

Reading:	reading for main ideas; multiple choice with one text
Vocabulary:	countries and nationalities; numbers and dates
Grammar:	present simple; adverbs of frequency; question words
Listening:	listening to instructions; gap fill
Speaking:	giving details about yourself; interview

Vocabulary:	family
Grammar:	present continuous; writing the missing words; open cloze
Writing:	focusing on accuracy; completing a form
Live well, study well:	making friends; be yourself

Unit Opener page 5

In the photo

A family in Sweden working together to prepare Asian food. The image shows three generations of the family – grandparents, parents and grandchildren.

- Show the photo. In pairs, students discuss question 1. Get feedback.
- Students discuss question 2. Ask individual students to tell the class about their partner's family.
- Be sensitive to the fact that students may have different family structures or few direct family members.

EASIER: Use the photo to revise family member vocabulary. Point to each person and ask, *Who is he / she?*, prompting *Is he the father?*, etc. if necessary.

EXTENSION: Ask *Who / Where is the grandmother / the father?*, etc. Encourage students to give more detail in their answers, such as *The man with glasses is the grandfather, or The woman at the front of the photo with grey hair is the grandmother.*

Reading pages 6–7

reading for main ideas; multiple-choice with one text

1

- Ask one student to read the questions aloud. Check understanding.
- In pairs, students look at the photos on page 7 and discuss the questions. Get feedback.

ANSWERS

- 1 They're on a boat.
- 2 A cold place – you can see ice in the main photo. The people are wearing warm clothes.

2

- In pairs, students discuss the question.

EXTENSION: Ask whether students do each activity, and if so, where and when, e.g. *Do you know how to dive? Where do you go diving? When do you usually watch TV? What's your favourite TV programme?*, etc.

ANSWERS

Students' own answers

3 1.1 ▶

- Show the photo and article on page 7. Ask students to read the title. Ask if any students live on a boat. Do they know anyone who does?
- Play the recording. Students read the text in their books and check their answers to Exercise 2. Get feedback. Students give reasons for their answers.
- Ask: *What's the Pole?* (the North and South Poles).

ANSWERS

They take photos, dive and swim.

1.1 ▶

As reading text on page 7.

word focus

- Show the words in bold in the reading text. Explain that in an exam, students may find words they don't know, so it's important to learn how to work out their meaning from the rest of the sentence.
- In pairs, students work out the meaning of the words in bold then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly and which words helped them do this.

4

MEDIATION SKILLS

- Explaining and summarising a text for the benefit of another person is mediation. Part of being an effective mediator is checking that your message has been understood and changing it if necessary. Simplifying and rephrasing are both useful mediation skills.
- Choose students to read each summary aloud.
- In pairs, students discuss which is the best option. Get feedback. Ask students to explain why the text they've chosen is the best summary and check their partner has understood their reasons. If not, they should try to explain their choice in a different way, e.g. with different words.
- Ask why the other two summaries are incorrect.

EXTENSION: Ask the class to tell you the names, ages (if known) and the relationship of the four people in the Bardout family (man, *Ghislain*; woman, *Emmanuelle*; boy, *Robin, seven years old*; boy, *Thomas, three years old*; Ghislain and Emmanuelle, *husband and wife*; Emmanuelle and Robin, *mother and son*; Ghislain and Thomas, *father and son*; Ghislain + Emmanuelle and Robin + Thomas, *parents and sons / children*; Robin + Thomas, *brothers*).

ANSWERS

- 1 is incorrect because the family live on their boat most of the time, not in France, and their boat isn't always in Greenland.
- 3 is incorrect because their children live with them on the boat. They don't stay at home in France.

5

- Go through the Exam Tip.
- Explain *skimming* and *scanning*. When you skim read a text, you read it quickly to get a general idea and when you scan a text, you read it quickly to find specific information.

Exam TIP

Reading for main ideas

- Explain that throughout the course, students will learn strategies that will help them to understand and practise for the English exams they'll take. This tip is about how to identify the main ideas in a reading text.
 - Explain that in English texts, each main idea has its own paragraph, so students should read each paragraph, underline the key words and decide what the main idea is.
- Students underline the key words in each paragraph. Get feedback.
 - Tell students to then underline the key words in the questions in the Exam Task and get feedback.
 - Tell students to read the text again and underline the parts that refer to the answer for each question.

ANSWERS

- 1 study – Ghislain and Emmanuelle want to explore the sea
- 2 Under the Pole – a team called Under the Pole
- 3 visit schools – They like telling students about their work
- 4 boat, sons' home – Ghislain and Emmanuelle are also parents and their children always travel with them
- 5 dog's special job – he barks when he sees a polar bear.

6

Exam TASK

Multiple choice with one text

- Students do the Exam Task, then check their answers in pairs.
- Get feedback.

ANSWERS

1 C 2 B 3 C 4 C 5 B

- In pairs or small groups, students discuss the questions. They could make lists of the advantages and disadvantages of living on a boat and compare their ideas with another group, then do the same about visiting warm or cold countries. Students give reasons for their answers.
- As homework, they could produce a poster or a powerpoint slideshow to present to the class.

your ideas

SUGGESTED ANSWERS

Possible advantages of living on a boat: free to travel round the world, visit lots of places, have an exciting life, be in the fresh air all day, have a healthy lifestyle, be close to nature, have opportunities to swim, dive and see lots of sea animals and birds, spend time with the people you are travelling with, share experiences and have fun

Possible disadvantages of living on a boat: be cold, wet, not have enough space, have no privacy, not see other people enough, difficult to go shopping, go to school, etc., boring

Vocabulary page 8

Countries and nationalities

1

- Elicit names of countries that students know in English. Write them on the board or choose a confident student to do this.
- Write *I'm from ...* (name of your country) and *I'm ...* (your nationality) on the board. Establish that a country is a noun and a nationality is an adjective.
- Do the first item with the class as an example. Students complete the exercise individually, then check their answers in pairs. Get feedback.

EXTENSION: Read the sentences aloud, drawing attention to the fact that the stress falls on the final syllable in Japan and Japanese and on the second syllable in Italian, Chinese, Brazil and Brazilian. In all the other countries / nationalities listed, the stress falls on the first syllable.

