
- write an email about my school.

Warm-up

- Books closed. Ask students to tell their partner what form of digital communication they prefer, e.g. emails, tweets, text messages, Facebook updates.

Background

Penzance is in a town in the county of Cornwall in the southwest of England. A popular destination for British holidaymakers, it was the birthplace of the chemist **Sir Humphrey Davy**, who, in 1815, invented the Davy Lamp, a portable safety lamp for miners.

- 1 • Ask students to open their books at page 41 and read Günter's and Anna's emails.
- Elicit answer to the question from the class.

Answer

Anna's school is in Penzance, England. It's got 900 pupils.

- 2 • Put students into small groups and tell them to close their books.
- Read out the questions and see how many students can answer from memory.
- Students can then uncover the email and check their answers.

Answers

1 Humphrey Davy School 2 It's big. 3 They are from 11 to 16 years old. 4 Yes, they do. 5 School starts at 9 o'clock and finishes at 3.30pm. 6 Anna does 12 subjects. 7 Her favourite subject's Maths.

- 3 • Write *formal/informal language* on the board and check that students understand the difference between the two.
- Ask students to find examples of informal language.
- Check answers.

Answers

to start: Hey

to end: Write back if you need more info!

contractions: It's, can't, subject's, teacher's

- 4 • Read out the words and phrases and then ask students to work in pairs to put them into the *Useful language* box.

Answers

to start: Hello! How are you?

to end: Bye for now!

contractions: How's it going?

Language note

Informal language, contractions, abbreviations, exclamation marks and emoticons are common features of email, text messages, tweets and blog posts. However, students should avoid them when writing more formally.

- 5 • Go through the first sentence with the whole class as an example.
- Students can then work alone or in pairs to rewrite the sentences so that they are more informal.
- Check answers.

Suggested answers

1 Hi Anna, 2 My class teacher's great. 3 My school's very big → it's got 1,500 pupils. 4 We've got a new teacher. 5 Bye, Günter

Get Writing

PLAN

- 6 • Students should do their planning in class. The writing can either be done in class or at home.
- Tell students they are going to write an email to Günter about their school.
- Refer students back to the information in Exercise 2 and then ask them to work alone to make notes about their school.

WRITE

- 7 • Make sure students know how to use the language in Exercise 7 before they write their emails. Elicit example sentences using the language and write them on the board.
- Tell students to use Anna's email as a model to follow. Encourage them to add extra information to their own descriptions, e.g. a description of the school buildings, their favourite teacher, etc.
- Give students ten minutes to complete the writing task.
- Monitor while students are writing. Help with grammar and vocabulary as necessary.

Fast finishers

Students can write Günter's response to their email.

CHECK

- 8 • Give students a few minutes to look through their emails and check them against the points here.
- Alternatively, students check their partner's email.
- Collect students' descriptions and mark them.
- Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake). Also share good sentences from students' work with the rest of the class.



Ask students to make contact with other students in schools around the world via this website: <http://www.epals.com/>. Students under the age of 13 will need their parent's email address to sign up. You can also set Exercises 1–12 on pages 32 and 33 of the **Workbook** for homework.

Design and Technology Drawing tools

Objectives


- learn the names for and use of different drawing tools.
- distinguish between tools used in Art and tools used in Maths.
- copy shapes into your notebook.

Preparation

- Bring felt-tip pens, coloured pencils, rulers, compasses and pairs of scissors.


Warm-up

- Books closed. Draw a simple house on the board. Ask: *Is this a real house?*
- Elicit that it is a *drawing* of a house and that before we build houses (or anything else), we have to design them.
- Ask: *What drawing tools do we use to make designs?*
- Elicit any words that students know, e.g. *ruler* or *pencil*.

- 1  **1.45** Ask students to open their books at page 117 and read out the words in the box.
- Students can work in pairs to match the drawing tools in the picture with the words.
 - Put the following language on the board and ask students to use it in this task: *I think this is a _____. What about you? I (dis)agree. I think it's a _____. I / I'm not sure what it is.*
 - Play the recording for students to check their answers.
 - Ask students to tell a partner what drawing tools they have in their pencil cases or bags.

Answers

2 paper 3 drawing board 4 ruler 5 compass
6 t-square 7 pencils 8 coloured pencils 9 felt-tip pens

- 2 • Draw a right-angled triangle on the board:
- 
- Write the degree symbol (°) on the board. Explain or elicit that we measure angles in degrees. Point to the 90-degree angle on the triangle on the board.
 - Draw *parallel*, *straight* and *curved* lines to teach these words.
 - Ask students to work in pairs to complete the table.

- 3  **1.46** Play the recording for students to check their answers to Exercise 3.

Audioscript

Emily: Hey! Harry, here's my old drawing board. You can have it for your Design and Technology class, if you want.

Harry: Thanks Emily.

Emily: Look, you put the paper here on the board under the T-square.

Harry: T-square? What's a T-square?

Emily: This is a T-square. T like the letter T, see. You draw parallel lines with it.

Harry: OK. Look at this list. I need all these things too.

Emily: Let's see. What have I got? Setsquares. I've got some setsquares. You draw angles with setsquares...

Harry: Yes I know, 90° and 45°.

Emily: ... and 30° and 60° with this one.

Harry: Oh right. And I need a compass too. I'll need this to draw perfect circles.

Emily: Yes, for circles and curved lines. Here's one. What about a ruler?

Harry: Yeah, I've got a ruler.

Emily: That's what you need for straight lines and to calculate the length of a line. And have you got any felt-tip pens to colour your design?

Harry: No, I haven't. Can I have these?

Emily: Hands off Harry, these are my felt-tip pens. Get your own!

Answers

2 parallel 3 angles 4 circles 5 straight 6 colour

- 4 • Write *In Maths*, *In Art* and *Both* on the board.
- Ask individual students to come up to the board and write their answers under one of the three headings.

Suggested answers

In Maths: compass, ruler, setsquare, t-square

In Art: coloured pencils

In both: drawing board, felt-tip pens, paper, pencils

- 5 • Ask: *What shapes can you see in the picture?* Write the words on the board. Students will probably know *triangle* and *circle*, but you may have to teach them: *rectangular*, *cuboid*.
- Students say what drawing tools they need to draw the three shapes and then draw the shapes in their notebooks.
 - If they need help with how to do this, they can take a look here:
<http://www.wikihow.com/Draw-an-Equilateral-Triangle>
<http://www.wikihow.com/Draw-a-Circle>
<http://www.wikihow.com/Draw-a-Cube> (a cuboid resembles a cube in form and so this page will help students with the drawing of a rectangular cuboid).

Suggested answers

Circle: compass, coloured pencils **Triangle:** ruler, compass, setsquare **Cuboid:** ruler

Your turn


- 6 • Put students in pairs. They take turns to describe and guess the tools.





3.4 Da Vinci's design

See page 134 for activities you can do with this video.

-  For homework, ask students to watch this video about designing a speaker. Students can watch the video with the subtitles on: http://www.bbc.co.uk/schools/gcsebitsize/design/graphics/drawingsketching_act.shtml

5 Making music

Pre-reading

- Books closed. Show students the picture of the musicians and ask if they know about them.
- Read the following questions aloud and ask pupils to answer them.
- What music is popular in Kazakhstan?
- Do young people like traditional music?
- What are their songs and poems about?
- Where can you see akyns?

Post-reading

- When you make sure all the pupils know the text content work on the following tasks.
- Read the text, then answer these questions.
- What kind of music do people in Kazakhstan like?
- Where do young people have dombra parties?
- Do dombra parties happen only in Kazakhstan?
- How often does a good akyn practise?
- What do akyns sing about?
- Where do akyns perform?
- How often are there singing competitions on TV?

What music is popular in Kazakhstan?

In Kazakhstan, people love listening to all kinds of music. Traditional folk music is very popular. The national musical instrument is the dombra. People play the dombra and sing songs or poems from the past.

Do young people like traditional music?

Yes, they do. Young people have dombra parties in streets and parks in many cities in Kazakhstan. Now, there are even dombra parties in Europe! Some young Kazakhs train to become akyns. Akyns are very good folk singers and poets. There are some famous akyns in Kazakhstan today. Of course, professional akyns practise every day.

What are their songs and poems about?

They are sometimes stories about family and animals, the land and mountains. Sometimes they are about ideas and feelings. But a good akyn can sing about anything!

Where can you see akyns?

They often perform in concerts. There are also singing competitions on television every Sunday.

ABOUT AKYNS The tradition of telling stories with music is very old. Asan Kangi is a famous akyn from long ago. He lived from 1361—1465.



Fantasy world

Unit aims

I can ...

- talk about places in a town.
- read and understand an article about Pompeii.
- talk about the past.
- ask questions about routines and activities.
- understand a presentation about a town.
- talk about methods of transport.
- understand an article about transport in big cities.
- use sequencing devices.
- write a description of a place.

Unit contents

Vocabulary	Places in a town Transport Extreme adjectives Collocations
Reading	An information text 📌 Rome: ancient and modern A blog
Language focus	Past simple of <i>be</i> , <i>there was/were</i> Past simple: regular and irregular verbs affirmative/negative <i>ago</i>
Listening	A report
Discover culture	📌 Crossing cities
Speaking	Sequencing 📌 Real talk: <i>Where do you usually go with your friends?</i>
Pronunciation	/t/, /d/, /ɪd/
Writing	A description of a place Adding information
Get it right!	📌 <i>any</i> with questions and negatives
CLIL	Art: Images and communication 📌 Big art

Be curious

- Books closed. Write *big cities* on the board.
- Put students into small groups and give them one minute to write down as many big cities as they can.
- Make this competitive by giving groups one point for naming a city, two points if they can name the continent that city is in, and three points if they can locate that city on a map. (You could put a world map on the interactive white board, and ask a member of each group to point to the location of the cities they came up with.)
- Find out which group scored the most points.
- Ask students to open their books at page 64, look at the picture, and say what they can see in it, e.g. *a city at night*, *lots of people and lights*.
- Give students one minute to work alone to answer the three questions.
- To help students with the question about advantages and disadvantages, put the following gapped sentences on the board which students can then complete with their own ideas: *The advantages of living in a city are _____*. *The disadvantages of living in a city are _____*.
- To help **weaker students** you could put two example sentences on the board.
- Monitor while students answer the questions. Help with vocabulary as necessary.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students theme of Unit 6 is life in towns and cities.

Suggested answers

I can see a city at night. There are some stalls, lots of people and lights.

The advantages of living in a city are more jobs, better transport links, more things to do, e.g. go to the cinema, theatre or a concert, go to a restaurant, visit museums.

The disadvantages of living in a city are noise, pollution, crime and traffic.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1–2 p65 4–5 p68 3–6 p70 1–5 p72
Reading	READING CORRESPONDENCE	1–3 p73
	READING FOR INFORMATION & ARGUMENT	1–3 p66 1–3 p71
Speaking	CONVERSATION	4 p72 6 p75
	INFORMATION EXCHANGE	4 p65 6 p66 4, 7 p67 7–8 p68 7 p70 6–7 p72
	SUSTAINED MONOLOGUE: Describing Experience	6 p71
Writing	OVERALL WRITTEN PRODUCTION	7–8 p69
	CREATIVE WRITING	6–8 p73
	COHERENCE	3–5 p73
Communicative language competence	VOCABULARY RANGE	1–4 p65 1, 4–5 p66 1–5 p68 1–3 p70 4–5 p71 1–7 p74
	GRAMMATICAL ACCURACY	1–7 p67 1–8 p69 1–5 p75
	PHONOLOGICAL CONTROL	1 p65 3 p69


Vocabulary Places in a town 1

Objectives

- learn vocabulary for places in a town.
- ask and answer questions about my favourite place in town.


Warm-up

- Books closed. Ask: *What places are there in your town?*
- Elicit places from the class, e.g. *cinemas* and *sports centres*, and write the words on the board.

- 1  **2.12** Ask students to open their books at page 65.
- Students describe what the people in the photos are doing, e.g. *watching a football game*, *looking at bags*. Then they work in pairs to do the matching exercise.
 - If you have the Presentation Plus software, put the photos on the interactive whiteboard and ask students to come to the board to match the words and the photos.
 - Play the recording.
 - Students listen to it and check their answers.
 - Play the recording again for students to repeat the words. Pay particular attention to the pronunciation of *museum* which is /mjuː'ziəm/ rather than /mjuː'zeɪəm/.

Answers

the sports centre isn't in the photo 1 museum
2 shopping centre 3 sports stadium 4 cinema
5 skate park 6 bowling alley 7 market

- 2  **2.13** Play the recording.
- Students identify the sounds and match them with the places pictured.
 - Students compare answers in pairs before you check answers with the class.
 - To **extend** the work on the vocabulary, you could ask students to divide the places into the following three groups: places where we buy things (shopping centre, market), places where we do or watch sports (sports stadium, bowling alley, sports centre, skate park) and cultural centres (museum, cinema). Students could also add some words in each category.

Answers

1 sports stadium 2 cinema 3 shopping centre
4 bowling alley 5 museum 6 market 7 skate park

Optional activity

- Write *icon* on the board and explain that it is a picture or symbol used on a computer screen to represent something, e.g. the *play* icon represents a video player.
- Put students in pairs to design icons for the different places in Exercise 1, e.g. using this website: <http://makeappicon.com/>
- Students show their icons to another pair and test them on what their icons represent by asking *What's this?*

Your turn

- 3
- Read out each of the four questions in the chart and write your own answers to them on the board. Write notes rather than full sentences, e.g. *every Saturday, with my friends, go to the cinema*.
 - Give students a couple of minutes to copy and complete the chart with their own information.

Fast finishers

Students can turn to the **Vocabulary bank** on page 112 and do the *Log your memory!* activity.

- 4
- Put students in pairs so that they can ask and answer the questions in the chart in Exercise 4.
 - Monitor and check that students are completing the chart with their partner's information.

Optional activity

- Tell students about a famous place that you would like to go to, e.g. *I really want to go to the Grand Bazaar in Istanbul because I love visiting markets*.
- Put students in pairs.
- Ask students to use their smartphones to show each other a photo of a famous place that they would like to go to, e.g. The Maracanã Stadium in Rio or the Dubai Mall in the United Arab Emirates.
- Students tell each other why they want to go the famous place, e.g. *I really want to go to the Louvre because I love beautiful paintings*.

Optional activity

- Students work in pairs to write a profile of a famous place in their city, e.g. a market.
- Students should include the following information: the name of the place, how old it is, what people can see and do there.
- Give students three or four minutes to write their profiles.
- Students can read out their profile to another pair.

Game

- Play *The picture game* using the places in a town vocabulary.
- See **Games bank** on page 29.



Set Exercises 1, 2, 3 and 4 on page 57 of the **Workbook** for homework. You could also ask students to do the following vocabulary exercises: <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/places-town>

Reading An information text

Objectives

- read a text about Pompeii.
- learn extreme adjectives.
- talk about ancient ruins in my country.


Background

Pompeii, Italy, is a UNESCO World Heritage site.

Warm-up

- Books closed. Write Pompeii on the board. Ask: *What do you know about Pompeii?*
- Elicit students' ideas and write them on the board.

- 1 • Students open their books at page 66, look at the map of Italy, and say where Pompeii is. If necessary, teach the phrase *on the west coast of*, e.g. *Pompeii is on the west coast of Italy*.
 - Read out the six words in the box. Introduce students to the pronunciation of the following: ruins /'ru:ns/, gladiator /'glædɪətə/, volcano /vɒl'keɪnəʊ/ and amphitheatre /'æmfɪθi:ətə/.
 - Put students into pairs to match the words to the pictures. If you have the Presentation Plus software, put the photos on the interactive whiteboard and do the matching exercise with the whole class.

- 2  **2.14** Give students a few minutes to read the text to check their answers to Exercise 1.
 - Check students' understanding of the words introduced in Exercise 1 by going through each one in turn and asking questions, e.g. *What are 'ruins'?* *What were 'gladiators'?*
 - Encourage students to use context to help them work out the meaning of new words.

Answers

Pompeii is in Italy.

1 ruins 2 amphitheatre 3 gladiator 4 volcano
5 eruption 6 ash

- 3 • Check **weaker students'** understanding of the following words from the text: *open-air*, *ancient* and *boiling*. **Stronger students** should be able to work out the meanings of the words from context.
 - Read out the four sentences.
 - Give students time to read the text again.
 - Put students into small groups to do the exercise.
 - Check answers.
 - Refer students to the information in the **FACT!** box. Tell them nearby towns of Herculaneum and Stabiae were also destroyed.

Answers

1 T 2 F (Pompeii is an open-air museum.) 3 T
4 F (It was full of people, gladiators and lions.)

Explore extreme adjectives

- 4 • Ask: *Do 'good' and 'brilliant' mean the same thing?*
 - Explain that *brilliant* means *very good* and that it is an example of an extreme adjective, i.e. an adjective that intensifies or makes stronger the meaning of a 'normal' adjective such as *good*.
 - Ask students to find the four extreme adjectives in the text. Allow **weaker students** to use dictionaries.

Answers

a enormous b ancient c boiling d terrified

- 5 • To help **weaker students**, complete the first sentence with the class an example.
 - Ask students to work in pairs to complete the sentences.
 - Check answers.
 - To **extend** the work on extreme adjectives, you could ask students to turn to the **Vocabulary bank** on page 112 and do the *Explore extreme adjectives* activities.

Answers

1 boiling 2 enormous 3 ancient 4 terrified

Your turn

- 6 • Read out the questions.
 - If you have access to the Internet in your school, ask students to research ruins in their country.
 - If you do not have access to the Internet, and if students cannot think of any ancient ruins in their country, set this activity for homework.

Optional activity

- Students take a walk around Pompeii using Google Street View.
- Tell them to make a note of the sights that interest them the most. They can then share these with a partner.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



- Ask students to name famous places in Rome. Elicit their ideas, e.g. the forum or the Colosseum, and then read out the information about the video.
- Play the video.
- Students watch it and answer the two questions.
- Check answers.
- Ask students to tell their partner about a place in Rome they'd like to visit.
- See page 129 for further activities you can do with this video.

Answers

More than 2 million people visit Rome every year.
The Colosseum was a place for games and the games were fights.
There were about 50,000 people for every fight.



Set Exercise 7 on page 58 and Exercises 1, 2, 3, 4 and 5 on page 61 of the **Workbook** for homework.

Language focus 1 *was / were, there was/were*

Objectives

- learn the past simple forms of *be*.
- learn to ask and answer questions using *was / were*.

Warm-up

- Books closed. Write on the board: *I am in the cinema. They are in the café.*
- Ask students if they know the past simple forms of the underlined verbs.
- Elicit or teach *was* and *were*. Write: *I was in the cinema. They were in the café.*

- Ask students to open their books at page 67.
 - Tell students that the example sentences are from the text on page 66.
 - Ask students to look back at the text and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 104 of the **Grammar reference** section.

Answers

	Singular	Plural
+	Pompeii was a very busy town. There was an enormous amphitheatre.	The shops and markets were always busy. There were shops and markets.
-	It wasn't a safe place to go. There wasn't a swimming pool.	The people weren't rich. There weren't any shops.
?	Was the amphitheatre in the centre? Yes, it was . / No, it wasn't . Was there a swimming pool? Yes, there was . / No, there wasn't .	Were the people rich? Yes, they were . / No, they weren't . Were there any shops? Yes, there were . / No, there weren't .

- Complete the first sentence with the class as an example.
 - Put students in pairs and ask them to complete the remaining sentences.
 - Check answers.

Answers

2 were 3 were 4 weren't 5 was 6 wasn't

Background

For background on **Nelson Mandela** see the notes to the Discover Culture page in Unit 3.

Count Leo Tolstoy /tɒlstɔɪ/ (1828–1910) was a Russian writer.

Anton Chekhov /ˈtʃɛkɒv/ (1860–1904) was a Russian short-story writer and dramatist.

Mustafa Kemal Atatürk /atətəːk/ (1881–1938) was one of the founders of the modern secular state of Turkey. He became President of the Turkish republic in 1934.

Lasar Segall /segəʊ/ (1881–1957) was a Brazilian painter and sculptor.

Lygia Clark /klɑːk/ (1920–1988) was a Brazilian painter and installation artist.

- Ask a student to read out the example sentence.
 - Help students with the pronunciation of the surnames of the people in Exercise 3.
 - Students can work alone to rewrite the sentences.
 - Ask students to compare answers in pairs before you check answers with the class.

Answers

- Tolstoy and Chekov weren't painters. They were writers.
- Mustafa Atatürk wasn't from Poland. He was from Turkey.
- Lasar Segall and Lygia Clark weren't singers. They were artists.

- Refer students to the example and make sure they know what they have to do.
 - Put students in pairs to ask and answer questions about the people in Exercise 3.

Get it right!

Read out the information in the *Get it right!* box. To check students' understanding of this, ask the class further questions with *any* and ask them to respond, e.g. *Were there any TVs in Pompeii?*

- Read out the example sentence.
 - Put students in pairs and ask them to write further sentences about Pompeii using the information in the box.

Suggested answers

There weren't any sports stadiums.
There was an amphitheatre.
There were houses.
There wasn't an open-air museum.
There were markets.
There weren't any car parks.
There were schools.
There weren't any cinemas.

Game

- Play *Fill The Blanks* to practise *was* and *were*.
- See **Games Bank** on page 28.

Your turn

- To help **weaker students**, you could complete the questions with the class before you give students time to answer the questions.
 - Monitor and help as necessary.

Answers

2 was 3 were 4 were 5 were

- Put students in pairs.
 - Students practise asking and answering the questions they wrote in Exercise 6.

Set Exercises 1, 2, 3, 4, 5 and 6 on page 58 of the **Workbook** for homework.

Vocabulary and Listening


Objectives

- learn vocabulary for transport places.
- listen to a report about a class trip to a town.
- draw and talk about a plan of my town or city.

Places in a town 2

Warm-up

- Write *transport* on the board.
- Put students into groups.
- Give groups a minute to list forms of transport, e.g. *plane*, *train*, *car*.

- 1  **2.15** Ask students to open their books at page 68. Students work in pairs to do the matching exercise.
- If you have the Presentation Plus software, put the picture on the interactive whiteboard and ask students to come to the front of the class to do the matching exercise.
 - Play the recording.
 - Students check their answers and repeat the words.
 - To **extend** the work on this, you could ask students turn to the **Vocabulary bank** on page 112 and do the *Places* exercises in *Jog your memory!*

Answers


- 2 tram stop 3 bus stop 4 car park 5 market
6 bus station 7 station

- 2 • Students say how the town in the map is different from theirs, e.g. *There's a football stadium in the town, but there isn't one in my town.*
- Do this activity with the whole class.
- 3 • Revise the following prepositions of place: *opposite*, *behind*, *next to*, *in front of*. Do this by putting objects around the class and eliciting the preposition to describe their location.
- Students can work in pairs to complete the exercise.
 - Check answers.

Suggested answers

The bus station is behind the sports stadium.
The station is next to the shopping centre.
The bowling alley is in front of the market.

A report


- 4  **2.16** Test students' understanding of the vocabulary in the box by asking them questions, e.g. *Where do you go to watch a football match?*
- Play the recording.
 - Students work alone to do the exercise.
 - Students compare answers in pairs before you check answers with the class.

