

## Back to school

Student's Book p6

## Warmer

Review basic introductions. Introduce yourself by saying: *Hi. My name's ... What's your name?*

Nominate a student to answer the question, and then ask another student in the class. Have that student ask another student, and so on around the class.

## Vocabulary: saying hello

- Before the task, ask questions about the picture: *Where are the boy and girl? (at school) What class are they in? (class 2A)* Explain that this is their first day at school after the holidays.
  - Students do the task.
  - Do not check answers until the end of exercise 2.
- 1 Play the audio once for students to check their answers.
  - Play again and ask students to listen to the pronunciation.

## Exercise 2

1 Hi Max    2 I'm fine    3 I don't know

## Extra activity

Divide the class in half. Ask one half to read together what Max says, and the other half to read what Lara says. Then change so that each half of the class says the other part of the dialogue.

- Students practise the dialogue in pairs. Allow plenty of time for students to swap parts and read again.
- With a less confident class, read the first one together. Elicit if they know another way of saying *hello*. Then ask them to check the second column to see if their answer is there.
    - Students do the task.
    - Draw attention to the level of formality in some expressions using the notes in *Everyday expressions: formality*.

## Everyday expressions: formality

ABCD

The following differences can be explained to the class:

- Hello* is a neutral greeting. *Hi* is more common between friends.
- Thanks* is a more informal way of saying *Thank you*.
- Bye* is a shorter and more informal way of saying *Goodbye*.

## Exercise 3

1 c    2 e    3 d    4 a    5 b

## Extra activity

In pairs, students prepare and practise a similar dialogue using different names and a different class number.

Nominate one or two pairs to act out their dialogue for the class.

## Grammar: subject pronouns and possessive adjectives

- Before the task, read through the sample dialogue. Ask: *Which words are underlined?* (I, We) and *Which words are in bold?* (your, my)
  - Point out that a subject pronoun comes before a verb, and a possessive adjective before a noun.
  - Give the class time to copy the table into their notebooks.
  - Remind students to use both the sample dialogue and the words in the box to complete the table.

## Exercise 4

1 my    2 your    3 he    4 her    5 it    6 we    7 their

- Students do the task.
  - Reinforcement** Before doing the task, ask students to identify if the word that follows the two options in each sentence is a verb or a noun.
  - Challenge** After completing the exercise, ask students to find three other examples of subject pronouns or possessive adjectives.  
(1 He    2 our    4 I)

## Exercise 5

1 our    2 They    3 My, I    4 your, it's    5 She, our

# What's in your bag?

Student's Book p7

## Vocabulary: personal objects

- After checking answers, draw students' attention to the /aɪ/ sound in *mobile (phone)* and the pronunciation of *pencil case* /'pens(ə)l ,keɪs/.

### Exercise 1

- |                |         |               |            |
|----------------|---------|---------------|------------|
| 1 mobile phone | 2 keys  | 3 pencil case | 4 notebook |
| 5 bag          | 6 money | 7 books       |            |

### Extra activity

In pairs, ask students to cover the words. In turns, students point to a picture in the exercise and their partner says the word.

## Grammar: a, an and plurals

- Read through the rules with students.
  - Make sure they understand the terms *vowel* (= a, e, i, o, u) and *consonant* (= all the other letters) before they do the task.

### Exercise 2

- 1 a    2 a    3 an    4 a    5 an    6 a    7 an    8 a

- Explain singular and plural nouns:
  - one animal* → *two animals*
  - one bus* → *two buses*
  - one city* → *two cities*
- Ask students to read the rules in the table. Draw attention to the examples. If you like, use the information below on *Nouns that add -es in the plural* to help the class generate more rules for when *-es* is required.
- Point out that only nouns ending in a consonant + *-y* change to *-ies*. Nouns ending in a vowel + *-y* add *-s*: *keys*.
- Give students time to copy and complete the table.

### Nouns that add -es in the plural

ABCD

Some further examples which can be shared with students:

- nouns ending in *-ch*: *watches, (football) matches*
- nouns ending in *-sh*: *dishes, wishes*
- nouns ending in *-s*: *gases, minuses*
- nouns ending in *-ss*: *dresses, glasses*
- nouns ending in *-x*: *boxes, sixes*

### Exercise 3

- 1 books    2 keys (order unimportant)

- Students do the task.
  - Reinforcement** Before the task, encourage students to ask the meaning of any words they don't understand.

### Fast finishers

Ask students to think of one other plural word for each of the rules in the table.

### Irregular plurals

ABCD

Some irregular plurals you may wish to share with students are:

- man → men
- person → people
- woman → women
- child → children

### Exercise 4

**add -s**: bags, banks, boys, monkeys, phones    **add -es**: addresses, classes  
**omit -y + add -ies**: countries, stories

## Vocabulary: colours

- Students do the task.
  - After checking answers, draw attention to the /ɪ/ sound in *orange* /'brɪndʒ/, the /j/ in *yellow* /'jeləʊ/, and the pronunciation of *purple* /'pɜ:(r)p(ə)l/.

### Exercise 5

- |          |          |          |          |         |
|----------|----------|----------|----------|---------|
| 1 pink   | 2 red    | 3 orange | 4 yellow | 5 green |
| 6 blue   | 7 purple | 8 black  | 9 brown  | 10 grey |
| 11 white |          |          |          |         |

### Extra activity

Ask students to list the colours in order from 1 (their favourite colour) to 11 (their least favourite colour).

- Read through the sample dialogue with students before they do the task.
  - Challenge** When checking answers, ask students to form complete sentences: *The mobile phone in bag A is orange. The books in bag C are ...*
- See the audioscript on p130.
  - Tell students that each of the three dialogues is about one of the bags in exercise 1.
  - If necessary, play the audio twice before checking answers.

### Exercise 7

- 1 Bag A    2 Bag C    3 Bag B

- Remind students that they have to try to remember what is in their bag, and that they mustn't look.
  - Read the sample dialogue through with students before starting the activity.

- At the end of the activity, ask students to look in their bag and check if they were right.

### Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

### Homework

Ask students to write a list of six objects that they have in their bag. Remind them to use *a/an* or a plural form, and to include the colours of the objects. Write some examples on the board to show them what to do, e.g. *two red books, a green pencil case*.

## School days

Student's Book pp8–9

### Warmer

Write on the board: *Today is* (write the day of the week in jumbled up, e.g. *dnomay*) and ask students if they can complete the sentence with a day. If necessary, give them the first letter. Remind them to change the first letter to a capital once they have reordered the letters.

## Vocabulary: days of the week


- 1 • Ask a student to read the days of the week aloud before doing the task.
  - ▶ **Reinforcement** Draw students' attention to the letters at the top of the calendar page before they do the task, ensuring they understand that these are the first letter of each of the days of the week.
  - Point out the final question and ask students to answer it.

### Exercise 1

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

**Possible alternative:** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

The first day of school is Monday.

- 2  3 Play the audio once for students to listen to the pronunciation of the days.
  - Draw attention to the silent 'd' in *Wednesday*. Point out the sounds at the beginning of *Tuesday* /'tju:z/ and *Thursday* /'θɜ:(r)z/, which are often difficult for students to pronounce.
  - Play the audio again for students to repeat.