FAST FINISHERS: Write other countries and nationalities on the board, e.g. *Indonesian, Germany, Indian, Russia, Iceland, Kuwaiti, Egyptian, Jamaica*. Ask students to identify whether the words are nouns or adjectives, then write sentences that include them. ★

ANSWERS

- 1 France, French
- 2 Greece, Greek
- 3 China, Chinese
- 4 Italian, Italy
- 5 Spanish, Spain
- 6 Japan, Japanese
- 7 Brazilian, Brazil
- 8 Britain, British

2

- Students complete the table, then compare answers in pairs. Get feedback.

ANSWERS

Nationality adjective endings			
-ese	-ish	-an	other
Chinese	Spanish	Italian	<i>French</i>
Japanese	British	Brazilian	Greek

3

- In pairs, students think of more nationality adjectives. Elicit answers and write them on the board under the same headings as the table.

EASIER: Write the names of countries on the board and ask students to guess the nationality adjectives.

ANSWERS

Students' own answers

Numbers and dates

4 1.2 ▶

- Revise basic numbers. Count quickly up to 20 around the class, then from 20 to 100 in tens (20, 30, 40, 50, etc.).
- Write number pairs -teen / -ty (13/30, 14/40, etc.) on the board and revise the differences in stress and pronunciation. In thirteen, fourteen, etc. the stress is on the final syllable and in thirty, forty, etc. the stress is on the first syllable.
- Revise larger numbers. Write 100, 200, etc. on the board and ask the class to read them. Then make the numbers more complex, e.g. 250, 375, 407.
- Repeat with the thousands and then make the numbers more complex, e.g. 2,250, 3,375, 7,407.
- If in your country a point is used to separate thousands from hundreds, make sure students notice the comma. If they ask how to separate decimal numbers in English, say we use a point, e.g. 3.1 (pronounced *three point one*).
- Note that in British English, we say *and* after the hundreds, e.g. 2,252 = *two thousand, two hundred and fifty two*. In American English *and* is not used.

EXTENSION 1: Students take turns to do number dictation: one says five or six numbers and the other writes them down.

EXTENSION 2: Play Bingo. Students draw a 3x3 or 3x4 grid of squares and write a number in the range you want to practise, (e.g. 1–30) in each square.

- To play the game, call out random numbers from the range in turn, keeping note of each number as you call it. When students hear their numbers, they cross them out in their grid.
- The first student to cross out all the numbers calls *Bingo!* and wins. Ask them to read their numbers back to you to check they're on the list you called.
- Show the fact file. Ask if students know where Greenland is and, if possible, show its location on a map or globe. Explain it's the world's largest island and that it's officially part of Denmark.
- Play the recording. Students listen and complete the information.
- Play the recording again if necessary. Get feedback. Students give reasons for their answers.

ANSWERS

1 80% 2 7% 3 55,000 4 16 5 67,000 6 22,000

1.2 ▶

Hi, and welcome to Close-up on ... Greenland!

Did you know that Greenland is the biggest island in the world? That's right. It's the same size as western Europe. And 80% of Greenland is ice! In fact, the ice on Greenland is 7% of all the fresh water in the world.

So, what about the people of Greenland? Well, the population of Greenland is 55,000. There are just sixteen small towns in Greenland. The biggest town, Nuuk, has got a population of 18,000.

More than 67,000 people visit Greenland every year. Most people come by plane, but 22,000 people come by boat. What about you? Do you want to visit Greenland?

5 1.3 ▶

- Ask students what the most important national holiday is in their country and when it is.
- Ask the names and dates of other national holidays. Write them on the board. Use this to revise months and dates in English, including ordinal numbers, e.g. *first, second, third, fourth*, etc.
- Tell students they're going to listen and write down the date of the most important national holidays in the countries in the table.
- Play the recording. Students complete the table.
- Play the recording again if necessary. Get feedback.

ANSWERS

2 Australia: 26 January	6 Ghana: 6 March
3 Bolivia: 6 August	7 Indonesia: 17 August
4 China: 1 October	8 Kazakhstan: 16 December
5 Egypt: 23 July	9 Poland: 3 May

1.3 ▶

The national holiday of Greenland is on the longest day of the year, the 21st of June.

The national holiday of Australia is on the 26th of January.

The Bolivian national holiday is on the 6th of August.

The Chinese national holiday is on the 1st of October.

The national holiday of Egypt is on the 23rd of July.

The national holiday of Ghana is on the 6th of March.

The Indonesian national holiday is on the 17th of August.

The national holiday of Kazakhstan is on the 16th of December.

The Polish national holiday is on the 3rd of May.

LOOK!

- Write the two different formats for the date on the board (06/09/2005 and 09/06/2005) and elicit which is American English and which is British English.
- Practise dates with the class. Students take turns to come to the board. Other students call out dates such as birthdays, exam dates or holidays. The student at the board writes them in American English or British English. The class checks they're correct.

6

- Students write the months in order. Get feedback.
- You could ask volunteers to write the months on the board to check spelling. Elicit the answers.

ANSWERS

January, February, March, April, May, June, July, August, September, October, November, December
Not in Exercise 5: February, April, September, November

7

MEDIATION SKILLS

- Taking and using relevant information from spoken or written language is mediation.
- Comparing information from fact files and other texts is a useful way to practise these skills.
- Ask students what the text is about (*a penpal club*). If necessary, explain *penpal*: friends who write to each other (letters or emails) or chat online in real time via social media as a hobby, but don't usually meet. Ask if anybody has or has ever had a penpal.
- Students complete the profile, then check their answers in pairs. Get feedback. Ask if pairs have got different answers to any of the questions. Tell them to discuss and try to agree on the correct answer.

ANSWERS

- 1 Malaysia
- 2 This will depend on the date the activity is completed.
- 3 30th October
- 4 five

- In pairs or small groups, students answer the questions.

your ideas

EXTENSION: Ask students to write their own or their partner's profile for a penpal club, using Aisha's profile as a model.