Audioscript

Last week, we went on a class trip to this town. It was a small fishing village 100 years ago, but today it's a big town. We arrived by train at 10 o'clock. There's a big sports stadium next to the station. We didn't go there but we heard the crowds cheering at a football match. We went to the museum first, and we saw lots of interesting things. After that, we went to the shopping centre. That's here, opposite the school. Some of my classmates shopped for presents but I didn't because I didn't have any money! Then we visited the school in town and met some of the children there. At 1 o'clock, we ate lunch in the park behind the school. I had a packed lunch with cheese sandwiches and some lemonade. I had a ball but we didn't play because there wasn't any time. After lunch, we visited the ferry port. This is it here, behind these buildings. It was beautiful, and I took hundreds of photos. Finally, at about 3 o'clock, we went to the bowling alley in front of the port. It was a great way to end the day! We played two games, and then walked to the station and caught the 5 o'clock train home. What a great day! I loved it.

Answers

- 2 station 3 museum 4 shopping centre 5 school
6 park 7 ferry port 8 bowling alley 9 station

- 5  **2.16** Play the recording again for students to answer the questions.

Answers

- 2 Yes, there was. 3 Yes, there were. 4 Yes, there were.
5 No, it wasn't.

Game

- Play *Could You Spell That, Please?* using the transport places.
- See **Games Bank** on page 28.

Your turn

- 6 • Give students five minutes to draw a plan of their town or city. If all the students in the class come from the same town, ask them to draw a plan of their neighbourhood.
- Students should label their plans.
- 7 • Read out the example.
- Put students in pairs to ask and answer questions about their partner's plans. Students can ask questions such as: *Is there a bowling alley? Where is the bus station?*

Optional activity

- Students work in groups to design 'the perfect town'.
- They draw a map of their new town, showing everything that there is in that town.
- Students write a short description, e.g. *There are many interesting places in my town – museums, parks and shopping centres.*
- Display students' designs on the walls of the classroom.



Set Exercises 1, 2, 3 and 4 on page 59 of the **Workbook** for homework.
Students design a green city using <http://www.planitgreenlive.com>

Language focus 2 Past simple: regular and irregular verbs

Objectives

- learn regular and irregular past simple verb forms.
- learn the /t/, /d/ and /ɪd/ pronunciations of -ed.
- learn about the use of *ago*.
- talk about how long ago I did certain activities.

Preparation

- Bring photocopies of the audioscript on page 98.


Warm-up

- Books closed. Write *I play football* on the board.
- Explain that *play* is a regular verb and show how -ed is added to the infinitive to make the regular past simple form.
- Elicit the past simple of *be* and then explain that *was/were* are irregular verbs.

- 1 • Ask students to open their books at page 69 and work in pairs complete the sentences.
- Give students photocopies of the audioscript from page 98, which they can then use to help them.
- Check answers.
- For further information and additional exercises, students can turn to page 104 of the **Grammar reference** section.

Answers

	I / You / He / She / It / We / They	
	Regular verbs	Irregular verbs
+	We arrived at the station at 10 o'clock.	We went to the museum first.
	We played two games.	We ate lunch in the park.
-	We didn't visit the sports centre.	We didn't go there.
	We didn't play football.	I didn't have any money.

- 2  **2.17** Read out the example sentence.
- Ask students to work in pairs to complete the remaining sentences. Help **weaker students** by pointing out which verbs in the box are regular and which irregular.
- Play the recording to check.

Answers


2 took 3 ate 4 visited 5 walked 6 went

- 3 • Ask a student to read out the example sentence.
- Put students into pairs to write the negative forms of the sentences in Exercise 2.

Answers

2 I didn't take hundreds of photos on the school trip.
3 We didn't eat lots of/any cake at the party. 4 I didn't visit my grandmother last weekend. 5 We didn't walk five kilometres on the school trip yesterday! 6 We didn't go on a school trip to the zoo – it wasn't great!

Say it right!

- a  **2.18** Check students understand the instructions in the **Say it right!** box.
- Play the recording and ask students to repeat the verbs with it.

Your turn

- 4 • Tell the class what you did and didn't do last weekend using the information in the list.
- Students work alone to write sentences using the same information. They can check forms with the irregular verb list on page 126.
- Students can compare their sentences with a partner.

Optional activity

- Tell the students about your last holiday using the past simple.
- Students listen and write down the past simple verbs they hear.
- Students reconstruct the story of your holiday with their partner.

ago

- 5 • Say *My grandmother was born 80 years _____*. Introduce *ago* and explain that it means *before the present* and is used to say when in the past something happened.
- Elicit some example sentences, e.g. *I went to the cinema three days ago*, and put them on the board.
- Read out the sentence for students to complete.

Answers

ago

- 6 • Read out the example. Ask students to work alone to complete the rest of the exercise.
- Check answers.
- For further information and additional exercises, students can turn to page 104 of the **Grammar reference** section.

Answers

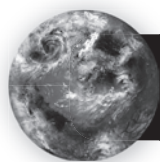
2 Leonardo painted the *Mona Lisa* about 500 years ago.
3 I finished my project a week ago. 4 We left primary school 2 years ago.

Your turn

- 7 • Give students a couple of minutes to write sentences using the information in the list.
- Monitor and make sure students are forming their sentences correctly.
- 8 • Put students into pairs to compare their sentences.
- As an alternative to a simple comparison of sentences, ask students to guess each other's sentences, e.g. *Student A says 'I think you learnt to walk 11 years ago.'* to which *Student B replies 'Yes, you're right!' or 'No, you're wrong!'.*



Set Exercises 1, 2, 3, 4 and 5 on page 60 of the **Workbook** for homework.



Discover Culture

Crossing cities

Objectives

- watch a video about transport in big cities.
- talk about my favourite form of transport.

Warm-up

- Ask: *How do people travel in big cities in your country?*
- Elicit answers, e.g. buses or taxis, and write them on the board.

- Read out the phrases in the box.
 - Put students in pairs to do the exercise.
 - Check answers.
 - Ask: *Which of the forms of transport in the pictures is your favourite?*

Answers

- 1 aeroplane 2 underground 3 zebra crossing
4 bullet train 5 tuk-tuk / rickshaw 6 traffic jam

- Do this activity with the whole class.
 - Write the names of the cities on the board. Students say which pictures go with which city.
 - Do not confirm answers at this point.

- **6.2** Play the video.
 - Students check their answers to Exercise 2.

Videoscript

Crossing cities

There are a lot of big cities around the world – with lots of people. How do they all travel? At the end of 2012, the population of Beijing in China was more than 20 million. In Beijing a lot of people travel by bus – and by car. There are *lots* of cars in Beijing – about 5 million! Every day, 600 new cars travel the streets of Beijing, so there's always traffic! Mumbai is the largest city in India. Its population was more than 20 million people in 2012. Like Beijing, the streets of Mumbai are always busy. People can travel by special taxis: *cycle* rickshaws or *auto* rickshaws called tuk-tuks. They're yellow and black. You also see lots of cars, lorries, bikes, motorbikes and – of course – cows! But people usually travel *long* distances by train. Nine million people travel by train every day. Tokyo, in Japan, is really busy. Its population in 2011 was about 36 million – the largest in the world. Every day, millions of people go to work in Tokyo. So how do they get there? Well, some people walk. And some people take taxis. The underground is also popular.

But Japan is famous for the Bullet Train. The Bullet Train is always on time, and it's really fast! It travels at 300 kilometres per hour! But it's very quiet and comfortable.

Japan is a group of islands, so a lot of people take planes to get to work in Tokyo! For example, every year, about 10 million people fly from the island of Sapporo to the capital for work. The airports are always busy. A lot of people use electronic tickets on their phones. It's very fast! There are a lot of ways to travel in big cities. How do *you* do it?

Answers

- Mumbai (India): tuk-tuk / rickshaw
Tokyo (Japan): zebra crossing, underground, bullet train, aeroplane
Beijing (China): traffic jam

- **6.2** Check understanding of *ride* (noun), *aerial view* and *passenger*.
 - Play the video.
 - Students work alone to do the exercise.
 - Students compare answers in pairs before you play the video again and check answers with the class.

Answers

b – d – f – a – c – e

- **6.2** Students work in pairs to complete the sentences with the correct numbers.
 - Tell students this exercise tests memory. They shouldn't worry if they don't remember the numbers.
 - Play the video again.
 - Find out which pair had the most correct numbers.

Answers

1 20 2 300 3 600 4 36 5 9

- Ask students to work alone to complete the matching exercise.
 - Students compare answers in pairs before you compare answers with the class.
 - To **extend** this activity, you could ask students to work in pairs to write a sentence describing transport in their town or city.

Answers

1 Mumbai 2 Tokyo 3 Beijing

Your turn

- Read out the three questions.
 - Put students in pairs.
 - Give students a couple of minutes to ask and answer the questions. Encourage students to ask additional questions, e.g. *Which forms of transport do you never use?*



For homework, students can read the information on this train ticket and complete the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/train-station>

Objectives

- read a text about public transport in Hong Kong.
- learn transport collocations.
- ask and answer questions about my journey to school.

Background

Hong Kong is a former British colony on the south coast of China, which reverted to Chinese sovereignty in 1997. A major financial centre, Hong Kong is densely populated and famous for its skyscrapers.

Warm-up

- Books closed. Write *Hong Kong* on the board.
- Ask students what they know about it, if they have ever been there, read about it or seen it on TV. You may need to use L1 at this point.

- 1 • Ask students to open their books at page 71.
• Refer students to the map and photos.
• Ask students to identify the different types of transport shown in the photos.
• Read the questions and then ask students to read the text quickly to find the answers.


Answers

People travel by ferry, bus, tram and underground.
It is easy to travel in Hong Kong.

- 2 • Check students' understanding of the word *route* (the path you follow to go from one place to another) and then refer them to the map.
• Ask students to work in pairs to draw David's route to school. Students could look for the route from Mong Kok to the Mid-Levels on Google Maps (www.google.com.hk/maps/@22.38131,114.168639,11z?hl=en)

Answers

walk from home to the underground station in Mong Kok – ferry across Victoria Harbour – tram – escalator to his school in Mid-Levels

- 3  **2.19** Give students a minute to read the sentences.
• Ask students to work alone to read the text and then complete the exercise.
• Students can compare answers in pairs before you check answers with the class.
• Check answers.
• Read out the information in the **FACT!** box. Tell students that one of the inventors of the elevator was an American solicitor called Nathan Ames, who, in 1859, patented a design for a machine he called *revolving stairs*.

Answers

1 on foot 2 the tram 3 didn't take 4 fun

Explore collocations

- 4 • Write *collocation* on the board. Elicit or explain the meaning of the word. Collocations are words that commonly go together such as *bus* and *stop*. Use L1 to explain the idea, if necessary.
• Refer students to the words in bold in the text and check their understanding of them.
• Put students in pairs to complete the text with the collocations from the text.
• To **extend** the work on this vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 112 and do the *Collocations* activity in *Explore vocabulary*.

Answers

1 on 2 by 3 take 4 by

Game

- Play *Correct the sentence* using the collocations in Exercise 4.
- See **Games Bank** on page 28.

Your turn

- 5 • Tell students how you got to school yesterday and how long it took.
• Ask students to work alone to copy and complete the chart with information about them.
- 6 • Write the questions on the board: *How did you get to school yesterday? How long did it take?*
• Remind **weaker students** that the past simple form of *take* is *took*.
• Read out the example sentence.
• Put students into pairs to ask and answer the questions.

Optional activity

- Put students in pairs.
- Students find a map of their town or city on Google Maps.
- They choose two places in the centre of the city and work out the best route to take to get from one to the other.

Optional activity

- Teach or elicit the meaning of the word *journey* (the act of travelling from one place to another).
- Ask students to work alone to write a description of a recent journey they have been on, e.g. *Last week, I went to my cousin's house. It took two hours. First, I went on foot to the bus station.*
- Students can then read their description to a partner, who asks them the following question: *What was the best and worst thing about the journey?*



Set Exercise 6 on page 60 of the **Workbook** for homework.

Speaking Sequencing


Objectives

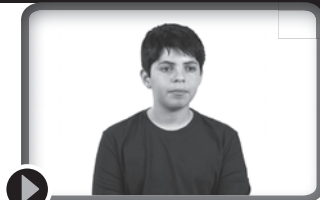
- watch teenagers talking about where they usually go with their friends.
- listen to someone talk about what they did at the weekend.
- talk about where I usually go with my friends.
- practise using sequencing words.

Warm-up

- Books closed. Ask: *What things do people do at the weekend?*
- Elicit ideas, e.g. meet friends, go to the cinema, do sports, and write them on the board.

Real Talk: Where do you usually go with your friends?

- 1  **6.5** Ask students to open their books at page 72.
- Tell students they are going to watch some teenagers answering the following question:
Where do you usually go with your friends?
 - Give students time to read the questions and then play the video.
 - Students work alone to answer the questions.
 - Students compare answers in pairs before you check answers with the class.





Videoscript

- Voice:** Where do you usually go with your friends?
Courtney: I usually go to my friends' houses. We talk and play on the computer. Sometimes we go to the mall and shop.
- Binny:** We walk around the city a lot. Sometimes we go to the shopping centre. Sometimes we go to the zoo.
- Emily:** At the weekend, I usually go to the shopping centre with my mates. And we walk around a bit, get something to eat, do a bit of shopping.
- Petra:** Usually after school, my friends and I walk to a café. We drink hot chocolate, and it's really fun.
- Evan:** For fun, I usually go to the movies or the park with my friends.
- Rachel:** I usually go to the park with my friends but sometimes I go to my friends' houses and we watch a film.
- Steve:** When I'm with my friends we usually go to the bowling alley and the ice cream shop. We usually go about once or twice a week.
- Voice:** Where do you usually go with your friends?

Answers


- go to the shopping centre – 3 eat or drink something – 3
go to their friend's houses – 2 go to the park – 2

- 2  Students work in pairs to ask and answer the question.
- Students could answer additional questions, e.g. *Have you got a favourite place that you go to with your friends?*
 - Ask some students to report back to the class on what their partner said.

- 3  **2.20** Give students time to read the question, then play the recording.
- Students compare answers in pairs before you check the answers with the class.

Answers

Charlie – homework David – went on a helicopter

- 4
- Read out the list of words and phrases in the *Useful language* box. Check students' understanding and elicit example sentences using these words and phrases.
 - Ask students to work in pairs to complete the conversation.
 - Please note students have not learned past simple questions yet (they are introduced in Unit 7). Please treat them as functional chunks of language here.
- 5  **2.20** Play the recording for students to listen and check their answers to Exercise 4.


Answers

1 Really 2 So you 3 First 4 Then 5 After that

- 6  Put students in pairs to practise the conversation in Exercise 4.


Optional activity

- Students write a list of things they did at the weekend. The list should not be in order.
- Students show the list to their partner, who then has to guess the order using the sequencing phrases, e.g. *First, you went to the park. After that, you met friends.*

- 7  If you have the Presentation Plus software, put the photos on the interactive whiteboard. Elicit the activities shown: a driving lesson, cycling, skateboarding, elephant riding.
- Read through the instructions. Elicit some exciting activities and put these on the board, e.g. bungee jumping or mountain climbing. Make sure that **weaker students** understand they can use the activities pictured if they prefer.
 - Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations.

Optional activity

- Put students into pairs.
- Students text each other sentences describing what they did last weekend. Two of the five sentences must be false. Remind students to use the sequences words introduced in the *Useful language* box.
- Students respond to the texts with *True!* or *False!* Their partner texts them back with *You're right!* or *You're wrong!*

-  For homework, students find an exciting activity they would like to do. They can research online to find an activity and a place where they can do it. At the beginning of the next lesson, students can tell their partner about the activity they would like to do.

Objectives

- read a description of a place.
- learn about adding information to a sentence using *also* and *too*.
- write a description of a place.

Warm-up

- Books closed. Tell students about the town you are from, e.g. its population, how old it is.
- Tell students they are going to read a description of a town.

Background

Dartmoor National Park is the largest area of open country in the south of England. Spielberg shot his film *War Horse* there. **Sir Francis Drake** was one of the commanders in the British fleet that defeated the Spanish Armada's attempts to invade England in 1588.

- 1 • Ask students to open their books at page 73 and describe the photos.
- Students say where they think the town is and then check their answer with the text.
- Tell students the town pictured is called Tavistock and that it is in England. The pictures show Tavistock's town hall and a statue of Sir Francis Drake.

Suggested answer

It's in England.

- 2 • Give students a couple of minutes to read the email and answer the question.
- Students can compare their answers in pairs before you check answers with the class.

Suggested answers

You can go to a museum or a concert. You can visit Dartmoor National Park. There are shops, parks and sports facilities.

- 3 • Read out the headings.
- Ask students to work alone to put the headings in the right place.
- Students can compare answers in pairs before you check answers with the class.

Answers

- 1 Size and location
- 2 History and interesting facts
- 3 Things to do and places to visit

- 4 • Read out the information in the *Useful language* box. Make sure that students understand that *also* and *too* are used in different places in a sentence.
- Students can work in pairs to find examples in the text in Exercise 1.

Answers

He was **also** the second person to sail all the way around the world.

There are a lot of historical buildings in Tavistock, and a museum, **too**.

We can **also** visit the Dartmoor National Park!

There are lots of shops, parks, and sports facilities, **too**.

- 5 • Ask a student to read out the example.
- Ask students to work in pairs to complete the rest of the exercise.
- Encourage **weaker students** to check their first sentence with you before they complete the exercise.

Answers

- 2 We can go to the mountains, too.
- 3 We have a carnival in August, too.
- 4 Lots of people also visit the beautiful beaches.
- 5 They also make traditional products.



Get Writing

PLAN

- 6 • Students should do their planning in class. The writing can either be done in class or at home.
- Tell students they are going to write a description of their town.
- Ask students to use the headings in Exercise 3 to help them organise the information in their writing.

WRITE

- 7 • Refer students to the language in Exercise 7. Make sure students know how to use it before they write their description.
- Tell students to use Kirstie's description as a model to follow and to write at least 80 words. Encourage them to add extra information to their own descriptions, e.g. famous people from the town.
- Give students ten minutes to complete the writing task.
- Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- 8 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
- Give students a few minutes to look through their descriptions and check them against the points here.
- Collect students' descriptions and mark them.

Optional activity

- Students find a photo of a famous building or monument on their smartphones and write a short description of it.
- Their partner guesses the place being described, before being shown the picture to find out if they guessed correctly.



For homework, students could produce an illustrated guide to their country for tourists. Students should write about the interesting places and also include facts such as the capital city and population. You can also set Exercises 1–11 on pages 62 and 63 of the **Workbook** for homework.



Art Images and communication

Objectives


- read about the use of images to communicate a message.
- talk about the communicative purpose of images in your school.

Preparation

- Bring photos of signs from your school, e.g. for the library or canteen.

Warm-up

- Draw a picture of smoke coming from a fire. Alternatively, use the interactive whiteboard to show an image of smoke. Elicit that smoke signals are an old form of communication.
- Elicit example of other forms of communication.


- Ask students to open their books at page 120.
 - Put students into pairs. Ask them to communicate the information in the sentences to each other using a gesture, a sound and an image.
 - Ask a few students to reveal their gestures, noises and pictures. Check if the ideas are shared by most students.
-  **2.40** Read out the three categories. Make sure students understand the difference between them. Use L1 to explain that the category titles are not standard phrases used in everyday conversation, but a way of organising the ideas about how images communicate messages in different ways.
 - Check students' understanding of the following vocabulary: *inform, clear, persuasive, entertain*.
 - Give students time to read the text and play the recording.
 - Ask students to work in pairs to match the images with their communicative purpose.

Answers

A 2 B 3 C 1

Background

A **pictogram** is a picture used to represent an object or concept. Pictograms are seen in public places such as airports. Icons are similar, but appear on electronic devices.

-  **2.41** Read out the words in the box.
 - Make sure that students understand the type of image that each word refers to.
 - Play the recording.
 - Students can compare answers in pairs before you check answers with the class.

Audioscript

Jessica: OK Simon, can you see any informative images?
Simon: Tell me again. What are informative images?
Jessica: Look, it says here: "Informative images are images that give us information. There are different types of images: signs, maps, logos, diagrams and posters".
Simon: OK, what about this? A road sign? A road sign gives us information. This sign tells us that you can only drive in one direction.
Jessica: Great Simon! That's a good example. Let me take a photo of the road sign.

Simon: OK, now what about a logo?
Jessica: Well, there's a logo on that pizza place over there. The Perfect Pizza logo – everyone knows that image and it says here that logos are images that people know and connect to a product or company. Let's take a photo of it.
Simon: I love Perfect Pizza! Have we got time for a pizza, too?
Jessica: No, you can have a pizza later. Now we need to find a diagram or a map.
Simon: What about the bus stop? There's a map on the bus stop. It shows you the route of the number 20 bus. Look, it goes from the west to the east of the town.
Jessica: OK, good, let's take a photo of the map. Now, what about a diagram? Can you see a diagram anywhere?
Simon: Not on the bus stop. But, wait a minute, posters are informative images, right?
Jessica: Yes, when they give us information about an event.
Simon: Well what about this one on the bus stop? It's a poster about a new science-fiction exhibition. Look, it gives information about the dates of the exhibition, the place and the ticket prices.
Jessica: Great! Let me take a photo. OK, what's next?

Answers

logo map poster sign

Optional activity

- Students can look at this online database of famous logos (<http://famouslogos.net>) and choose the three favourite logos.
- Put students in pairs to tell their partner why they choose those three logos.

Your turn

- If appropriate, ask students to walk around the school in pairs during class time, making a list of images they see and a note of what communicative purpose those images have. Alternatively, you could take photos of some schools signs and print them for the class. Students could then guess in which part of the school these signs can be found.
 - If you are not able to do this, set this activity for homework.
 - Students can share their ideas in the next lesson.





6.4 Big art

See page 137 for activities you can do with this video.

 For homework, students find out about street art in their town or city. They take a photo of it and write a short description.



I Live in Astana

Pre-reading

- Bring pictures of different cities to the class. Show students and ask them to choose one of the cities and make short sentences about it.
- Pre-teach the unknown vocabulary. If necessary give equivalents in pupils' native language or give definitions.

Post-reading

- When you make sure all the pupils know the text content work on the following tasks.
- Read the text and answer the questions.

II Explore adjectives

- Refer students to the list of adjectives and then ask students to work alone to find them in the text.
- Identify which adjectives mean very good with the class.
- You could then write synonym on the board and explain that it refers to words with the same or similar meaning such as brilliant and great.

Read the text and find the following things.

- What can you do at Duman Entertainment Centre?
- What does Khan Shatyr look like?
- What sports can you do at Khan Shatyr?
- What things can you see at the Presidential Centre of Culture?

I live in Astana

Are you from Astana?

What do you know about Astana? Hi! My name's Alina and I'm from Astana, in Kazakhstan. I live in an apartment in the city centre with my parents and my two brothers. I'm 14 so I'm in the eighth grade at school.