- Tell students that the days of the week are spelt with a capital letter.



### Culture note

The **days of the week** were first named by the Babylonians, who named five days after the planets they could see in the sky, and the remaining two after the Sun and the Moon. The Greeks continued this tradition but named the days after their gods and goddesses instead of the planets.

When the Romans came to power, they kept the references to the Sun and the Moon but they replaced the names of the Greek gods with names of their own gods, e.g. Tuesday was named after the god Mars *dies Martis* and Wednesday was named after Mercury.

Later the Anglo-Saxons replaced the names of Roman gods with gods or similar words in their own language. Over time, these evolved to the names we know today.

- 3 • Students do the task.
  - Students will review numbers on p10 and learn about ordinal numbers in Unit 7.

### Exercise 3

a Saturday b Wednesday c Thursday d Tuesday e Sunday

## Vocabulary: the classroom

- 4 • Check the meaning of *ideal* in the title (= perfect).
  - After the task, practise the pronunciation of the words.

### Exercise 4

2 window 3 board 4 door 5 poster  
6 computer 7 desk 8 chair

- 5 • Write a model on the board to help students: *I prefer classroom A/B. The board/desks/colour(s) is/are ...* For more confident classes, add further models: *The classroom has got/hasn't got ...*
  - Nominate some pairs to say which classroom they prefer.
  - ▶ **Challenge** Ask students if they agree or disagree and to say why. Write a model on the board: *I/We agree/disagree with ... because ... The classroom is ...*
- 6 • Remind students to use plural nouns where necessary.
  - ▶ **Reinforcement** Once students are working, write the words on the board for students to choose from (*computers, chairs, posters, desk, board*) and point them out to any students who are struggling.

- Follow-up question:  
Which classroom is this? (Classroom B)

### Fast finishers

Ask students to list the objects they can see in classroom A, e.g. *a board, two windows, etc.*

### Exercise 6

1 chairs    2 desk    3 board    4 computers    5 posters

## Grammar: *this, that, these, those*

- 7 • Read through the example sentences with students. Focus students' attention on the nouns and elicit when to use *is/s*. See *this is/that's/these are/those are* below.
- Ask students to find examples of *this, that, these* and *those* in exercise 6 on p8. (This is my ...; These are our tables; This desk ...; That's the board; Those posters ...)
  - Before doing the task, point out that the contracted form is only used for *that's (that is)*.

### *this is/that's/these are/those are*

ABCD

Students will learn the verb *be* in Unit 1. Here, the phrases are introduced as fixed chunks.

However, attention can be drawn to the verb form before singular and plural nouns.

- *is/s* + singular noun:  
*This is a chair. That's a chair.*
- *are* + plural noun:  
*These are chairs. Those are chairs.*

### Exercise 7

2 That's/That is    3 These are    4 Those are

- 8 • Read through the sample dialogue with students, and demonstrate by pointing to objects in the classroom, before students do the task.

## Instructions

Student's Book p9

## Vocabulary: classroom instructions

- 1 • Students do the task.
- After checking answers, elicit the opposite of *open*. (close)
  - Check the pronunciation of *listen* /'lɪs(ə)n/, pointing out the silent 't'.

### Exercise 1

1 e    2 b    3 d    4 a    5 c    6 g    7 f    8 h

- 2 4 See the audioscript on p130.

- Play the audio. Ask students to follow the instructions together as a class.
- Play the audio again and nominate individual students to carry out each instruction.

## Grammar: imperatives

- 3 • Explain that imperatives are used when giving instructions. Point out that imperatives are used in the classroom and in games.
- Read through the examples with students before doing the task.
  - Check the pronunciation of *don't* /dəʊnt/. Point out that sometimes the 't' at the end of *don't* is silent, e.g. *Don't talk*.

### Exercise 3

1 b    2 c    3 a

- 4 • Students do the task.
- ▶ **Challenge** Ask students to write both the affirmative and negative imperative forms.

### Exercise 4

2 Listen    3 Don't write    4 Don't open  
5 Look    6 Don't read    7 Work

- 5 • Read through the sample dialogue with students.
- If necessary for your class, give students time to prepare four more instructions before they start speaking.
  - After the task, nominate some students to give an instruction to the whole class.

### Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

### Homework

Ask students to draw a picture of their classroom and label the things in it by using an arrow to point to the object and writing *this is/that's/these are/those are ...*, e.g. *This is a window*. Tell students to place the arrow close to or far from the classroom objects to clearly show the difference.

# International English

Student's Book p10

## Warmer

Write a number puzzle on the board: 4, 2, 7, 5, 10, 8, 13 ... Give students a minute or two to think about the next number in the sequence. (11: subtract 2 and add 5 alternately)

After checking the answer, ask students if they can say each of the numbers in the puzzle.

## Vocabulary: numbers 1-100

- Ask students to write the numbers in the box in their notebooks, and to write the corresponding numerals next to the words.
  - When checking answers, write the numerals and words on the board. Point out the *-teen* endings for 13, 15 and 18, and the *-ty* ending for 20.

### Exercise 1

two three five six seven eleven twelve  
thirteen fifteen eighteen twenty

- Ask students to write the missing numbers as both words and numbers in their lists.

### Exercise 2

one four eight nine ten fourteen sixteen  
seventeen nineteen

- Focus students' attention on the example and elicit how the word ends. (*-ty*) Ask if all of the numbers in the box end like that. (No, *one hundred* doesn't.)
  - Reinforcement** Write the words on the board in random order and ask students to match them with the numbers in the exercise.
  - After checking answers, help students with the pronunciation of the numbers.

### Exercise 3

thirty forty fifty sixty seventy eighty ninety  
a/one hundred

## Saying numbers

ABCD

Explain that word stress can help them differentiate between numbers ending in *-teen* and *-ty*.

- The stress is on the second syllable in numbers ending in *-teen*: *thirteen*, *fourteen*, *fifteen*, etc.
- The stress is on the first syllable in numbers ending in *-ty*: *thirty*, *forty*, *fifty*, etc.

- See the audioscript on p130.

- Before the task, explain that numbers 21, 22, etc. are written with a hyphen: *twenty-one*, *twenty-two*.
- Play the audio twice, and pause after each number to allow students to write.

### Exercise 4

1 twenty 2 eighty 3 twelve 4 eighty-five  
5 thirty-eight 6 fifty-four

### Extra activity

Ask students to choose any six numbers between 1 and 100 and write them in their notebooks.

In pairs, ask students to take turns to say each number. Their partner has to write the numbers down in their notebook.

Finally, ask students to compare the numbers in their notebooks and see if they are correct.

- Before the task, check the meaning of *official language* (= a language that is used by the government and on official documents).

- Reassure students that they aren't expected to know the answers; they should try to guess.
- Play the audio for students to check.
- Follow-up questions:  
*Are any of the facts surprising? Why?*

### Exercise 5

1 54 2 20 3 85 4 12 5 38 6 80

## Vocabulary: international words

- Tell students that some words are the same or similar in different languages.
  - Before the task, elicit some examples for each category, e.g. *a type of animal*.
  - Ensure that students make their table large enough to add the words in exercises 7 and 10 later.
  - After checking answers, ask students if any of the words are the same or similar in their language.
  - Point out that sometimes the word is the same, but the pronunciation is different. Discuss examples of this in 1-8.
  - Check the pronunciation of *hotel*, with the stress falling on the second syllable, and the /aɪ/ sound in *Wi-Fi*.