FAST FINISHERS: Students add extra information to their profile, such as their favourite day of the year, national holidays in their country and more likes and dislikes.

Grammar page 9

Present simple

1

- Students look at the photo and read the text.
- Read each sentence of the text aloud and ask students to underline the verbs. Get feedback.

EXTENSION: Elicit which sentence in the text is negative (*These children don't walk to school*). Ask: *How many questions are there in the text? (four)*. Choose students to read them out.

ANSWERS

The children in this photo live in Kerala. Kerala is in India. It rains a lot in Kerala.

These children don't walk to school. They go by boat. How about you? How do you get to school? Do you walk? Do you go by boat?

GRAMMAR GUIDE: Present simple

Use

We use the present simple to talk about:

- General facts or truths (things which don't change or the speaker considers permanent).
I live in the city. It doesn't snow in summer. The company makes cars.
- Habits and repeated actions.
He catches the train at 8.30 every day. We play football on Saturday mornings.

Form

- For the third person singular we add -s or -es to the infinitive.
We add -es if the infinitive ends in -s, -sh, -ch, -x or -o:
He kisses his daughter before she goes to school. She washes her hands. He watches TV. She fixes bikes.
If a verb ends with consonant + -y, we replace -y with -ies.
He tries very hard.
We add -s to all other verbs (except modals).
She plays very well. He runs very fast. She can swim.
- For all other persons we use the infinitive.
I kiss my daughter. You wash your hands.
- The negative form is **subject + does not / doesn't** (for third persons singular) / **do not / don't** (for all other persons) + **infinitive**.
She doesn't eat meat. We don't like football.
- The question form is **does** (third persons singular) / **do** (all other persons) + **subject + infinitive**.
Does she play basketball? What does Jack do? Do you come here often?

2

- Students read the text again and complete the present simple rules in pairs. Get feedback.

ANSWERS

a i b ii c ii

3

- In pairs, students discuss which sentence is a fact and which is a routine activity and complete the rule. Get feedback.

ANSWERS

1 b 2 a

4

- Write the following on the board:
I get up at 7.30.
My sister _____ at 7.30 too.
I don't eat breakfast at home.
My sister _____ breakfast at home.
She eats it in a café.

- Students complete the gaps in the second sentences (*gets up, doesn't eat*). Elicit the rules for the spelling of the third person singular if appropriate.
- Students complete Exercise 4 individually, then compare their answers with a partner. Get feedback.

FAST FINISHERS / EXTENSION: Students use the text as a model to write about their own daily routines.

ANSWERS

1 live	5 love	9 do you live
2 don't walk	6 doesn't go	10 Do you like
3 go	7 stays	
4 read	8 plays	

Adverbs of frequency

GRAMMAR GUIDE: Adverbs of frequency

- We use adverbs of frequency to show how often something happens. They come before the main verb but after the verb *be*.
*My sister **always** walks to school. Do you **always** walk to school? I don't **always** walk to school. They're **never** on time.*
- Common adverbs of frequency are: *always, usually, often, sometimes, rarely, hardly ever and never*.
- *Sometimes* and *occasionally* can also go at the beginning or the end of a sentence, but at this level it's enough to teach the general rule.
***Sometimes** I take the bus. I **sometimes** take the bus. I take the bus **sometimes**.*

5

- Ask volunteers to read the sentences in Exercise 5 aloud. Write *hardly ever, sometimes, always, often* and *usually* on the board. Elicit what they show us (how often something happens) and what they're called (adverbs of frequency).
- Students read the text in the box and choose the correct options. Get feedback.

ANSWERS

before, after

6

- Show the line and explain that *never* means that we do something zero per cent of the time, e.g. *I never wear my pyjamas to school*. Ask which adverb of frequency means that we do something 100% of the time (*always*).
- In pairs, students look at the sentences in Exercise 5, work out the degree of frequency expressed by each adverb and complete the diagram. Get feedback.
- Ask *What do you usually / hardly ever / often / always do after school / before breakfast / at the weekends / during your lunch break?*, etc. Encourage students to respond using full sentences.

ANSWERS

never
hardly ever
sometimes
often
usually
always

Question words

7

- Students read questions a–f and underline the question words (*What time, When, Where, Who, What, Why*).
- Ask them what is special about question a (the question word is two words).
- Do the first item with the class. (*who, people*).
- Students complete the exercise, then compare their answers in pairs. Get feedback.

ANSWERS

1 who 2 what 3 what time 4 why 5 when 6 where

8

- Students choose the correct option to complete the sentences, then check their answers in pairs. Get feedback.

EXTENSION: In pairs, students decide why the incorrect option in 1–4 is wrong (1 *does* is incorrect because you is second person; 2 *What* is incorrect because the question is about a place; 3 *What time* is incorrect because we're asking about a date, not a clock time; 4 *What* is incorrect because we know that the person studies English, so asking what makes no sense).

ANSWERS

1 do 2 Where 3 When 4 Why

9

- Ask: *Why is Where the correct question word in 1?* (Because *Turkey* is a place).
- Students complete the exercise, then compare their answers in pairs. Get feedback.
- In pairs, students ask and answer the questions.

FAST FINISHERS / EXTENSION: Provide some extra answers to write questions for, e.g.

A: I usually have toast and orange juice for breakfast.

Q: *What do you usually have for breakfast?*

A: I walk to school.

Q: *How do you usually go to school?*

A: My favourite singer / actor is (name).

Q: *Who's your favourite singer / actor?*

A: My favourite school subject / sport is (English).

Q: *What's your favourite school subject / sport?*

A: My grandparents live in London.

Q: *Where do your grandparents live?*

A: I usually have dinner at eight o'clock.

Q: *What time do you usually have dinner?* ★

ANSWERS

2 What time do you usually get up?

3 Where do you live?

4 When do you usually do your homework?

Listening page 10

listening to instructions; gapfill

1 1.4 ▶

- Ask in what situations people need to give personal information. Elicit what personal details are (*first name, surname, age, address*) and write them on the board.

- Elicit the questions students need to ask to get this information. (*What's your first name? What's your surname? How old are you? Where do you live? / What's your address?*)
- Say that sometimes you need to spell words out so other people can understand them. If necessary, revise the alphabet.