I like my city. There are lots of things to do. One of my favourite places is Duman Entertainment Centre. It has a big aquarium with over 2,000 sea animals. There's a special show where they feed the sharks. It's really scary! There's also a 4D theatre. It's fantastic – you can take an underwater tour, or you can go back to the past and visit the dinosaur age. Khan Shatyr Entertainment Centre is amazing. It's 150 metres tall and it looks like a huge tent.

There's a great swimming pool inside with a beach – I love going there with my friends. There are also shops and cafés, a cinema, a mini golf course and even a monorail! Another of my favourite places is the Presidential Centre of Culture. It's a very big museum in Astana.

You can learn a lot about Kazakh culture and history there. You can see traditional Kazakh knives, carpets, coins and furniture. There's also a big library. If you look down on the centre from an aeroplane, it looks like the sun. Astana is a wonderful place. Why don't you come and visit us?



Sports

Unit aims

I can ...

- talk about sports and activities.
- read and understand about sumo wrestling.
- ask and answer *yes/no* questions in the past.
- understand a conversation about a sports event.
- talk about clothes.
- ask and answer *Wh-* questions in the past.
- write a short biography.

Unit contents

Vocabulary	Sports and activities Clothes Adverbs Irregular plurals
Reading	FAQs about sumo wrestlers 📌 The Palio An article
Language focus	Past simple: <i>yes/no</i> questions Past simple: <i>Wh-</i> questions
Listening	A conversation
Discover culture	📌 The bowler
Speaking	Expressing interest 📌 Real talk: What's your favourite sport and why?
Pronunciation	Sentence stress
Writing	A biography Prepositions of time and place
Get it right!	👁️ <i>go, do, play</i> questions in the past simple American and British English words
CLIL	PE: Outdoor sports and activities 📌 Extreme fishing

Be curious

- Books closed. Write the following on the board: *football, tennis, basketball*.
- Ask: *What kind of sports are these?* Elicit the answer (ball sports) and then ask students to name some sports that do not use a ball, e.g. *motor racing, swimming, gymnastics*.
- Ask students to open their books at page 76, look at and say what they can see in the photo.
- Elicit sentences and put them on the board, e.g. *There is a man doing a winter sport*.
- Elicit the name of the sport (*snowboarding*) and then put students into pairs and give them a couple of minutes to answer the three questions.
- Check answers.
- Tell students theme of Unit 7 is sports and activities.

Suggested answers

This person is doing a winter sport. It's snowboarding.
My brother likes this sport very much. He goes snowboarding every winter. Another exciting sport is mountain biking. I love it.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1–3 p78 1–4 p80 1–5 p82 1–5 p84
Reading	READING FOR INFORMATION & ARGUMENT	1–3 p78 1–3 p83 1–3 p85
Speaking	CONVERSATION	4–7 p84
	INFORMATION EXCHANGE	3 p77 6 p78 4–5 p79 5 p80 4–5 p81 6–8 p82 5 p83
	SUSTAINED MONOLOGUE: Describing Experience	8 p82
Writing	CREATIVE WRITING	6–8 p85
Communicative language competence	VOCABULARY RANGE	1–3 p77 4–5 p78 4–5 p80 4 p83 4–5 p85
	GRAMMATICAL ACCURACY	2 p77 1–3 p79 1–5 p81
	PHONOLOGICAL CONTROL	3 p79 4 p81
	SOCIOLINGUISTIC APPROPRIATENESS	4 p84

Objectives


- learn vocabulary for sports and activities.
- talk about the sports I do.

Preparation

- Bring photos of different sports.

Warm-up

- Write the names of sports stars on the board. Make sure you chose people that students are likely to know such as stars from their country. Ask students to say what sport the people do.
- Alternatively, distribute some photos of different sports among the students and ask students to say something about the sports pictured, e.g. the names of the sports, famous players, successful teams.

- 1  **2.21** Ask students to open their books at page 77.
- Refer students to the phrases in the box and then ask them to work alone to match the phrases with the pictures.
 - Allow **weaker students** to use dictionaries or to look words up online.
 - Students can compare answers in pairs before you check answers with the class.
 - If you have the Presentation Plus software, put the photos on the interactive whiteboard and ask students to come to the board to match the words and the photos.
 - Play the recording.
 - Students listen to it and check their answers.
 - Play the recording again for students to repeat the words.

Fast finishers

Students can turn to the **Vocabulary bank** on page 113 and do the *Jog your memory!* activity.

Answers

2 play baseball 3 go cycling 4 go skateboarding
5 go skiing 6 do judo 7 go windsurfing
8 go snowboarding 9 go surfing 10 go bowling
11 play volleyball

- 2
- Before students do this exercise, check their understanding of *wheels* and *board*.
 - Put students into pairs to do the exercise.
 - Check answers.
 - To **extend** the work on the sports and activities vocabulary, you could ask students to turn to the **Vocabulary bank** on page 113 and do the activities for *Sport*.

Answers

1 windsurfing, surfing 2 basketball, baseball, bowling, volleyball 3 cycling, skateboarding 4 skateboarding, skiing, windsurfing, snowboarding, surfing 5 basketball, baseball, bowling, volleyball 6 cycling, skateboarding, skiing, windsurfing, snowboarding, surfing



Get it right!

Read out the information in the box.
Encourage students to organise the vocabulary in Exercise 1 according to whether we use the nouns with *play*, *go* or *do*.

Optional activity

- Put students into pairs (A and B).
- Student A closes his or her book.
- Student B says a sport or activity from Exercise 1.
- Student A says whether that sport or activity is used with *go*, *do* or *play*.
- Students then swap roles and continue until they have gone through all the vocabulary.

Your turn

- 3
- Read out the four questions.
 - Put students into pairs to ask and answer the questions.
 - Encourage students to ask additional questions, e.g. *What's your favourite football team?*

Game

- Play *The picture game* using the sports and activities vocabulary.
- See **Games bank** on page 29.

Optional activity

- Put students into pairs (A and B) to do a text-message guessing game.
- Student A texts Student B a clue about one of the sports and activities in Exercise 1, e.g. *you need wheels for this activity*.
- Student B texts his or her answer back, e.g. *go cycling*.
- Student A either confirms or rejects the answer.
- Student B then texts Student A a clue.



Set Exercises 1, 2, 3, 4 and 5 on page 67 of the **Workbook** for homework.
Students particularly interested in football can learn some vocabulary related to that sport here and do the accompanying exercises:
<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/football>
The next lesson features a text about Sumo wrestling. Ask students to do some research into the sport, e.g. its history and information about typical participants.


Reading FAQs about sumo wrestlers

Objectives

- read an article about sumo wrestlers.
- learn adverbs.
- talk about my sports habits.

Warm-up


- Books closed. Ask: *What do sports stars usually look like?*
- Elicit or introduce adjectives, e.g. *slim, athletic, healthy, fit*.
- Write sumo wrestling on the board and ask students what they know about it.

- 1  **2.22** Ask students to open their books at page 78.
- Ask different students to read out the FAQs about sumo wrestling.
 - Elicit answers, but don't allow students to check them at this point.

Language note

The word *Sumo* comes from the Japanese *sumō* meaning 'to wrestle'.

The acronym FAQs stands for 'frequently asked questions'. It is usually used in plural form and is written with *FAQ* in upper case and *-s* in lower case.

- 2  **2.23** Put students into pairs to complete the matching exercise.
- To help **weaker students**, you could do the first one as an example.
 - Play the recording for students to check their answers to Exercise 1.

Answers

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

- 3
- Give students time to read through the sentences.
 - Ask students to work alone to do the exercise. You could prepare additional true/false sentences for **stronger students** or ask them to write their own which you can then use as further practice with the class.
 - Students can compare answers in pairs before you check answers with the class.
 - Refer students to the information in the **FACT!** box. Tell students that a Sumo wrestler would need to eat approximately 66 cheeseburgers to eat 20,000 calories.

Answers

2 T 3 F (Sumo isn't very popular with children in Japan today.) 4 F (They often sleep after lunch.) 5 T 6 F (There are wrestlers from Hawaii, Mongolia, Bulgaria, Russia, and other countries.)

Optional activity

- Ask students to find out how many calories they eat on a typical day. To find out the number of calories in what they eat, students can put food items into the search engine on this website: caloriecount.about.com
- Students can then share this information with a partner.

Explore adverbs

- 4 Refer students to the adverbs in the list. Ask them to work alone to find these adverbs in the article.

Answers

usually – answer b & e surprisingly – answer h typically – answer f generally – answer d traditionally – answer c

- 5
- Read out the information and then elicit the answer to the question from the class.
 - Write the two adverbs on the board.
 - To **extend** the work on these adverbs, ask students to work in pairs to write a sentence using each of the adverbs. The subject matter could be the sports that people do in their family, e.g. *Generally, my family is very sporty. My sisters and my brother usually go swimming every day.*

Fast finishers

Students can do the *Explore adverbs* activities in the **Vocabulary bank** on page 113.

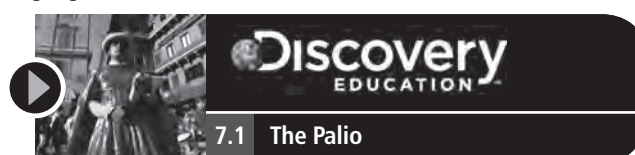
Answers


typically, generally

Your turn

- 6
- As a model for students to follow, tell them the sports you do and what you usually eat before doing those sports.
 - Give students a couple of minutes to make notes about their own sports habits.
 - Monitor while students do this and help as necessary.
 - Put students into pairs to tell each other about their sports habits.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *Can you name any famous horse races?* Elicit student's answers, e.g. The Grand National, the Gazi Race, the Bolszoi Vserossijskij Prize, the Grande Prêmio Brasil.
- Read out the information about the video.
- Play the video.
- Students watch it and answer the two questions.
- Check answers.
- Put students into pairs to say what they think about horse races. *Is it right for human beings to use animals for races?*
- See page 130 for further activities you can do with this video.

Answers

60,000 people went to the Palio.
It started about 700 years ago, in the Middle Ages.
Ten riders from ten different areas of the city take part.



Set Exercise 5 on page 68 of the **Workbook** for homework.

Language focus 1 Past simple: Yes/No questions

Objectives

- learn *yes/no* questions in the past simple.
- practise asking and answering *Yes/No* questions in the past simple.

Warm-up

- Books closed. Write *go* on the board.
- Ask: *What is the past simple form of this verb?*
- Elicit the verb (*went*) and write it on the board.
- Ask: *How do we form questions in the past simple?*
- Put *Did you went to the cinema last night?* and *Did you go to the cinema last night?* on the board and ask students to say which one is correct (the second one).

- 1 • Ask students to open their books at page 79 and copy the chart into their notebooks.
- Students to work alone to complete the chart. Encourage **stronger students** to try to complete it without looking at the text on page 78.
- Check answers.
- For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

Answers

Yes/No questions	Short answers
Did the sport start in China?	Yes, it did . No, it didn't .

Common error

Students may form questions by using the auxiliary verb *did* and a past simple verb form, e.g. *Did you went to the cinema?*

- 2 • Ask a pair of students to read out the example.
- Put students into small groups to complete the exercise.
- Check answers.
- Students can practise the conversation in pairs.

Answers



- A: *Did you go* to the football match last night?
B: Yes, I **did**.
A: *Did you sit* with your friends?
B: No, I **didn't**. I sat with my parents.
A: *Did you have* a good time?
B: Yes, we **did**.
A: *Did your team win*?
B: No, they **didn't**. They lost.
A: *Did you eat* after the game?
B: Yes, we **did**. We went to a Chinese restaurant.
A: *Did your parents like* the food?
B: Yes, they **did**.

- 3 • Refer students to the example and then ask them to work alone to complete the exercise.
- Students can compare answers in pairs before you check answers with the class.

Answers

- 2 Did you study last night? 3 Did you speak English five years ago? 4 Did your friends play football last week? 5 Did your sister have a shower three hours ago?

Say it right!

- a  **2.24** Read out the information about word stress and then play the recording.
 - Students listen and repeat.
 - It may be necessary to play the recording more than once.
- b Go through the example sentence.
 - Put students into pairs to complete the exercise.
 - Tell **weaker students** to think of the important words in the sentence as being those which we cannot cut from the sentence. *Important*, in this sense, means *carrying the information the speaker wants someone else to know*.
- c  **2.25** Play the recording for students to listen, check their answers to Exercise b and repeat the sentences.

Answers

- 2 No, it **didn't**. It started in **Japan**.
3 Did you **eat** after the game?
4 Yes we **did**. We went to a **Chinese restaurant**.

Your turn

- 4 • Go through the example with class, emphasising where the stress falls.
- Put students into pairs to ask and answer the questions.

Answers

- 2 Did John Lennon sing with the Beatles?
Yes, he **did**.
3 Did Christopher Columbus discover Japan?
No he **didn't**. He discovered America.
4 Did dinosaurs live on Earth a hundred years ago?
No, they **didn't**. They lived on Earth 230 million years ago.
5 Did Tolstoy write *War and Peace*?
Yes, he **did**.
6 Did people speak English in Pompeii in AD79?
No they **didn't**. They spoke Latin.

- 5 • Refer students to the example.
- Pair **stronger students** with **weaker students** for this task.

Optional activity

- Write a date on the board that is important in your life.
- Put students into three teams.
- Each team tries to find out what happened on that date by asking you a question, e.g. *Did you finish primary school then? Is that your father's birthday?*
- Teams score 1 point every time you say *Yes, I did*.
- The team with the most points at the end wins.
- Students can do the same activity in pairs.



Set Exercises 1, 2, 3 and 4 on page 68 of the **Workbook** for homework.

Listening and Vocabulary

Objective


- listen to a conversation about sports events.
- learn words for clothes.
- talk about what I am wearing and the clothes I wear to do my favourite sport.

A conversation

Warm-up

- Books closed. Elicit examples of great sporting events, e.g. the football World Cup or the Olympics.
- Ask: *Do you watch any of these events on TV?*

- 1
- Students open their books at page 80.
 - Read out the two questions. Students ask and answer them in pairs.
 - Ask a few students to report back to the class on their partner.


- 2
-  **2.26** Tell students they are going to listen to a conversation between two friends.
- Read out the question and play the recording.
 - Check answer.
 - To **extend** this, you could put additional questions on the board:
1 *Where did Dennis come in the competition?*
2 *How many people competed?*
3 *What does Joe think of Mexican food?*
 - Play the recording again. Put students into pairs to answer the questions. (Answers: 1 *Third*. 2 *About 20*. 3 *He likes it*.)

Audioscript

Joe: Hi, Vicky. Did you have a good weekend?
Vicky: It was great, Joe!
Joe: What did you do?
Vicky: I went to a skateboard competition.
Joe: Really? When did you learn to skateboard?
Vicky: No, no ... I didn't skateboard. I watched someone in the competition.
Joe: Oh, I see. Who did you watch?
Vicky: My friend Dennis. He's really good.
Joe: Cool! Did he win?
Vicky: No, but he came in third place.
Joe: That's pretty good. How many people competed?
Vicky: A lot! There were about 20 kids in the competition.
Joe: So, what did they do? Was it a race?
Vicky: Oh, no. They did tricks. You know, they jumped with their skateboards and things like that.
Joe: Wow! It sounds fun.
Vicky: Yeah. It was! But I spent a lot of money.
Joe: Really? What did you buy?
Vicky: I bought a cool hoodie and a T-shirt. And I bought a cap for my brother, Tom.
Joe: Did you buy a skateboard?
Vicky: No, they were very expensive. And skateboarding is difficult!
Joe: What did you do after the competition?
Vicky: I went to lunch with Dennis and some of the other skateboarders.
Joe: Where did you go?
Vicky: We went to this new Mexican restaurant. It was great!
Joe: I love Mexican food. What did you eat?
Vicky: I had chicken tacos.
Joe: Mmmm ... I'm hungry. Do you want to go to lunch now?
Vicky: OK. Let's go. Do you want to race?
Joe: Yes, OK ... Hey, wait a minute! I wasn't ready!
Vicky: See you there ...!

Answers


No, she didn't.

- 3
-  **2.26** Give students time to read through the things in the list.
- Play the recording again for students to listen and tick the things Vicky did.
 - Check answers with the class.

Answers

- 1 watched her friend skateboard 3 spent some money
4 bought some clothes 7 went to lunch with Dennis
8 ate tacos

Clothes

- 4
-  **2.27** Check students can pronounce *clothes* /klaʊðz/. A common error is to pronounce the -es /ɪz/ rather than /z/.
- Put students in pairs to do the exercise.
 - If you have the Presentation Plus software, put the photos on the interactive whiteboard and ask students to come to the board to match the words and photos.
 - Play the recording for students to check their answers and repeat the words.
 - Point out that clothes words that end in -s can be used after *a* if you include *pair of*, e.g. *a pair of boots/jeans/trousers/shorts/socks*.
 - To **extend** the work on this vocabulary, you could ask students to turn to the **Vocabulary bank** on page 113 and do the *Clothes* activities.

Answers

- 2 g a tracksuit 3 j trousers 4 b a hoodie
5 e a sweatshirt 6 i jeans 7 a a cap 8 l socks
9 f a T-shirt 10 h boots 11 c a jacket 12 k shorts

Language note


Hoodie is derived from *hood*, which refers to a covering for the head and neck commonly attached to a sweatshirt or jacket.

Your turn

- 5
- Refer students to the questions and examples.
 - Put students into pairs and give them a couple of minutes to ask and answer the questions.

Game

- Play *Could you spell that, please?* to practise the clothes vocabulary.
- See **Games Bank** on page 28.

 Set Exercises 1, 2, 3, 4 and 5 on page 69 of the **Workbook** for homework.

Language focus 2 Past simple: *Wh-* questions

Objectives

- learn *Wh-* questions in the past simple.
- ask and answer questions about a sports event I went to.

Warm-up

- Books closed. Elicit a *yes/no* question in the past simple, e.g. *Did you go to the cinema?*
- Ask students if they can add any other words to the beginning of the sentence to make a different kind of question, e.g. *When did you go to the cinema?* *Why did you go to the cinema?*

- Ask students to open their books at page 81.
 - Put students into pairs and ask them to complete the example sentences from the listening on page 80.
 - You could either play the recording for students to check their answers or simply go through the answers orally.
 - For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

Answers

<i>Wh-</i> questions	Answers
What did you do?	I went to a skateboard competition.
Who did you watch?	My friend Dennis.
Where did you go?	We went to a Mexican restaurant.

- Read out the example sentence.
 - Ask students to work in pairs to complete the remaining sentences.
 - Check answers.

Answers

- 2 did Rick buy 3 did Sarah play 4 did the game end
5 did we score 6 did they go



Get it right!

Read out the information about the use of the auxiliary verb *did* from the box.
Make sure that students understand that *do* and *does* cannot be used in the past simple.

Language note

The auxiliary verb *did* is used with all persons in the question and negative forms.

- Ask a student to read out the example.
 - Put students into small groups and ask them to complete the conversation.
 - Guide **weaker students** through the exercise by asking them to first identify the question words needed. Once students have done this they can move on to looking at the verbs they need. Encourage them to check their first answer with you before they do the rest of the exercise.

- 2.28** Play the recording for students to check their answers.
 - Put students into pairs and ask them to read the conversation twice, taking a different part each time.

Answers

- 2 Who did they play? 3 Where did they play?
4 How many points did they score? 5 Who did you go

Game

- Play *Guess the question* to practise *Wh-* questions in the past simple.
- See **Games Bank** on page 29.

Your turn

- Read out the example.
 - Give students time to make questions from the prompts.
 - Put students in pairs to ask and answer the questions.
 - Encourage students to ask additional questions.

Optional activity

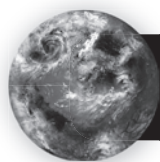
- Put students in pairs (A and B).
- Student A is a journalist. Student B is a character of their choice, e.g. a sports star, an astronaut, a scientist.
- Student B gives some basic information about his or her character to Student A writes some questions to ask Student B. You may want to go through some possible questions that students can use in their interviews, e.g. *Why did you want to be a sports star / astronaut / scientist?* *Who was your favourite sports star / astronaut / scientist when you were young?*
- Student A interviews Student B.
- Students then swap roles.

Optional activity

- Put students into groups of three (A, B and C).
- Student C moves to another part of the classroom away from Students A and B.
- Student B asks Student A three questions about his or her last holiday, e.g. *Where did you go?* *Who did you go with?* *Where did you stay?* *How long did you stay?* *What things did you do?*
- Student B uses their smartphone to record Student A's answers and then asks Student C to come back.
- Student B tells Student C the questions that Student A answered. Student C guesses the answers that Student A gave.
- Student B then plays the recording for Student C to find out if his or her guesses were right.
- Students then change their roles in their activity and go on until each student in the group has performed the three roles.



Set Exercises 1, 2 and 3 page 70 of the **Workbook** for homework.



Discover Culture

The bowler

Objectives

- watch a video about an Indian cricketer.
- talk about cricket and my sporting hero.

Background

Cricket is played on a field between teams of eleven players. It is played with a ball, bats and two wickets (three sticks stuck in the ground with two pieces of wood on top of them). Cricket is played mainly in England and countries formerly under British rule, such as Australia and India.

Warm-up

- Write the following on the board:
They eat a lot of cake and chocolate.
They practise every day.
They go on lots of holidays.
They never give up.
- Check students' understanding of *give up*. Ask students to say which sentences describe the best sport stars.

- 1 • Ask students to open their books at page 82.
• Refer students to the photos and ask them to identify the sport.

Answers

b

- 2 • Put students into pairs.
• Ask some students to report their ideas to the class.
• Write students' ideas on the board.
- 3 **7.2** Ask students to read the information in 1–5.
• Play the video with the sound off.
• Students watch the video and order the information.
• Students compare their answers in pairs before you check answers with the class.
• Ask one student to come to the front of the class to write the events on the board in the correct order. Ask the rest of the class whether or not they agree with the order that the student at the board has given.

Videoscript

A lot of games are popular in India, but the number one sport is cricket! Like hockey, cricket started in England. It started 500 years ago. Today, kids all over India love playing it. Their dream is to become a famous cricket player. This is Fahim Adin. He's 22 years old. When he was a child, he played cricket with his six brothers. They still play together today. But now Fahim Adin wants to be a professional cricket player. He's a bowler. In cricket, the bowler throws the ball to the player with the bat. Fahim Adin is a *really* good bowler. He's fast; he's strong; and he can throw the ball over 160 kilometres per hour! But there's something else special about Fahim Adin. He's deaf. He can't hear. He uses sign language to communicate. Fahim Adin and his coach are preparing for a very important match. Fahim Adin *must* play well today because *this* man is watching him. He finds new players for professional cricket teams. Can Fahim Adin be a professional cricket player? *YES!!* Look at him! He plays the best game of his life. So what's next for Fahim Adin? Do you think his dream comes true?

Answers

- 1 players wearing normal clothes
- 2 a cow and lots of traffic nearby
- 3 nets
- 4 a trainer
- 5 children playing

- 4 **7.2** Before you play the video again, ask students if they can complete the gaps. This is only a quick test of memory. Students should not be discouraged if they cannot complete the gaps.
• Play the video.
• Students complete the text with the correct information.

Answers

- 1 one
- 2 500
- 3 22
- 4 six
- 5 160

- 5 **7.2** Ask a student to read out the four questions.
• Play the rest of the video so students can answer the questions.
• Check answers.