### Exercise 6

Animals: panda Food: pizza, banana Places: hospital, hotel  
Sports: tennis Technology: Wi-Fi, camera



7 • Students do the task.

**Exercise 7**

**Animals:** lion   **Food:** chocolate   **Places:** park, school  
**Sports:** football, golf, rugby   **Technology:** computer, phone

**Get online** 

Ask students to find two other international words and write them in the table. (café, concert, kilo, museum, radio, taxi, etc.)

## Vocabulary: the alphabet

8  7 Students do the task.

- 9 • It may help students to write the alphabet on the board in groups of five letters.
- ▶ **Challenge** When checking answers, ask students to say the numbers and letters, as well as the word.

**Exercise 9**

2 cinema   3 internet   4 pasta   5 hockey   6 elephant

10 • Students do the task.

**Exercise 10**

2 cinema – Places   3 internet – Technology   4 pasta – Food  
 5 hockey – Sports   6 elephant – Animals

**Further practice**

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre

**Homework** 

Ask students to write two more words (not necessarily international words) in the categories in exercise 6 on p10. Encourage them to use a dictionary if necessary.

## What's in this book?

**Student's Book p11**

**Warmer**

Give three or four instructions for students to look at pages in their book, e.g. *Open your book at page 36. Look at the photos. What can you see?* (pizzas)

Do the same for pages 51 (K-pop singers), 65 (computers, technology) and 77 (clothes).

- 1 • Students do the task.
- After checking answers, ask: *Which topic is interesting for you?* Nominate some students to answer.

**Fast finishers**

Ask students to find one other photo in the book that is interesting for them.

**Exercise 1**

1 Unit 7   2 Unit 4   3 Unit 8   4 Unit 3   5 Unit 5  
 6 Unit 2   7 Unit 6   8 Unit 1   9 Unit 6

- 2 • Explain the benefits of being familiar with the coursebook before students do the task:
- it is easier to find things they need, e.g. *irregular verb lists*.
  - they know what to expect in lessons.
  - they can look ahead and prepare for what they will study.
  - they can look back and remember what they studied in a previous lesson.
- After the task, explain to students how the coursebook works. Tell students that each unit starts with a question (WDYT = What do you think?). Students learn about a topic, and then they do a project at the end.

**Exercise 2**

1 pp126–127   2 pp116–117   3 pp58–59  
 4 pp122–125   5 p93   6 pp118–121

- 3 • Consider setting a time limit so that students do the challenge quickly.

**Exercise 3**

1 The world is art   2 Comparative adjectives and Possessive pronouns  
 3 Plan your ideal meal   4 A story  
 5 Amazing robots!   6 What does it mean to be famous?  
 7 Word stress   8 Clothes and accessories  
 9 Making plans   10 Using what you know

## End-of-unit further practice



- Diagnostic test → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre

## 1

## Our world

## Vocabulary

## Student's Book pp12–13

**Lesson aims** *Students learn countries and nationality adjectives and discuss a video about visiting other places.*

## Warmer

Do a quiz. Write the countries *the UK, China, Mexico, the USA, Spain* and *Australia* on the board. Tell students you are going to say two words associated with a country. They have to guess which country it is.

Say one word and pause before saying the next. Encourage students to put up their hand when they know the answer. After saying the two words, nominate a student to name the country.

1 *California, Oscars* (the USA)

2 *football, London* (the UK)

3 *pandas, Beijing* (China)

4 *Sydney, kangaroos* (Australia)

5 *flamenco, Madrid* (Spain)

## WDYT? How are countries different?

Write the names of the students' country and a neighbouring country/countries on the board, e.g. Spain, Portugal and France.

Ask: *Are these countries the same?* (no) *Are they different?* (yes) *What things are different?* (food, (traditional) clothes, languages, weather, etc.) Help students with vocabulary as needed.

Tell students they will return to the question at the end of the unit.

## Countries and nationality adjectives

1  <sup>8</sup> See the audioscript on pp130–131.

- Pre-teach *router* (= a piece of equipment that sends information to parts of a computer network) and *sign* (= an object with letters or pictures, usually to provide information).
- Ask students to look at the photos and say what they can see. (See *Culture note*.) (paper with Chinese writing, food – tapas/Spanish food, Hollywood sign, a Wi-Fi router and a girl working and looking at a laptop, chocolate and cocoa beans, Sherlock Holmes film poster)

- Explain that these things come from different countries.
- Students do the task.
- Play the audio for students to check answers. If you think students will benefit, play the audio all the way through once, and then repeat with pauses.

## Exercise 1

1 b   2 c   3 a   4 c   5 a   6 b

## Country abbreviations

ABCD

The names of some countries can be abbreviated:

*the USA = the United States of America*

*the UK = the United Kingdom*

(The UK includes England, Scotland, Wales and Northern Ireland.)

 Culture note

**Hollywood** is a neighbourhood of Los Angeles, California. Around 700 films are made there every year.

**Paper** was invented by the Chinese around 2,000 years ago. It was made from tree bark, hemp and bits of cloth soaked in water.

**Tapas** are small snacks served with drinks in bars in Spain.

Dr John Sullivan, an Australian engineer, and a team of inventors developed **Wi-Fi**. Work started on it in the 1970s and developments continue happening to this day.

Sir Arthur Conan Doyle created the fictional detective **Sherlock Holmes** in 1887. He later appeared in three more novels and 56 short stories.

**Chocolate** was originally a drink made from cocoa beans. It was first drunk by the Olmecs, in Mexico around 1500 BCE.

2   <sup>9</sup> Students do the task.

- Play the audio once for students to check answers. Then play it again with pauses for students to repeat the words.
- Encourage students to notice where the word stress changes in *China* (first syllable) and *Chinese* (second syllable).
- Read the Language note with the class. Point out that countries and nationalities are written with a capital letter. If necessary, note that the definite article doesn't take a capital letter, e.g. the UK, the USA, unless it is at the beginning of a sentence.

### Fast finishers

Ask students to write two more countries and nationalities.

### Exercise 2

- 2 China, Chinese    3 Spain, Spanish    4 Australia, Australian  
5 the UK, British    6 Mexico, Mexican

- 3 • Read the sample dialogue through with students before they do the task. Remind: *It's from + (country) It's + (nationality).*
- Model the correct pronunciation of the question and answer. Draw attention to the pronunciation of *from* /frɒm/ in the question, and the weak form /frəm/ in the answer.

### Extra activity


Write the exercise below on the board or read them aloud. Ask students to choose the correct option.

- 1 *I'm from Mexico City. I'm **Mexico/Mexican.*** (Mexican)  
2 *Sherlock Holmes is from **British/the UK.*** (the UK)  
3 *The name Li is **China/Chinese.*** (Chinese)  
4 *Taylor Swift is from **American/the USA.*** (the USA)  
5 *Flamenco is a **Spanish/Spain** dance.* (Spanish)  
6 *Kangaroos are from **Australia/Australian.*** (Australia)

- 4 • Check the meaning of *continents*. Elicit the names of the continents students know. (The Americas (including: North, Central and South America), Asia, Oceania, Europe and Africa. Some experts also consider Antarctica to be a continent.)
- Before doing the task, ask students to copy the continents into their notebooks, leaving space to add more countries later.
  - After checking answers, ask which continent is missing.