TEACHING TIP:

- The letters of the alphabet can be grouped according to their sounds. Write the following on the board (use of phonetic symbols is optional):
/ei/ A H J K /i:/ B C D E G P T V /ɑɪ/ I Y
/e/ F L M N S i /ɪu/ Q U W /əʊ/ O /ɑ:/ R
- Ask students to repeat the different groups of letters. Note that in American English the letter z is pronounced /zi:/ and should go in the second group.
- Remind students that we say *double* before a repeated letter (e.g. for *Anne* we say *A-double N-E*), and the words *capital* (*letter*, e.g. *A*) and *small* (*letter*, e.g. *a*).
- Tell students they're going to listen to a person answering questions about personal information and need to choose the answers they hear.
- Play the recording. Students compare their answers.
- Play the recording again if necessary. Get feedback.

EXTENSION: Do more work on the alphabet and spelling:

- As a class, say the alphabet forwards and backwards.
- Give students cards with the different letters or sound groups on them. Students wave their card or stand up / sit down when they hear their letter or sound.
- Students think of the names of three people, places or objects that are important to them and spell them to their partner. Their partner writes them down.

ANSWERS

1 a 2 a 3 b 4 a 5 a 6 b

1.4 ▶

- A: Can you spell your surname please, Miss Suarez?
B: Yes, it's S-U-A-R-E-Z.
- B: My address is 245 Vidalino.
That's V-I-D-A-L-I-N-O.
A: V-I-D-A-L-I-N-O?
B: That's right.
- A: What's your first name, please?
B: Isabella.
A: Isobel?
B: No, Isabella. That's I-S-A-B-E-L-L-A.
A: Oh yes, Isabella, with a double L.
- A: OK, Mr Carey. Is that C-A-R-E-Y?
B: No, it's not Carey. It's Curry with a double R: C-U-R-R-Y.
- A: Did you say you live in 'Bristle'? Can you spell that for me?
B: Yes, it's B-R-I-S-T-O-L.
A: Oh, yes, Bristol, in the west of England.
- A: And your first name is Ted. Is that right?
B: No, my name is Todd: T-O-D-D.
A: Oh, sorry, my mistake.

2 1.5 ▶

- Do the first item with the class. Play the recording and ask a volunteer to spell and write the name on the board.
- Play the rest of the recording. Students check their answers in pairs.
- Play the recording again if necessary. Get feedback.

ANSWERS

1 Bulawayo	4 Shinjuku
2 Alixia Callas	5 Rudolph Vogel
3 Chizu Yamada	6 Al Qatif

1.5 ▶

- I live in a town called Bulawayo.
That's B-U-L-A-W-A-Y-O.
- My name's Alixia Callas.
That's A-L-I-X-I-A C-A-double L-A-S.
- My name's Chizu Yamada.
That's C-H-I-Z-U Y-A-M-A-D-A.
- I live in a town called Shinjuku.
That's S-H-I-N-J-U-K-U.
- My name's Rudolph Vogel.
That's R-U-D-O-L-P-H V-O-G-E-L.
- I live in a town called Al Qatif.
That's A-L Q-A-T-I-F.

3 1.6 ▶

- Go through the Exam Tip.

Exam TIP

Listening to instructions

- Say that listening tasks can feel difficult because students can't see speakers' faces or expressions. So it's important that they listen very carefully to the instructions at the beginning of the activity: they usually tell them who is speaking and where the listeners are – for example, a student and a teacher in a school. This information gives them a context, and they can start thinking about vocabulary and situations related to this information.
- Say that instructions often tell students what type of information they need to listen for, e.g. words, dates or numbers.
- Say that they can check their answers the second time they hear the listening text.
- Students underline the key words in sentences 1–3 (1 *man*, 2 *photography lessons*, 3 *choose*, *correct answer*).
- Play the recording. In pairs, students decide if the sentences are true or false.
- Play the recording again if necessary. Get feedback.

ANSWERS

1 F (at her school) 2 T 3 F (write the correct answer)

1.6 ▶

For each question, write the correct answer in the gap. Write one word or a number or a date or a time. Look at Questions 1–5 now. You have 10 seconds.

You will hear a teacher talking about a new photography course at her school.

4

- Ask: *Which words tell us what kind of information to listen for?* (question words).
- Students complete the activity, then check their answers in pairs. Get feedback.

ANSWERS

- | | |
|----------|-----------|
| 1 a date | 3 a price |
| 2 a time | 4 a name |

5 1.7 ▶

Exam TASK

Gap fill

- Ask students what they need to do before they begin a gap-fill task (Read the instructions and decide what type of words they need to fill in the gaps).
- Tell students to read the instructions and the text.
- Play the recording. Students compare their answers in pairs. Get feedback.

ANSWERS

- | | |
|-----------|------------|
| 1 10 | 4 £87.50 |
| 2 October | 5 Leandros |
| 3 4.15 | |

1.7 ▶

For each question, write the correct answer in the gap. Write one word or a number or a date or a time. Look at Questions 1–5 now. You have 10 seconds.

You will hear a teacher talking about a new photography course at her school.

OK, before we start today, I just want to tell you about a new course. It's a photography course and it starts next week. We have a wonderful new teacher, from Greece, so we're very excited about that. Now, the lessons are twice a week, for five weeks, so that's ten lessons. It starts next week, on the 15th of September, and the last lesson is on the 13th of October. The lessons start at a quarter past four on Tuesdays and Fridays, and each lesson is one and a half hours. The price for the course is £75, but we also charge £12.50 for other materials. So the total cost is £87.50. Alright? I hope you'll come along. Please take a form if you want to sign up for this course. And remember to write the teacher's name on the form please – it's Mrs Leandros. That's L-E-A-N-D-R-O-S.

Speaking page11

giving details about yourself; interview

1

- Ask students to describe the photo. If necessary, ask: *Where are the people? What are they doing? What are the relationships between the people? What time of day is it?*
- Students complete the sentences, then check their answers in pairs. Get feedback.