Answers

- 1 He's deaf. / He can't hear.
- 2 He uses sign language to communicate.
- 3 He plays the best game of his life.
- 4 He finds new players for professional cricket teams.

Your turn

- 6 • Read out the questions.
• Put students into pairs to ask and answer them.
• Ask a few students to report back to the class on what their partner said, e.g. *Martina thinks cricket is interesting.*
- 7 • Briefly tell students about your sporting hero.
• Read out the questions and then ask students to work alone to answer them.
- 8 • Put students into pairs.
• Give students a minute to tell one another about their sporting hero.



For homework, students could try playing this online cricket game:
<http://news.bbc.co.uk/sport1/hi/cricket/skills/6137400.stm>

Reading An article

Objectives

- read a text about the Highland Games in Scotland.
- learn about irregular plurals.
- talk about which events in the Highland Games I would like and not like to do.

Warm-up

- Books closed. Ask: *What are the most popular sports in your country?*
- Elicit answers and write them on the board.
- Ask students if they can name any unusual sports, i.e. sports that few people do and which, in global terms, do not attract a large television audience, e.g. bowls, handball, lacrosse or taekwondo.


Background

The Highlands is the name of a large region in the north of Scotland. It is known for its beautiful lakes and mountains, including Ben Nevis, which is the highest peak in the UK. A **kilt** is a short tartan (a woollen cloth with stripes of different colours) skirt worn by men in the Scottish Highlands.

- Ask students to open their books at page 83.
 - Put students in pairs and give them one minute to answer the questions about the photos. Tell students not to look at the text to find answers.
 - Alternatively, put videos of the sports on the interactive whiteboard instead of asking them to look at the photos. You can find videos of the sports on YouTube by putting in the name of the sport plus *Highland Games* into the search engine on that site.
 - Check answers.
 - You could tell students that a *caber* is a wooden pole and that the *o'* in *tug o' war* is an abbreviation of *of*, and that *tug* means *pull*.

Answers

It's Scotland.

-  **2.29** Read out the names of the four sports.
 - Give students a couple of minutes to scan the article to find the information about these sports.
 - Students can work in pairs to do the matching exercise.
 - Check answers.

Answers

1 c 2 d 3 a 4 b

- Give students a minute to read through sentences 1–6.
 - Ask students to work alone to do the exercise.
 - Students can compare answers in pairs before you check answers with the class.

Fast finishers

Students can write two additional true/false sentences, which you can then use as further practise with the class.

Answers

2 T 3 F (He was an 11th century king.) 4 T 5 F (In the past, people wore tartan to show which family they were from.) 6 F (Nowadays, people from all round the world compete in the events.)

Explore irregular plurals

4

- Ask: *What type of word is a 'plural'?*
- Elicit the answer and then explain that some plurals are irregular.
- Refer students to the nouns in the box.
- Students can work alone to find the plural forms of the words in the text and note which are regular and which irregular.

Fast finishers

Students can do the *Irregular plurals* exercises in the *Explore vocabulary* section of the **Vocabulary bank** on page 113.

Answers

men (I) children (I) teams (R) people (I) sports (R)
women (I)

Your turn

- Read out the two questions.
 - Put students into pairs to ask and answer the questions.
 - Encourage students to ask additional questions.
- Put students into small groups to think of traditional sporting events in their country.
 - If you think that students will not be able to think of any examples, set this exercise for homework. Students can then share their sporting events with the class in the next lesson.

Optional activity

- Students choose one of the sports in the texts on page 83 and do research on the Internet to find out more about the history, rules and nature of the sport they have chosen.
- Students can then share what they have discovered with a partner or with the class.



Set Exercise 4 on page 70 and Exercises 1, 2, 3, 4 and 5 on page 71 of the **Workbook** for homework.

Students can find out about another unusual sport or activity. They should prepare a short description, including the following information: what it is called, how many people are needed to do it, what equipment is needed to do it and which country is the best in the world at the sport.

Speaking Expressing interest


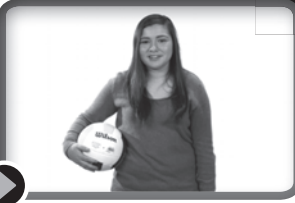
Objectives

- watch teenagers talking about their favourite sport.
- practise talking about the sport I did at the weekend.

Warm-up

- Books closed. Write: *Do you watch or do a sport at the weekend?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on their partner.

Real Talk: What's your favourite sport and why?


- 1  **7.3** Ask students to open their books at page 84.
- Tell students they are going to watch some teenagers answering the following question: *What's your favourite sport and why?*
 - Give students some time to look at the list of sports and then play the video.
 - Students work alone to tick the sports.
 - Students can compare answers in pairs before you check answers with the class.
- 


Videoscript

- Adult:** What's your favourite sport and why?
Steve: My favourite sport's swimming. I like being in the pool, and I love winning competitions.
Petra: My favourite sport is tennis because it's fast and fun.
Binny: I don't like sports very much, but football is okay. I like kicking the ball.
Evan: I love baseball. I usually play baseball with my friends but on the weekends I play basketball with my dad.
Rachel: I don't like playing sports. But I like watching sports.
Emily: I love playing volleyball. I'm the captain of my team. It's a lot of fun and we're really good friends.
Courtney: My favourite sport is soccer. I think I'm pretty good at it. My team practises twice a week and we play games on Saturday.
Freddie: My favourite sport is table tennis. I'm really good at it.
Adult: What's your favourite sport and why?

Answers


baseball football soccer swimming table tennis
tennis volleyball

- 2  Put students into pairs to ask and answer the question.
- You could then find out which is the most popular sport with the class as a whole.

- 3  **2.30** Give students time to read the question, then play the recording.
- Students compare answers in pairs before you check the answer with the class.



Answer

She went windsurfing.

- 4
- Refer students to the words and phrases in the *Useful language* box and check understanding.
 - Explain that when expressing interest, we need to get the intonation right. If our voice is flat it will either seem that we are not interested or that we are being sarcastic.
 - Put students into pairs and give them a couple of minutes to complete the conversation.
- 5  **2.30** Play the recording for students to listen and check their answers to Exercise 4.
- You could play the recording again, pause it after each of the words and phrases in the box, and ask students to repeat them.

Answers

1 How was it? 2 What happened? 3 Really? 4 Cool!


- 6  Students work in pairs to practise the conversation in Exercise 4.
- 7  Before students begin this exercise, teach the distinction between *fall off* and *fall down*. *Fall off* refers to dropping from something onto the ground, whereas *fall down* means to lose your footing and fall to the ground.
- Read through the instructions and make sure that students understand what they have to do. Encourage **stronger students** come up with their ideas.
 - Put students in pairs to practise their conversations. Monitor while students are practising their conversations.
 - Check that they are using the phrases from the *Useful language* box correctly.

Get it right!

Read out the information in the box.
You could elicit any other differences in vocabulary between British and American English that students know, e.g. *sweets* (UK) and *candy* (US), *pavement* (UK) and *sidewalk* (US), *autumn* (UK) and *fall* (US), *holiday* (UK) and *vacation* (US).

Optional activity

- Put students in pairs (A and B).
- Student A begins a conversation (following the model in Exercise 4), by asking *What did you do this weekend?*
- Student B mimes a response.
- Student A must guess the sentence the mime represents before moving on in the conversation.
- Students can then swap roles.

 For homework, students can use their smartphones to record a video diary of their weekend. They record their videos at the end of Saturday and Sunday, saying what they did each day. At the beginning of the next class, students can work in pairs and try to guess what their partner did at the weekend before watching the video to find out.

Writing A biography

UNIT
8

Objectives

- read a biography.
- learn about prepositions of time and place.
- write a biography of someone I know.

Warm-up

- Books closed. Write *biography* on the board and ask students what type of writing this is, e.g. the story of someone's life.

Background

The **World Championships in Athletics** were first held in 1983. In terms of prestige, they are second only to the Olympic Games. The World Championships were originally held every four years. However, since 1991, they have been held every two years.

- 1 • Ask students to open their books at page 85 and say, by looking at that photo, what sport Mohammed does.
• Tell students to read the biography quickly to check their answer.

Answers

He's a runner.

- 2 • Refer students to the information in the box and make sure that they understand each word or phrase. If necessary, explain:
record (noun): the best result achieved in a sport, e.g. *Usain Bolt holds the world records in the 100 m and the 200 m*;
medal: a small round piece of metal (typically gold, silver and bronze) given to athletes who finish first, second and third in a particular event.
• Ask students to work alone to do the exercise.
• Students can compare answers in pairs before you check answers with the class.

Answers

1 place and year of birth 2 sport(s) 3 medals and records 4 his/her future

- 3 • Refer students back to the text to find the answers.
• Students compare answers in pairs before you check the answer with the class.

Answers

2008 – He won his first international race in Nigeria.
the age of 19 – He won the gold medal at the 2013 World Championships in Moscow.
September 2011 – He broke his own record.
August 9, 2012 – He came sixth at the 2012 Olympics in London.
January 10, 1994 – He was born on that day.

- 4 • Read out the information about prepositions in the *Useful language* box.
• Check students' understanding by calling out dates, months, years, cities and events and asking students to say which prepositions are used, e.g. 16th January (*on*), April (*in*), 2012 (*in*), St. Petersburg (*in*), the Olympic Games (*at*).
• Ask students to complete the examples.
• Check answers.

Answers

on August 9th; **in** December; **in** 2014; **in** London; **in** Nigeria;
at the World Championships, **at** the age of 12

- 5 • Go through the first sentence with the class as an example.
• Ask students to work in pairs to complete the remaining sentences with the correct prepositions.
• Check answers.

Answers

1 in, on 2 At, in 3 at, in 4 in, on, in



Get Writing

PLAN

- 6 • Students should do their planning in class. The writing can either be done in class or at home.
• Tell students they are going to write a biography of someone they know.
• Refer students to the example biography in Exercise 1 and then ask them to work alone to make some notes.

WRITE

- 7 • Refer students to the language in Exercise 7. Make sure that students know how to use it before you ask them to write their description.
• Tell students to use the biography of Mohammed as a model to follow and to write at least 80 words.
• Give students ten minutes to complete the writing task.
• Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- 8 • Give students a few minutes to look through their biographies and check them against the points here.
• Collect students' biographies and mark them.
• Find examples of the best writing of each part of the biography (the start, the main part of the biography, the end). Put them on the board in a random order and get students to order them to make a model piece of writing.



For homework, students can use their smartphones to record an interview with someone at their school who is very good at a particular sport. (This student will have to speak some English, of course). Students can ask this person when they started doing the sport, which team or club they belong to, how often they do the sport, what medals they have won and what they would like to do in the future. At the beginning of the next class, students can play their interviews to a partner.
You can also set Exercises 1–10 on pages 72 and 73 of the **Workbook** for homework.


PE Outdoor sports and activities

Objectives

- read about outdoor sports and activities.
- learn the words for some pieces of equipment needed to do outdoor sports.
- make a poster about an outdoor sport or activity.


Warm-up

- Books closed. Write the following sports and activities on the board: *climbing, windsurfing, bungee jumping, horse riding, paragliding, canoeing*.
- Elicit information about each of the sports and activities and find out if anyone in the class does any of them.

- 1
- Ask students to open their books at page 121.
 - Put students into pairs to copy and complete the table.
 - If you have the Presentation Plus software, put the photos on the interactive whiteboard and ask students to come to the board in turn to do complete the table.
- 2
-  **2.42** Play the recording. Students listen to it, read the text and check their answers to Exercise 1.
 - Point out that *gym* is an abbreviation of *gymnasium*.

Answers

On land	In the air	In the water
horse riding	bungee jumping paragliding	windsurfing canoeing

- 3
- Refer students to the words in the box. Explain that they are examples of equipment, i.e. objects that we use when doing a particular activity.
 - Give students dictionaries and set a five-minute time limit for this exercise. Pair **stronger students** with **weaker students** to do this exercise.
 - Check answers. Write definitions of the words on the board.
- 4
-  **2.43** Before you play the recording, put students into pairs and ask them to say which sports requires which pieces of equipment seen in Exercise 1.
 - Play the recording for students to write down the sports and the equipment they use.

Audioscript

OK class, for the outdoor sports and activities school trip there are some special clothes and equipment you need to take. Can you listen and make a list please? Outdoor sports and activities can be dangerous so you must protect yourselves. You must have a helmet like this one. A helmet is a hard hat and it protects our head in lots of different sports like mountain biking, canoeing and climbing – so very important. Right, two more things you must take are goggles, to protect your eyes, and gloves to protect your hands. You need goggles and gloves for snow sports like skiing and snowboarding, so don't forget those. Next thing on the list is

special clothes for water sports. For those students who want to go surfing or windsurfing, you must take a wetsuit. A wetsuit is like a big swimming costume that covers your arms and legs and it keeps you warm in the cold water. Does anyone want to go canoeing? OK a few of you, well, you must take waterproof clothes to keep the water out. When we go canoeing we also wear a life jacket to keep us safe if we fall in the water. But don't worry; you don't need to take a life jacket. There are life jackets for all students at the activity centre. OK, that's it. Any questions?

Answers

goggles and gloves: skiing, snowboarding
wetsuit: surfing, windsurfing
waterproof clothes: canoeing
life jacket: canoeing

Optional activity

- Put students into pairs (A and B).
- Student A describes a word in the box in Exercise 3, e.g. *we wear this on our head*. Student B says the word, e.g. *helmet*.
- Students then swap roles.

Your turn


- 5
- Put students into pairs and ask them to choose a sport and then do some online research to find out the necessary information about it. Make sure that each pair chooses a different sport.
 - **Weaker students** could make a poster about a well-known sport such as cycling, whereas **stronger students** could focus on less well-known sports such as zorbing.
 - Give students 10 minutes to do their research and a further 15 minutes to make their poster.
 - If you have a small class, ask pairs to present their poster to the class. In a large class, one pair could present its poster to another pair.
 - Display students' posters on the walls of the classroom.
 - If you don't have access to the Internet, set it for homework.



7.4

Extreme Fishing

See page 138 for activities you can do with this video.

 Students can read this swimming pool poster and do the accompanying exercises.
<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/swimming-pool>



Kazakhstan's sporting success

Pre-reading

- Ask pupils to use pencils to make notes while reading the text. Pupils can write questions they have about the information or the used vocabulary.

Post-reading

- Read the text. Are these sentences true or false?
- Correct the false sentences.

- Boxers from Kazakhstan often win medals at the Olympics.
- 79 countries competed in the 2012 Olympic Games.
- Over 100 countries won medals.
- Kazakhstan didn't send many athletes to the Games.
- Kazakhstan won seven medals.
- Kazakhstan won gold medals in four types of sport.
- We know what will happen in the future.

- 2. Ask pupils to make a 'healthy habits' questionnaire for their friends and family thinking about their daily or weekly routine.

		Mum	Dad	Me	My friend
1	How often do you train sport?	5			
2	How often do you play football?	7			
3	Do you play tennis?				
4	Can you play chess?				
5					
6					
7					
8					

Kazakhstan's sporting success

Which sports do you like watching? Which sports do you play?

Kazakhs are becoming more and more famous for their success in sport. People probably know them best for boxing. Kazakhstan boxers often win more Olympic medals than any other country except Cuba and Russia. T

he 2012 Summer Olympics in London were Kazakhstan's best ever Olympics. 204 countries sent over 10,000 athletes to compete in 300 events. 79 countries won medals. From those 79, Kazakhstan finished twelfth in the list of 'countries with the most medals'. What a fantastic result! Which medals did they win?

115 Kazakh athletes went to the Games and they left with 13 medals. Seven were gold! So who are the athletes who were the best in the world? The most famous Kazakhstani cyclist, Alexander Vinokourov, won a gold medal, and there were also golds in boxing and weightlifting. Women did extremely well.

Three gold medals were in women's weightlifting, and one went to Olga Rypakova for athletics. What will happen at future Olympic Games? It will be very interesting to see. But everyone feels sure that Kazakhs will not be disappointed.

ABOUT THE OLYMPIC

GAMES The first Olympic Games were in Ancient Greece. They were always in Olympia and they probably began in 776 BC. They took place every four years, like the modern Olympic Games.



Holidays

Unit aims

I can ...

- talk about seasons and the weather.
- talk about future intentions.
- ask questions about future intentions.
- understand a conversation about holiday plans.
- talk about landscapes.
- make predictions about the future.
- make suggestions and express preferences.
- write an email about holiday plans.

Unit contents

Vocabulary	Weather
	Seasons
	Months
	Landscapes
	Collocations 2
Reading	Adjectives
	A web page
	► City of water
Language focus	A holiday brochure
	<i>be going to</i>
	Future with <i>will/won't</i>
Discover culture	► Alaska
Listening	A conversation
Speaking	Making suggestions
Pronunciation	► Real talk: <i>Where do you like going on holiday?</i>
	<i>going to</i>
	An email
Writing	Maths: Frequency tables and bar charts
CLIL	► Holiday in Australia

Be curious

- Books closed. Mime typical holiday activities, e.g. *sunbathing, swimming, taking photos*. Ask: *What am I doing?* Elicit the activities and write them on the board.
- Ask: *When do we usually do these activities?* Elicit *on holiday* and write the phrase on the board.
- Ask students to open their books at page 86.
- Ask students to say what they can see in the photo.
- Read out the three questions. Check understanding of *ideal*.
- Put students into pairs.
- Students ask and answer the questions.
- Check answers.

Suggested answers

The man is walking on the beach.
I like swimming in the sea and walking on the beach.
My ideal holiday is a beach holiday.

CEFR


SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	2 p87 1–3 p90 1–7 p92 1–5 p94
Reading	READING CORRESPONDENCE	1–3 p95
	READING FOR INFORMATION & ARGUMENT	1–3 p88 1–3 p93
	CONVERSATION	4 p94
Speaking	INFORMATION EXCHANGE	4 p87 5–7 p89 6–7 p90 5 p91 8–10 p92 2, 6–7 p94
	SUSTAINED MONOLOGUE: Describing Experience	5–6 p88 5–6 p93
	OVERALL WRITTEN PRODUCTION	4 p91
Writing	CORRESPONDENCE	4–6 p95
	VOCABULARY RANGE	1–4 p87 4 p88 4–5 p90 2–6 p92 4 p93 1–7 p96 5–6 p97
Communicative language competence	GRAMMATICAL ACCURACY	1–4 p89 1–3 p91 1–4 p97
	PHONOLOGICAL CONTROL	1–2 p87 6–7 p89 5 p90
	SOCIOLINGUISTIC APPROPRIATENESS	2 p95

Objectives

- learn vocabulary for the seasons and weather.
- talk about favourite months and seasons.

Warm-up

- Ask: *What is a 'season'?*
- Elicit the answer, e.g. *one of four periods of the year*, and then ask students if they can name the four seasons in English.

- 1  **2.31** Ask students to open their books at page 87.
- Refer students to the calendar. First, ask students to say when the seasons occur in their country and then ask them to work in pairs to complete the calendars with the months when the seasons occur in countries in the northern hemisphere.
 - If you have the Presentation Plus software, put the calendars on the interactive whiteboard and ask students to come to the board in turn to write the months underneath.
 - Play the recording again for students to repeat the words.
 - Remind students that north and south experience the seasons differently. When it is winter in the southern hemisphere it is summer in the northern hemisphere; when it is summer in the southern hemisphere it is winter in the northern hemisphere.

Answers

Spring: March, April, May

Summer: June, July, August

Autumn: September, October, November


Winter: December, January, February

Language note

Autumn is called *fall* in American English.

Optional activity

- Put students into pairs.
- Students ask and answer questions about what they usually do, wear and eat in each season.
- Ask some students to report back to the class on their partner.

- 2  **2.32** Write the following question on the board: *What's the weather like today?* Write whatever the answer is on the board, e.g. *it's rainy/sunny/cloudy*, and then ask students to look at the phrases in the box.
- Ask students to work in pairs to match the phrases with the pictures.
 - To **extend** the work on weather vocabulary, you could teach students *it's hot/cold* and show students how to talk about the temperature.
 - Encourage students to learn complete phrases in English, e.g. *wet weather*, when they learn vocabulary for a particular subject.
 - Play the recording for students to check their answers.
 - Play the recording again for students to repeat the words.

Answers

- 2 It's windy. 3 It's sunny. 4 It's foggy. 5 It's rainy.
6 It's cloudy. 7 It's snowy. 8 It's stormy.

Game

- Play *Noughts and crosses* using the seasons and weather vocabulary.
- See **Games Bank** on page 29.

Optional activity

- Put students into pairs.
- Students listen to this weather forecast and then do the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/weather-forecast>
- Students can then use the information on the BBC weather website to prepare a weather forecast for their country: www.bbc.co.uk/weather

Your turn

- 3 • Give students a few minutes to complete the chart.
- 4 • Put students in pairs.
- Students ask and answer questions about the information they put in the table in Exercise 3.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 114 and do the activities in *Log your memory!*

Optional activity

- Put students into small groups.
- Give each group a different country to research online.
- Give students up to 10 minutes to find out about the weather in three cities in different countries in the world. They could use the following website: <http://www.worldweathercompare.co.uk>
- Each group presents its findings to the class.



Set Exercises 1, 2, 3 and 4 on page 77 of the **Workbook** for homework.

Ask students to do this exercise to practise the weather vocabulary:

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/weather>

Students can keep a weather diary for a week.

At the end of each day, they should write a short description of what the weather was like, e.g.

It was cloudy in the morning and sunny in the afternoon. Students can take a photograph to put alongside each entry in their diary.

Reading A web page

Objectives

- read descriptions of holidays.
- learn holiday collocations.
- talk about my last holiday.


Warm-up

- Books closed. Write *adventure holiday* on the board.
- Elicit or teach the meaning of the phrase. Elicit activities people might do on an adventure holiday, e.g. *climbing, mountain biking*.

- 1
- Students open their books at page 88 and describe the photos.
 - Put students in pairs to ask and answer the question.
 - Ask some students to report back to the class on what their partner said.

Background

Patagonia is the great wilderness of South America. It is an enormous region located in southern Chile and Argentina, which extends all the way from the Andes to the Atlantic.

- 2
-  **2.33** Before students read the three posts, check their understanding of the following: *cabin* (a small wooden house often found in a wood), *countryside* (land away from urban areas either used for farming or left in its natural state) and *wildlife* (animals that are not domesticated and which live in the wild).
- Ask students to read the texts and work in pairs to match the texts with the photos.
 - Check answers.

Answers

Chloe – 1, 2, 3 Carla – 5 Ivan – 4

- 3
- Ask a student to read out the questions.
 - Elicit answers from the class. Ask students to read the text again to check their answers.
 - Alternatively, put students into pairs (A and B). Student As find the answers to questions 1, 2 and 3. Student Bs find the answers to questions 4, 5 and 6. Students then share their answers.

Answers

1 Chloe 2 Carla 3 Chloe 4 Ivan 5 Chloe and Carla
6 Carla

Explore collocations

- 4
- Refer students to the information in the table.
 - Students work alone to complete the table with expressions in the texts. Tell students to scan the texts for the verbs *stay*, *spend* and *take*.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 114 and do the *Explore vocabulary* activities on collocations.