### Exercise 4

**The Americas:** Mexico, the USA  
**Asia:** China  
**Oceania:** Australia  
**Europe:** Spain, the UK  
**Missing:** Africa, also Antarctica

- 5  Students do the task.
- Follow-up question:  
*What are some countries in Africa?* (Suggested answers: Nigeria, Egypt, South Africa, Morocco)

### Exercise 5

**The Americas:** Brazil  
**Asia:** India, Japan, Russia, Turkey  
**Oceania:** New Zealand  
**Europe:** the Netherlands, Russia, Turkey  
Russia and Turkey are in both Europe and Asia.

- 6 • After checking answers, practise the pronunciation of the countries and nationalities.

Draw attention to the long sound in the adjective ending *-ese* /i:z/, e.g. *Chinese, Japanese*, and the short sound *-ish* /ɪʃ/, e.g. *Turkish, Spanish*.

- Point out that *New Zealand* is irregular and that the adjective has two forms. We use *New Zealand* when talking about things and *New Zealander* only when talking about people.

### Exercise 6

- 1 Brazilian    2 Indian    3 Russian    4 Japanese    5 Turkish

### Nationality adjectives and languages

ABCD

Nationality adjectives and languages are often the same:

*I'm from Spain. I'm Spanish. I speak Spanish.*

However, there are exceptions:

*I'm from the UK. I'm British. I speak English.*


- 7 • Before students do the task, check the meaning of *brand, capital city* and *airline* by eliciting the name of a brand from the students' country, the capital city, and the national airline.

### Exercise 7

- 1 Japan    2 Dutch    3 Mexico    4 American    5 Russia    6 Spanish

- 8 • Do one or two examples to show students what to do, e.g. *Apple is a company from ...*
- Tell students they must know the correct answers to their sentences.

### VIDEO SKILLS

- 9  See the videoscript on p138.
- Before doing the task, check the meaning of *top 3* (= three favourites in order of importance).
  - Nominate students to say one place each.
  - Follow-up questions:  
*Which country is each place in?* (Tanzania, Japan, Australia)  
*Which continent is each country in?* (Tanzania – Africa, Japan – Asia, Australia – Oceania)
- 10 • When students have discussed in pairs, nominate students to share their ideas and discuss as a class.

### Exercise 9

- 3 The Serengeti,    2 Tokyo,    1 The Great Barrier Reef

### Exercise 10

- 1 –    2 Student's own answers  
3 A 360-degree video; to show that the area is natural and that lions are from there.



**Further practice**

- Vocabulary → Workbook p4
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

**Pronunciation p116 Exercise 2**

Oo: Turkey, China	oO: Japan
Ooo: India	oOoo: the Netherlands

**Homework** 

Ask students to write five sentences about where things they find around their home come from, using a mix of countries and nationalities.

**Get online** 

Ask students to research where two things of interest to them come from, like the examples in exercise 1. Ask them to choose from these options or use their own ideas: *a type of food, a famous person/character in a film, a company, a type of technology.*

# Reading and critical thinking

**Student's Book pp14–15**

**Lesson aims** *Students read about life in the Netherlands and learn how to identify types of texts.*

**Warmer**

Say some countries and ask students to tell you the corresponding nationality, e.g. *China, Australia, the UK, Turkey, Russia, the Netherlands.* Aim to include *the Netherlands* as the last one.

Elicit what students know about the Netherlands. Ask: *Which continent is it in? (Europe) Is it a big or small country? (small – 41,543 km<sup>2</sup>) What are some typical things from the Netherlands? (Suggested answers: flowers, cheese, bicycles)*

## Informational texts

- 1** • Students do the task.

**Fast finishers**

Ask students to make a note of what they can see in each picture, e.g. *bicycles, a pancake.*

**Exercise 1**

1 C    2 A    3 B    4 D    5 E

**Subskill: Identifying different types of text**

A text can be an email, an article, short facts, etc. As well as the title and pictures, headings and format can also help students to identify a text type.

Identifying a text type before reading is useful because:

- it will help students to predict what type of information is in a text.
- it will help students to decide whether to read quickly to find facts, or more slowly to understand every word.

- 2**
- Remind students not to read the texts.
  - When checking answers, encourage students to say why they chose each text.
  - Ask students to identify the text types for 1–4. (1 fact file 2 bio or personal description 3 general information 4 fun facts)


**Exercise 2**

1 a    2 c    3 d    4 b

- 3**
- Students do the task.
  - When checking answers, point out that *bicycles* are a type of transport, not a sport.

**Exercise 3**

a popular sport

- 4**  <sup>10</sup> Before the task, check the meaning of *cycling*.
- Tell students that the sentences in the exercise may be different from the sentences in the text. Explain that they have to understand the information to do the exercise.
  - Give students time to read the sentence halves before they read and listen to the audio.

**Exercise 4**

1 d    2 c    3 e    4 b    5 a

- 5**
- Read the first statement as a class. Ask students to find the important information in the first sentence. (Thomas, 12) Then explain that they should find where this is mentioned in the text and decide if the information is true or false.
  - Students answer the rest of the questions individually.
  - ▶ **Reinforcement** Ask students to decide if all the sentences are true or false first. Then tell them to go back and correct the false sentences.
  - While checking the answers, elicit the differences between the text and the sentences. (3 *We* is used in the question but *Thomas* is used in the text. 5 *The Dutch diet is good* became *Dutch food is bad* 6 *25% of the country is instead of 75% of the Netherlands isn't*)

### Exercise 5

- 1 False — He's 13 (years old). (text 2, line 2)
- 2 False — A typical Dutch person cycles 900 km a year. (text 4, lines 6–7)
- 3 True (text 3, lines 14–15)
- 4 True (text 2, lines 3–4)
- 5 False — The Dutch diet is good for you. (text 3, lines 11–12)
- 6 True (text 4, lines 4–5)
- 7 False — It isn't difficult for Dutch teenagers to talk to their parents and teachers. (text 3, lines 7–9)

- 6 • **Word work** Before they match, encourage students to use the context as much as possible to guess the meaning. Tell them to read the sentence with the word in bold and, when possible, the ones before and after it and to think about how they might say the word in their language. Point out that the headings and pictures in this text might also help them.
- Help students with the pronunciation of *currency*, *subjects* and *diet*.

### Exercise 6

- |         |             |            |
|---------|-------------|------------|
| 1 great | 2 education | 3 diet     |
| 4 bike  | 5 subjects  | 6 currency |

- 7 • Students do the task.
- ▶ **Challenge** When checking answers, encourage students to give full answers, e.g. *The currency of ... is the ... , Fruit, vegetables and milk are part of a good diet.*

### Extra activity

Ask students to write three more questions using the new vocabulary. Students could ask each other their questions in small groups or as a whole-class activity.