ANSWERS

- | | |
|----------|-----------|
| 1 live | 4 get up |
| 2 five | 5 weekend |
| 3 school | |

2 1.8 ▶

- Go through the Exam Tip.

Exam TIP

Giving details about yourself

- To get a good mark in the speaking exam, students need to try to answer questions with extra details.
- Students should think about extra information they could give as a response to personal information questions, e.g. if the question is *Have you got any brothers or sisters?*, they could say how many they've got, give their names, say how old they are, the things they like doing together, etc. If a student hasn't got any brothers and sisters, they could talk about their friends or other people in their family, e.g. their cousins, or about their pets.
- Explain that sentences a–e are examples of extra information students could add when they answer questions about themselves.
- Students match the information with the sentences in Exercise 1. Do the first item with the class.
- Students complete the task.
- Play the recording. Get feedback.

ANSWERS

- 1 b 2 d 3 e 4 c 5 a

1.8 ▶

- 1 I live in Seoul. It's a big city in South Korea.
- 2 There are five people in my family. I've got one sister and one brother.
- 3 I go to high school in Seocho-gu. I like my school, but I get a lot of homework!
- 4 I get up at half past six in the morning. My lessons start at eight o'clock.
- 5 At the weekend we usually get up late. We sometimes go to a café for breakfast.

3

- Explain that students are going to look at grammar mistakes people often make in speaking exams.
- In pairs, students complete the activity.
- Get feedback. Ask what the mistake is in the incorrect sentences (1a *is* because *people* is plural; 2b *am*, because the verb *be* isn't needed in the present simple of *get up*; 3a wrong word order and you need the ordinal number; 4a frequency adverbs go before the main verb; 5b time expressions go at the beginning or the end of sentences, not between the verb and the object).

ANSWERS

- 1 b 2 a 3 b 4 b 5 a

4 1.9 ▶

- Explain that students are going to write questions for the answers in Exercise 3.
- Ask: *How do you form a question in the present simple?* (with *do* or *does* before the subject). *How do you form a question with be?* (with the correct form of *be* before the subject).

- Write *There are 15 students in this class.* on the board. Ask: *What's the question?*
- Underline *15 students* and write the start of the question (*How many students*).
- Underline *There are* and elicit *are there* as the question form. Complete the question with *in this class?*
- Explain that you can also ask: *How many students are in the class?* If students ask *why*, explain that you don't need *there* in the question when it is about a quantity in a place or group.
- To consolidate, write *There are four eggs in the fridge.* on the board. Ask: *What are the two questions?* (*How many eggs are there in the fridge?* and *How many eggs are in the fridge?*).
- Show Exercise 4 and ask what the two possible questions are for the first item (*How many people are there in your family?* and *How many people are in your family?*).
- Students write the questions. Play the recording. Students compare their answers in pairs. Play the recording again if necessary. Get feedback.

ANSWERS

- 1 How many people are in your family?
- 2 What time do you get up?
- 3 Which year are you in at school?
- 4 What do you usually do in the evening?
- 5 When do you meet your friends?

1.9 ▶

- A: How many people are in your family?
 B: There are five people in my family.
 A: What time do you get up?
 B: I get up at seven o'clock.
 A: Which year are you in at school?
 B: I'm in the third year at secondary school.
 A: What do you usually do in the evening?
 B: I usually watch TV in the evening.
 A: When do you meet your friends?
 B: I meet my friends at the weekend.

5

- Tell students that they're going to ask and answer the questions in Exercise 4, adding extra information.

EXTENSION: Brainstorm what kind of extra information they could add for each question:

1 How many people are in your family? say who they are; give names and ages; mention members of your family who don't live with you, e.g. grandparents or a favourite aunt or cousin; include pets.

What time do you get up? talk about your morning routine; when and what you have for breakfast and when you leave the house; compare the time you get up during the week and at the weekend.

Which year are you in at school? talk about exams, school subjects, teachers, sports and clubs.

What do you do in the evening? talk about homework, sports and hobbies, chores you do at home, social media, favourite TV programmes.

When do you meet your friends? say where you meet them; what you do together and / or talk about.

- Students ask and answer the questions in pairs. Get feedback.

TEACHING TIP:

- When students do group or pairwork, circulate to provide assistance and make notes of any mistakes or good examples of the target language.
- After getting feedback, put the examples of mistakes on the board and elicit corrections. Then share any good examples of the target language.

EASIER: If you did the extension, write the ideas you brainstormed on the board for students to refer to during the speaking activity.

FAST FINISHERS: Students write three sentences about things they learned about their partner during the activity.

6

Exam TASK

Interview

- Tell students they're going to practise a speaking exam task and explain the word *interview* (when a person asks questions and another person answers them).
- Go through the Useful Language box. For each item, ask: *What's the question you answer with this?* (*Where are you from? / Where do you live? / Have you got any brothers or sisters? How many people are in your family? When is your birthday? What's your favourite subject? What do you usually do in your free time? Where do you and your friend / family usually go? What's your favourite food? What do you do at weekends / in the evening?*)
- Put students in pairs. Student A asks questions using the prompts in the box and student B answers. Then student B turns to page 171 and asks questions using the prompts there and student A answers.
- Get feedback.

EXTENSION: Encourage students to get more information by asking questions about their partner's answers.

TEACHING TIP:

- Useful Language boxes are designed to teach or revise language 'chunks' and exponents of functions that students can use in speaking and writing activities. They don't need grammar explanations.
- Go through the language in these boxes to make sure students understand the words. Check they know how to use them by asking for example sentences.

- Show the box. Elicit follow-up questions to the first question or extra information students could use to respond, e.g. *What do you do at the weekends? What do you enjoy doing with your family? Where do you go with your friends?*
- Ask: *What do you think a morning person is like?* (possible answers: a morning person likes to get up early, is happy in the morning, does a lot of things in the morning, goes to bed early).
- Elicit follow-up questions and an answer to the second question, e.g. *What do you do when you wake up early in the morning? Are you an 'evening person'?* *What time do you usually go to sleep?*
- In pairs or small groups, students discuss the questions.