Answers

stay in a cabin, in a tree house, in a hotel
spend two weeks
take summer clothes, camera, phones

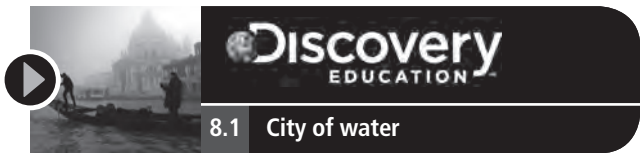
Your turn


- 5
- Give students a few minutes to make some notes on their last holiday. Students make notes on the information in Exercise 5. Encourage them to think of additional information, e.g. where they went or who they went with.
 - Monitor while students do this. Help with vocabulary as necessary.
- 6
- Before you put students into pairs to tell each other about their last holiday, elicit the questions they will need. Put the questions on the board, e.g. *Where did you go? Where did you stay? Who did you go with? How long did you spend there? What did you take with you? What did you do there?*
 - Ask some students to report back to the class on their partner's holiday.

Optional activity

- Students work in small groups to design a holiday advert.
- Students design their adverts on computers using PowerPoint, PosterMyWall or another poster-making site.
- They should describe a particular location in their country, write a description of it and come up with a slogan. Students should also illustrate their adverts with drawings or photographs.
- Display the adverts on the wall and ask the class to vote for its favourite.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What do you know about Venice?* Elicit ideas, e.g. *It's a city in Italy. It doesn't have any roads. People travel by special boats.*
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Put students into pairs to do some online research on Venice and find three places in that city that they would like to visit.
- See page 131 for further activities you can do with this video.

Answers

There are no cars in Venice.
People in Venice walk and travel by boat (called gondolas).
People wear colourful clothes and masks for Carnevale.



Set Exercise 4 on page 78 and Exercises 1, 2, 3, 4 and 5 on page 81 of the **Workbook** for homework.

Language focus 1 *be going to*

Objectives

- learn the affirmative, negative and question forms of *be going to*.
- talk about future plans.

Warm-up

- Books closed. Write *I'm going to watch a film tonight* on the board. Elicit that the sentence is about the future and explain that we use *be going to* to talk about future plans and intentions.

- Ask students to open their books at page 89 and copy the chart into their notebooks.
 - Students work in pairs to complete the sentences by referring to the text on page 88.
 - For further information and additional exercises, students can turn to page 106 of the **Grammar reference** section.

Answers

	I	He / She / It	We / You / They
+	I am going to swim every day.	My dad is going to build a web page.	We are going to explore Thailand.
-	I am not going to take summer clothes.	She isn't going to come with us.	We aren't going to take our mobile phones.
?	Am I going to build a web page?	Is he going to ride an elephant?	Where are you going to stay ?

Language note

Going to go is rarely used in spoken English. It is more customary to say *I'm going to the cinema* rather than *I'm going to go to the cinema*.

- Complete the first sentence with the class as an example.
 - Ask students to work in pairs to complete the remaining sentences.
 - Check answers.

Answers

2 are 3 aren't 4 isn't 5 are

Game

- Play *Expanding Sentences* using *be going to*.
- See **Games Bank** on page 28.

- Ask a student to read out the example.
 - Put students into pairs and ask them to write the remaining questions.
 - Check answers.

Answers

2 Are you going to watch TV tonight? 3 What are you going to watch? 4 When are they going to do their homework? 5 Where are we going to go on holiday this year?

- Ask students to work alone to match the questions in Exercise 3 with the answers in Exercise 4. There is one extra answer that students don't need.
 - Students can compare answers in pairs before you check answers with the class.

Answers

2 e 3 b 4 a 5 c

Your turn

- Ask students to work alone to change the questions in Exercise 3. Explain that they can change the verb or the time expressions.
 - They then work pairs to ask and answer questions about their future intentions.
- Give students a couple of minutes to write sentences about their partner based on the information they were given in Exercise 5.
 - Monitor while students do this and check that they are forming *be going to* correctly.

Say it right!



2.34 Refer students to the information in the **Say it right!** box.

- Play the recording and ask students to repeat the sentences.

- Ask students to work in pairs to ask and answer the questions from Exercise 3 they have transformed in Exercise 5.
 - Monitor while students do this and check that they are using *gonna*.
 - Ask some students to report back to the class on what their partner said.

Optional activity

- Ask students to think about their plans and intentions for the year ahead. Students then text you one sentence about the plan or intention they are most excited about, e.g. *I'm going to visit my cousin in Australia*.
- Read out the texts in turn and ask students to match them to the correct person.



Set Exercises 1, 2, 3 and 5 on page 78 of the **Workbook** for homework.

Listening and Vocabulary

Objectives

- listen to a conversation about planned holidays.
- learn vocabulary to describe landscapes.
- talk about holiday destinations.

Warm-up


- Books closed. Ask: *What country is visited most often by tourists?*
- Elicit students' ideas and put them on the board. Explain that France is visited most often by tourists.

A conversation

- 1
- Ask students to open their books at page 90.
 - If you have the Presentation Plus software, put the photographs on the interactive whiteboard and then go through the three questions with the class.

Suggested answers

- A a lake in Scotland B Patagonia in Argentina
C a beach in Thailand D a desert in Namibia


- 2
-  **2.35** Read out the question and play the recording.
 - Students compare answers in pairs before you check answers with the whole class.

Audioscript

- Ivan:** Hey, Chloe, are you ready for your adventure holiday in Scotland?
- Chloe:** Yes, I think so. I'm really looking forward to it, but I'm a little bit worried about the weather.
- Ivan:** Oh, don't worry. I'm sure the weather will be fine. It's summer!
- Chloe:** I know it's summer – summer in Scotland! I'm going to pack a lot of warm clothes.
- Ivan:** It'll be great, Chloe.
- Chloe:** Yes, I went last year, so I know I won't be disappointed. I'm going to take my camera this year. I think I'll take lots of photos of forests and rivers.
- Ivan:** I'm going to take my camera to Patagonia.
- Chloe:** Oh, yes! I forgot about that. Your dad's going to make a web page for you, isn't he?
- Ivan:** Yes, he is. I hope my photos will be good enough to put on the Internet.
- Chloe:** I'm sure they'll be great, Ivan. You're a good photographer.
- Ivan:** Thanks. There are some amazing mountains and beautiful lakes in Patagonia.
- Chloe:** What will the weather be like there?
- Ivan:** It'll be quite cold, I think.
- Chloe:** Are you going to travel with your family?
- Ivan:** No, I'm not. I'm going with my friends – and I'll probably make new friends when I'm there, too.
- Chloe:** Are you going to take photos of animals as well?
- Ivan:** I'm going to try. I hope we'll see some penguins, and maybe a killer whale, or two.
- Chloe:** That'll be amazing. Did you hear that Carla and her family went to Thailand?
- Ivan:** Yes, I saw her last week. She showed me her photos.
- Chloe:** Did she have fun?
- Ivan:** She loved it. They spent a few days in the jungle and then they spent the rest of the time on the beach! She went swimming in the sea every day.
- Chloe:** Oh, that sounds wonderful! Maybe I won't go to Scotland again next year. Maybe I'll go somewhere warm!
- Ivan:** Will you go to Thailand?
- Chloe:** Yes, maybe I will.

Answers

They don't talk about the desert.

- 3
-  **2.35** Give students time to read through the sentences.
 - Play the recording again.
 - Ask students to work in pairs to do the exercise.
 - Check answers.

Answers

- 1 T 2 F (She's going to visit Scotland in the summer.)
3 F (She's going to take a lot of photos) 4 T 5 T
6 F (She loved it.)

Landscapes


- 4
- Teach the meaning of *landscape*. Read out the words in the box and check understanding.
 - Ask students to work in pairs to do the exercise.
 - Check answers.

Answer

river, jungle, forest

Language note

A *jungle* is a type of *forest*. A forest is a dense area of trees, whereas a jungle is a tropical forest.

- 5
-  **2.36** Play the recording. Students listen to it and repeat the words.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 114 and do the activities on *Landscapes*.

Game

- Play *The picture game* using the vocabulary for landscapes.
- See **Games Bank** on page 29.

Your turn

- 6
- Give students a few minutes to choose a holiday destination and write notes on why they want to go there.
 - Monitor while students write their notes.
- 7
- Put students into pairs.
 - Students take it in turns to read out their descriptions for their partner to guess the location being described.



Set Exercises 1, 2, and 3 on page 79 of the **Workbook** for homework.

Language focus 2 Future with *will/won't*

Objectives

- learn *will/won't* for prediction.
- talk about the future using *will/won't*.

Preparation

- Bring loose sheets of paper for each student in the class and a plastic bag.

Warm-up

- Books closed. Ask: *What do we use 'be going to' to talk about?* Elicit that we use it to talk about future plans and intentions.
- Elicit an example sentence, e.g. *I'm going to visit my grandparents this weekend*, and then add to it, e.g. *I think I will have a good time*.
- Highlight the verb *will* and explain or elicit that we are using it in this sentence to make a prediction.
- You could then tell students that *will* is usually used in the abbreviated form *'ll*. Drill the pronunciation by saying simple phrases for students to repeat, e.g. *We'll win, I'll see it, They'll lose*. You could then introduce the negative by changing these phrases, e.g. *We won't win, I won't see it, They won't lose*.

- 1 • Ask students to open their books at page 91.
• Tell students that the gapped sentences are from the listening on page 90. Ask: *What can you remember from the listening?*
• Ask students to copy and complete the sentences.
• You can either play the recording for students to check their answers or simply confirm that the answers students give are correct.
• For further information and additional exercises, students can turn to page 106 of the **Grammar reference** section.

Answers

	I / You / He / She / It / We / They
+	I think I ll take my camera.
-	Maybe I will go to Scotland next year.
?	What will the weather be like?

Language note

You could point out that *won't* /wəʊnt/ is not pronounced in the same way as *want* /wɒnt/.

- 2 • Ask a student to read out the example sentence.
• Put students in pairs and ask them to complete the remaining sentences.
• Check answers.

Answers

2 won't be 3 'll have 4 won't see 5 won't enjoy

- 3 • Ask a student to read out the gapped email.
• Whenever the student comes to a gap, he or she chooses a student and says *What verb goes here?* If that student does not know the answer, he or she says *pass* and the first student asks someone else for the answer.

Answers

1 'll have 2 will make 3 'll like 4 'll leave 5 'll walk
6 won't rain

Your turn

- 4 • Make some predictions about your own life using the verbs *I think, I hope, I'm sure, I don't think* and the information in the box.
• Write your sentences on the board.
• Ask students to work alone to write their own sentences using words from both boxes.

Optional activity

- Teach the meaning of *horoscopes*.
- Give each student a sheet of paper.
- Tell students they have ten minutes to write a horoscope for someone in the class (they don't know who), e.g. *You will find some money. Your football team will win 4-0*.
- Collect the pieces of paper, fold them and put them in a plastic bag.
- Each student then takes a piece of paper at random and reads it aloud. That is their horoscope for next week.
- Students can then work in small groups and write a horoscope for you.

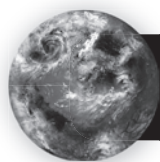
- 5 • Put students into pairs.
• Ask students to ask and answer questions using the information in the boxes in Exercise 4.
• Ask some students to report back to the class on what their partner said.

Optional activity

- Ask students to work alone to write five predictions. Their predictions could be about anything that interests them, e.g. *Argentina will win the World Cup*.
- Put students into pairs.
- Students read out their predictions to each other.
- The student listening to the prediction must say *I agree!* or *I disagree!*
- If the student disagrees, he or she must offer an alternative prediction, e.g. *I think Germany will win the World Cup*.



Set Exercises 1, 2, 3, 4 and 6 on page 80 of the **Workbook** for homework.



Discover Culture

Alaska

Objectives

- watch a video about adventure holidays in Alaska.
- talk about extreme sports and why people like to come to my country on holiday.

Background

Alaska is in the northwest of North America. Purchased from Russia in 1867, it became a state in 1959. The **Northern Lights** is the familiar name for the aurora borealis, a phenomenon caused by electrically charged solar particles entering the earth's atmosphere.

Warm-up

- Write: *North America* on the board. Ask: *How many cities can you name in North America?*
- Put students into small groups and give them one minute to write down places.
- Find out which group came up with the most correct places.

- Students open their books at page 92.
Refer students to the map and the photo. Elicit answers to the three questions.

Suggested answers

Canada is next to Alaska, but Alaska is part of the United States of America.

- Read out the four extreme sports and ask students to say what they know about them.
Do the matching exercise with the whole class.

Answers

1 b 2 a 3 c 4 d

- Read out the words and phrases in the box. Check understanding. Elicit some example sentences using the words and put them on the board.
Ask students to work alone to make a note of the things in the box that they expect to see in the video.

- ▶ 8.2 Play the first part of the video without the sound for students to check their answers to Exercise 3.

Videoscript

Alaska! This ... is where I'm going on my next holiday. Maybe you're thinking, 'You're going there? On holiday? You're visiting that cold place with all that ice and snow ... for fun? Where's the beach? Where's the sunshine? Where are the hotels and the restaurants?' Well, to me, this cold place – Alaska – is the perfect place. And I'll tell you why! Alaska is next to Canada, but it's actually part of the United States. It is the *biggest* state in the USA. Alaska has some incredible landscapes. And a very good way to see them – is from the sky! When I go to Alaska, I'm going to parachute over *glaciers*! You know, those big mountains of ice that move very, very slowly. It's a beautiful ride in the sky but a bit dangerous. Glaciers have a lot of holes, so it's not easy to land. But I can't wait to try it! I'm going to ski, too. Skiing in Alaska is great!

You can go so *fast* down the mountains there. Isn't it amazing? I'm also going to try *this*! The water is *very* cold, but kayaking on those rivers is so exciting! You must be very strong and fast to go kayaking here. At night, I'll camp – and I'll see the Northern Lights if I'm lucky. Look! Aren't they spectacular? So, you see? There'll be so much to do in Alaska, but you must love being outside in the ice, snow and cold. So, do you want to come with me?

Answers

icebergs a volcano a mountain top the Northern Lights a glacier

- ▶ 8.2 Students work in pairs to complete the gaps with the words and phrases from the box.
Play the video with the sound and check answers.

Answers

2 cold 3 exciting 4 a lot of 5 sports 6 snowy
7 mountains

- Do this with the class. Read out the paragraph and ask students to say *Stop!* when you come to a positive adjective.

Answers

great, exciting, spectacular, amazing, incredible, beautiful, perfect, good, strong, easy, good, lucky

- ▶ 8.2 Play the video again and ask students to write down the sports, deciding on the order they want to do them.
Students compare their ideas in pairs.

Your turn

- Read out the example.
Put students in pairs to ask each other about which of the extreme sports they'd like to try.
Ask some students to report back to the class on their partner.
- Elicit further example of extreme sports and put them on the board, e.g. *kitesurfing* or *caving*.
Put students in pairs to ask each other about which of the extreme sports they'd like to try.
- Give students a couple of minutes to write a list explaining why people like to come to their country.
Put students into pairs so they can compare lists.
Ask some students to tell the class about their partner's ideas.



Students find out about a sport in the Winter Olympics for homework, e.g. ice skating, ice hockey, cross-country skiing. Students find out the basic rules, the equipment needed and who is the current gold medal holder. Students share what they find out in small groups in the next lesson.

Reading A holiday brochure

UNIT
9

Objectives

- read about summer camps in the USA.
- learn adjectives used to describe positive experiences.
- compare my own summer holidays with the description of what happens at the summer camp.

Background

Summer camps are not so common in the UK, but they are a significant part of American cultural life. Millions of American children attend camps each summer and camps have provided the setting for many films and books. Children at camps in the USA do everything from sports to music to hiking and canoeing. At some camps they even study.

Warm-up

- Books closed. Draw a tent on the board.
- Elicit or teach the word *camp*.
- Ask students if they go camping. If any student do, ask them what they like or dislike about camping.
- Ask: *Do you know what a summer camp is?*

- 1 • Ask students to open their books at page 93.
• Refer students to the five photos and elicit the activities shown in them.

Suggested answers


canoeing, music classes, ICT classes, volleyball, horse riding

- 2 • Read out the five titles and then ask students to work in pairs to match the descriptions with the titles.
• To help **weaker students** you could do the first one as an example.
• Ask **stronger students** to think of an alternative title for each of the five descriptions.

Answers

The brochure is describing various summer camps in America.

A 3 B 1 C 5 D 4 E 2

- 3  **2.37** You could test students' memories by asking how many of the six questions they can answer without looking back at the text.
• Ask students to work alone to read the text and answer the questions.
• Encourage **stronger students** to pay attention to the way the text has been organised, e.g. the title, the use of paragraphs, the length of the sentences. How does the way a text has been organised affect the way students read it?
• Students can compare their answers in small groups before you check answers with the class.

Answers

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

Optional activity

- Students read the text again and decide which of the summer camps they would most like to go to and why.
- Students then share their ideas with a partner.
- Ask some students to report back to the class on what their partner said.

Explore adjectives

- 4 • Read out the adjectives and go through the meaning of each in turn.
• Allow **weaker students** to find out how the words translate into their language.
• Elicit example sentences with these adjectives and put them on the board.
• Ask students to work in pairs to find out what the adjectives describe in the text.
• Check answers.
• To **extend** this work, you could ask students to turn to the **Vocabulary bank** on page 114 and do the *Adjectives* exercises in *Explore vocabulary*.

Answers

popular summer camps perfect introduction
special concert amazing technology luxury cabins
excellent horse rider

Game

- Play *Could you spell that, please?* using the adjectives in Exercise 4.
- See **Games Bank** on page 28.

Your turn

- 5 • Read out the example sentence.
• Give students a few minutes to write their sentences about the differences between their holidays and the summer camps.
• Monitor and help with vocabulary as necessary.
- 6 • Put students into pairs.
• Students read their descriptions out to one another.
• Ask some students to report back to the class on their partner.
• You could then ask the class to vote on whether they would like to spend a few weeks at an American-style summer camp.

Optional activity

- Put students into small groups to design their own summer camp.
- Students must give their camp a name and come up with a theme for it, e.g. sport, music or film, and a programme of activities.
- Students design a poster advertising their camp using PowerPoint, PosterMyWall or another poster-making site.
- Groups present their posters to the class.
- Display the posters on the wall and ask the class to vote for its favourite.



Set Exercise 5 on page 80 of the **Workbook** for homework.

Speaking Making suggestions



Objectives

- watch teenagers talking about where they like going on holiday.
- practise making suggestions.

Warm-up

- Books closed. Write *places we can go* and *things we can do on holiday* on the board.
- Elicit students' ideas, e.g. places: beach, city, mountains; things to do: swim, sunbathe, take photos, do sports, visit museums and historical monuments. Write the expressions on the board.

Real Talk: Where do you like going on holiday?


- 1  **8.3** Ask students to open their books at page 94.
- Tell students they are going to watch some teenagers answering the following question:
Where do you like going on holiday?
 - Refer students to the list of countries and then play the video.
 - Students work alone to tick which countries the teenagers like going to.
 - Students can compare answers in pairs before you check answers with the class.
- 


Videoscript

- Adult:** Where do you like going on holiday?
Emily: On holiday, I like going to the seaside because it's fun and hot and I like going in the water.
Rachel: I like going to Turkey because it's warm and you can go scuba diving.
Freddie: In the summer, I like going to the Caribbean on holiday. I love beaches and I love swimming. But in the winter, I like staying at home.
Steve: On vacation, I like going to Florida. I love the warm weather and I like snorkelling with all the colourful fish.
Petra: I like going on vacation to Barbados with my mother. I like going there because it's an island, it's really beautiful and my grandmother lives there.
Evan: Well, for vacation, I usually like to go up to Vermont and hang out with my friends and family. In Vermont, we usually snowboard, ski, drink hot cocoa, stuff like that.
Courtney: I like going to my cousins' house on vacation. We go biking and play outside.
Binny: I like going to Ireland on holiday. My uncle lives there; he's got a really nice house near a lake. Sometimes we go fishing in the lake.
Adult: Where do you like going on holiday?

Answers


Florida Ireland Turkey Barbados

- 2  Ask students to work in pairs to ask and answer the question. Encourage students to ask additional questions, e.g. *Why do you like going there?* *What do you like doing there?*
- Ask some students to report back to the class on what their partner said.

- 3  **2.38** Give students time to read the question, then play the recording.
- Students can compare their ideas in pairs before you check the answer with the class.


Answer

Mia – she wants to go to Portugal.

- 4
- Go through the phrases in the *Useful language* box and check understanding.
 - Ask students to work in pairs to complete the conversation with the phrases.
- 5  **2.38** Play the recording again for students to check their answers to Exercise 4.

Answers


1 do you want to go 2 What about 3 I'd prefer
4 Why don't we 5 That's a good idea 6 Let's

- 6  Ask students to work in pairs to practise the conversation. They can read the conversation twice, taking a different part each time.

Background


Dundee is a city in the northeast of Scotland. It is the fourth largest city in Scotland.

Cortina d'Ampezzo is a resort for winter sports in the Dolomites in northeast Italy. It hosted the Winter Olympics in 1956.

- 7  Read through the instructions and make sure that students understand what they have to do.
- Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

Optional activity

- Put students into small groups.
- Students write and then film on their phones a short advertisement encouraging tourists to come to their country. They can use the phrases for making suggestions introduced in the *Useful language* box, e.g. *Let's go to Brazil!* *What about travelling to Russia?* *Why don't you visit Turkey?*
- Students make their advertisements in whichever way appeals to them, e.g. by using music, a voiceover or a student talking directly to camera. They must include a slogan at the end of their advertisement, e.g. *The United Kingdom: the home of fish and chips.*

-  For homework ask students to write a short dialogue between a travel agent and a particularly difficult customer who finds fault with all the travel agent's suggestions. Remind students to use *Useful language* expressions from the lesson.

Objectives

- read an email.
- learn how to start and finish an email.
- write an email about my next holiday.

Warm-up

- Books closed. Ask: *Can you guess where I'm going for my next holiday?*
- Give students clues. Start with a difficult one before making them easier until they guess the destination. It doesn't matter if you are actually going on holiday to the place or not.

Background

Rio de Janeiro is a port city in southeast Brazil. It is known around the world for Copacabana Beach, Sugarloaf Mountain and its annual carnival. It was the capital of Brazil until 1960.

Paraty is a town on the Costa Verde is a town on the Costa Verde, south of Rio. It is known for its colonial architecture and beaches.

- 1 • Ask students to open their books at page 95 and look at the photo of Rio.
 - Ask: *How many places in Brazil do you think Simon is going to visit on his holiday?*
 - Give students a minute to scan the email to find the answer.
 - Check answers.
 - You could then use the interactive whiteboard to show students a few photos of Paraty (e.g. www.paraty.com.br/us) and use these to revise the landscape words introduced on page 90, e.g. hill, beach, sea, jungle, forest.

Answers

two places – Rio and Paraty

- 2 • Give students a minute to read through the questions.
 - Ask students to work alone to read the email and answer the questions.
 - Students can compare their answers in pairs before you check answers with the class.