### CRITICAL THINKING



- 1 • **Remember** (LOT) Give students 4–5 minutes to complete the task. Tell them to read the texts: 1, 3 and 4 in particular.
  - Nominate students to give their answers and write them on the board. Encourage other students to agree or disagree with sentences about teenagers in their country. If necessary, write: *I agree/disagree because ...* on the board to help them.
- 2 • **Evaluate** (HOT) Check the meaning of *free time*, *health* and *the weather*.
  - Ask students to put the words in order of importance for them. Explain that 1 is very important and 8 is not important.

- ▶ **Reinforcement** To allow students to discuss their choices, write the following prompts on the board:

*For me, (family) is number 1. / I agree. / I disagree. (Food) is number 1 on my list but number 2 (education) is the same. / My last one is (the weather). / That is different, too. (Education) is last on my list.*

- ▶ **Challenge** After ordering the words individually, ask students to compare and explain their answers in pairs or small groups. Tell them to give reasons for their answers. Write models on the board to help them express their ideas:

*(Health) is number 1 on my list. I'm not happy when I'm ill.*

*For me, (money) isn't important, but people are very important.*

- Nominate different students to say what they think is most important and why.
- To follow up, have a class vote. Say each word in the list and ask students to put up their hand if it is number 1 on their list. Count the number of hands to find out what students think the most important thing to be happy is.

### Critical thinking

#### Suggested answers:

1 **Similar:** The ... diet is good for you. Most people speak English as a second language. Schools are good.

**Similar or different:** The currency is the ... People are/aren't open. Most students are/aren't happy at school. It is/isn't difficult for teenagers to talk to their parents and teachers. It is/isn't easy to change subjects.

2 Students' own answers



### Culture note

A lot of people use the word Holland when talking about **the Netherlands**. In fact, there are 12 provinces in the Netherlands. Two provinces, Noord- and Zuid-Holland (North and South Holland) are called Holland. The Netherlands is used to refer to the 12 provinces together, i.e. the whole country.

The Dutch diet is varied. A typical breakfast consists of bread with apple sauce, cheese or cold meat. Cereals and muesli are also popular. For lunch, cheese sandwiches, soup, or a salad are common. The main meal is eaten in the evening, at five or six o'clock. A typical dinner is meat and vegetables followed by a dessert of fruit or yoghurt.

Education in the Netherlands is compulsory between the ages of 5 and 16. English is a compulsory subject from the age of 10, though many schools start teaching the subject earlier. Secondary education starts at the age of 12



and is divided into three types of schools depending on the students' ability. The flexible approach to secondary education means that students can choose a course of study that best suits them.

Several studies have found that Dutch teenagers are happy when compared with teenagers from other countries. 86% of Dutch teenagers say that their classmates are kind and helpful, and they are less likely to feel pressure from schoolwork, or experience bullying than in many other countries.

### Further practice

- Reading → Workbook p8
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

### Homework

Ask students to write a fact file about their country including the following information:

- name of country
- capital city
- population
- currency
- nationality
- languages

### Get online

Ask students to find the names of two types of Dutch cheese, (**Suggested answers:** Gouda, Edam, Maasdam, Leerdammer) a name for pancakes (*poffertjes*) and the colours that represent the Netherlands (blue, white and red, and orange is the colour of the royal family and the football kit).

## Grammar

### Student's Book p16

**Lesson aims** Students learn how to form and use the present simple affirmative and negative of *be*.

### Warmer

Ask students to look again at the text about Thomas on p15. Ask them to find sentences about his age and his city. Elicit the sentences and write them on the board: *I'm 13 years old and we're from Zwolle.*

Then ask students to look at Quick fun facts, and find a sentence about the sea and one about transport. Elicit the sentences and write them on the board: e.g. *25% of the country is under the sea! The Dutch are bike crazy.*

Encourage students to identify the verbs in the sentences and to name the verb. (*be*)

## be: affirmative

- Before the task, explain that the verb is written in the contracted form in the first two sentences, and in the full form in the second two sentences.

### Contracted forms

ABCD

Explain to students that the contracted form of *be* is used:

- when speaking
- in informal writing, especially after pronouns, i.e. *I'm ... He's ...*

### Exercise 1

1 are    2 is    3 I'm    4 We're

- Before the task, remind students that the contracted form is not used with *this is* or *these are*.

### Exercise 2

Hi! **I'm** Claudia and this is my friend, Jorge. **He's** 14. **We're** from Natal. **It's** a city in Brazil.

Hi Claudia. **I'm** Berta and these are my friends, Lola and Julia. **They're** from Barcelona. **I'm** from Valencia.


### Extra activity

Ask students to read the dialogue in pairs, paying attention to the pronunciation of the contracted forms.

- Point out to students that they have to change the names to pronouns, and the countries to nationalities.
  - ▶ **Reinforcement** Read the sentences with students and check they have the correct pronouns before they do the exercise.

### Exercise 3

2 They're Spanish.    3 We're American.    4 She's Russian.    5 I'm British.

- ▶  <sup>11</sup> Play the audio to check answers. If necessary, pause the audio after each answer.

### Exercise 4

1 I'm    2 It's    3 You're    4 we're    5 We're  
6 it's    7 You're    8 I'm    9 are

The answer is 'Madrid'.

### Extra activity

Ask students to think of a city and to write some clues about it similar to the ones in the quiz. Model some example sentences on the board, e.g. *I'm in a big/small city; It's hot/cold; I can see ...; We're in Europe/Asia*, etc. In groups (or as a whole class), students read their sentences and other students guess which city it is.

## be: negative

- 5 • Read the example sentences with students before they do the task.

### Exercise 5

1 aren't    2 isn't

- 6 • Read out the first sentence with the class and elicit which part is the verb (is) and if it is affirmative or negative (affirmative). Then, ask the class to change it to negative. (isn't/is not)
- Then they do the rest of the task on their own.

### Exercise 6

1 Cem isn't from Istanbul.    2 We're from Miami.    3 I'm not Indian.  
4 Elena's from Brazil.    5 You aren't from Tokyo.

- 7 • Before doing the task, read through the example with students. Point out that a pronoun (*It*) is needed in the second sentence of the pair. Then elicit what other changes are needed. (changes to *be* and to countries) Tell students to read each sentence to identify the changes they need to make before rewriting it.

### Exercise 7

2 China and India aren't in Europe. They're in Asia.  
3 Thomas isn't from Spain. He's from the Netherlands.  
4 We aren't in a maths class. We're in an English class.  
5 I'm not British. I'm (student's nationality).

- 8 • Tell students to write the affirmative form of the verb when they see (+) and the negative form when they see (-).
- Follow-up questions:  
*Where are the teenagers?* (in Madrid)  
*What is the idea behind this Model United Nations event?* (to discuss important questions and understand other countries better)  
*Do you think this is a good idea? Why/Why not?*

### Exercise 8

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

### Culture note

**Model United Nations** is an extra-curricular club for high-school students. It was started in the United States, in the 1940s, with the aim of giving students experience in International Relations. Nowadays, it is run in schools in over a hundred countries and it organises conferences at regional, national and international levels. Participants role-play being ambassadors from different countries. They discuss current problems in countries and try to come up with solutions. Over 400,000 students participate in Model United Nations conferences around the world every year.

- 9 • Encourage students to write the answer and the letter, as in the example.