Vocabulary page 12

family

1

- Revise family member vocabulary. You could use a photo of a famous family, real or fictional, or you could draw a simple picture of a family, with names so you can ask questions about the people in it.
- Use the image to elicit relationships between the various family members. Ask: *Who's (Milly's) grandfather? What's the relationship between (Lin) and (Kim)?*
- Show the activity and say that there is more than one word for some family members. Students complete the lists with the words in the box and choose the correct words in *a* and *b*, then compare their answers in pairs. Get feedback.

ANSWERS

- | | |
|--------------------|----------------|
| 1 grandma, granny | 4 dad, daddy |
| 2 grandpa, grandad | a grandparents |
| 3 mum, mummy | b parents |

TEACHING TIP:

- The use of 's to show possession is taught in Unit 5, and until then students will only need to use it in very simple structures, as in Exercise 2. At this stage it's best not to go into any details about the grammar point.
- Point at a father and daughter in the image you're using and say, for example: *This is Homer. Lisa is his daughter. To show their relationship we can say Homer is Lisa's father or Lisa is Homer's daughter.* Write the sentences on the board and show the 's. Ask: *Who's Homer's wife? (Marge).*

2

- Make sure students understand that each line represents a missing letter.
- Elicit the answer to the first description (*son*).
- Students complete the definitions, then compare their answers with a partner. Get feedback.

ANSWERS

- | | |
|------------|----------|
| 1 son | 5 uncle |
| 2 daughter | 6 aunt |
| 3 wife | 7 cousin |
| 4 husband | |

3

- Show the Leakey family tree. Point at the horizontal line linking Louis and Mary and ask: *What does this mean?* Elicit *They're married. / They're husband and wife.*
- Point at the vertical line coming down from Louis-Mary and ask: *What does this mean?* (They have children).
- Point at the horizontal line linking Jonathan, Richard and Philip and ask: *What does this mean?* (They're brothers).
- Write the word *conservationist* on the board and elicit or explain what it means (someone who works to protect animals and plants in the natural world).
- Explain that the Leakey family are a family of scientists and conservationists in Kenya. Ask: *Can you think of any famous conservationists and scientists in your country? What are they famous for?*
- Students read the family tree and complete the text, then check their answers in pairs. Get feedback.

ANSWERS

- | | | |
|------------|-------------|----------|
| 1 wife | 4 daughters | 7 sister |
| 2 parents | 5 husband | 8 niece |
| 3 brothers | 6 uncles | |

4

- In pairs, students look at the family tree and the example, and make sentences. Get feedback.

EASIER: Students write sentences about the family tree, then check each other's sentences.

ANSWERS

Students' own answers

- Write the name of a member of your family on the board and give some information about the person, e.g. *Edwin is my uncle. He's about 60 years old. He's a geography teacher and he lives in Scotland.* Students ask follow-up questions.
- Students write the names of four people in their family or people they know well.
- In pairs, they take turns to tell their partner about the people they chose.

Grammar page 13

present continuous; writing the missing words; open cloze

1

- In pairs, students read the text and say what Yusuf and his sisters are doing. Get feedback.

ANSWERS

Yusuf is working at home. He's writing a letter to his penfriend.
His sisters are sitting in the kitchen and listening to music.

GRAMMAR GUIDE: present continuous

Use

We use the present continuous for:

- 1 actions that are happening at the time of speaking.
She's talking to her friends online.
- 2 actions that happen around the time of speaking.
We're training for the marathon this spring.
- 3 temporary situations.
They aren't working this week. They're on holiday.

Note: We use these time expressions with the present continuous: *at the moment, (right) now, for the time being, at present, this morning / afternoon / evening / week / month / year, today.*

Form

We form the present continuous with the verb *be* + *-ing* form. The short form of *be* is often used in speech and in informal writing.

Affirmative

I am ('m) playing.
He / She / It is ('s) playing.
We / You / They are ('re) playing.

Negative

I am ('m) not playing.
He / She / It is not (isn't) playing.
We / You / They are not (aren't) playing.

Questions

Am I playing?
Is he / she / it playing?
Are we / you / they playing?

2

- Students read the text in Exercise 1 again and complete the rule box then check their answers with a partner. Get feedback.

ANSWERS

1 are happening now 2 be, -ing form

REMEMBER

- Go through the spelling rules, giving more examples for each rule if necessary.
- Most verbs: infinitive + *-ing*: *play – playing, look – looking*
- Double the consonant: *begin – beginning, stop – stopping, sit – sitting, win – winning*
- Omit the final *e*: *hope – hoping, make – making, ride – riding*

3

- Students complete the sentences, then compare answers with a partner. Get feedback.

ANSWERS

1 are living 4 'm (am) staying
2 'm (am) not doing, 5 are eating
'm (am) watching 6 are you talking
3 's (is) working

4

- Show the first sentence in Exercise 3 again. Ask: *Are the speakers living in Chile now? (Yes). Where do they usually live? (Greece). Ask: Is this an action happening at the time of speaking, or a temporary situation? (temporary situation).*

- Students complete the activity, then compare answers with a partner. Get feedback.

ANSWERS

a 2, 5, 6 b 1, 3, 4

5 1.10 ▶

- Quickly revise how to form negative sentences and questions in the present continuous. Write *She's living in the city*, on the board and elicit the negative form (*She isn't living in the city*). Write *where* on the board to elicit *Where's she living?*
- Students complete the conversation with the present continuous form of the verbs in brackets, then compare their answers in pairs.
- Play the recording. Students listen and check their answers. Get feedback.

ANSWERS

1 'm sitting 5 're learning
2 Are you listening 6 's your brother doing
3 'm finishing 7 isn't playing
4 are you studying 8 's watching

1.10 ▶

Jordi: Hi, Rosa. Where are you?
Rosa: I'm sitting in the garden.
Jordi: Are you listening to music?
Rosa: No, I'm finishing my geography project.
Jordi: What are you studying at the moment?
Rosa: We're learning about Greenland. It's really interesting.
Jordi: Cool! So, what's your brother doing today? Some kind of sport?
Rosa: No, not exactly. He isn't playing football at the moment because he hurt his foot. He's watching tennis on TV instead!