Answers

1 I'm going to go to a Brazil! 2 I'm going to go with my parents, my sister and my granddad. 3 We're going to fly to Rio. 4 We're going to stay with Dad's friend, Cristiano. 5 Then we're going to drive south to a city called Paraty and go to the beach there. 6 We'll stay there for a week, I think.

- 3 • Ask: *What phrases can we use to start and finish an email?*
 - Elicit students' ideas and write them on the board.
 - Read out the information in the *Useful language* box and then ask students to work alone to find examples of the phrases referred to in the box in the email in Exercise 1.
 - Check answers with the class.

Answers

start – Thanks for your email.
finish – Write again soon,

Optional activity

- Put students into pairs and ask them to look at the website for the town of Paraty (www.paraty.com.br/us).
- Using the website to help them, students plan a weekend in and around the town.
- Students talk about their plans using *be going to*, e.g. *On Saturday morning, we're going to visit the historic centre of Paraty.*
- Students can then tell another pair about their plans.



Get Writing

PLAN

- 4 • Students should do their planning in class. The writing can either be done in class or at home.
 - Tell students they are going to write an email to a friend about their next holiday.
 - Refer students back to the information Exercise 2 and then ask them to work alone to make notes about their next holiday.

WRITE

- 5 • Refer students to the language in Exercise 5. Make sure that students know how to use it before you ask them to write their emails. You could elicit example sentences using the language and write the sentences on the board.
 - Tell students to use Simon's email as a model to follow and encourage them to write at least 90 words.
 - Give students ten minutes to complete the writing task. Remind students that they should aim to make their writing easy to follow for the reader.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- 6 • Give students a few minutes to look through their emails and check them against the points here.
 - Alternatively, students check their partner's email.
 - Collect students' descriptions and mark them.

Optional activity

- Students swap their emails with a partner and write a response to their partner's email.
- Monitor while students do this and help with vocabulary as necessary.



For homework, students can read this email about a holiday and do the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/travelling-abroad> You can also set Exercises 1–12 on pages 82 and 83 of the **Workbook** for homework.

Maths Frequency tables and bar charts

Objectives

- read about frequency tables and bar charts.
- make a frequency table and bar chart.

Warm-up

- Books closed. Write _____ on the board.
- Elicit letters from students until the word *information* has been completed.
- Ask: *What is 'information'?* Elicit answers and write them on the board, e.g. *facts about something or someone*.

- 1 • Ask students to open their books at page 122 and explain that they are going to read about how we can organise information graphically.
- Refer them to the picture and then ask them to read the explanations of *data total* and *frequency*. Point out that the *data total* refers to the total number of sports represented in the picture by the different icons, whereas *frequency* refers to how many icons there are for each sport, with the icons representing the number of students who like the sport in question.
- Read out the two questions.
- Ask students to work in pairs to answer them.
- Check answers.

Answers

- 1 The data total for Class 1B is 30.
- 2 The frequency of tennis is 2.

- 2 • Point out the examples in the table (*football* and *tennis*). Ask students to check with the picture in Exercise 1 that these figures are correct.
- Ask students to work in pairs to complete the table with the frequency of each sport.
- Check answers.

Answers

cycling – 6 rollerblading – 4 basketball – 6
swimming – 3 total – 30

Optional activity

- Do a survey to find out the class's favourite sports.
- Students can then work in pairs to make a frequency table (using the example in Exercise 2 to help them) showing the results of the survey.
- Pair **stronger students** with **weaker students** to do this activity.

- 3 • Explain that a bar chart is a graph that uses parallel bars of differing lengths to represent information.
- You may want to play students this song to help them understand the idea of a bar chart: <http://www.bbc.co.uk/learningzone/clips/bar-graphs-explained-through-a-song-special-chart-on-my-bedroom-wall/2941.html>
- Point out that the information in the bar chart in Exercise 3 is the same as that in the frequency table in Exercise 2.

- Teach the meaning of *horizontal* and *vertical* by drawing a right-angled triangle on the board and labelling it. Explain that the line that points up is the *vertical* line while the line that is level and flat is the *horizontal* line.
- Ask students to work in pairs to answer the questions.
- Check answers.

Answers

- 1 The frequency of *basketball* is wrong.
- 2 X is a horizontal line. Y is a vertical line.

Optional activity

- Students can then work in pairs to make a bar chart showing the results of the survey into the class's favourite sports.
- Encourage them to use the example in Exercise 3 to help them. Pair **stronger students** with **weaker students** to do this activity.

Your turn

- 4 • Put students into pairs.
- Write the following question on the board: *Where are you going on your summer holidays?*
- Ask students to stand up, walk around the class and ask each other about where there are going on their summer holidays.
- Give students ten minutes to make a frequency table and bar chart to graphically represent the information they collect.
- Monitor while students do this. Help as necessary.

Optional activity

- Ask students to find another way of presenting the information they gathered about summer holidays, such as a pie chart.
- Students could make their pie charts using Microsoft Excel, OpenOffice Calc or one of the following websites: www.meta-chart.com/pie or <https://imgflip.com/piemaker>



Discovery
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8.4 Holiday in Australia

See page 139 for activities you can do with this video.



For homework, ask students to find out the average daily temperature in a capital city of their choice in July last year. Students can then make a frequency table to show their findings.

9

Amazing adventures

Pre-reading

- Start the lesson with the question "What do you know about the ADVENTURES ". Write the pupils' ideas on a poster.

Reading

While reading ask pupils answer the questions.

Read the text, then answer these questions.

- Where are the 'singing dunes'?
- Where did Emma stay on the steppe?
- What animals did she see?
- What did Emma think about her rafting trip?
- Did Emma cycle to North Inylchek Base Camp?
- How did she feel after her trip to the canyons?
- What was the best part of her holiday?

Keys:

- 1. about 180 km from Almaty
- 2. in yurts for three nights
- 3. rabbits, eagles, foxes,
- 4. It's quite scary
- 5. No
- 6. She enjoyed this trip.
- 7. Mountain biking in the mountains and canyons.

Post-reading

- When you make sure all the pupils know the text content work on the following tasks.
- Return to the poster you have done at the beginning of the lesson. Ask pupils to have a 3-minutes speech on the topic using the ideas on the poster.

Emma's holiday blog

Walking on the singing dunes

The 'singing dunes' are about 180 kilometres from Almaty. I didn't understand how a desert can 'sing' until I stood on the sand and listened to the sound that it makes. Incredible!

Exploring the steppe

We stayed with a local family in yurts for three nights. They took us on their horses to explore the grasslands, or 'steppe'. We saw lots of rabbits! We also met our host family's eagles. They use them to hunt rabbits and foxes. In the evening, we ate with the family and they played traditional music for us. They were so kind that we didn't want to leave!

White water rafting on the Chilik river

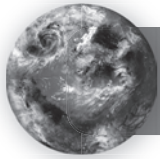
Rafting on the Chilik river in a big rubber boat was cool. We got very wet and at times I thought we were all going to fall in the river! It's quite scary when the water's flowing fast.

Biking in the mountains and canyons

This was, for me, the best part of our holiday. We travelled by helicopter and the ride was spectacular as we flew to North Inylchek Base Camp (4,000 metres). When we arrived, we had lunch and took photos of Kazakhstan's highest mountain – Khan Tengri. Then it was time to go down the mountain again – this time by bike! After that, we spent four days cycling along some fantastic canyons. The photo is of my new friend Yerden at Temirlik Canyon. My muscles were aching at the end, but I really enjoyed myself.

ABOUT ABOUT KHAN

TENGRI Khan Tengri is 7,000 metres high. Its name means 'King Heaven' or 'Lord of the Sky'. It is on the border between Kazakhstan, Kyrgyzstan and China. A Ukrainian team first climbed Khan Tengri in 1931.



Language focus video activities and key

1 City of water

Summary

In the northeast of Italy, there is a city of canals: Venice. There are no cars here, only special boats called *gondolas*. We see Venice in winter, during its famous festival, Carnevale, with people in masks and dressed in elaborate costumes. At night, we accompany a Venetian to a typical party.

Background

Venice had success in the Middle Ages as a city-state and was a considerable commercial and maritime power in Europe. It became part of a unified Italy in 1866.

Before you watch

1 Answer the question.

- Ask the class: *What do you know about Venice?*
- Elicit students' answers and write them on the board.
- If you have access to the Internet and an interactive whiteboard, put some pictures of Venice up and ask students to say what they think of them.

Suggested answers

It's a city in Italy. It doesn't have any roads. People travel around the city by special boats called *gondolas*. It's popular with tourists.

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about Venice.
- Ask students to watch the video to find out what people wear during the festival.
- Play the video.

Answer

They wear colourful clothes and masks.

3 Watch and say what the numbers refer to.

- Play the video again for students to watch and note down what the following numbers refer to:
60,000 118 177 1162 500
- Students can compare answers in pairs before you check answers with the class.

Answers

- 1 Every day 60,000 people visit Venice.
- 2 Venice has 118 islands.
- 3 There are 177 canals in Venice.
- 4 The first Carnevale in Venice was in 1162.
- 5 There are 500 people at the party.

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Would you like to visit Venice? Why? Why not?
 - b What mask would you like to wear to the Venice Carnevale?
- Ask some students to report back to the class on their partner's ideas.

At home

5 Design your own mask for Carnevale.

- Tell students to design their own mask for Carnevale.
- Students should try to make their masks as colourful and imaginative as possible. They could make masks of famous people, animals or characters from cartoons.
- Students can then wear their masks to the next lesson.

6 Find out about the oldest festival in your country.

- Students find out about the oldest festival in their country.
- They should find out when it started, how it started, where it takes place, what happens, how many people go, etc.
- Students can then compare what they find out with a partner in the next lesson.



City of Water

Today we're going to the north-east of Italy, to the city of Venice. Every day, 60,000 people visit this 'city of water'. Venice is a group of islands – 118 islands. It has streets of water, called canals. There are 177 canals here – and no cars. People here walk and travel by boat.

These people are riding in special Venetian boats called *gondolas*. These boats can go everywhere because they're very narrow. It's winter in Venice now. It's cold, rainy, and foggy. So why are there thousands of people here – in *February*? Because they're going to Venice's big festival – Carnevale! The first carnevale in Venice was in 1162. It was a religious festival – but now it's just a big party.

People wear colourful clothes and masks. These mysterious masks hide their faces. Who *are* these people? No one really knows. This is Venice at night. This is Alessandro. And this is Antonia. *Alessandro, buona sera.*

Antonia is going to a party for Carnevale. The party is *huge*. There are 500 people! These parties are very special. They are a Venetian tradition.

That's Venice – the city of water, and the city of light!

2 Shark attack

Summary

There are many different types of shark and some can be quite dangerous. We see divers and scientists interacting with sharks, taking the necessary precautions and then finally encountering a Greenland shark with some unusual features.

Background

Films and media reports help sustain the idea that sharks are rapacious killers, but in reality shark attacks on human beings are rare.

Before you watch

1 Answer the question.

- Ask the class: *Can you think of the names of any sharks?* Elicit student's answers. Accept answers in L1.
- Write students' answers on the board.

Suggested answers

great white shark, hammerhead shark, tiger shark

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about scientists researching sharks.
- Ask students to watch the video to find out which shark the scientists find.
- Play the video.

Answers

a Greenland shark

3 Watch and choose.

- Write the following on the board:
 - The *sand* / *whale* shark is very big.
 - The *hammerhead* / *sand* shark is very different.
 - Greenland sharks live in the *Pacific* / *Atlantic* Ocean.
 - Greenland sharks can be around 4 / 7 metres long.
 - Greenland sharks have *big* / *small* teeth.
- Play the video again. Students watch and choose the correct answers. Check answers with the class.

Answers

1 whale 2 hammerhead 3 Atlantic 4 7 5 small

After you watch

4 Work with a partner. Discuss the questions.

- Put students into pairs to answer the questions:
 - Which is your favourite shark from the video?
 - Which animals are you most interested in?
- Ask some students to report back to the class on their partner's ideas.

At home

5 Write about a day in a submarine.

- Tell students to imagine that they are scientists investigating sharks and write about their investigation, e.g. *It's a sunny day and we're searching for sharks.*
- Students read out their descriptions in pairs at the beginning of the next lesson.

6 Find out about other sea creatures.

- Ask students to find out how long the following animals live in the wild, their size, and anything else about the animals that interests them:
 - blue whale
 - bottlenose dolphin
 - harp seal
- Students can share what they learn with a partner at the beginning of the next class.

Background

Blue whales live up to 90 years in the wild. They can be up to 32 metres in length and are the largest animals on Earth.

Bottlenose dolphins live up to 50 years in the wild. They can be up to 4.2 metres in length and eat fish.

Harp seals live around 20 years in the wild. They live in the North Atlantic and Arctic oceans. They can be up to 2.2 metres in length.



Discovery
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Shark Attack!

Sharks are amazing animals. Some of them are really big, for example, the whale shark. Some are small. Can you see the sand shark?

And some are very strange. This hammerhead shark is really different!

Big, small, or strange—sharks can be dangerous.

You can see lots of sharks in warm ocean waters ... But what about in cold waters? What lives deep in the ocean?

Today two scientists are exploring the ocean in a special submarine...

It's dark and cold in these waters. Suddenly, they see something very strange ...

Hey! Look at that...

... Don't come through here

Uh, don't hit that! Oh dear!

I'd say he was, er, three to four feet broad across his head ...

...Oh, oh-ho!...

...and 14 to 16 feet long.

I'd say he was, uh, 3 to 4 feet broad, across his head...["Whuh-oh!"] and 14 to 16 feet long."

It's a Greenland Shark. Greenland Sharks live in the Atlantic Ocean ... between Greenland and New York. They can be about seven metres long, and they like living in deep, cold water. They can go 400 to 600 metres deep in the ocean. A lot of Greenland sharks can't see.

They're blind because small creatures grow on their eyes. The creatures are like worms. These sharks find food with their good sense of smell. And they catch it with their small, sharp teeth! *Occasionally, they eat really, really big meals er...and often, ah, they'll eat each other as a good meal.*

But he doesn't find any food this time. The scientists can return to land now. What an unusual shark!

3 Ali's Day

Summary

Seventeen-year-old Ali starts his day at 5 am, riding his bike through the streets of Cairo so that he can deliver bread to people all over the city. We see him working hard and then eating and playing football with his friends when the day is finally over.

Background

Cairo is the capital of Egypt. It is one of the largest cities in Africa and has a population of around ten million.

Before you watch

1 Answer the question.

- Ask the class: *What does 'a long day' mean?*
- Elicit or explain the meaning of the phrase.

Suggested answer

'A long day' refers to a day that seems to go on forever (usually because you've got a lot of things to do).

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about an Egyptian teenager called Ali.
- Ask students to watch the video to find out what sport Ali plays in the evening with his friends.
- Play the video. Check answer.

Answer

football

3 Watch and complete.

- Write the following gapped sentences on the board.
 - 1 Ali is _____ years old.
 - 2 He works _____ hours a day.
 - 3 He works _____ days a week.
 - 4 He gets up at _____.
 - 5 He goes to work at _____.
 - 6 In the afternoon he _____.
 - 7 After work he eats with _____.
- Play the whole video.
- Students watch and complete the sentences.
- Check answers with the class.

Answers

1 17 2 15 3 7 4 5 am 5 6 am
6 takes bread to people 7 his friends from work

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Do you think it is right that Ali works so many hours?
 - b Do you know any teenagers with jobs? How many hours a week do they work?
- Ask some students to report back to the class on their partner's ideas.

At home

5 Compare your day to Ali's.

- Tell students to write a description in which they compare their daily routine to Ali's, e.g. *I get up at 7 am, but Ali gets up at 5 am. I go to school at 8 am, but Ali goes to work at 6 am.*
- Collect and check students' work in the next lesson.

6 Find out about children who work in your country.

- Ask students to find out about how old children in their country have to be to have a job, how many hours they are legally allowed to work every week, and what jobs they are permitted to do.
- Students share what they find out with their partner in the next lesson.



Ali's Day

It's early in the morning in Cairo, Egypt.

This is Ali. He's 17 years old. He works 15 hours a day, 7 days a week. He takes bread to people on his bike.

Ali gets up at 5 o'clock every morning. He goes to work at 6 and makes the bread. Ali takes bread to people in the morning and in the afternoon. He gives bread to poor people in his city, too.

Finally, in the evening, when it's dark, Ali eats. He eats with his friends from work. Then, they play football. Ali loves playing football at night with his friends. It's a great way to end a long day!

4 Robot Fighters

Summary

The Sumii family takes us through their careful preparation for a robot competition in Tokyo, Japan, in which they are all involved. We learn about their past awards and follow them into the competition where we see their robots in action. To their surprise, they all come out winners.

Background

Japan is a world leader in robotics and artificial intelligence. Research in Japan is focused on the development of humanoid robots.

Before you watch

1 Answer the question.

- Ask the class: *What is a robot?*
- Elicit students' answers and write them on the board.

Suggested answer

A robot is a machine. It can do things automatically.

While you watch

2 Watch the video and answer the question.

- Tell students they are going to watch a video about a Japanese family from Tokyo attending a robot fighting competition.
- Ask students to watch the video to answer the following question: *How many awards does the Sumii family win in the competition?* Play the video. Check the answer.

Answer

two

3 Listen for the information you hear about Arina.

- Play the video again for students to watch and note down everything they hear about Arina.
- Students can compare answers in pairs before you check answers with the class.

Suggested answers

Arina is twelve. She lives in Tokyo. She loves video games. She is a robot fighter. She's got a lot of awards for robot fights. Arina's robot in the Robo-One Competition is tall and blue. It's got long, thin arms. Arina gets an award in the competition.

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Which is your favourite robot from the video?
 - b Would you like to enter a robot competition? Why? Why not?

c Are robots a good idea or a bad idea?

- Ask some students to report back to the class on their partner's ideas.

At home

5 Design your own robot.

- Tell students to design and write a description of a robot.
- Brainstorm information that students could include in their descriptions, e.g. *My robot is called The Red Hero. It's got short arms and legs. It's very strong. It can run fast.*
- Students can present their robots to the class in the next lesson.

6 Find out about the famous robots.

- Ask students to find out which films the following famous robots appear in, what the robots can do, and what happens to them:
 - a C-3PO (from *Star Wars*)
 - b Wall-E
 - c Robocop
 - d Agent Smith (from the *Matrix*)
- Students can share what they learn with a partner at the beginning of the next class.

Background

C-3PO is a robot from the *Star Wars* films. It is fluent in many languages.

Wall-E is a robot from the film of the same name. Its job is to clean up the Earth. It meets another robot and falls in love.

Robocop is a robot from the film of the same name. Its job is to police the city of Detroit.

Agent Smith is a humanoid robot from the *Matrix* trilogy of films. Its job is to keep order in the system. It originally appears as a humanoid robot and later becomes a computer virus.



Robot fighters

Look at these robots! Japan has a lot of robot competitions. Watch this robot fight.

This is my uncle and his family. They're from Tokyo, in Japan. They're robot fighters!

This is my cousin. Her name is Arina. She's 12. That's her father Hiroshi and her mother Nanako. Arina loves video games. Hiroshi makes the robots. Nanako and Arina are the robot fighters.

They've got a lot of awards for robot fights.

They're at another competition today. It's the Robo-One Competition. It's a very big robot competition in Tokyo.

Arina's robot is in the competition. That's her robot! It's tall; it's blue; and it's got long, thin arms. Her robot is a great fighter!

My aunt's robot is in the competition, too. Her robot's got short, white hair. It's really cool. Watch this!

And now it's time for the winners! Arina gets an award.

She's really happy! Then my aunt gets an award, too! It's a great competition for the Sumii family!

5 Kung Fu School

Summary

High in the mountains of China is the town of Song Shan, where there is a famous Kung Fu school. We watch the students practising traditional movements and see up close how they are extremely strong in mind and body.

Background

Chinese martial arts were popularized in the West by the 1973 film *Enter the Dragon*.

Before you watch

1 Answer the question.

- Ask the class: *What is Kung Fu?*
- Elicit students' answers and write them on the board. Elicit examples of other types of martial art, e.g. aikido, judo, karate.

Suggested answer

Kung Fu is a Chinese martial art in which opponents attack and defend using their legs and hands.

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about daily life at a Kung Fu school in an old town in China.
- Ask students to watch the video to find out what students learn at the school.
- Play the video.

Answer

They learn how to live and how to fight.

3 Watch and retell the story.

- Write the following on the board: *Song Shan, China, mountains, Master Li Yu, the mornings, water, sticks and swords, 30, 12, Shi-Yow Sway, bricks.*
- Tell students that they will put the information on the board into full sentences to retell the story of the Kung Fu school.
- Play the video again.
- Put students into small groups to write sentences using the information on the board.
- At the end, reconstruct the story with the whole class, asking one member from each group in turn to expand on the words, numbers and phrases on the board.

Suggested answer

Song Shan is a town in the mountains in China. Master Li Yu is a Kung Fu teacher. The boys practise outside in the mornings. Sometimes they practise with water. They also fight with sticks and swords. There are 30 boys at the school. They have lunch at 12. Shiyow Shay can break bricks with his hand.

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Can you or any of your friends do a martial art? Which one(s)?
 - b Which martial art would you most like to learn?
- Ask some students to report back to the class on their partner's ideas.

At home

5 Find out about martial arts.

- Ask students to find out about the following martial arts:
 - a karate
 - b judo
 - c aikido
- Students should find out which country the martial arts are from and how the names translate into English.
- They can share what they find out with a partner at the beginning of the next class.

Background

Karate, judo and aikido are Japanese martial arts. **Karate** means 'empty hand', **judo** means 'gentle way', and **aikido** means 'way of adapting the spirit'.

6 Invent and describe your own school.

- Students invent a school where students can learn a special skill, e.g. playing the guitar, dancing, acting or doing yoga.
- Students write a description of the routine at the school. E.g. *At Vladimir's Electric Guitar Academy, students start the day at 8 am.*
- Students can tell their partner about their school at the beginning of the next lesson.



Kung Fu School

This is China. Song Shan is a very old town in the mountains. This is Song Shan's famous traditional kung fu school and this man is a kung fu teacher. His name is Master Li Yu. These boys are his students. They always practise outside in the mornings. They sometimes practise traditional kung fu movements with water. It's a difficult exercise and the water is often very cold!

They practise traditional kung fu movements with a partner. They can fight with sticks and swords and they can fight with just their hands.

The school isn't very big. There are only 30 boys here. Master Li Yu teaches them the correct movements, but fighting is only one small part of this school. Students also learn about life. Every day, at 12, they eat lunch together.

This is Shi-Yow Sway. In the afternoon, he practises alone. He can break a brick with his hand! He's got a strong body ... and a strong mind, too.

The Kung Fu school in Song Shan has some great students. They learn how to fight ... and how to live.

7 Rome: ancient and modern

Summary

Italy's capital city has more to offer than its impressive monuments and ancient history. It also has culinary delights and art museums. Throughout history, Rome has been considered 'a modern city' and continues to be so today.

Background

As the centre of the Roman Empire, a cultural centre during the Renaissance, and the capital of a unified Italy, the city of Rome has had a significant influence on Western culture.

Before you watch

1 Answer the question.

- Ask the class: *Can you name some famous places in Rome?*
- Elicit students' answers and write them on the board.
- If you have access to the Internet and an interactive whiteboard, put some pictures of famous places in Rome up and ask students to say what they think of them.

Suggested answers

the Roman Forum, the Colosseum, the Vatican City

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about Rome as both an ancient and a modern city.
- Ask students to watch the video to find out which modern building has a similar design to the ancient Colosseum in Rome.
- Play the video.

Answer

a football stadium

3 Watch and put the correct number into the sentences.

- Write the following numbers and sentences on the board:
10,000 2,000 50,000 1,000,000 2,000,000
- 1 More than _____ people visit Rome every year.
- 2 More than _____ years ago Rome was a modern city.
- 3 About _____ people lived in ancient Rome.
- 4 There were sometimes _____ people at the baths at the same time.
- 5 There were about _____ people in the Colosseum for every fight.
- Put students into pairs and ask them to complete the sentences with the correct numbers.
- Play the video again.
- Students watch and check their answers.

Answers

1 2,000,000 2 2,000 3 1,000,000 4 10,000
5 50,000

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Which places in Rome would you most like to visit and why?
 - b Which do you think are most interesting: ancient buildings and monuments or modern facilities such as stadiums?
- Ask some students to report back to the class on their partner's ideas.

At home

5 Write a description of the most interesting places in your town or city.

- Tell students to write a description of the most interesting places in their town or city.
- Brainstorm information that students could include in their descriptions, when setting this for homework, e.g. important monuments, museums, stadiums and shops.
- Collect and check students' work in the next lesson.

6 Make a guide to your capital city for tourists.

- Tell students to make a guide to their capital city for tourists. Ask them to think about the interesting places in their capital and find photographs to illustrate their guides.
- Students can then present their guide to a small group in the next lesson.



Rome: Ancient and Modern

This is Rome, the capital city of Italy. More than 2 million people visit the city every year. There's lots to do in Rome!

You can eat a lot of different food in the restaurants and see great art in the museums.

And you can see a lot of ancient monuments – for example, the Colosseum. That's because more than 2,000 years ago, Rome was a modern city. About 1 million people lived here. There were theatres and markets and schools.

In ancient Rome, there were also baths. Baths were places with pools and gyms, like modern health clubs. There were sometimes 10,000 people here at the same time! Today, the baths look like this.

In ancient Rome, the Colosseum was an amphitheatre – a place for games. Two thousand years ago, there were some very *unusual* games in this amphitheatre. The games were *fights* – to live or die. They were very dangerous, but also very popular. There were about 50,000 people in the Colosseum for every fight – but everyone had a good view!

Today, the Colosseum is an important tourist attraction. Romans don't watch sports or games here anymore. They go to modern stadiums. The design of modern stadiums is similar to the design of the Colosseum. Thousands of people can watch a game here, too. And everyone has a good view.

And that's Rome – an ancient and a modern city.

8 The Palio

Summary

A teenager takes us to see this famous race in Siena where we are introduced to the rider, Alberto, and his horse, Zodiac, as they prepare for the event. We see the competition and find out what happens to Alberto and Zodiac in the race.

Background

The word **palio** comes from the Latin *pallium* meaning 'covering'. It refers to a cloth given to the winner of the horse race in Siena.

Before you watch

1 Answer the question.

- Ask the class: *Can you name any famous horse races?*
- Elicit students' answers and write them on the board.

Suggested answers

the Gazi Race in Turkey, the Kentucky Derby in the USA, the Grande Prêmio in Brasil

While you watch

2 Watch and complete.

- Write the following gapped sentences on the board:
 - 1 The Palio takes place in _____.
 - 2 The Palio is _____ years old.
 - 3 _____ riders take part.
 - 4 Alberto's horse is called _____.
 - 5 The race lasts _____ seconds.
- Tell students they are going to watch the first part of a video about a famous Italian horse race.
- Play the video up to 02.16.
- Students watch and complete the sentences.
- Check answers with the class.

Answers

1 Siena 2 700 3 10 4 Zodiac 5 90

3 What happens next? Watch and check.

- Put students into pairs and ask them to guess what will happen next in the video, e.g. *I think Alberto and Zodiac will win the race.*
- Ask some pairs to tell the class their ideas.
- Play the recording for students to check.
- Find out if any pairs correctly predicted what happened next in the video.

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Would you like to see the Palio? Why? Why not?
 - b Would you like to ride in the Palio? Why? Why not?
- Ask some students to report back to the class on their partner's ideas.

At home

5 Write a description of an important sports event from your country.

- Tell students to write about a famous sports event in their country.
- Brainstorm information that students could include in their descriptions, e.g. the name of the event, when it began, where it takes place and why it is important.
- Collect and check students' work in the next lesson.

6 Find out about another famous sporting events.

- Ask students to find out about when the following sports events started, where and when they take place, and anything else about the events that interests them:
 - a Wimbledon
 - b The Super Bowl
 - c The Tour de France
- They can share what they find out with a partner at the beginning of the next class.

Background

Wimbledon is the oldest tennis tournament in the world.

It started in London in 1877. The tournament takes place every year over two weeks in late June and early July.

The Super Bowl is the final game at the end of the football season in the United States. It started in 1920. It is usually played on the first Sunday in February and is watched by millions of Americans on TV.

The Tour de France is an annual bicycle race that takes place mostly in France but also occasionally passes through nearby countries. It usually takes place in July. It first started in 1903.



The Palio

A few weeks ago, I went to Siena, in the north of Italy, to see a very special event called the Palio. There were 60,000 people there! The Palio is a very old tradition in Siena. It started about 700 years ago, in the Middle Ages. So what is the Palio exactly? Well, it's a horse race! Ten riders from ten different areas of the city compete in the race. Everyone supports the rider from their area of Siena. This is Alberto.

He's from the area of Lupa in Siena, like my grandparents. He and his horse, Zodiac, trained every day for a year for this race. The race is only 90 seconds, but it's not easy. The track is a difficult shape, and it's dangerous for the horses and the riders.

On the day of the race, there was a big parade. Lots of people celebrated the tradition of the Palio together. People dressed up in clothes from the Middle Ages and played traditional music. The parade finished at the track in Siena's central square. Everybody was excited. We waited for the race to begin.

And then they were off! The crowd shouted ... and the horses ran! They all ran very fast. Then something terrible happened. One of the riders fell right in front of Alberto and Zodiac. So they fell, too. Everyone was OK. But in the end, Antonio Russo and his horse won. The people from his area ran onto the track and celebrated. They sang and carried their prize home. It was a banner, a symbol of their good luck. You really *must* go to the Palio one day. It's a wonderful celebration and a great tradition!

9 Fishing in Japan

Summary

Surrounded by water, Japan has the perfect geography for a life dedicated to the ocean and the life and food within it. From older female divers to local fishermen, we see through their experience how much marine life plays an important role in the livelihood of the Japanese people.

Background

Seafood in Japan is often eaten as *sushi*, small rolls of cold vinegared rice served with toppings such as vegetables or cooked or raw fish, or as *sashimi*, in which raw fish is cut into thin pieces.

Before you watch

1 Answer the question.

- Ask the class: *Can you name any Japanese food?*
- Elicit students' answers and write them on the board.
- If you have access to the Internet and an interactive whiteboard, put some pictures up of Japanese food.

Suggested answers

Students should be able to say *sushi* in response to the question. It is unlikely they will come up with many more examples, but some may know *tempura* or *sashimi*.

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about the importance of fishing in Japan.
- Ask students to watch the video to find out what fisherman Osamu Yamazaki catches.
- Play the video.

Answer

tuna

3 Watch and complete.

- Write the following gapped sentences on the board:
 - 1 Japan has _____ of islands.
 - 2 1/5 of Japanese people are more than _____ years old.
 - 3 The women _____ in the sea every day.
 - 4 _____ is very expensive.
 - 5 Osamu Yamazaki goes out fishing _____.
 - 6 The sea and its fish are _____ to the people of Japan.
- Play the video again.
- Students watch and complete the sentences.
- Check answers with the class.

Answers

1 thousands 2 65 3 swim 4 Tuna 5 every day
6 important

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Japanese people eat a lot of fish. What do you eat a lot of?
 - b Would you prefer to get your fish from the supermarket or to go fishing for it?
- Ask some students to report back to the class on their partner's ideas.

At home

5 Find out how much fish you eat.

- Students keep a food diary for a week to find out how much fish they eat.
- Students should note down which fish they eat as well as what they eat it with, e.g. *Monday: salmon, rice and vegetables*.
- They then report back to the class giving details on the fish they ate.

6 Find out more about food in Japan.

- Ask students to find out what these following Japanese dishes consist of:
 - a tempura
 - b kare raisu
 - c yakitori
- Students can share what they find out with a partner at the beginning of the next class and say which of the three they would most like to try.

Background

Tempura is fish or vegetables fried in batter.

Kare raisu is curry with rice.

Yakitori is grilled chicken and vegetables.



Discovery
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Fishing in Japan

This is Japan, a country with thousands of islands. Japan is in the Pacific Ocean. The ocean is very important to the Japanese people.

A lot of Japanese people live near the sea. And a lot of Japanese people live a very long time. One-fifth of Japanese people are more than 65 years old! These women are quite old, but they're very healthy and active.

They swim in the sea every day. Swimming is good exercise. They find healthy food in the sea, too. They find a lot of different types of fish in the sea.

And they eat all of them. Fish is very good for you.

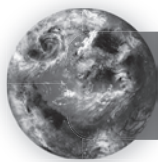
Tuna is a popular fish in Japan, and all around the world.

It's very expensive... and it's also difficult to catch! Meet Osamu Yamazaki. He's a tuna fisherman. He goes out in his boat every day and looks for tuna. Sometimes, he doesn't find any.

But today, he's lucky. What's that? There are lots of fish near the boat ... and ... yes, he's got one! The tuna is fast, but Osamu is strong and patient.

The tuna is very near now. Finally, Osamu catches the tuna.

What a big fish! It's food for a lot of people! The sea and its fish are an important part of life in Japan.



CLIL video activities and key

1 CLIL Big art

Summary

A boy and a man discuss the ancient history of Mexico and its stories. They also look at Mexican art, particularly that of a modern urban sculptor, whose pieces are all over Mexico City.

Background

The Aztec Empire was overthrown in the 16th century by Spanish conquistadors led by Hernán Cortés. It had controlled much of Mexico and what is now Central America.

Before you watch

1 Answer the question.

- Ask the class: *What is 'street art'?*
- Elicit students' answers and write them on the board.

Suggested answer

Street art is found in public place such as squares.

While you watch

2 Watch the video and complete the sentences.

- Tell students they are going to watch a video about art.
- Write the following sentences on the board:
 - 1 People found the ruin in _____.
 - 2 Tlaltecuhli was the Aztec goddess of _____.
 - 3 Sebastián likes making _____ sculptures.
 - 4 One of them is called 'Little _____'.
 - 5 He says _____ and shape are very important.
 - 6 He looks for inspiration from _____.
 - 7 A coyote is a wild _____.
- Play the video again for students to watch and complete the sentences.
- Students can compare answers in pairs before you check answers with the class.

Answers

1 2006 2 Earth 3 big 4 horse 5 colour 6 nature 7 dog

After you watch

3 Work with a partner. Discuss the questions.

- Put students into pairs to answer the following questions:
 - a Which is your favourite work of art from the video?
 - b Which visual art are you most interested in (e.g. painting, sculpture, drawing)?
- Ask some students to report back to the class on their partner's ideas.

Extension Activity

4 Find out about street art in your town or city.

- Ask students to say what artwork can be seen in the street in their town or city, e.g. a sculpture, a statue or graffiti.
- Encourage students to describe the colour, shape and form of the art. They could also say how old it is and who created it.
- Students can share what they find out with a partner at the beginning of the next lesson.

5 Design or make a small sculpture.

- Ask students to design or make their own small sculpture.
- Brainstorm the material that students could use to make their sculptures, e.g. plastic, cardboard, paper.
- They present their sculpture to the class in the next lesson, saying what their sculpture means, is about or represents.



Big art

A: Thousands of years ago, in Mexico City – the capital of Mexico – there was an ancient civilization called the Aztecs. In 2006, people found this ruin in Mexico City.

B: Cool! What is it?

A: Well, it's a piece of Aztec art – a sculpture of Tlaltecuhli ...

B: TLA-what?

A: Tlaltecuhli. She was the Aztec goddess of the Earth.

B: Goddess of the Earth? She looks a bit angry. Look at her tongue!

A: Her tongue is a *symbol*. The Aztecs say that every night, Tlaltecuhli eats the sun. If she is happy, she gives the sun back every morning.

B: That's a nice story, but I don't really believe it. Look at this. I love this type of Mexican art! These sculptures are amazing.

A: Yes, they are. They're *huge*. Who's the artist?

B: His name is Sebastián. He's an urban sculptor. He likes making big sculptures. They are symbols of the city. This one is called 'the little horse'.

A: *Little*? I don't think it's very little!

B: He puts his sculptures in busy places so lots of people can see them and enjoy them.

A: Sebastián likes bright colours, doesn't he?

B: Yes. He says colour and shape are very important because they express different feelings. He uses special blocks in his studio. They give him ideas for the colours and shapes in his sculptures.

A: Very creative.

B: He also looks for inspiration from nature. Look inside this cave.

A: Wow, are those crystals?

B: Mhm.

A: The shapes and angles are incredible!

B: This is a model of Sebastián's new sculpture. It's a coyote. A coyote is a wild dog.

A: Yes, I know. The coyote was very important to the Aztecs, too ...

B: Really? That's interesting.

They are building the coyote in the middle of the city.

A: It's a nice symbol of Mexico – of the past and today.

B: You're right!

A: Now *that's* big art!

\$ CLIL Chameleons

Summary

Jeff Corwin, naturalist and biologist, takes us to Cádiz, Spain, to get a peek at a fascinating tree-inhabiting reptile, the chameleon. To get an even closer look at their bodies and habitats, he takes us over to Madagascar. We meet more of these amazing animals, which come, surprisingly, in all different shapes and sizes.

Background

The word *chameleon* comes from the Greek *khamailéōn*, with *khamai* meaning 'on the ground' and *léōn* 'lion'.

Before you watch

1 Answer the questions.

- Ask the class: *What are 'reptiles'? Can you name any?*
- Elicit students' answers and write them on the board.

Suggested answers

cold-blooded vertebrates which lay eggs and have scaly skin, e.g. lizards, crocodiles, alligators, turtles and snakes

While you watch

2 Listen without watching.

- Ask students to face away from the screen.
- Tell students they are going to listen to a video about a naturalist describing different types of chameleon.
- Play the whole video for students to make notes on what images they think will be used in the video.
- Students can compare their ideas in pairs.

3 Watch and check.

- Play the recording again.
- Students tick any images they correctly predicted would appear in the video.
- At the end, find out which students predicted the most images.

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Which type of chameleon from the video is your favourite?
 - b Would you like to study animals in their natural environments? Why? Why not?
- Ask some students to report back to the class on their partner's ideas.

Extension Activity

5 Find out about animals in Madagascar.

- Ask students to find out about other animals that live in Madagascar.
- Students can share what they find out with in pairs at the beginning of the next lesson.

Background

As a result of the island's long isolation from neighboring continents, Madagascar is home to many plants and animals found nowhere else on Earth. The animals that live in Madagascar include: lemurs, cat-like fossa, geckos, flying foxes, butterflies, spiders, dragonflies and many more.



Chameleons

Jeff Corwin is in Cádiz, a city in Spain. He's here looking for a very unusual vertebrate. It's a reptile, and it lives in trees.

Here it is. It's got four legs and scales. But, what is it?

Corwin: *This is the Mediterranean Chameleon. This is a good-size male. There are so many fascinating things about chameleons. For example, one eye is looking at you ... while the other eye is looking at me! See that? One eye's looking at you, the other eye's looking at me. See the toes?*

They're the only lizards with these toes. Chameleons climb trees with their special toes. They can also change colour in the trees, so no one can see them. It's called camouflage.

Madagascar is an island in the Indian Ocean near Africa. Lots of different types of chameleons live here. Some are large. And some are very small.

Corwin: *Look at this. Look at this. Look at this. Come here. Chameleons have long tails. They can wrap around trees!*

Corwin: *Whoa, check this lizard out! This is *furcifer pardalis*, or the panther chameleon. He wants us to think that he's big and he's bad. He is not dangerous ... Now look at its mouth! Look inside that mouth.*

Chameleons have very special tongues. They use them to catch food with. Watch this. Their tongues are long and quick!

Big or small, brown or green – all chameleons are reptiles with strange eyes, special toes, long tails, and quick tongues!

3 CLIL The Land Down Under

Summary

With awe-inspiring landscapes and impressive cities, *The Land Down Under* extends beyond its vast deserts to the ocean that surrounds it. Australia is home to many people of different languages. It also claims some unusual animals that only live here and nowhere else.

Background

People from all over the world live in Australia. There are large Greek and Chinese communities in particular.

Before you watch

1 Answer the question.

- Ask the class: *What is a 'nickname'?* Write *nickname* on the board. Elicit or teach the meaning of the word.
- Find out if anyone in the class has a nickname.

Suggested answer

A *nickname* is an informal alternative name for someone or something, e.g. New York City is also known as *the Big Apple*.

While you watch

2 Watch the video and answer the question.

- Tell students they are going to watch a video in which they will learn some facts about a country known by the nickname *The Land Down Under*.
- Ask students to watch the video to answer the following question: *What is the real name of the country?*
- Play the video.
- Check the answer.

Answer

Australia

3 Watch the video and write the fractions.

- Write the following sentences on the board:
 - _____ of the population speak English.
 - _____ of the population are from other countries.
 - _____ live in cities.
 - _____ live near the ocean.
 - _____ work in mines.
 - _____ of the country is desert.
- Play the video again for students to watch and note down the fractions and what those fractions refer to.
- Students can compare answers in pairs before you check answers with the class.

Answers

1 $\frac{4}{5}$ 2 $\frac{1}{4}$ 3 $\frac{9}{10}$ 4 $\frac{3}{4}$ 5 $\frac{1}{10}$ 6 $\frac{1}{3}$

After you watch

4 Write a description of Australia.

- Put students into pairs and ask them to write a description of Australia using the information from the video and any other information they can find out, e.g. *Australia has got a population of 22 million and 1/3 of the country is desert.*
- Collect, check and display students' work.

Extension Activity

5 Create a nickname for your country.

- Students create a nickname for their own country. (It doesn't matter if the country already has one.) They should reflect some quality of the country in the name that they choose, i.e. its climate, geography or the food people eat.
- At the beginning of the next class, students can tell the class their nickname and why they have chosen it.
- The class can then vote on its favourite nickname.

Background

Japan is known as the **Land of the Rising Sun** because the sun rises in the east.

The Republic of Ireland is known as **The Emerald Isle** because its rainfall makes the countryside strikingly green.

Italy is known as **The Boot** due to the shape of the Italian peninsula.

The US is known as the **Land of the Free**. The phrase is taken from the American national anthem *The Star-Spangled Banner*.

6 Find out about nicknames.

- Ask students to find out which countries have the following nicknames and why they have them:
 - The Land of the Rising Sun
 - The Emerald Isle
 - The Boot
 - The Land of the Free
- Students can share what they learn with a partner at the beginning of the next class.



The Land Down Under

This is a special place. People call it The Land Down Under. But what country is it? What's its *real* name?

This country has a population of 22 million. Four-fifths of the people speak English.

A quarter of the people are from *other* countries. People speak 226 languages here.

Nine-tenths of the people live in cities. This is Sydney, a big city on the east coast.

Three-quarters of the population live near the sea.

A tenth of the people work in mines.

About a third of the country is desert. There are a lot of unusual animals – for example, the koala and the kangaroo. About four-fifths of the country's animals *only* live in this country.

So, what country is this? That's right! It's Australia!

4 CLIL Mountains of rice

Summary

In the mountains of southern China, rice grows in abundance in a place called Long Shen. With a climate conducive for rice farming, workers spend long hours in these fields cultivating the food that is an important staple of the Chinese diet.

Background

Rice is the staple diet of around half the world's population and is particularly important in Asia.

Before you watch

1 Answer the question.

- Ask the class: *Which crops grow in your country?* Explain that a *crop* is a plant, such as a fruit or vegetable, that is grown in large amounts.
- Elicit students' answers and write them on the board. Accept answers in L1.

While you watch

2 Watch without sound.

- Tell students they are going to watch a video about rice farming in China.
- Put students into pairs.
- Turn the sound off on the video.
- One student sits with his or her back to the screen. The other watches half the video and describes the images.
- At the halfway point of the video (01.28) ask students to swap roles.
- Students can then watch the video with the sound on to check their ideas.

3 Watch and find the information.

- Write the following on the board: *mountains, perfect place, hundreds, climate, rain, water, a lot of people, very hard, Chinese people, breakfast, lunch and dinner.*
- Play the video again.
- Put students into small groups.
- Ask them to put the information on the board into full sentences to retell the story of the rice fields of Long Shen.
- At the end, reconstruct the story with the whole class, asking one member from each group in turn to expand on the words on the board.

Suggested answer

There are a lot of mountains in Long Shen. These mountains are the perfect place for rice farming. The rice fields of Long Shen are hundreds of years old. Long Shen has a sub-tropical climate. There is a lot of rain. Rice needs a lot of water. A lot of people work in the rice fields. The work is very hard. Chinese people eat a lot of rice. Some people have rice for breakfast, lunch and dinner.

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Do you eat rice? What do you usually eat it with?
 - b What food do you like eating for breakfast, lunch and dinner?
- Ask some students to report back to the class on their partner's ideas.

Extension Activity

5 Write about a day as a rice farmer.

- Tell students to imagine that they are rice farmers.
- Students write about their daily life, e.g. *I work in a field. I grow rice.*
- Students read out their descriptions in pairs at the beginning of the next lesson.

6 Find out about other rice-producing countries.

- Ask students to find out about rice-producing countries, e.g. India, Indonesia, Bangladesh.
- They should find out which regions in those countries produce rice, how much rice is produced each year, and what dishes rice tends to be served with.
- Students can present what they find out to a partner at the beginning of the next lesson.



Mountains of Rice

In the south of China, near Vietnam, there is a place called Long Shen.

There are a lot of mountains in Long Shen. These beautiful mountains are very important to the way of life here. That's because they're the perfect place for rice farming.

These are the rice fields of Long Shen. They are hundreds of years old. Some are more than 800 metres above sea level.

Long Shen has the perfect climate for rice farming. It's a humid, subtropical climate and it's very hot. From April to October, everything is green and there is lots of rain.

The cultivation of rice needs a *lot* of water, so the workers use an irrigation system here. A lot of people work on the rice fields of Long Shen. The work is very hard. After work in the fields, the families eat together. They eat a lot of rice. They also make special rice dumplings like these.

Rice is a really important food in China. Chinese people do not eat much bread, but they eat a *lot* of rice. Some people have rice for breakfast, lunch, and dinner! They can eat all of that rice thanks to the climate and the workers of Long Shen!

5 CLIL Da Vinci's design

Summary

Two teams take part in a competition to design carts based on 500-year-old drawings by the Italian Renaissance artist Leonardo da Vinci. We follow the design and development of the carts and find out which of the two is the fastest in a race.

Background

Leonardo da Vinci (1452–1519) is seen in the West as the epitome of the Renaissance man, a phrase used to describe an individual of great talent and knowledge who excels in several fields in the arts and sciences.

Before you watch

1 Answer the question.

- Ask the class: *Do you know the names of any paintings or drawings by Leonardo da Vinci?*
- Elicit students' answers and write them on the board.
- If you have access to the Internet and an interactive whiteboard, put some works by da Vinci up and ask students to say what they think of them.

Suggested answers

Students should be able to name the *Mona Lisa* (or *La Gioconda* as it is also known). They may also come up with *The Last Supper* or da Vinci's famous drawing entitled *Vitruvian Man*.

While you watch

2 Watch and tick the words you hear.

- Tell students they are going to watch a video about teams attempting to design a cart from 500-year-old drawings by Leonardo da Vinci.
- Put the following words on the board for students to write in their notebooks: *calculator, l-square, ruler, computer, scissors, pens, TV, pencil, rubber, camera, tape measure, paper, pencil sharpener*.
- Check students' understanding of the words and then ask them to put a cross (x) alongside the ones they expect to hear in the video.
- Play the video for students to tick the words in the list that are used in the video.

Answers

The following are all heard in the video: *l-square, ruler, 3D, computer, pens, pencil, rubber, tape measure and paper*.

3 Watch and write questions.

- Tell students they are going to watch the video again and write four comprehension questions to ask their partner.
- Play the video.
- Students write their questions. Monitor and help as necessary.
- Put students into pairs to ask and answer the questions.

Suggested questions

How many teams are there? (two)
What do they study first? (the drawings)
How do they design the 3D carts? (with a computer)
Which cart wins the race? (the dark brown one)

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - Which is your favourite cart from the video – the light brown one or the dark brown one?
 - Would you like to make da Vinci's cart?
 - What colour would your cart be?
- Ask some students to report back to the class on their partner's ideas.

Extension Activity

5 Describe and draw the cart.

- Ask students to describe and draw the cart from the video, e.g. *The cart is small and made of wood. It is brown and has four wheels.*
- Collect and check students' descriptions in the next lesson.

6 Find your favourite work of art by Leonardo da Vinci.

- Ask students research da Vinci's paintings, drawings, designs and sculptures.
- They could use this website as a resource (<http://www.wga.hu/frames-e.html?/html/leonardo/>), but will be able to find other online resources themselves.
- They share their favourite work of art by da Vinci with a partner at the beginning of the next lesson.



Da Vinci's Design

These are drawings of a cart by the famous artist, Leonardo da Vinci. They're more than 500 hundred years old.

And these men are in a competition. They want to build Da Vinci's cart.

First they study the drawings.

How do they make these 2D drawings into these 3D carts?

They use pens and paper to draw their designs. They draw the wheels of the cart with a ruler. They design the 3D cart with a computer.

Now they can build it. They use lots of different tools ... a tape measure ... a soft pencil and a rubber, and an L-square. And now, the two teams race their carts.

They're off!

Both carts look great, but the brown cart is faster.

Leonardo's plans really work!

7 CLIL Mars

Summary

Mars, also known as *the Red Planet*, is still a mystery to us, but we are learning more about it every day. As our sister planet, it has features very similar to Earth even though it is only half the size. In the video we learn all about the planet, including its geography.

Background

Mars is named after the Roman god of war. Space agencies around the world hope to be able to launch a manned mission to the planet in the future.

Before you watch

1 Answer the question.

- Ask the class: *What is the other name for Mars?*
- Elicit students' answers and write them on the board.

Suggested answer

Mars is known as *The Red Planet* because of the reddish tint its surface is given by the iron oxide found there.

While you watch

2 Watch and choose.

- Write the following sentences on the board:
 - 1 Mars is known as Earth's *brother / sister* planet.
 - 2 Mars is *one quarter / one half* the size of Earth.
 - 3 A day on Mars is 24 hours and 39 / 49 minutes long.
 - 4 Mars has got *two / three* moons.
 - 5 It takes 200 / 300 days to go from Earth to Mars.
- Play the video again.
- Students watch and choose the correct answers.
- Check answers with the class.

Answers

1 sister 2 one half 3 39 4 two 5 200

3 Watch and order.

- Write the following on the board:
 - a Mars has mountains, valleys and volcanoes.
 - b Robots like this can study the planet and look for living things.
 - c A year on Mars lasts 687 days.
 - d Mars rotates on its axis.
 - e Mars, like Earth, also revolves around the Sun.
- Play the video again.
- Students watch and order the sentences.
- Check answers with the class.

Answers

d – e – c – a – b

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Would you like to go to Mars one day?
 - b How long would you like to stay on Mars?
 - c Is space travel important? Why? Why not?
- Ask some students to report back to the class on their partner's ideas.

Extension Activity

5 Write about a day on Mars.

- Ask students to imagine that they are astronauts on a mission on Mars.
- Students write about their daily routine on the planet, e.g. *In the morning we use robots to look for water. In the afternoon we take photographs of the mountains on Mars.*
- Students can read out their descriptions in small groups in the next lesson.

6 Find out about the famous astronauts.

- Ask students to find out where the following astronauts are from and what they were the first to do:
 - a Neil Armstrong
 - b Yuri Gagarin
 - c Yang Liwei
- Students can share what they learn with a partner at the beginning of the next class.

Background

Neil Armstrong was an American astronaut who became the first man to walk on the Moon in 1969.

Yuri Gagarin was a Russian cosmonaut who became the first human being in space in 1961.

Yang Liwei is a Chinese astronaut who in 2003 became the first person from China to go into space.



Mars

Our solar system has nine planets. One is Earth, and one is Mars. Mars is sometimes called *the Red Planet*. It is very similar to Earth, so we call it our 'sister planet'. Mars is half the size of Earth. Like Earth, Mars rotates on its axis. A day on Mars is 24 hours and 39 minutes long.

Mars, like Earth, also revolves around the Sun. Mars' orbit around the Sun takes almost *two* Earth years. A year on Mars lasts 687 days.

Mars has *two* moons. They're small, and close to the planet. One of the moons revolves round Mars *three times* every day. The geographies of Mars and Earth are very similar. Like Earth, Mars has mountains, valleys and volcanoes. This is the Valles Marineris on Mars.

It takes 200 days to travel from Earth to Mars. Before people can go to Mars, robots like this can study the planet and look for living things. Would you like to visit this interesting and mysterious planet?

8 CLIL Extreme Fishing

Summary

Eric is an extreme fisherman from the US. We follow him from Devil's River in Texas to San Diego, California, as he goes in search of extreme forms of fishing. He and his friend catch a big shark, which they put back into the water.

Background

Extreme fishing is a part of the extreme sport phenomenon, in which people put themselves at risk of serious injury by doing dangerous activities.

Before you watch

1 Answer the question.

- Ask the class: *What extreme sports can you name?*
- Elicit students' answers and write them on the board.

Suggested answers

bungee jumping, hanggliding, caving, skydiving

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about a man who practises extreme fishing.
- Play the video and ask students to find out whether Eric keeps the shark he catches.

Answer

no

3 Watch and order.

- Write the following sentences on the board about Eric's fishing trips for students to order:
 - Eric catches a striped bass.
 - Eric goes to San Diego.
 - Eric catches a shark.
 - Eric goes to New York.
 - Eric kayaks on Devils River.
- Play the video again. Students watch and order the sentences.
- Check answers with the class.

Answers

e – d – a – b – c

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - What do you think of extreme fishing?
 - Is fishing a popular hobby in your country?
- Ask some students to report back to the class on their partner's ideas.

Extension Activity

5 Plan a fishing trip.

- Tell students to plan a fishing trip in their country.
- Brainstorm information that students could include in their descriptions, e.g. where they would go, what fish they would try to catch.
- Collect and check students' work in the next lesson.

6 Find out about an extreme sport.

- Ask students to find out about what the following extreme sports involve, where they are done, what equipment you need to do them, why they are popular.
 - BASE jumping
 - parkour
 - sandboarding
- Students can share what they learn in the next lesson.

Background

BASE jumping involves a parachute jump from the top of a building or a mountain rather than out of an aeroplane. The acronym 'BASE' stands for building, antennae, span and earth.

Parkour involves moving rapidly through an urban environment by jumping and climbing over obstacles.

Sandboarding is very similar in style to snowboarding, but takes place on sand dunes.



Extreme Fishing

In Texas, in the United States, there's a river called Devils River.

Drew: *It's a good one here. Ready?*

It's called Devils River because the water is sometimes dangerous. It's a great place for kayaking and for fishing.

Eric: *Whoa!*

But you mustn't be afraid of the water here!

Now Eric is looking for more extreme fishing – in New York City?

Well, the ocean is *near* New York City...

First, Eric must wear the right clothes. A wetsuit –

Rudy: *Perfect.*

Eric: *How do I look?*

– and a 6-kilogram belt to help him stay under water. Eric also needs flippers to swim, mask to see, a snorkel to breathe, and a spear gun to catch fish.

Eric: *YEAH! I got a striped bass! Boom!*

For some *really* extreme fishing, Eric goes to San Diego, California.

He and his friend go out on a boat to fish for ... SHARKS!

Eric: *Whoa.*

Dave: *Don't fall in!*

Eric: *OK. Good idea, Dave.*

Dave: *You'll be dead.*

Eric: *Good idea.*

Dave: *Alright. He sees it. He's coming at it. Right out there.*

Here he comes. He's turning for it. Hit 'em. Yeah!

Keep that tension on him. He's the big one.

Eric: *Oh, there he goes. This is it. The excitement.*

The shark tries to escape, but he can't.

Eric: *Oh man!*

The shark is *very* strong. It takes Eric *30 minutes* to catch it.

Eric: *EHH! I got him. I got him.*

Dave: *Nice!*

Eric: *Nice!*

Dave: *That is a BIG shark.*

Eric: *Yeah!*

It's a beautiful shark – about one and a half metres long.

But they don't want to eat it, so they put it back in the water.

Eric: *And off he goes.*

Dave: *There he goes!*

Now *that's* extreme fishing!

9 CLIL Holiday in Australia

Summary

We listen to Alex and Tina talking about their plans for their holiday in Australia. They do not always agree on what they will do.

Background

Popular destinations in Australia include Sydney, Uluru and the Great Barrier Reef.

Before you watch

1 Answer the question.

- Ask the class: *Can you remember the other name for Australia?* Elicit the answer and write it on the board.

Answer

The Land Down Under

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about two people making plans for a holiday.
- Play the video and ask students to find out where Alex and Tina are going to go.

Answer

Sydney and the Great Barrier Reef

3 Watch and say who says what.

- Write the following sentences on the board and tell students they will need to write A for Alex and T for Tina next to the sentences.
 - I'm not going to Australia to see dangerous animals.
 - It shows the daily temperature in Sydney during the month of December.
 - The temperature was more than 30° every day.
 - For 19 days the temperature was 32°.
 - I'm taking my mask and flippers.
- Play the video again.
- Students watch and make a note of who says what.
- Check answers with the class.

Answers

1 T 2 A 3 T 4 A 5 A

After you watch

4 Do a quiz about Australia.

- Put students into small groups.
- Read out the quiz questions below in turn.
- If any of the students think they know an answer, they put their hand up.
- The team with the most points at the end wins.

Quiz questions

- Which continent is Australia in?
- What is the capital of Australia?
- Which Australian city has a famous opera house?
- When were the Olympic Games in Sydney?

Answers

1 Australia 2 Canberra 3 Sydney 4 in 2000



Holiday in Australia

- Tina:** Hey, Alex. What are you doing?
- Alex:** Oh, hey Tina. I'm just looking at some videos to get ideas for our holiday next month.
- Tina:** Find anything good?
- Alex:** Yeah, I think you'll like this!
- Tina:** Ugh, yuck!
- Alex:** Yuck? It's brilliant! A lot of people take boat rides to see saltwater crocodiles in Australia. It looks great.
- Tina:** Great? It looks scary to me! I don't want to see dangerous animals! Why don't we go to the beach?
- Alex:** We're going to two places with beaches: Sydney and the Great Barrier Reef.
- Tina:** Now *that* sounds cool! What about the weather?
- Alex:** Here. Look at this frequency table. It shows the daily temperature in Sydney during the month of December last year.
- Tina:** It was more than 30 degrees on six days. That's very warm!
- Alex:** Yes, but look at the temperature the other 25 days. 21, 22 ... and under 30 degrees. Compare that to the Great Barrier Reef.
- Tina:** Wow! Last December, the temperature was more than 30 degrees every day at the Great Barrier Reef!
- Alex:** That's right. For 19 days, the temperature was 32 degrees.
- Tina:** That's really hot!
- Alex:** Yes, it is!
- Tina:** Will we go swimming and scuba diving?
- Alex:** Of course!
- Tina:** I can't wait to see all of those fish and coral reefs!
- Alex:** I know. It's so bright and colourful.
- Tina:** Are those whales?
- Alex:** Yes.
- Tina:** Will we see those too?
- Alex:** No, I don't think so. They only visit the reef in the winter. Remember, we'll be there in the summer.
- Tina:** Oh, that's right. Australia has opposite seasons from us.
- Alex:** Look. Here's a list of different things we can do at the beach.
- Tina:** Wow. More than 2 million tourists feed the fish in Australia every year. What's that like?
- Alex:** I found this great video of it.
- Tina:** That looks amazing! Will we do that too?
- Alex:** I hope so! I'm going to take my mask and flippers. Listen to these tourists:
- Girl:** Red, pink, blue, yellow, orange, black, white.
- Woman:** [laughs]
- Man:** Fish.
- Woman:** Good, good, good. Very good!
- Tina:** We are definitely going to feed fish on our holiday!
- Alex:** OK! But wait. Here's my favourite part. There's a chance we can see ...
- Tina:** SHARKS! You want to go swimming with SHARKS?
- Alex:** They're fantastic, aren't they?
- Tina:** Hmmm, maybe feeding fish isn't such a good idea.



Project

A class survey

Objectives

- read a class survey and a pie chart showing the results of that survey.
- answer the questions in that class survey.
- conduct a class survey and draw a pie chart to show the results.

Preparation

- Bring protractors and calculators for every student in the class.
- Bring a piece of paper for every student in the class.

Background

A **gadget** is a mechanical object or tool which performs a particular function in a clever way. The word is sometimes used negatively to describe objects notable more for their novelty than their practicality. However, the word is also used to describe technological objects such as smartphones. Such items are also called *devices*.

A **pie chart** is a means of graphically illustrating information, with sectors of a circle representing parts of the whole, with the largest sectors corresponding to the largest quantities. The first known pie chart was produced in 1801 by the Scottish businessman and engineer William Playfair, who used it to graphically illustrate the proportions of the Turkish Empire that were in Europe, Asia and Africa.

Warm-up

- Books closed. In one hand, hold a piece of paper close to your chest, in the other a pen. Go up to a student (choose one of the stronger students in the class) and ask them questions as if you were conducting a survey, e.g. *Do you have a smartphone? What make is your smartphone?* Pretend that you making a note of their answers on the piece of paper you are holding.
- Write the phrase *do a survey* on the board. Elicit the meaning of the noun (a *survey* is an examination of the opinions, ideas or experiences of a group, which is made by asking a set of questions). Use L1 to do this if necessary.

Language note

The noun **survey** is usually used with the verbs *conduct* or *do*. *Conduct* is more formal than *do*.

Look

- Ask students to open their books at page 123.
- Explain that the questions represent a survey about favourite gadgets and that the pie chart shows the answers to the first question.
- Ask the question. Elicit the answer from the class.

Answers

mobile phone

- Give students a couple of minutes to answer the questions.
- Point out that the question *Who's it from?* refers to which company manufactured the gadget.
- Students can compare answer in pairs.
- Ask some students to report back to the class on their partner's answers.

Prepare

- Tell students they are now going to organise their own survey.
- Read out the topics in the list and elicit some vocabulary for each one.
- Put students into small groups and give them a couple of minutes to choose a topic.
- This activity will be more effective if the different groups in the class choose different topics, so make sure that groups do not all chose the same topic. You can avoid this by giving each group a topic yourself.
- Give students a few minutes to write four questions.
- Monitor while groups write their questions. Encourage them to write the sort of questions the answers to which can easily be shown in a pie chart, e.g. *What's your favourite sport? How many languages do you speak?* Help with vocabulary as necessary.

- Ask students to stand up, walk around the classroom, and ask students from other groups the questions from their survey.
- Make sure that students keep a record of the answers.
- Give students 5–10 minutes to ask their survey questions.
- When students return to their groups, they should pool their answers.

Present

- Tell students that they are going to draw pie charts to show the results of their survey. They will need to produce a pie chart for each of the questions they asked.
- If students do their pie charts by hand, give out the paper, protractors and calculators. They can use the information on this website to help them: <http://www.mathsisfun.com/data/pie-charts.html>
- Alternatively, they can make their pie charts using this website: <http://www.meta-chart.com/pie>
- Give students approximately 10 minutes to produce their pie charts.
- Groups take it in turns to present their pie charts to the class.
- To **extend** the work on this, you could ask the class if any of the results of the different surveys surprise them.



Project

A wildlife poster

Objectives

- read about flamingoes, tigers and ants.
- produce an illustrated poster about three animals from my country.

Preparation

- Bring books, magazines and articles containing information about animals.
- Bring card and glue sticks for every group. The number will depend on the number of groups you will have in the class making posters.

Warm-up

- Books closed. Write: *What's your favourite animal and why?* on the board.
- Put students into pairs to ask and answer the question. Point out that the question can be answered either by saying: *The horse is my favourite animal, I like horses or Horses are my favourite animals.*
- Ask some students to report back to the class on their partner.

Look

- Ask students to open their books at page 124.
 - Refer students to the photos and tell them to cover the text.
 - Ask students what they know of the three animals in the photos.
 - Elicit students' ideas and put them on the board.
 - Before students work alone to do the matching exercise, check their understanding of the following vocabulary (use L1 if necessary):
 - sociable* (adjective): friendly and keen to be with others;
 - shrimp* (noun): a small animal with a shell and ten legs that lives in the sea and is eaten as food;
 - plankton* (noun): microscopic organisms which float and drift in the sea or in fresh water and which some animals feed on;
 - territorial* (adjective): of an animal which defends its territory against intruders, particularly intruders of its own species;
 - endangered species* (noun phrase): a species of animal threatened with extinction due to disease or being hunted by human beings;
 - colony* (noun): a community of animals living and growing together in large numbers;
 - fungus* (noun): unicellular or multicellular organisms that decompose and absorb the organic material they grow in.
 - Ask students to work alone to do the matching exercise.
 - Students can compare answers in pairs before you check answers with the class.

Answers

1 b 2 c 3 a

Prepare

- Read through the four items in the list and make sure students understand what each one refers to.
 - Put students into small groups.
 - If you do not have access to the Internet, distribute the books, magazines and articles about animals that you have brought to class. If you do have access to the Internet, students can do their research online.
 - Give students 5 minutes to find three animals from their country to make a poster about.
 - Manage the choices the students make, so that you do not end up with each group choosing the same animals.
 - Give students 15 minutes to find and organise information about their animals in short texts. Encourage **stronger groups** to write paragraphs. **Weaker students** could simply produce a factfile.
 - Monitor while students write their texts. Help with vocabulary as necessary.
- Give students 10 minutes to find and print out photos of the animals they chose in Exercise 2.
 - Give each group card and glue sticks to make their posters.
 - Make sure that students stick the photos of their animals in a different order to the three texts they wrote about those animals. (This needs to be done in order for the students to use their posters as a guessing game in Exercise 4.)

Fast finishers

Groups can write some facts about their three animals, some of which are false, some true. You can then read out these facts to the class after the posters have been presented. The class decides which facts are true and which false.

Present

- Groups take it in turns to present their posters to the class.
 - The class tries to guess the name of each animal.
 - If the class guesses incorrectly, the group must say: *No, that's not right!*
 - If the class guesses correctly, the group must say: *Yes, that's right!*
 - When the class guesses correctly, ask the group to draw a line on their poster from each text to each photograph.

Optional activity

- Put students from different groups into pairs. Students use comparative adjectives to compare the animals their group produced a poster about. If you choose to do this activity, you should briefly revise comparatives with the class before putting students into pairs.



Project

A tourist information poster

Objectives

- read about the city of Budva, Montenegro.
- produce a tourist information poster about a town or city of your choice.

Preparation

- Bring books, magazines, holiday brochures and articles containing information about towns and cities.
- Bring card and glue sticks for every group. The number will depend on the number of groups you will have in the class making posters.

Warm-up

- Books closed. Ask: *What is a tourist?* Elicit the answer: someone who visits a place for pleasure.
- Ask: *Why do people go on holiday?* Elicit answers, e.g. to relax, to see new places, to visit friends or to try a new activity, such as skiing or surfing.
- Put students into small groups and ask them to make a list of places in their country that are popular with tourists. You could make this competitive by giving students one minute to think of as many places as possible, with the winning group being the one that comes up with the most places.

Background

Montenegro is a country in the southeast of Europe. It was a part of Yugoslavia from 1918 until 2006, when it declared its independence. Its capital is Podgorica. The **Adriatic Sea** is a part of the Mediterranean Sea. It is between Italy and the Balkans.

Look

- 1
 - Ask students to open their books at page 125.
 - Read out the questions.
 - Give students a few minutes to read the text and find the answers to the questions.
 - Students can compare answers in pairs before you check answers with the class.

Suggested answers

1 It's in Montenegro. 2 It's 3,500 years old. It was a small fishing village. 3 You can see the Old Town and its walls. You can go a concert or go to the beach. 4 It's warm and sunny. 5 You can come by plane or car.

Optional activity

- Put students into pairs (A and B).
- Student A shows Student B photos of famous tourist attractions on his or her smartphone, e.g. Copacabana Beach in Rio, the Eiffel Tower in Paris, Red Square in Moscow.
- Student B guesses the place, e.g. *I think that's the Taj Majal in India.*
- Students swap roles.

Prepare

- 2
 - Put students into small groups.
 - If you do not have access to the Internet, distribute the books, magazines and articles about towns and cities that you have brought to class. If you do have access to the Internet, students can do their research online.
 - Give students 5 minutes to find a town or city to make a poster about.
 - Manage the choices the students make, so that you do not end up with each group choosing the same places.
 - Give students 15 minutes to find and organize information about their place. Encourage **stronger groups** to write paragraphs. **Weaker students** could simply produce a factfile.
 - Monitor while students write their texts. Help with vocabulary as necessary.
- 3
 - Give students 10 minutes to find and print out photos of the town or city they choose in Exercise 2.
 - If you do not have access to the Internet, students could either draw a picture of their chosen town or city or find another means of illustrating their text, e.g. drawing a picture which symbolises the country that town or city is in, e.g. a the Hollywood sign for the USA, a football for Brazil.
 - You could ask students to write a sentence to describe the town or city shown in their posters, e.g. *The beaches of Budva are waiting for you.*

Present

- 4
 - Groups take it in turns to present their posters to the class.
 - Find out which of the places presented is the one the class would most like to visit.

Optional activity

Ask students to make a holiday information poster about their own town or city.

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