### Exercise 9

2 Russia: R    3 Ankara: A    4 Zimbabwe: Z    5 India: I  
6 London: L  
The country is 'Brazil'.

### Further practice

- Grammar → Workbook p7
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

### Homework

Ask students to choose a city and write five sentences about it, using both the affirmative and negative of *be* and using singular and plural forms.

Possible ideas: capital city, the country it is in, famous buildings, population

## Vocabulary and Listening

### Student's Book p17

**Lesson aims** *Students learn and use adjectives to describe places and use visual clues to help them understand a phone conversation.*

### Warmer

Play a game of **Snowman** with the words *New Zealand*. (See Activities bank, page 7, for full instructions.)

### Follow-up question:

*Which continent is New Zealand in?* (Oceania)

If possible, show students a map of the country. Point out that there are two big islands, North Island and South Island.

## Adjectives to describe places

- 1 • Before the task, check the meaning of *beach* and pre-teach *tourist* (= someone who visits a place on holiday).
- After checking answers, draw students' attention to the words in bold and yellow. Check the meaning using the pictures and context where possible.
  - Practise the pronunciation of the words.

### Exercise 1

**Suggested answer:** Yes, because it's a beautiful country. (also: Auckland is a modern city, it's safe for tourists, lots of things to do. The beaches aren't crowded.)

- 2 • Students do the task.
- ▶ **Reinforcement** Suggest to students that they match the words they're sure of first, the words they think they know next, and to leave the words they don't know for last.
  - After checking answers, practise the pronunciation of the words. Draw attention to the long /ɜ:/ sound in *dirty* and the /ʌ/ sound in *ugly*. Point out the silent 'e' in *int(e)resting*.

### Exercise 2

modern – old   clean – dirty   safe – dangerous   quiet – noisy  
boring – interesting   crowded – empty   hot – cold

### Extra activity

Ask students to test a partner on the opposites. Student A closes their book. Student B says a word and Student A says the opposite. Then they change roles.

- 3 • Read through the Language note on *Adjectives* with students. Ask them to compare the use of adjectives in English with their own language. Encourage them to notice if the position of the adjective and the form of adjectives is the same or different.
- Students do the task.
  - Nominate students to read their sentences and ask other students if they agree or disagree. Encourage students to voice different opinions and to give reasons if they can.

### Fast finishers

Ask students to complete the sentences about another city that they know.

## A phone conversation

### ▶ Subskill: Using visual clues

Explain that titles, photos and maps can tell students about the type of listening, the topic and the vocabulary they can expect to hear.

Use this listening as an example.


**The title:** This is a phone conversation. This means that students can expect to hear two people speaking.

**The vocabulary:** This could be animals (sheep), sports (rugby), traditions, cultures, languages (Maori).

- 4 • Ask students to say what they can see in the photos. Elicit or pre-teach the meaning of *Maori*, *rugby*, *statue* and *sheep*.

### Exercise 4

**Suggested answer:** Rugby, sheep and tradition are important.

- 5  <sup>12</sup> See the audioscript on p131.

- Ask students to read the questions before they listen.
- **Follow-up questions:**  
*Where is Chloe (the girl)?* (New Zealand)  
*Why does Liam (the boy) want to know about New Zealand?* (for his homework)

### Exercise 5

1 is   2 isn't   3 isn't

- 6 • Ask students to read the sentences before they listen again.
- ▶ **Challenge** Ask students to try to do the task before they listen again to check.

### Exercise 6

1 True   2 False   3 False   4 True   5 False   6 True

- 7 • Ask students to copy the table into their notebooks before doing the task.
- **Follow-up questions:**  
*Do you think New Zealand is a good place to live?*  
*Why/Why not?*

### Exercise 7

1 four   2 Wellington   3 hot   4 cold  
5 English   6 rugby

- 8 • Elicit ideas that students can discuss, e.g. the size of the country, language, weather, sport, things to do.
- Draw students' attention to the *fun facts* box. Ask them to research which countries the following people are from: *Yankee* (the USA), *Brit* (the UK) and *Aussie* (Australia).

### Further practice

- Vocabulary → Workbook p6
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p9
- Listening worksheet → Teacher's Resource Centre

### Homework

Ask students to write an advert similar to that in exercise 1 for their own country.



# Grammar

Student's Book p18

**Lesson aims** Students learn to form and use Yes/No questions and short answers with *be*.

## Warmer

Write three sentences on the board: *New Zealand is a big country. The winters are cold. You are happy there.*

Play the audio from exercise 5 on p17. Ask students to notice if the sentences they hear are the same or different from the sentences on the board.

After establishing that the sentences are different, encourage students to think about why. Explain that the sentences are different because they're questions in the audio.

## be: questions and short answers

- 1 • Before the task, draw attention to the word order in questions. Explain that the subject and verb are inverted in questions using *be*.

### be: Yes/No questions and short answers

Draw diagrams on the board to demonstrate to students how to form questions:

Affirmative: *It is a crowded country.*

Question: *Is it a crowded country?*

Short answers: *Yes, it is./No, it isn't.*

- Affirmative: *The beaches are empty.*

Question: *Are the beaches empty?*

Short answers: *Yes, they are./No, they aren't.*

Explain that the subject and the verb *be* are repeated in short answers to Yes/No questions. However, contracted forms are NOT used in affirmative short answers.

### Exercise 1

1 am 2 Are 3 isn't 4 Are 5 aren't

- 2 • Students do the task.

### Fast finishers

Ask students to write two more questions using *be*.

### Exercise 2

1 Is your city big? 2 Are you and your classmates happy?  
3 Is your teacher from the USA? 4 Are you from Japan?  
5 Are summers in your country hot?/Are summers hot in your country?

- 3 • When checking answers, nominate one student to read the question in exercise 2 and another student to give the correct short answer.

### Exercise 3

1 d 2 e 3 a 4 c 5 b

### Extra activity

Ask students to write answers to the questions in exercise 2 so that they are true for them.

- 4  13 Students do the task.

- Play the audio to check answers.
- Play the audio again. Point out that the speaker's voice goes up at the end of questions.
- Put students into pairs to practise the dialogue using the correct intonation.

### Common errors

ABCD

Two mistakes which are often made by students:

- using affirmative sentences with rising intonation:  
*The winters are cold? Are the winters cold?*
- not putting the subject after the verb:  
*Is a big country New Zealand? Is New Zealand a big country?*

### Exercise 4

1 Are 2 'm not 3 Are 4 aren't 5 Is 6 isn't 7 Are 8 are

- 5  14 See the audioscript on p131.

- Play the audio or read the questions aloud. If using the audio, pause after each question to allow students to write their answers. Encourage students not to call out their answers immediately.
- ▶ **Challenge** Ask students to write the questions they hear and their short answers.
- Repeat the questions, pausing after each question again, and nominate different students to answer.

## GRAMMAR ROUND-UP

- 6 • Before students do the task, check the meaning of *flag* using the picture.
- Follow-up questions:  
*Why can you see a red circle on the Japanese flag?*  
(It's a symbol of the Sun.)  
*How is the Nepalese flag different from other flags?*  
(It is the only one with five sides.)  
*Can you describe the flag of your country?*

### Exercise 6

1 are 2 it is 3 Are you 4 'm not 5 isn't 6 aren't 7 is

## Research

Ask students to describe the flag. Encourage them to explain the meaning of the colour(s) and/or symbol(s) in the flag.