6

- Go through the Exam Tip.

Exam TIP

Writing the missing words

- Tell students that they should always start an open cloze task by reading the text to get the general meaning.
 - Then they should decide what type of word they need to fill in each gap, e.g. a verb, a preposition, a pronoun, etc.
 - Once they've completed the text, they should read it again to look for and correct any mistakes, such as the wrong form of a word.
 - Finally, they should check spelling and punctuation.
- Students identify the text type (*an email*). Ask: *What type of sentence does the first gap appear in? Positive, negative or a question? (a question). What type of word is missing? (a question word).*
 - Students decide what type of word is missing in each gap, then compare their ideas with a partner. Get feedback.

ANSWERS

1 question word 4 possessive adjective
2 verb (auxiliary) 5 verb (auxiliary)
3 preposition

Exam TASK

Open cloze

- Students fill in the gaps in the email, then compare their answers with a partner. Get feedback.

FAST FINISHERS: Students use the text as a model to write an email to a friend. They then remove prepositions, question words or possessive adjectives from the email to create a gap-fill task, exchange tasks with a partner and complete them.

ANSWERS

1 What 2 am ('m) 3 to 4 her 5 are

Writing pages 14–15

focusing on accuracy; completing a form

Learning FOCUS

Focusing on accuracy

- Ask: *Where can you see a form on the page?* (Exercise 2; Exercise 4). *When do you complete forms?* (When you apply for something, e.g. a job, a place at university, a passport or other important document; or join something such as a gym or a club).
- Check students understand the terms in the Learning Focus box. Ask: *What's your title?*, *What's your first name / surname?*, *How old are you?* / *When were you born?* / *What's your date of birth?*, *Where were you born?* / *What's your place of birth?*, *What's your address / phone number / email address?*
- Write *Mississippi* on the board and ask: *What's this?* (a river and a state in the USA). *How do you spell it?* (M-I-double S-I-double S-I-double P-I).
- Write 06/03/2026. Ask: *How do you say this date in British English?* (the sixth of March, twenty twenty-six). *How do you say it in American English?* (June third twenty twenty-six). *Why?* (Because in British English we put the day first and in American English we put the month first and often don't say the article before the day).
- Tell students they should include the country code when giving their phone number internationally. Elicit the country code for their country.
- Elicit or teach the pronunciation of the @ symbol (*at*) and the full stop symbol (*dot*) in an email address.

1

- Students complete the activity, then compare their answers in pairs. Get feedback.

ANSWERS

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

2 1.11▶

- Ask: *Do you or any members of your family belong to a gym? How often do you go?*
- Play the recording. Students complete the form and compare answers with a partner.
- Play the recording again if necessary. Get feedback.

ANSWERS

1 Ann 4 0700900274
2 Hayward 5 12th April 2003
3 hayward26@intermail.com

1.11▶

- A: Hello, can I help you?
B: Oh yes, please. I'd like to join the gym.
A: Oh, lovely! Can I take your details, please, and then I'll ask one of our gym team to show you round.
B: OK.
A: So, what's your name, please?
B: It's Ann, A-N-N, Hayward: H-A-Y-W-A-R-D.
A: Ann Hayward. That was H-A-Y-W-A-R-D?
B: That's right.
A: And your address please, Ann?
B: My email address?
A: We need your email address and your home address.
B: Oh, I see. Um, my email address is hayward26@intermail.com.
A: hayward ... 26 ... at ... sorry, what did you say?
B: at intermail: I-N-T-E-R-M-A-I-L dot com.
A: Perfect. And your home address?
B: It's 15, Grove Road, Manchester.
A: 15, Grove Road, Manchester. And what's the postcode?
B: Oh, sorry, it's M5 2RP.
A: M5 2RP – thanks. Now, um, can I have your phone number, please?
B: Yup, my mobile is: 0700900274.
A: 07-double 0-9-double 0-2-7-4. And finally, your date of birth.
B: Sure, yes, my date of birth is the 12th of April, 2003.
A: Thank you! Now, let's see if I can get hold of Fiona ...

3

- Show the advert. Revise *scientist* and *diver*. Ask what the animal in the photo is (*a turtle*) and elicit or teach *volunteer* (a person who works or does a task but doesn't get any money for it).
- In pairs, students read the advert and answer the questions.
- Get feedback. Ask students: *Would you like to volunteer for a project like this? Why? / Why not?*

ANSWERS

1 Mexico 2 two weeks 3 how to dive

4

- Students read the form at the bottom of the advert and identify the information Sandy hasn't included and why. Get feedback.

EXTENSION: Students identify four reasons Sandy gives for being interested in joining the volunteer project (she loves swimming, wants to be a diver in future, loves meeting people and thinks it's important to look after the sea).

ANSWERS

Phone number; the instructions don't ask for it.

5

- In pairs, students answer the questions. Get feedback.

TEACHING TIP: Explain that many women use the title *Ms*, and you should use this if you're not sure if a woman prefers *Ms*, *Miss* or *Mrs* and has no other title like *Doctor*, *Professor*, etc.

- Ask if the students know any other common titles and elicit or give *Doctor* (Dr) and *Professor* (Prof).
- Ask students what the equivalent of these titles are in their language and culture and how they're used.

ANSWERS

1 Mrs 2 Miss 3 Ms 4 Mr

6

- Ask students what they think language schools in Britain are like. Ask: *Where do students live? Where are the teachers from? How many hours do they go to school every day? Have they got any free time? Are these schools expensive?*
- Go through the Useful Language box.
- In pairs, students look at the advert and discuss the questions. Get feedback. You could write a list of their ideas on the board.

POSSIBLE ANSWERS

- 1 because English is the language people use all over the world; to communicate more easily when I travel; to meet and talk to more people; to get a better job; to understand songs or books in English
- 2 watching films and videos in English; reading books, magazines and websites; listening to songs in English; getting an English-speaking penpal; visiting English-speaking countries

7

- Tell students they're going to complete an application form for a summer school. They need to include personal information and to write three or four lines to explain why they want to learn English.
- Go through the Useful Language box again. Draw attention to the use of the *-ing* form after *like*, *love*, *enjoy* and *be interested in* and elicit or teach *goal* (something you want to do or achieve).
- Students complete the form and check their work in pairs. Get feedback.

