

# 1 Where I live

## 1 Presentation

a 1.02 Listen and read. What is special about the places where Sun and Lukas live?



My name is Sun and I live in Dongguan County in China. People call Dongguan the *home of swimming* because many of China's top **divers** and swimmers come from here. There are good places to swim in the **creeks** along the Zhu River. Farmers sometimes swim to their fields because it is quicker than walking to the nearest bridge.

This is my e-pal Lukas. He lives in the Yukon in Canada and in the summer he sometimes sees bears in his garden. He always **claps** his hands when he leaves the house. He does this because bears usually walk away when they hear humans. Lukas doesn't have to worry in the winter because bears **hibernate** from October to April.

b Read again. Can you guess what the words in blue mean?

## 2 Comprehension

Read again. Answer these questions.

### 1 Dongguan County

- 1 Where does Sun live?
- 2 What do people call Dongguan?
- 3 Why do farmers sometimes swim to their fields?
- 4 Where does Lukas live?
- 5 What does Lukas sometimes see in his garden?
- 6 When do bears hibernate?



## Grammar spot

### Present simple

I **live** in Dongguan County in China.  
Lukas **lives** in the Yukon in Canada.  
What **do** people **call** Dongguan County?  
Where **does** Lukas **live**?

Grammar page 98

# 1 Where I live

## Grammar

- present simple; question words

## Vocabulary

- everyday activities; lifestyles; countries

## Optional materials

- bilingual dictionaries; timer or stopwatch

## Optional Activity Book activities

- Fast finishers p60, Extra practice p61

## Photocopiable activity

- *Getting to know you* p102

## PART 1

### Teaching tip: *The first lesson*

The first lesson is very important as the foundation of the whole course. You may consider the following suggestions for first lesson activities and procedures:

- If you are teaching a new class, introduce yourself and say a few things about your hobbies, family and pets in English. Encourage students to do the same. Allow two minutes for each introduction, using an egg timer or stopwatch if necessary.
- Inform students about the rules and procedures in the classroom, e.g. **taking attendance, collecting homework, tests, discipline etc.**
- Introduce students to the Student's Book and summarise the material they are going to be studying in the school year.
- Play a few whole class games, e.g. *Find somebody who ...* Choose activities that students of all abilities are able to complete successfully, so that they develop a positive attitude.

## Introduction

Ask students to stand in a circle. Name a country, e.g. *Australia*. The first student names one thing they associate with this country, e.g. *a kangaroo* and says the name of another country, e.g. *The USA* for the second student to make their association. The second student then adds another country and so on round the circle. Students are not allowed to repeat any countries.

### 1 Presentation

- a) [1.02] Point to the first picture and introduce Sun to students. Ask them to guess where she lives on the basis of the large photo. Then introduce Sun's friend, Lukas, and ask students to guess where he lives. Do not reveal the answers yet. Play the CD and ask students to follow the text in their books to check their predictions and find out what is special about the places where the teenagers live. Elicit the answers, allowing students to select the facts they find the most special.



### Tapescript

see Student's Book Activity 1a

- b) Ask students to read the text again and try to guess the meaning of the words in bold from the context. Elicit the students' ideas and provide explanation if necessary. Explain any other words students do not understand, using the photos, mime or giving definitions.

Elicit or explain, using L1 if necessary, that *hibernation* is a deep sleep that helps animals save energy and survive the winter when food is difficult to find. During hibernation the body temperature drops and breathing slows down to save energy coming from body fat.

### 2 Comprehension

Students read the questions. Then they read the text in Activity 1a again to find the answers. Students compare their answers in pairs. Check the answers with the whole class.

### Mixed-ability classes

Fast finishers check how many things they can name in the photos in Activity 1a.

### Extra activity

Ask the class the following questions: *What is the name of the region where you live? What is the region famous for?* Elicit students' ideas. Teach students the English name of their region if there is one.

### Tapescript

see Activity 1

### Answer key

1 Dongguan County (in China) 2 the home of swimming  
3 because it's quicker (than walking to the nearest bridge) 4 the Yukon (in Canada) 5 bears 6 in winter/from October to April

### Grammar spot

Ask students to read the example sentences and questions. Then review the use and form of the present simple, which was introduced in *Hot Spot Student's Book 1 and 2*.

Ask students to find more examples of the present simple in Activity 1 and Activity 2. Point out the position of adverbs of frequency *always, usually and sometimes* within a sentence in the present simple. Refer students to the **Grammar summary** on page 98 for more information on the present simple.

### Cultural information

**Dongguan** is located in the Zhu (Pearl) River Delta in the south of China. Criss-crossed with water canals and reservoirs, it was originally a farming area producing rice, lychees, bananas and seafood. In the last few decades, Dongguan's industry has been expanding rapidly, making Dongguan a rich and populous city and county.

**The Yukon** is a territory in the north-west of Canada. Its climate is arctic with long cold winters. The main attractions are Aurora Borealis/the Northern Lights, dog sledding, kayaking and viewing the wildlife, including bears and moose.

### 3 Grammar practice

a Make questions with *do* or *does*.

- Where \_\_\_\_ Sun live?
- Where \_\_\_\_ you come from?
- What \_\_\_\_ bears do in winter?
- Where \_\_\_\_ your friends go swimming?
- Why \_\_\_\_ Lukas not have to worry about bears in winter?

b Then ask and answer with a classmate.

Where does Sun live?

She lives in Dongguan County.



**Remember!**  
Remember the **-(e)s!**

Where do you live?  
I live in ...

Where does he live?  
He lives in ...

### 4 Class poll

a What is special about where you live? Work in a small group and write ideas. Use a dictionary to help with new vocabulary. Then write your ideas on the board.

There is a big forest and lots of sawmills.  
Lots of people work on farms.  
You can sometimes see deer.

b What are the best three ideas? Vote with your classmates.

### 5 Pronunciation

a 1.03 Listen to this tongue twister.

/h/

*Hedgehogs have to hibernate in their homes but humans have houses and don't have to.*



b 1.04 Listen again and repeat. How fast can you say it?

### 6 Listening

a 1.05 Listen to Rachel. Is her life different from yours?

My name's Rachel and I'm Amish.



b 2.22 Listen again. Then write answers to the questions below. Use the words in the box.

the USA a simple, traditional life  
horse-drawn buggies on their farms  
TVs, computers and mobile phones

1 Rachel lives in the USA.

- Where does Rachel live?
- What kind of life do Amish people like?
- What have they not got?
- How do they travel?
- How do they help their neighbours?

### 7 Check your English

a How much can you remember? Make sentences with the present simple.

- Sun (live) ...
- People (call) Dongguan ...
- Lukas (live) ...
- Lukas (not worry) ...
- The Amish people (live) ...
- The Amish people (travel) ...

b Do these things:

- Write the name of a top diver or swimmer.
- Draw a creek.
- Clap your hands.
- Think of two animals that hibernate.
- Think of the name of one of your neighbours.
- Think of something traditional in your country.

### 3 Grammar practice

- a) Refer students to the **Remember!** box to review the different form for the third person singular. Complete the first question with the whole class as an example. Students complete the remaining questions individually.
- b) Read out the example dialogue with a confident student. Then students ask and answer the questions in pairs. Ask a pair of students to repeat their dialogue to the whole class.

#### Answer key

1 does/She lives in Dongguan County 2 do/students' own answers 3 do/hibernate 4 do/students' own answers 5 does/He doesn't have to worry about bears in winter, because they hibernate from October to April.

#### Dyslexia tip: Ending the lesson

Dyslexic students are often distracted, especially towards the end of the lesson. It is useful to devote the last few minutes to reviewing the key issues students have studied in the lesson. If you decide to assign homework, do it orally and get the whole class to repeat it chorally. Then ask three different students, including dyslexic students, to repeat the assignment before you write it on the board for students to copy.

#### Homework suggestions

- 1 Activity Book page 4-5, Activities 1-3
- 2 Students write three questions to ask their classmates about the house where they live, their street and their neighbours. They can ask and answer the questions in pairs at the beginning of the next lesson.

## PART 2

### Introduction

Divide students into groups of five. Write the following topics on the board: *food, meals, houses, work, school, sports, transport*. Ask students to come up with at least three things which surprise them about foreign countries they visit or see on TV. Students can use the topics on the board or their own ideas, e.g. *In Thailand people eat rice soup for breakfast* or *In Ireland people drive on the left*. Elicit the groups' ideas and ask students what they think foreigners find surprising about their own country.

### 4 Class poll

- a) Divide the class into groups of four. They should write down what is special about their town or region. Go through the example before they begin writing. Distribute dictionaries to look up new words. Set a time limit of five minutes.
- b) Elicit different groups' ideas onto the board. Read them out and get students to vote for the best three ideas by raising their hands. Each student can vote for three ideas only. Count the votes and announce the winners.

#### Extra activity

In pairs, students imagine that a foreign exchange student is going to visit them for a weekend. They write an itinerary for his/her visit, including any special local customs or attractions.

### 5 Pronunciation

- a) [1.03] Ask students: *What's the difference between a house and a home?* If necessary, explain that a *house* is a building, whereas a *home* is a place where someone lives permanently with their family.

Explain that in some languages we do not pronounce the initial sound /h/, but in English we nearly always pronounce it when it is the first sound of the word. Exceptions include *hour* and *honest*.

Play the CD and ask students to follow the tongue twister in their books.



#### Tapescript

see Student's Book Activity 5a

- b) [1.04] Play the CD again and ask students to repeat the tongue twister. Then encourage them to practise saying the tongue twister as fast as they can.



#### Tapescript

see Activity 5a

### 6 Listening

[1.05] Introduce Rachel. Explain that the larger photo shows how people in her community live. Ask the class to make guesses about their lives.

Play the CD for students to check their guesses. Then ask them to write the answers to the questions, using the words in the box. Point to the photo to explain *horse-drawn buggies*. Students compare their answers in pairs before you check them with the whole class.



#### Tapescript

My name's Rachel and I'm Amish. I live in the USA but I'm different to many American children. Amish people like to live a simple, traditional life and we haven't got things like TVs, computers and mobile phones. We also haven't got cars. We travel in horse-drawn buggies! Many Amish people are farmers and I spend a lot of time helping my parents on the farm. We also like to help our neighbours. Our neighbours come to our farm to help us and we go to their farms to help them.

#### Answer key

- 1 Rachel lives in the USA.
- 2 Amish people like a simple, traditional life.
- 3 They haven't got TVs, computers and mobile phones.
- 4 They travel in horse-drawn buggies.
- 5 They help their neighbours on their farms.

### 7 Check your English

- a) Students make present simple sentences about the places and people from the lesson and compare their answers in pairs. Check the answers with the whole class.

#### Answer key

- 1 Sun lives in Dongguan County in China. 2 People call Dongguan the 'home of swimming'. 3 Lukas lives in the Yukon in Canada. 4 Lukas does not have to worry about the bears in winter (because they hibernate). 5 The Amish people live in the USA. 6 The Amish people travel in horse-drawn buggies.
- b) Students read the instructions and complete the task. Individual students demonstrate their answers to the whole class.

#### Answer key

students' own answers

#### Photocopiable activity

*Getting to know you*, p102; instructions p92

#### Homework suggestions

- 1 Activity Book page 5, Activities 4-6
- 2 Students write the top five things they miss about their home and hometown when they go on holiday.

## 2 Charlie's busy week

### 1 Presentation

- a 1.06 Listen and read. Today is Monday. When are Charlie and his friends practising the sketch?

- Mel** Here are the scripts. This is yours, Charlie, and this is mine. So when can we practise the sketch?
- Charlie** Let's see. I'll look in my diary on my mobile.
- Sophie** How about tomorrow after school?
- Charlie** No, I'm sorry, I can't. I'm seeing the dentist on Tuesday.
- Mel** Okay. Are you free on Wednesday?
- Charlie** No, I'm going out with my family. We're going to the cinema.
- Sophie** Right. How about on Thursday?
- Charlie** Let's see. No, I'm afraid not. My sister's playing netball for the school team on Thursday and I'm watching the match.
- Mel** So that leaves Friday. Are you free on Friday?
- Charlie** Let's see. Oh no! We're going away for the weekend on Friday and we aren't coming back until Sunday night.
- Sophie** But that's terrible! We're performing the sketch in class next Monday.
- Charlie** How about now?
- Mel** What? You're free now?
- Charlie** Yes.
- Sophie** Great! Let's practise the sketch right now. We haven't got a moment to lose.



- b 1.06 Listen again. Then read the dialogue with your classmates.



### Real English

Let's see.  
How about tomorrow?  
No, I'm afraid not.  
We haven't got a moment to lose.

### 2 Comprehension

When is Charlie doing what? Match the words in A with the times in B.

#### 1 seeing the dentist - Tuesday

- | A                       | B              |
|-------------------------|----------------|
| 1 seeing the dentist    | a Sunday night |
| 2 going to the cinema   | b Wednesday    |
| 3 watching netball      | c Friday       |
| 4 going away            | d right now    |
| 5 coming back           | e next Monday  |
| 6 performing the sketch | f Thursday     |
| 7 practising the sketch | g Tuesday      |

# 2 Charlie's busy week

## Grammar

- present continuous for future arrangements; possessive pronouns; demonstrative pronouns *this, these*

## Vocabulary

- days of the week; everyday activities

## Optional materials

- one Post-it™ note per student

## Optional Activity Book activities

- Fast finishers p60, Extra practice p61

## Photocopiable activity

- *Plans* p103

## PART 1

### Introduction

Review the days of the week. Then ask students to work in pairs and test each other on how many times they can say the days of the week backwards, i.e. *Sunday, Saturday, Friday, etc.* within two minutes.

#### Dyslexia tip: Seating plan

A lot of dyslexic students have problems concentrating if there is a lot of noise and visual clutter. It is best to seat them away from windows and the door. Seats in rows with the focus on the teacher often work better for dyslexic students than other arrangements with students facing their classmates. Some students will benefit from sitting right in front of the teacher's desk, but others are distracted by classmates behind them, so you need to seat them at the back of the classroom.

### 1 Presentation

- a) [1.06] Introduce the characters in the picture: Charlie, Mel and Sophie. Explain that they are classmates and they have to perform a sketch together. Elicit or explain that a *sketch* is a short, humorous play. Point out that it is Monday in the story. Ask students to listen to the dialogue and find out when the three friends are practising the sketch. Play the CD through.

Elicit that the characters are practising the sketch right now. Find out if students can guess the meaning of the following words: *netball, free, until, in class, right now*. Provide explanation if necessary.

Refer students to the **Grammar spot** at the top of the next page and elicit or explain the present continuous for future arrangements. Go over the examples and point out the time expressions referring to the future.

Remind students that we can also use *to be going to* to talk about future plans, but the present continuous describes arrangements which have already been fixed. Then tell the class one of your personal future arrangements, e.g. *I'm meeting a friend this evening*, and encourage them to ask questions about it, e.g. *Which friend are you meeting?*

Refer students to the **Grammar summary** on page 98 for more information on the present continuous for future arrangements.

Point to **Real English**. Demonstrate the meaning of the phrases by asking students to do different tasks and getting them to choose a phrase to respond with, e.g. *Can you clean the classroom windows tomorrow? (I'm afraid not/Let's see); There's a fire in the building, you need to leave now (We haven't got a moment to lose)*. To practise *How about (tomorrow)?* explain that you are very busy and you cannot find the time to exercise next week. Get individual students to suggest different times when you could do sports, e.g. *How about tomorrow/Saturday morning?* Give true or false excuses, using the present continuous.



### Tapescript

see Student's Book Activity 1a

- b) [1.06] Play the CD again. Divide students into groups of three and ask them to read the dialogue aloud, each student taking one role. Students then read the dialogue again, changing roles.

### Extra activity

Ask students if they perform plays or sketches in class or as part of their extracurricular activities. If any students answer yes, ask them to share their experiences with the whole class, e.g. how long it takes them to learn the text, how often they practise with other members of the cast, if they are afraid to perform, etc.

### 2 Comprehension

Students match Charlie's future arrangements in box **A** with the times in box **B**. Allow them to look at the dialogue in Activity 1a to help them with the task. Check the answers with the whole class.

### Mixed-ability classes

Fast finishers rank the plans in box A 1–7 from the most to the least exciting ones, in their opinion.

### Answer key

- 1 seeing the dentist – Tuesday
- 2 going to the cinema – Wednesday
- 3 watching netball – Thursday
- 4 going away – Friday
- 5 coming back – Sunday night
- 6 performing the sketch – next Monday
- 7 practising the sketch – right now



### Grammar spot

#### Present continuous for future arrangements

I'm **seeing** the dentist on Tuesday.  
My sister's **playing** netball for the school team on Thursday.  
What **are** you **doing** on Wednesday?  
I'm **going out** with my family.

Grammar page 98

### 3 Grammar practice

**a** Write questions using the present continuous.

#### 1 When is Charlie seeing the dentist?

- When/Charlie/see the dentist?
- When/Charlie and his family/go/to the cinema?
- When/Charlie's sister/play/netball?
- When/Charlie and his family/go/away for the weekend?
- When/they/come/back?
- When/Mel, Charlie and Sophie/practise/their sketch?
- When/they/perform/their sketch?

**b** Now ask and answer the questions.

When is Charlie seeing the dentist?

He's seeing the dentist on Tuesday.

### 4 Speaking

**a** Invent some plans for the week. Choose one day when you don't have any plans. Don't show your classmate.

Monday – I'm meeting my friends.  
Tuesday – I'm watching TV.  
Wednesday – I'm going to the park.  
Thursday –  
Friday – I'm doing my homework.  
Saturday – I'm shopping.  
Sunday – I'm visiting my grandparents.

**b** Now find out which day your classmate is free. Ask and answer questions.

Are you free on Friday?

No, I'm not. I'm doing my homework.

How about on Monday?

No, I'm afraid not. I'm meeting my friends.

### 5 Pronunciation

**a** 1.07 Listen to this chant.

I've got yours and you've got mine.

She's got his and he's got hers.

We've got theirs and they've got ours.



**b** 1.07 Listen again and repeat. Notice the intonation of speech.



### Grammar spot

#### Possessive pronouns

I've got **yours** and you've got **mine**.

Grammar page 98

### My English file

Write about your true plans for the rest of the week.

I'm playing basketball tomorrow.

I'm going shopping on Saturday morning.

### 6 Check your English

**a** Complete with the present continuous of these verbs.

help hang out wash go watch do have

**A:** What <sup>1</sup> \_\_\_\_\_ you <sup>2</sup> \_\_\_\_\_ this evening?

**B:** I <sup>3</sup> \_\_\_\_\_ a shower and <sup>4</sup> \_\_\_\_\_ my hair. And then my sister and I <sup>5</sup> \_\_\_\_\_ our favourite TV programme at nine o'clock.

What about you? Are you <sup>6</sup> \_\_\_\_\_ with your friends?

**B:** No, I'm not. My brother <sup>7</sup> \_\_\_\_\_ away tomorrow and I <sup>8</sup> \_\_\_\_\_ him get ready.

**b** Collect things from your classmates and put them on a desk. Can you remember who the things belong to? Make sentences.

This is his.

These are theirs.

### 3 Grammar practice

- a) Go through the example. Ask students to write questions in the present continuous, using the prompts. Students compare their answers in pairs. Ask individual students to read out the questions.

#### Answer key

see Activity 3b

- b) Read out the example dialogue with a confident student. In pairs, students ask and answer questions from Activity 3a about the characters from the dialogue in Activity 1a. Encourage them to respond in full sentences.

#### Answer key

1 When is Charlie seeing the dentist? He's seeing the dentist on Tuesday. 2 When are Charlie and his family going to the cinema? They're going to the cinema on Wednesday. 3 When is Charlie's sister playing netball? She's playing netball on Thursday. 4 When are Charlie and his family going away for the weekend? They're going away on Friday. 5 When are they coming back? They're coming back on Sunday night. 6 When are Mel, Charlie and Sophie practising their sketch? They're practising their sketch right now. 7 When are they performing their sketch? They're performing their sketch next Monday.

#### Homework suggestions

- 1 Activity Book page 6, Activities 1-2
- 2 Students imagine what Sophie from Activity 1 is doing this week and write seven sentences about her arrangements, using the present continuous.

## PART 2

### Introduction

Give each student a post-it note. They should draw pictures of two activities they are doing after school today, e.g. a computer screen to represent *surfing the Internet* and a little child with blocks to show *playing with my little brother*. Students stick the post-it notes to their fronts, get up and mingle. They look at their classmates' drawings and try to identify the activities by asking, e.g. *Are you writing e-mails after school today?* Set a time limit of five minutes. Then students should form groups with people who have similar plans.

#### Teaching tip: Mingling

Mingling is a way of organising pairwork in which students stand up and walk around, interacting with other students in turn, one at a time, usually to ask and answer questions. If you have a large class, you can do a mingling activity in groups, with students remaining seated. Another way is to have students mingle with students in their row, if they are sitting in rows. Set a time limit for mingling activities so that students keep their conversations short and try to speak to as many different students as possible.

### 4 Speaking

- a) Students invent different plans for themselves for the week and leave one day without a plan. They should not show their plans to their classmates. Go through the example first.
- b) Divide the class into pairs. They ask each other questions about the plans from Activity 4a to find when their classmate is free. The student who finds out the answer using fewer questions than their partner wins the game. Demonstrate the task by reading out the example with a confident student.

### Photocopiable activity

Plans p103; instructions p92

### 5 Pronunciation

- a) [1.07] Focus students' attention on the pictures and play the CD. Refer students to the **Grammar spot** to explain possessive pronouns. Make sure students understand that unlike possessive adjectives, possessive pronouns are not followed by nouns. You may wish to review possessive adjectives to contrast them with possessive pronouns, e.g. *my-mine, your-yours*, etc.

Demonstrate the pronouns by picking up objects belonging to yourself and various students and saying, e.g. *This notebook is mine; These glasses are yours*. Then repeat the procedure silently and elicit the sentences from the whole class. Refer students to the **Grammar summary** on page 98 for more information on possessive pronouns.



#### Tapescript

see Student's Book Activity 5a

- b) [1.07] Play the CD again and ask students to repeat the sentences. Then students close their books and try to repeat the sentences from memory.



#### Tapescript

see Activity 5a

### My English file

Students write at least five sentences in the present continuous about their true plans for the rest of the week. Go through the examples first. Set a time limit of six minutes. Monitor students' work, providing help.

When students have finished the task, they exchange their notebooks in pairs and read each other's sentences.

#### Extra activity

Students copy their sentences from **My English file** and add two false sentences to the list of plans. In different pairs, students exchange their sentences and try to guess which two are false.

### 6 Check your English

- a) Students match the verbs to the gaps and write them in the present continuous form, adding the correct form of the verb be. They compare their answers in pairs before you check them with the whole class.

#### Answer key

1 are 2 doing 3 'm having 4 I'm washing 5 are watching  
6 hanging out 7 is going 8 'm helping

- b) A volunteer collects small objects from classmates and puts them on your desk. Individual students take turns to come to the desk, choose five objects and identify who they belong to, using possessive pronouns. Go through the example first.

#### Homework suggestions

- 1 Activity Book page 7, Activities 3-5
- 2 Students imagine that they are journalists and want to interview their favourite celebrity who is very busy. They write a phone conversation in which they try to arrange a meeting with the celebrity. They should use the dialogue in Activity 4b as a model.

# 3 The cheapest shirts in town

## 1 Guessing

Look at the pictures. Choose the correct words.

- 1 The boy wants *to buy some jeans/to buy a shirt*.    2 He *wants to/doesn't want to* buy a cheap shirt.

## 2 Presentation

- a 1.08 Listen and read. Which shirt does Oscar buy?



**1**  
**Oscar** Phoebe, do you like this shirt?  
**Phoebe** No. I don't like the pattern.  
**Oscar** But look. They're the cheapest shirts in town!  
**Phoebe** Yes, but they look horrible.



**2**  
**Phoebe** What about these?  
**Oscar** Yes, but how much are they?  
**Phoebe** They're £29.  
**Oscar** £29! They're much more expensive than the shirts in the sale.  
**Phoebe** Yes, but these shirts are much nicer.



**3**  
**Phoebe** What about these? They're cheaper than the blue shirts.  
**Oscar** What size are they?  
**Phoebe** They're large.  
**Oscar** No, those shirts are too big.



**4**  
**Oscar** Come on, Phoebe. I'm going to buy this. It's the right size and the right price.  
**Phoebe** But you can't buy that! It's the same as the shirt you've got on!  
**Oscar** Yes, and I like the shirt I've got on – that's why I'm buying it.



### Real English

They're large.  
It's the right size and the right price.

- b 1.08 Listen again. Then read the dialogue with a classmate.

# 3 The cheapest shirts in town

## Grammar

- comparative and superlative adjectives; adverb *much* with comparative adjectives; demonstrative pronouns *this, that, these, those*

## Vocabulary

- shopping; clothes; colours; adjectives

## Optional Activity Book activities

- Fast finishers p60, Extra practice p61

## Photocopiable activity

- *Clothes* p104

## PART 1

### Introduction

Ask students to imagine that an English family is moving to their town/district/area and they want to know the best places to shop for the following products: fruit and vegetables, groceries, clothes and cosmetics. In groups of four, students discuss which places in their town or their area they can recommend, including reasons. Set a time limit of four minutes. Elicit suggestions from all the groups.

### 1 Guessing

Ask students to study the pictures in Activity 2 and make guesses about what is happening in them. Then students read the sentences and choose the correct phrase to describe the situation in the pictures. Check the answers with the whole class.

#### Answer key

1 The boy wants to buy a shirt. 2 He wants to buy a cheap shirt.

### 2 Presentation

a) [1.08] Introduce Oscar and Phoebe, using the pictures. Elicit that they are shopping for clothes. Ask students to listen and read the dialogue to find out which shirt Oscar buys. Play the CD.

Elicit that Oscar buys a shirt which is the same as he is wearing. Check if students know or can guess the meaning of the following words and phrases: *pattern, in the sale, too big, the same as, the shirt you've got on*. If necessary, provide explanation. Elicit or explain that prices in the shop are in British pounds.

Make sure students understand what Phoebe and Oscar mean when they use *this that, these, those*, e.g. *What about these?* = the blue shirts (under picture 2). Explain that the characters do not say the nouns because they know which shirts the other person is talking about.

Point out that *this/that* and *these/those* refer to singular and plural nouns respectively. Elicit or explain that we use *this/these* when we stand close to the object/objects and *that/those* when we are further away from the object/objects.

Point to **Real English** and draw large jeans on the board with a label reading *L* to demonstrate *They're large*. Then point to a well-fitting item of clothing you are wearing, invent a reasonable price you paid for it and say: *It's the right size and the right price*.

Refer students to the **Grammar spot** and the **Remember!** box on the next page to review the comparative and the superlative of adjectives, which students practised in *Hot Spot Student's Book 2*, and point out that we can use *much* to make comparatives stronger. Go through the examples and elicit the rules for comparatives and superlatives of one syllable or two

syllable adjectives ending in *-y* and two syllable or longer adjectives. Refer students to the **Grammar summary** on page 99 for more information on comparatives and superlatives.

### Extra activity

Elicit onto the board the different sizes that appear on T-shirt labels: XS, S, M, L, XL. Explain that they stand for *extra small, small, medium, large and extra large*.



### Tapescript

see Student's Book Activity 2a

- b) [1.08] Play the CD again. Students read the dialogue in pairs twice, changing roles.

### Mixed-ability classes

Fast finishers cover the text and invent their own version of the dialogue between Phoebe and Oscar using their own ideas.

### Dyslexia tip: Alternatives to reading aloud

Dyslexic students may display various erratic behaviours when reading aloud, e.g. omission of words, reading one word at a time, substituting words or inappropriate sounds for letters, reversing sounds within a syllable, reading in a flat way without understanding the text, repeating the same sentences, etc. It can be frustrating and embarrassing for them to read aloud in front of their classmates. Instead, you can put a dyslexic student with a pair/group of non dyslexic students reading a dialogue aloud and ask him/her to perform one of the following alternative tasks:

- take the role of a narrator and introduce each scene before the other classmates read their parts
- listen and then summarize orally the text that has been read
- present his/her opinion on the text having listened to it
- give feedback to the classmates on their performance.

### Cultural information

The British currency is the pound sterling = GBP (Great British Pound). Its symbol is £. The pound is divided into 100 pence. The singular of pence is penny. The symbol for the penny is *p* and an amount of 60p is pronounced *sixty /pi:/* rather than *sixty pence*. English banknotes are accepted throughout the UK. Scotland and Northern Ireland issue their own banknotes which can be used within these countries respectively, but only Bank of England notes are accepted as legal tender in other countries of the UK.



### Tapescript

see Activity 2a

### 3 Comprehension

Answer these questions about the dialogue in Activity 2.

- 1 Why doesn't Phoebe like the yellow shirt?
- 2 Why doesn't Oscar like the blue shirt?
- 3 What's wrong with the green shirt?
- 4 Why does Oscar like the brown shirt?



### Grammar spot Comparative/superlative

#### Comparative

These shirts are **cheaper** than the blue shirts.  
These shirts are **more expensive** than the shirts in the sale.

#### Superlative

These are **the cheapest** shirts in town.  
These are **the most expensive** shirts in town.

We can make comparatives stronger with **much**:  
These shirts are **much** nicer.

Grammar page 99

### 4 Grammar practice

a Look at the pictures and make sentences using the comparative.

1 *The yellow ball is bigger than the white ball.*

- 1 yellow ball/white ball (big)
- 2 yellow ball/brown ball (small)
- 3 brown vase/green vase (cheap)
- 4 green vase/orange vase (expensive)



b Look at the pictures again and make sentences using the superlative.

1 *The white ball is the smallest.*

- 1 white ball (small)
- 2 brown ball (big)
- 3 brown vase (cheap)
- 4 green vase (expensive)



### Remember!

The spelling changes in comparative and superlative adjectives:

big	bigger	biggest
tidy	tidier	tidiest

### 5 Speaking

Make true sentences about things in the classroom with:

more interesting/most interesting  
smaller/smallest older/oldest nicer/nicest  
more comfortable/most comfortable  
worse/worst tidier/tidiest messier/messiest  
more beautiful/most beautiful better/best

*This book is more interesting than this book.*



### 6 Check your English

Complete the sentences about these T-shirts. Use the comparative or the superlative of the adjectives in brackets.



- 1 The red T-shirt is \_\_\_\_\_ than the green T-shirt. (expensive)
- 2 The green T-shirt is \_\_\_\_\_ than the blue T-shirt. (cheap)
- 3 The blue T-shirt is the \_\_\_\_\_ (big).
- 4 The green T-shirt is the \_\_\_\_\_ (small).
- 5 The blue T-shirt is the \_\_\_\_\_ (expensive).

### 3 Comprehension

Students answer the questions about the dialogue in Activity 2a. Then they compare their answers in pairs. Check the answers with the whole class.

#### Extra activity

In pairs, students discuss which shirt in the pictures they think is the best and explain their reasons.

#### Answer key

- 1 (She thinks) it looks horrible.
- 2 Because it is much more expensive than the shirt in the sale.
- 3 It is too big.
- 4 It is the right size and the right price/the same as the shirt he has got on.

#### Homework suggestions

- 1 Activity Book pages 8-9, Activities 1-4
- 2 Students imagine they are shopping for clothes with their friend and write their dialogue, using Activity 2a as a model. They can illustrate the dialogue with drawings of pictures of clothes cut out from magazines.

## PART 2

### Introduction

Write the following sentences on the board and ask students to complete them so that two are true and one is false for them:

*The oldest object in my house is ...*  
*The most unusual object in my house is ...*  
*The largest object in my house is ...*

In groups of four, students take turns to read out their sentences for their classmates to guess which one is false. Then they themselves correct the false sentence. Groups share the most interesting answers with the whole class.

### 4 Grammar practice

- a) Students look at the picture and make comparative sentences about the balls and the vases, using the prompts. Go through the example first. If necessary, refer students to the **Grammar spot**. Encourage students to use *much* to make comparatives stronger.

Refer students to the **Remember!** box to explain the spelling changes of one syllable adjectives with a consonant-vowel-consonant pattern and two syllable adjectives ending in -y in the comparative and the superlative. Go through the example before students begin writing. Students compare their answers in pairs. Individual students read out their sentences.

#### Extra activity

Divide students into groups of four and ask them to write down the names of two countries. Students take turns to make sentences comparing the two countries, e.g. their size, weather, people. Each student makes at least one sentence.

#### Answer key

- 1 The yellow ball is bigger than the white ball.
  - 2 The yellow ball is smaller than the brown ball.
  - 3 The brown vase is cheaper than the green vase.
  - 4 The green vase is more expensive than the orange vase.
- b) Students make superlative sentences about the objects in Activity 4a.
- When students have compared their answers in pairs, ask individual students to read out their sentences.

### Answer key

- 1 The white ball is the smallest.
- 2 The brown ball is the biggest.
- 3 The brown vase is the cheapest.
- 4 The green vase is the most expensive.

### 5 Speaking

In groups of three, students make true comparative and superlative sentences about different objects in the classroom, using the adjectives provided. Make sure students understand all the adjectives. Monitor their work. Elicit sentences for each adjective from different groups.

#### Mixed-ability classes

For less confident students write on the board the objects they can talk about using each adjective, e.g. *messier/messiest – desk, nicer/nicest – poster*.

#### Extra activity

Think of an object in the classroom. Students try to guess which object you have on your mind by asking up to ten *Yes/No* questions with comparative adjectives, e.g. *Is it bigger than the blackboard? Is it heavier than the chair?* If they cannot guess, reveal the object. Students repeat the game in groups of four, taking turns to think of an object.

#### Teaching tip: Turn taking

In group activities students often interrupt each other or they lose track of whose turn it is to speak. You can help students wait patiently and remember or decide whose turn it is by using a visual and tactile reminder, e.g. a rubber ball. Only the person holding the object can talk and when they have finished, they pass the ball to the person sitting next to them or roll the ball to a group member of their choice. Students should make sure that everyone has a chance to speak in their group so they can raise their hand if they have already spoken. If you see someone is talking for too long, make eye contact with them and place your finger over your mouth to signal it is someone else's turn to speak.

### 6 Check your English

Students complete the sentences about the picture with the adjectives in brackets in the comparative or the superlative. Students compare their answers in pairs. Individual students read their sentences to the whole class.

#### Answer key

- 1 more expensive
- 2 cheaper
- 3 biggest
- 4 smallest
- 5 most expensive

#### Photocopiable activity

*Clothes* p104; instructions p92

#### Homework suggestions

- 1 Activity Book page 9, Activities 5-7
- 2 Students write sentences in which they compare three different cars, TV programmes or celebrities of their choice, using comparative and superlative adjectives.

# 4 Looking after your pet

## 1 Reading

a 1.09 Listen and read the quiz. Find these words. Do you know or can you guess what they mean?

treat bone aquarium sawdust stroke swish teach mice feed

## Quiz Looking after your pet

1

Your pet dog is very good and you want to give it something special to eat. What is the best treat you can give it?

- A** a dog biscuit  
**B** a chocolate bar  
**C** a chicken bone



4

Your parrot looks bored. What can you teach your parrot to do?

- A** sing **B** fly **C** talk



2

You read in a book that the best home for your gerbil is a glass aquarium. What do you put at the bottom of the aquarium?

- A** water **B** sawdust and cardboard  
**C** nothing



3

You are stroking your cat. It is swishing its tail back and forth. What do you do?

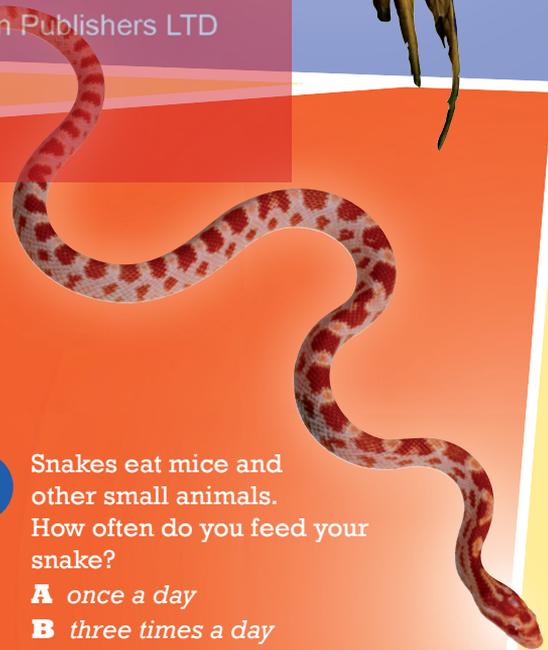
- A** stop stroking it **B** stroke its tail  
**C** continue stroking it



5

Snakes eat mice and other small animals. How often do you feed your snake?

- A** once a day  
**B** three times a day  
**C** once every two weeks



b Now complete the quiz. Write your answers.

# 4 Looking after your pet

## Photocopiable activity

- *What's my word?* p105

## PART 1

### Introduction

Divide the class into five groups. Give each group one of the following verbs: *fly, jump, swim, run, bite*. Groups make a list of pets which can do their activity, e.g. *fly – parrot, budgerigar, beetle, dove, pigeon*. Help with English translation of the names if necessary. Set a time limit of three minutes and ask the groups to read out their lists. Get students to raise their hand if they hear a pet they have or had in the past.

### 1 Reading

- a) [1.09] Focus attention on the pictures in the quiz. Elicit the names of the pets and ask students if they know how to look after these pets. Explain that they can test their knowledge by completing the quiz, but they first need to make sure they understand all the questions. Ask students to read the words in the box. They should listen and read the quiz to find the words in the box and try to guess their meaning. Play the CD.

Students compare their ideas in pairs. Check the answers with the whole class and drill the pronunciation of the words.

Ask students if they know/can guess the meaning of the following phrases: *at the bottom, back and forth, once every two weeks*. Provide explanation if necessary.

#### Extra activity

Students write their own sentences with the words in the box.



#### Tapescript

see Student's Book Activity 1a

- b) Ask students to read the quiz again and choose the correct answers. Do not check the answers at this stage.

#### Mixed-ability classes

Put fast finishers in groups to discuss why they have chosen their answers, e.g. 1A – because a dog biscuit is the healthiest.

#### Extra activity

Divide students into groups of four. Students say who out of all the people they personally know has the friendliest/the most unusual/the most aggressive pet and describe the pets briefly. Groups share the most interesting answers with the whole class.

#### Teaching tip: Multiple choice questions

Teach students the following strategies of taking multiple choice quizzes or tests:

- read through the text quickly and answer the easiest questions first
- read through the text again and answer more difficult questions
- you may cover the answers, read the questions and try to answer them yourself. Then choose the option that matches your own answer the best
- you can treat the optional answers as true or false, read each of them and decide which one is true
- remember that you are looking for the best answer, it does not have to be true all the time in all circumstances without exceptions
- eliminate the incorrect answers
- always guess when there is no penalty for wrong answers
- read through the text once more to review both questions and the answers.

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## 2 Listening

- a** 1.10 Listen to the answers to the quiz. Are your answers correct?
- b** 1.10 Listen again. What are the missing words?
- 1 Chicken bones are too s\_\_\_\_\_ and d\_\_\_\_\_.
  - 2 Gerbils can make nests under the s\_\_\_\_\_ and c\_\_\_\_\_.
  - 3 Cats are feeling a\_\_\_\_\_ or u\_\_\_\_\_ when they swish their t\_\_\_\_\_.
  - 4 R\_\_\_\_\_ the same w\_\_\_\_\_ everyday until your parrot can s\_\_\_\_\_ it.
  - 5 Don't f\_\_\_\_\_ your snake m\_\_\_\_\_ often than this.

## 3 Speaking

- a** Think of a pet animal and write the name on a piece of paper. Don't show your classmates.

A dog



- b** Guess what your classmate's pet animal is. Ask questions with *Do ...? Is ...? Can ...? Has ...?*

Do you give your pet biscuits?

Yes, I do.

Is your pet bigger than a mouse?

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## 4 Writing

- a** Read below. Can you guess what kind of animal it is?

### Looking after my pet

I talk to him every day.  
I clean his cage every week.  
I feed him small pieces of fruit and seeds.  
I give him fresh water every day.  
I put toys in his cage.

- b** Now choose an animal and write about how you look after it. Then get your classmates to guess what animal it is.

### Looking after my pet

I feed her once a day.  
I give her biscuits and pet food.  
I take her for a walk twice a day.

## Who am I? game

Play with your classmates.

- 1 Think of a famous person.



- 2 Write the person's name on a piece of paper.



- 3 Your classmates have 20 questions to guess who you are.



- 4 Answer their questions with short answers.



## 2 Listening

- a) [1.10] Students listen to the answers to the quiz in Activity 1 and check if their own answers were correct. Play the CD. Award students one point for each correct answer. Find out who scored the most points.



### Tapescript and Answer key

- 1 The best treat for your dog is a) a dog biscuit. Chocolate is bad for dogs. Chicken bones are too small and dangerous.
  - 2 The best thing to put at the bottom of the aquarium is b) sawdust and cardboard. Gerbils can make nests under the sawdust and cardboard. This is where they sleep at night.
  - 3 a) Stop stroking your cat. Cats are feeling angry or unhappy when they swish their tails.
  - 4 You can teach your parrot to c) talk. Spend time with your parrot and repeat the same word every day until your parrot can say it.
  - 5 Feed your snake c) once every two weeks. Don't feed your snake more often than this.
- b) [1.10] Play the CD again and ask students to complete the missing words. In pairs, students compare their answers. Play the CD once more for students to check the answers. Write the answers on the board for students to check the spelling.

### Mixed-ability classes

For less confident students write the missing words in mixed order on the board.



### Tapescript and Answer key

see Activity 2b

### Homework suggestions

- 1 Activity Book page 10, Activity 1
- 2 Students write a quiz question and three answers about another pet. Only one answer should be correct. At the beginning of the next lesson students can exchange their questions in pairs and choose the correct answers.

## PART 2

### Introduction

Draw a simple picture of a hungry shark in the waves, ten steps leading down to the water and a stick figure over the first step. Think of a pet students know, preferably an unusual one and draw a dash for each letter of its name, e.g. \_ \_ \_ \_ \_ (gerbil). Students guess and call out the letters one at a time. If the letter is part of the name, write it over the correct dash, and if it is not, erase the stick figure and draw it on the next step, moving closer towards the shark. Keep a record of all the letters suggested on the board. Students try to guess the word before the stick figure reaches the water. Students cannot say full words. If they think they know which pet it is, they should call out the correct letters of its name.

## 3 Speaking

- a) Students think of a pet animal and write its name on a piece of paper without showing their classmates.

- b) Divide students into groups of five. They take turns to answer up to ten Yes/No questions from their classmates to guess the animal. Go over the example questions and the dialogue first. If their classmates do not manage to guess the pet, they reveal the answer. Then it is another student's turn to answer questions about their pet. If students have come up with the same names of pets, ask them not to reveal this fact and still get their classmates to make guesses.

Find out which pets different students chose and if their classmates managed to guess them.

## 4 Writing

- a) Students read the text and try to guess what animal it refers to. Elicit or explain the meaning of the words  *cage, pieces of, seeds*. Elicit ideas for the mystery animal, e.g. gerbil, hamster, rat, mouse.

### Cultural information

In English pets are often referred to as  *he/she*  and  *it*  is generally used in reference to wild animals.

- b) Students choose a pet and write at least three sentences about how they look after it. Go through the example first. Students write draft texts and then make copies. Monitor their work, providing help.

Divide students into groups of five. Students take turns to read out their texts and make guesses about their classmates' animals. Finally, they exchange and read each other's texts in pairs. If they notice any mistakes in their friend's text, they should point these out orally.

### Mixed-ability classes

Fast finishers write texts about looking after two different pets.

### Photocopiable activity

*What's my word?* p105; instructions p93

### Who am I? game

Students think of a famous person each and write that person's name on a piece of paper. Make sure they choose someone all their classmates know. They should not show the name to anyone.

Divide the class into four groups. Within their groups students imagine they are the famous person whose name they have written down. Their group members can ask up to 20 questions to guess the name of the person. Go through the example questions first.

### Homework suggestions

- 1 Activity Book page 10, Activities 2
- 2 Students imagine they are their own pet or a pet of someone they know well and they describe how they look after their owners, e.g.  *I warn him when somebody is at the door, I help him eat his meals, etc.*

# Module 1 Review

1

## Review

**Check you can do these things.**

**1 I can use the present simple to talk about people and animals.**  
Complete these sentences with the present simple form of these verbs.  
clap travel live leave build swim hibernate

- Sun \_\_\_\_\_ in China.
- Farmers in Dongguan County, China, sometimes \_\_\_\_\_ to their fields.
- When Lukas \_\_\_\_\_ his house, he \_\_\_\_\_ his hands.
- Bears \_\_\_\_\_ in the winter.
- Amish people \_\_\_\_\_ in horse-drawn buggies.

**2 I can make and answer questions.**

a Put the words into the correct order to make questions.

1 Lukas his does clap Why hands?  
2 Zhu the Where River is?  
3 fields do their swim Why to farmers?  
4 do bears winter What do in?  
5 people travel do Amish How?

b Then answer the questions.

**3 I know the names of these four activities.**  
Write the activities. Use the initial letters to help you.



1  
p \_ \_ n \_ \_ \_ \_



2  
g \_ \_ t \_ \_ \_ c \_ \_ \_



3  
s \_ \_ t \_ \_ d \_ \_ \_



4  
g \_ \_ a \_ \_ \_

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**4 I can use the present continuous to talk about future arrangements.**  
Use the present continuous to complete this dialogue.

**Mum** Eric, your room is a mess! Please tidy it up this afternoon.  
**Eric** Oh, sorry Mum, I can't. I 'm \_\_\_\_\_ (play) football with Viv this afternoon.  
**Mum** Well, what about Saturday morning then?  
**Eric** No, that's impossible. I 'm \_\_\_\_\_ (meet) my friends, Mark and Rama. We 're \_\_\_\_\_ (go) to the cinema.  
**Mum** How about Saturday afternoon?  
**Eric** Er, no, sorry. I 'm \_\_\_\_\_ (practise) the sketch for school with Gemma on Saturday afternoon. We 're \_\_\_\_\_ (perform) it in front of the whole school on Monday morning.  
**Mum** Well then, how about Sunday?  
**Eric** I 'm \_\_\_\_\_ (do) my homework on Sunday.

**5 I can talk about possessions.**  
Use the correct possessive pronoun from the box to complete these sentences.

yours mine his hers theirs ours

- This is my car. It's \_\_\_\_\_.
- He's holding his bag. It's \_\_\_\_\_.
- She's got her shoes. They're \_\_\_\_\_.
- They've got your book. It's \_\_\_\_\_.
- I can see their house. It's \_\_\_\_\_.
- He's got our football. It's \_\_\_\_\_.

**6 I can compare things.**  
Write sentences to compare the things. Use the adjective in brackets.



1 (expensive) The red car \_\_\_\_\_ than the green car. The blue car \_\_\_\_\_.



2 (big) The green hat is \_\_\_\_\_ than the pink hat. The orange hat is \_\_\_\_\_.



3 (cheap) This is the \_\_\_\_\_ radio. The black radio is \_\_\_\_\_.



4 (comfortable) The purple sofa is \_\_\_\_\_ than the grey sofa. The brown sofa is \_\_\_\_\_.

15

## Optional revision

Before your students start this Review, you may want to direct them to the Grammar summary at the back of their coursebooks and to the Lexical sets at the back of their Activity Books. This will remind them of the main grammar and vocabulary in the module. Give them ten minutes to read through those in small groups and ask you any questions they may have.

- Activity Book: Refer your students to page 85: *Adjectives; Animals and Pets; Clothing*
- Grammar summary: Refer your students to pages 98–99 sections 1–4

## Module 1 Review

The purpose of this section is revision and consolidation of the material studied in Module 1.

### Completing the activities

Go over all the activities with the class, explaining rubrics and giving examples to make sure students know what to do. There are written and oral tasks, but you may decide yourself how they should be completed by students. Generally students should do the writing tasks individually and the oral tasks in pairs, testing each other's knowledge. Make sure they do not treat the *Review* as a formal test, but complete the activities in a friendly, stress-free atmosphere. Fast finishers can write down the answers to the oral tasks.

### Checking answers

When students have finished, check the answers with the whole class by asking volunteers to copy their answers onto the board or to say them aloud. If necessary, explain the more difficult issues, ask additional questions about the activities and solve any problems that arise.

### Self-evaluation

Tell students to evaluate themselves. They should tick the activities where at least half of their answers were correct.

### Feedback

Ask students which activities were difficult, which were easy and if there is anything they would like to review. Make a note of common language problems to go over in future lessons.

## Answer key

- 1 1 lives  
2 swim  
3 leaves ... claps  
4 hibernate  
5 travel
- 2 a) 1 Why does Lukas clap his hands?  
2 Where is the Zhu River?  
3 Why do farmers swim to their fields?  
4 What do bears do in winter?  
5 How do Amish people travel?  
b) 1 Because bears go away when they hear humans.  
2 It is (in Dongguan County) in China.  
3 Because it is quicker to swim than walking to the nearest bridge.  
4 They hibernate.  
5 They travel in horse-drawn buggies.
- 3 1 play netball  
2 go to the cinema  
3 see the dentist  
4 go away
- 4 Students fill in the gaps with the verbs in brackets in the present continuous. Remind students to use contractions as it is an informal conversation.

### Answer key

**Mum:** Eric, your room is a mess! Please tidy it up this afternoon.

**Eric:** Oh, sorry Mum, I can't. *I'm playing* (play) football with Viv this afternoon.

**Mum:** Well, what about Saturday morning then?

**Eric:** No, that's impossible. *I'm meeting* my friends, Mark and Rama. *We're going* to the cinema.

**Mum:** Saturday afternoon?

**Eric:** Er, no, sorry. *I'm practising* the sketch for school with Gemma on Saturday afternoon. *We're performing* it in front of the whole school on Monday morning.

**Mum:** Well then, how about Sunday?

**Eric:** *I'm doing* my homework on Sunday.

- 5 1 mine 2 his 3 hers 4 yours 5 theirs 6 ours
- 6 1 is more expensive ... is the most expensive  
2 bigger ... the biggest  
3 cheaper ... the cheapest  
4 more comfortable ... the most comfortable

### Extra activity

Students stand or sit in a circle. Say: *fast*. The first student makes a comparative sentence with the adjective, e.g. *A moped is faster than a bike*. The next person thinks of something faster than the previous student mentioned and makes a comparative sentence, e.g. *A car is faster than a moped*. Students continue the game round the circle. When a student cannot think of a faster object, they make a superlative sentence, e.g. *A space shuttle is the fastest*. Then repeat the game with another adjective, e.g. *dangerous, small, expensive*.

## Module 1 Tests (A and B) are on the Tests CD

### Learning diary

You can refer students to page 11 of the Activity Book for further review, more study tips and self-assessment activities.

# Extra special

## Extra special

### Mystery European adventure

**a** Work in a small team.

**b** Look at the map and follow this journey around Europe. Use the key to help you. Write the names of the cities you visit.  
1 Amsterdam

We're starting in London and then taking the train to 1 \_\_\_\_\_. Next, we're taking the ferry to 2 \_\_\_\_\_. After that we're taking the plane to 3 \_\_\_\_\_. Then we're taking the ferry to 4 \_\_\_\_\_. After that we're taking the train to 5 \_\_\_\_\_. Next, we're taking the coach to 6 \_\_\_\_\_. Then we're taking the ferry to 7 \_\_\_\_\_. Then we're taking the train to 8 \_\_\_\_\_. After that we're taking the plane to 9 \_\_\_\_\_. Next, we're taking the ferry to 10 \_\_\_\_\_. Then we're taking the coach to 11 \_\_\_\_\_. After that, we're taking the train to 12 \_\_\_\_\_. Then we're taking the plane to 13 \_\_\_\_\_. And finally we're taking the ferry to 14 \_\_\_\_\_.

**c** The winner is the first team to write the names of the 14 cities in the correct order.

**d** Listen to the answers.

coach

plane

train

ferry

### Mini-project

1 Read Sam's poster. Compare his world with your own.

#### Me and my world

**My family is...**  
My mum, my kid brother, my cousin Toby, my uncle and aunt and my cat Tickle.



**My home is...**  
A flat in Hope Street, Liverpool. It's on the second floor and has got two bedrooms, a big living room, a kitchen and a bathroom.

**My school is...**  
Crosby High School. It's a very big school with 1600 students. I'm in Year 9 and my form teacher is Miss Edwards.

**My friends are...**  
Lex, Rich, Tony, Bof and Danny. They're all at the same school as me. Rich, Tony and Bof are in the same year as me and Lex and Danny are in Year 10.

**My favourite sports are...**  
Football, skateboarding and running. I'm good at running and football but I'm terrible at skateboarding.

Sam

2 Make a poster about your world.

3 Exchange posters with your classmates. Find out about their world.

**Optional materials**

- a large map of Europe, Post-it™ notes

**Extra activity**

Stick a large map of Europe on the board with magnets. In groups of five, students make a list of all the European countries they have been to, marking how many students have visited each place. Help with the English names of the countries if necessary. Group representatives come to the map with their lists and stick post-it notes on each country their group members visited, e.g. if three students have visited France, they should stick three post-it notes onto the French territory. Find out which countries the most students have visited. Elicit all the means of transport students used to get to each destination.

## Mystery European adventure

- a) Divide the class into groups of three or four students.
- b) Point to the map in the book and explain that they are going to follow a journey around Europe. Refer students to the key to explain the coloured lines denoting the mode of transport used. Ask students to read the instructions **a–c**. Point out that the aim of the game is to write the names of the fourteen cities which students visit in the correct order.
- c) Teams read the text, follow the route on the map and write the names of the cities. The first team to finish calls out **Stop**. Other teams must stop writing. Ask the first team to read out their list of cities. If the cities are correct, the team wins the game. If they are not, let other teams continue working until one team makes a correct list.
- d) [1.11] Play the recording for teams to check their answers.

### Extra activity

Divide students into groups of four. Ask them to make a list of the countries where the cities on the map are. Set a time limit of five minutes. The group with the complete or the longest correct list wins the game. Additionally, you can ask students which cities on the map are not capital cities.

### Answer key

- 1 Amsterdam
- 2 Oslo
- 3 Helsinki
- 4 Gdansk
- 5 Moscow
- 6 Istanbul
- 7 Athens
- 8 Vienna
- 9 Barcelona
- 10 Naples
- 11 Geneva
- 12 Paris
- 13 Lisbon
- 14 Dublin

### Cultural information

There are over 50 countries and territories in Europe. The total number differs depending on various categorisations. As of 2009 The Council of Europe has 47 members and the European Union consists of 27 states. A few countries including Russia and Turkey are transcontinental, i.e. their territory lies on more than one continent, in this case Europe and Asia.

## Mini project

- 1 Explain to students that a boy called Sam has made a project about his world. Focus attention on the headings and elicit the topics he writes about. Ask students to read Sam's project. Clarify any vocabulary if necessary.
- 2 Students work individually and make a poster about their own world. They can choose the same topics as in the example or add their own ideas, e.g. their pets, favourite clothes, school subjects, etc. Students should write about at least five topics. Encourage them to make a draft copy first. Let students illustrate their project. Monitor their work.
- 3 In groups of three or four, students exchange and read each other's posters. Ask students to report to the class anything interesting they have found out about their group members.

### Mixed-ability classes

Fast finishers work in pairs or small groups. They take turns to name the topics of their project for their classmate/s to guess what they have written on these topics. Finally, they exchange and read each other's projects to check if they guessed correctly.

### Extra activity

Put students into pairs. On the board write: *1 person, 1 CD with music, 1 film or video game, 1 book, equipment for 1 sport*. Say: *Imagine you are going to a desert island for one year. You can take with you only what is on the board*. Students choose what they would take in each category. Then they present and explain their choices in pairs. Ask students to report to the class their classmate's most surprising choices.

### Teaching tip: Approach to personalisation

Personalisation is crucial in the classroom as it allows students to bond better if they know more about each other and prepares them for authentic situations when they are going to talk about themselves and their experiences. However, students should be allowed to skip any topics they find too personal or sensitive. It is also vital to respond to the content of students' personalisations and not just concentrate on the form or the errors.