### Further practice

- Grammar → Workbook p7
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

### Homework

Ask students to write five questions to ask a student from another country about where they live.

## Real-world speaking

### Student's Book p19

**Lesson aims** *Students learn and practise Key phrases to use when meeting new people.*

### Warmer


Write the following on the board and ask students to match the words.

Age	Nationality	School	Name
American	Bedford High	Amy Jones	12

Tell students to check their answers by looking at the school identity card on p19.

Discuss the identity card with students, e.g. *Is it common to have a school identity card in this country? Is it a good idea? What can/could you use it for?*

## Meeting new people

**1**  Before students watch the video, ask them to look at the photo from the video. Ask: *Where are the girls?* (at school) Elicit reasons for their answers. (the backpacks, the class in the background and Elena says Mr West is the French teacher)

- Read out the question. When students have watched the video, check they know each girl's name.
- Encourage students to give a short answer (see Grammar p18) to the question. Ask them to supply the extra information which supports the correct answer. (Amy is a new student. It's her first day.)

### Exercise 1

No, they aren't.

- 2**
- Read through the Key phrases as a class before watching again.
  - ▶ **Challenge** Ask students if they remember which Key phrases were used before watching again to check.
  - Model the Key phrases to the class. Explain that *Good/Nice to meet you!* is short for **It's good/nice to meet you!** and that *You too!* is short for **It's good/nice to meet you, too!** Focus attention on Amy's response *Me too* in the conversation, and elicit a longer version of her answer: *I'm 12, too.*
  - Point out to students the Real-world grammar phrases. Explain that these are examples of the unit's grammar points being used in the real context of the speaking dialogue.
  - Read through the Real-world grammar phrases as a class. Explain that using short answers in conversation sounds more friendly and polite than just saying *Yes* or *No*.

### Exercise 2

What's your name?  
My name's ...  
I'm ...  
Where are you from?  
I'm from ...  
How old are you?  
I'm (12).

- 3**
- Students do the task.
  - ▶ **Reinforcement** Point out to students that they have to select one or more words from some of the Key phrases to fill in the gaps.
  - After checking answers, ask students to read the dialogue again to find two expressions for greeting someone (*Hi there!*, *Hi*) and two expressions for saying goodbye (*See you later*, *See you!*).

### Exercise 3

1 What's your      2 My name's      3 are you from  
4 I'm from      5 How old are      6 I'm

### Intonation in questions

ABCD

Remind students that the intonation in *Yes/No* questions is rising. Point out that the questions in the Key phrases start with a question word (*What*, *Where*, *How old*). Explain that the intonation in these questions is falling; the voice goes down at the end.

- Ask students to practise the completed dialogue in pairs, using the correct intonation. See *Intonation in questions*. Allow plenty of time to swap parts and read again.

- 4** • **THINK** Remind students not to use their real identity when completing the notes.
- **PREPARE** Ask students to use their new identities when preparing their dialogue. Have them choose one student to be new at the school, and the other to ask him/her questions. Encourage them to use the Key phrases.
  - **PRACTISE** Encourage students to practise several times. Remind them to use falling intonation in the *Wh-* questions.
  - **PERFORM** Ask students to read through the **Peer review** questions in exercise 5 before watching their classmates act out their dialogues.
  - Have students act out their dialogue for another pair, or for the whole class.
  - When watching their peers, encourage students to make notes.
- 5** • **Peer review** After the performance, ask classmates to share their answers and feedback. Encourage positive and constructive feedback.

### Extra activity

Ask students to act out the dialogue in pairs using their real identities.

### Further practice

- Speaking → Workbook p9
- Phrasebook → Student's Book p122

### Homework

Ask students to write the three questions from the Key phrases and write true answers for them.

## Writing

### Student's Book pp20–21

**Lesson aims** Students learn how to use capital letters and write a keypal message.

### Warmer

Do a letter dictation. Tell students you are going to dictate letters and they have to write them down.

Spell the word *keypal*.

After checking the spelling, check the meaning of *keypal* (see *Culture note* below).

Tell students that in this lesson they are going to write a message asking for a new keypal.



### Culture note

A **keypal** is similar to a penfriend, but instead of writing letters, friends communicate by email. People looking for a keypal post a message on a website designed for this purpose, or answer messages that they see posted there. For many, having a keypal is a way to make friends with

people from different countries and to learn about other cultures. It is also a way for students to practise their language skills.

## A keypal message

- Students do the task.
  - When checking answers, ask students to say why they choose that person. Write this prompt on the board: *I choose ... because ...*
- Students do the task.
  - ▶ **Challenge** Ask students to use complete sentences when checking answers, e.g. *Her name is Adriana. She's 12 years old.*

### Exercise 2

**A Name:** Adriana **Age:** 12 **Country:** Mexico **Nationality:** Mexican  
**City:** Veracruz **Languages:** Spanish and a little English **Hobbies:** music and dancing

**B Name:** Kenji **Age:** 11 **Country:** Japan **Nationality:** Japanese  
**City:** Tokyo **Languages:** Japanese and English **Hobbies:** sports (judo and baseball) and manga

### Subskill: Capital letters

Explain to students that capital letters are also used:

- in the name of islands, e.g. *Honshu*, Japan or the *Canary Islands*, Spain.
- with *Mr*, *Miss* and *Mrs* + surname, e.g. *Mr West*.

Remind students that it is important to use capital letters correctly when they write.

- Students do the task.

### Fast finishers

Ask students to look at the reading texts on p15 and find more examples of capital letters for the rules in exercise 3.

(**The pronoun I:** I'm Thomas, I'm 13 years old. **Countries and nationalities:** The Netherlands, Dutch, English **Cities:** Amsterdam, Zwolle **The first word in a sentence or question:** People are open ... , Most students are happy ... **Names:** Thomas)

### Exercise 3

#### Suggested answers:

- 1 I'm 12 years old., I'm from ... , I speak Spanish ... , I want to meet people ... , I'm Japanese.
- 2 Mexico, Japanese, Japan
- 3 Veracruz, Tokyo
- 4 Spanish, English, Japanese
- 5 Monday, Friday
- 6 Hi!, My name's ... , It's beautiful ... , My hobbies ... , I want ... , Where are you ... ? , Write to me!
- 7 Adriana, Rosalia, Kenji

- 4 • Students do the task.
- ▶ **Reinforcement** Tell students there are 15 letters to change.
  - When checking answers, ask students to explain why a capital letter is needed.

#### Exercise 4

- |  |   |
|--|---|
| 1 I'm from India.                              | 2 I speak Portuguese and French.                |
| 3 Istanbul is a big, beautiful city in Turkey. | 4 I'm half Dutch and half German.               |
| 5 My favourite day of the week is Saturday.    | 6 I live in Moscow, the capital city of Russia. |

#### Extra activity

Ask students to write three sentences without capital letters similar to the ones in exercise 4. Tell students to pass their notebooks to a partner. Their partner has to correct the capital letters in the sentences.

- 5 • When checking answers, point out that the phrases in the messages for 1 and 3 are informal language.

#### Exercise 5

- Hi!, Hi there!
- I want to meet people from other countries and practise my English., I want to make friends in other countries.
- Send me a message!, Write to me!