Live well, study well

page 16

making friends; be yourself

Useful vocabulary

confident (adj): sure about yourself and your ability to do things well
disappointed (adj): unhappy because someone or something was not as good as you hoped or expected, or because something didn't happen
excited (adj): enthusiastic and happy
get on with (v): to have a good relationship with
hang out (v): to spend time with someone or in a place
have things in common with (v): to have the same interests or experiences as another person

lonely (adj): unhappy because you are not with other people

outgoing (adj): happy to meet and talk to new people
share (v): to have or use something somebody else also has or uses

shy (adj): not happy to meet and talk to new people
trust (v): to believe that someone is a good person and will do what they say

TEACHING TIP: The Useful vocabulary lists can be used in several ways. You could:

- write the words on the board and elicit their meanings, teaching or explaining the others
- print and give the list to students as a reference
- ask students to identify categories (or do it for them) and group the words in lists, tables or mind maps
- introduce the vocabulary throughout the lesson when it's useful. Start by eliciting expressions that students know and then introduce the new vocabulary.

1

- Students read the information on the poster. Elicit or teach *average* (what is usual in a group of people or things) and *close friend* (a very good friend).
- In pairs, students discuss if they think the statements are true or false and why. Get feedback.

ANSWERS

1 T 2 T 3 F 4 F 5 T

2

- Encourage students to think critically about information of this kind. Ask: *Do you think this information is true for young people in your country? Is it useful? Why? / Why not?*
- Remind students that the numbers are averages and there is no right or wrong number of friends to have.

3

- In small groups, students discuss the questions.

EASIER: To help students structure their discussion, write some additional questions on the board:

- (1) What does a good friend do? What doesn't a good friend do?
- (2) How can you make friends at school? How can you make friends outside school?
- (3) What do you share or do with old friends? What do you share or do with new friends?
- (4) What does your friend look like? What things do you like about him / her? What do you do together? ★

- Get feedback. You could write a list of students' ideas on the board or have a class vote on the most important qualities in a friend.

4

- Go through the Mind your Mind box.

TEACHING TIP:

- The Mind your Mind boxes are designed to give students information or ideas about issues that affect their wellbeing and encourage them to reflect on and think about what is good for them.
- Explain that *to mind* something is to take care of or look after it. Your *mind* is the part of you that makes it possible for you to think, feel emotions and know about things. Ask: *What does 'mind your mind' mean? (to pay attention to the way you feel, and act in a way that makes you happy).*
- Elicit or teach *nervous* (worried and a bit scared of something) and *uncomfortable* (not relaxed). Ask: *What is the information about? (tips on how to make friends).*
- In pairs or small groups, students discuss the questions.
- Get feedback. Ask: *Are there any tips that you don't find useful? Why?* You could also get the group to vote on which tips are the hardest to follow or the most important / useful.

5

- In pairs, students write three more tips for making friends. Remind them to use imperatives (*join, be, etc.*)
- Get feedback. You could write students' ideas on the board.

- In groups, students read through and choose a project. Project 1 involves making a game and Project 2 involves giving a presentation.
- If necessary, help students decide how to work as a group and allocate the project tasks. Ensure that everybody has a task and ask students to swap texts for peer correction.

Project 1

- If necessary, suggest a board game with questions, e.g. *What's your favourite colour?* on different squares. Students roll a dice and answer the questions when they land on the squares.
- Fix a date for game playing. If more than one game was created, ask the class to vote on the best one, giving reasons for their vote.

Project 2

- If necessary, suggest students do a quick survey by writing ideas of how to have fun / help people speak to each other on cards, then give them to another group of students to rank in order of usefulness or how much they'd like to do each activity. They can use the results for their presentation.
- The presentation could be a video, a powerpoint slideshow or a poster.
- Fix a date for the presentations. Students take turns to present their ideas to the class using the Useful Language box to help them.



Review

 page 149

TEACHING TIP: You can use the review:

- as informal assessment, making sure students know it isn't an exam and that they won't be working in pairs.
- as revision, for additional practice and consolidation.
- as homework.

In the classroom, you can administer it in different ways:

- an exercise at a time, checking answers as a class.
- a section (Vocabulary then Grammar) at a time, checking answers as a class. You could set a time limit, e.g. 10–15 minutes, for each section.
- the entire review as one task, checking answers as a class. If you set a time limit, alert students when half of it has passed.

Encourage students to reflect on their achievements and weaknesses and decide which boxes to tick at the bottom of the page.

ANSWERS: VOCABULARY

1

- | | | |
|-----------|------------|-------------|
| 1 French | 3 Jamaican | 5 Egyptian |
| 2 Chinese | 4 British | 6 Brazilian |

2

- two thousand
- three thousand, four hundred
- thirty-nine
- six hundred and sixty-five thousand
- eighty-two
- the twenty-fifth of March

3

- aunt
- uncle
- cousins
- niece
- nephew
- grandmother / grandma / granny

4

- | | |
|----------|-----------------|
| 1 fifth | 3 seventieth |
| 2 August | 4 twelve, first |

ANSWERS: GRAMMAR

5

- | | | |
|-----------|--------|--------|
| 1 live | 4 goes | 7 live |
| 2 take | 5 work | 8 do |
| 3 doesn't | 6 are | |

6

- Where do you live?
- What time does your lesson start?
- When do they have lunch?
- Why does she study English?
- Who do you go to school with?

7

- I usually have lunch at 1.00 p.m.
- They are hardly ever late for school.
- We always go to the seaside in the summer.
- My mother often goes shopping on Saturdays.
- My parents are never at home during the day.
- I sometimes go to the cinema with my friends. / Sometimes I go to the cinema with my friends. / I go to the cinema with my friends, sometimes.

8

- | | | |
|--------------|---------------|------------------|
| 1 's, doing | 3 Are, eating | 5 aren't working |
| 2 's talking | 4 'm watching | 6 're playing |