- 6 • **THINK** Before doing the task, ask students to think about words for hobbies. Make a list on the board.
- Have students copy one column of the Profile application on p20 into their notebooks and complete it with facts about themselves.
  - **PREPARE** Encourage students to look at the adjectives to describe places in the Quick review on the same page when making notes about their city.
  - Remind students to make notes and not to write complete sentences at this stage.
  - Refer to their reasons for choosing a keypal in exercise 1. Elicit ideas about why they might choose a keypal, e.g. similar interests and hobbies, reasons for wanting a keypal. Tell them they should give reasons like this in their answer to question 3.

- **WRITE** Before writing, draw students' attention to the paragraphs in the keypal messages. Point out that the messages have two or three paragraphs.
  - Ask students to notice the contents of each paragraph, i.e. paragraphs 1 and 2 are about the person, and paragraph 3 says why they want a keypal.
  - Tell students to use paragraphs in their message, and remind them to use expressions from exercise 5.
  - **CHECK** Give students time to check their work. Suggest they find all the examples of the verb *be* and make corrections if necessary. Ask them to look again at the rules for using capital letters and check that they have used them correctly.
- 7 • **Peer review** Have students work in small groups to exchange their messages and answer the questions.
- Encourage students to help each other with any corrections if necessary.

#### Extra activity

Discuss with students whether they think it is a good idea to have a keypal. Ask them what the benefits are. (**Suggested answers:** You can practise your English. You can learn about other countries. You can meet people and make new friends.) Find out if anyone in the class has a keypal and if so, what they write about, how often they write, etc.

#### Get online

Ask students to find out the following information about Mexico and Japan: languages, currency, popular sports and traditional food.

#### Further practice

- Writing → Workbook p10
- Writing competence → Teacher's Resource Centre

#### Homework

Ask students to write an answer to the person they chose to be their keypal in exercise 1.

# Project

Student's Book pp22–23

**Lesson aims** Students design a new country and make a poster to introduce it.

## Warmer

Ask students to look at the Graphic organiser for this unit on p118. Give them five minutes to discuss with a partner what they learned about countries, and what they have enjoyed most about the unit.

## WDYT? How are countries different?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask students to think about which things make countries different, including facts (population, flags, currency, etc.), environment (weather, geography, etc.) and how people live (e.g. their diet, school). Ask students which of these ideas they think are most important to a country's identity.

Discuss as a class why it may be useful to understand how countries are different.

## TASK

Read through the task description as a class. Ask questions to check students understand the task:

*What do you make?* (a poster about a country)

*Is it about a real country?* (no)

*What do you do with your poster?* (present it)

### 1 See the videoscript on p138.

- Ask students to close their books and read out the question for them. Check or pre-teach *invented* before playing the video.
- Play the video again for students to check the answers.
- With books still closed, ask follow-up questions: (You will probably need to write these on the board and allow students to watch the video a second time.)  
*What is the population of Calobia?* (25,000)  
*Which days do Calobian students go to school?* (Saturday and Sunday)  
*What are two important foods in Calobia?* (fish and pineapple)
- Ask students about the presentation. *Do you like the poster? Why? What makes Calobia a good place to live?*

### Exercise 1

It is a small island in the Pacific Ocean and it's about 3,000 km from New Zealand in Oceania.

## STEP 1: THINK

- Remind students of the word *currency* from the reading text on p15 before they do the task.
- When checking answers, go through the list and ask students where in the poster they found the information. Ask them to read what it says aloud.

### Fast finishers

Ask students to think about two advantages and one disadvantage of life on Calobia.

### Exercise 2

all included except: family life, popular music

- Pre-teach or check the meaning of *section headings, drawings, graphs and tables, fonts or styles of letters* and *several*.
- Read through the list with students. Ask them to find examples in the Model project as you do so.
- Use the Model project notes to help with the discussion.

### Exercise 3

all included except: graphs and tables, one big text

## STEP 2: PLAN

- Read through the tips in the Super skills box with students. Ask: *How can you be original?* (**Suggested answers:** include interesting facts, present the material in interesting ways) *Why is it a good idea to think about different options?* (the first idea isn't always the best)
- Help with pronunciation and intonation as students practise the Key phrases aloud.
- Suggest to students that they look again at exercise 2 for ideas.
  - ▶ **Reinforcement** Give students time to choose some sections they would like to include individually before they discuss with their group.
- Remind students to use the Key phrases when discussing their ideas.
- Tell students they should all make notes about each section. Remind them not to write full sentences at this stage.
- Remind students that their country also needs a name. They may find it easier to think of a name once they have made some decisions about what kind of country it is.
- Point out that two group members will prepare two sections of their poster, and the other will prepare one. That person could also be





responsible for artwork, or layout, or the title (the name of the country). Ask students to consider these roles too, to ensure everything is covered.

### STEP 3: CREATE ■■■■

- 8 • Ask students to write a rough draft first.
  - Encourage students to read each other's sections and make suggestions or corrections before writing a final draft.
- 9 • Go through the *How to ...* tips on p118. Ask students if they can add any more ideas to the list.
  - Students could go online to find photos if this is possible. Point out that they can also draw pictures, as in the poster on p23.
  - If you have the facilities, allow students to create and present their posters digitally.
  - Give students time to practise their presentation in their group before they present to other students.
  - ▶ **Challenge** Remind students that in the video, the presenters expanded on what they had written in their poster. Encourage students to do the same.
  - Ask students to read the **Peer review** questions to ensure they are ready for what their audience will be looking for.

### STEP 4: PRESENT ■■■■

- 10 • **Peer review** Tell students to take notes on these questions while listening to the projects.
  - Nominate some students to say if they would like to visit the country they heard about, and why or why not.

#### Model project

The Model project on p23 shows a poster about an invented country, Calobia.

**Layout:** It includes visuals (photos and drawings) and short texts. The short texts make the poster easy to read. The information in the poster is presented in an interesting format. Each text has a heading and colour is used to make these attractive. Different fonts make the poster attractive. It doesn't matter what order the sections are presented in on the poster or in the presentation.

**Content:** The poster includes unusual, appealing details, such as only going to school at weekends and an octopus being a popular pet.

**Language:** Some texts use phrases or individual words while others are written in full sentences. Using fact files means that the information is easy to understand, while full sentences are used to present more detailed and interesting information. The project uses the affirmative

and question forms of the verb *be*, and countries and adjectives from the unit.

**Visuals:** There are two drawings and three photos. The title also looks like a drawing. The use of sticky tape adds more colour to the poster and makes it look fun.



### FINAL REFLECTION

- In their groups, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- In evaluating part 1, ask students to look again at exercise 3 and consider if they included the points in their poster. Also, ask them to think about any feedback they received about their poster when they presented it to another group, in exercise 10.
- After evaluating part 3, ask students which was their favourite idea.
- Where students have chosen a yellow or red face, ask them what they think they can do differently next time to improve.

#### Further practice

- Super skills → Workbook p10

#### Homework

Ask students to write five or six sentences about their invented country. Model some sentences to help them, e.g. *Students go to school one day a week, on Friday. The national sport is football.*

### End-of-unit further practice

- Social and emotional competence → Workbook pp68–69
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre