

Unit objectives

Reading:	matching paragraphs with photos
Grammar:	<i>there is/are; have got</i>
Vocabulary:	things in a room; the home
Listening:	identifying multiple-choice photos
Speaking:	making a phone call
Writing:	a poster; capital letters

VOCABULARY (SB page 10)

To start

Colours anagram game. On the board, write: *dre, nrege, leub, granoe, lewoly*. Ask students: *Are these English words?* (no) Point to the first 'word', cross out the *r* and write *r* in a different place on the board. Then cross out *e* and write *e* next to *r*. Ask students: *What colour is this?* Cross out the *d* and write *d* next to *re* to make *red*. Put the students into pairs and tell them to do the same with the other 'words' to make four more colours (green, blue, orange and yellow). They should write them down to practise the spelling. Drill the colours chorally, paying attention especially to the correct pronunciation of *orange* (/ˈɒrɪndʒ/).

Power up

I Check students understand the word *bedroom*. Direct them to the instructions for this task. Ask: *Do you have a chair/desk/computer/some curtains in your bedroom?* Drill the words, checking students say *curtains* correctly (/ˈkɜːtɪnz/). Ask: *What colour is your chair/desk?*, etc. Put students into pairs and tell them to ask their partners: *What do you have in your bedroom? What colour is it?* Encourage them to include other items.

Students' own answers.

Things in a room

2 Tell students to cover the words in the box. Point to the pictures and try to elicit them, chorally drilling them as you go. Note the pronunciation of *cupboard*: /ˈkʌbəd/. Then students match the pictures with the words, writing them down in their notebooks so they have a written record. Monitor closely for any spelling mistakes. Put students into pairs and ask them to check their answers with their partner when they finish. Tell them to check their partner's writing for any spelling mistakes.

A bin B clock C comics D cupboard
E cushion F electric guitar G light(s)
H mobile phone I music player J noticeboard
K poster L shelf

3 Play Track 1.1 once for students to check their answers to Exercise 2. Then play Track 1.2, pausing for students to repeat the words.

Tracks 1.1–2

A a bin
B a clock
C comics
D a cupboard
E a cushion
F an electric guitar
G lights
H a mobile phone
I a music player
J a noticeboard
K a poster
L a shelf

4 To introduce this activity, say, e.g. *It's small and black. What is it?* Indicate that it is something in the classroom. Elicit *pen*. Direct students to the instructions. Read the example sentence and check they have understood and can find the clock in the picture. Do Question 2 with them. Students work in pairs to complete the exercise, then check with their partner before you conduct class feedback.

2 It's a cupboard. 3 They're lights.
4 They're comics. 5 It's a bin. 6 It's a poster.

Where is it?

5 First, review the prepositions. Then put a pen on the table and ask: *Where's the pen?* Elicit *It's on the table.* Chorally drill *on* and *It's on the table.* Then use the pen and other classroom objects to elicit and drill the other prepositions: *next to, near, above, in, in front of, under, behind* and *between.* Direct students to the pictures in Exercise 5, and tell them to copy the prepositions into their notebooks.

Do the example with students, then tell them to continue in pairs, asking and answering questions about the things they can see in the picture in Exercise 2.

Students' own answers.

Game on

Demonstrate the game. On the board, very quickly and roughly draw a clock under a cushion. Ask: *What's in my picture?* and try to elicit possible answers. Insist on students using the structure *Is it a . . . on/under/ . . . a . . . ?* After a student guesses correctly *Is it a clock under a cushion?*, draw another (a light in a bin). Again, invite suggestions.

Refer students to the instructions. Then tell them to work in pairs and take turns to draw a very quick picture for their partner to guess *Is it a . . . on/ under/ . . . a . . . ?*

Monitor closely to check students are staying on topic. Allow two or three minutes for this, depending on how focused they are.

Homework

Workbook pages 6–7
MyEnglishLab

READING (SB page 11)

1 Check students know what a poster is by using a poster in the classroom. Direct them to the instructions. Focus their attention on the four photos to answer the question.

Room A

2 Refer students to the instructions. Ask: *How many photos are there? How many descriptions are there?* Read the introduction aloud, then read number 1, Diego's description, to them. Elicit the correct answer (D). Students work in pairs, reading the other descriptions and deciding which photo matches each one. Ask them to compare answers with their partner. Conduct class feedback.

1 D 2 C 3 B 4 A

3 Ask students: *How many people sleep in Diego's room? Elicit two.* Ask questions to check how they found the answer: *Where does it say that in the text? Who is the other person?* Direct them to the instructions and then number 1 to make sure they understand why the answer is *No.* Then tell them to look carefully at the texts again to see if sentences 2–4 are true or false. Monitor to check they aren't just guessing the answers but are actually looking to find them.

Conduct class feedback for each answer by asking: *Where did you find the answer?*

2 Yes 3 Yes 4 No

Sum up

4 This is a writing task. Elicit the colour of the walls in Diego's room and tell students to complete the sentence. Then ask them to write three more sentences – one for each of the other rooms. Monitor for correct spelling of the colours, and also for the correct use of the possessive 's. Feed back by eliciting the answers and writing them on the board.

In Diego's room the walls are white.

In Elif's room the walls are red and pink.

In Jana's room the walls are blue.

In Max's room the walls are orange (and white).

Speak up

5 Direct students to the instructions. Tell them: *My favourite room is Diego's room because I love bunk beds and I love sleeping next to the window.* Ask one student: *Which is your favourite room? Why?* Tell students to work in pairs and tell their partner which is their favourite room, and why. Finally, direct students to 'This week's extra prize' at the bottom of the text. Which room is it? Elicit the answer C and get students to point out the map in the photo.

Students' own answers.

Homework

MyEnglishLab

Grammar XP

Direct students to the sentences.

Ask: *When do we use 'there's . . . ?' (for singular things) When do we use 'there are . . . ?' (for plural things).* Highlight pronunciation of *there's a . . .*

On the board, write:

There ___ teacher. There ___ students. There ___ football. There ___ beds.

Elicit correct sentences about the classroom. (*There's a teacher. There are some students. There isn't a football. There aren't any beds.*) Write the correct words in the spaces on the board. Ask: *How many teachers are there? (one) Point out that we say There's a . . . or There isn't a Ask: Is there one student or more? (more) So what do we say when there is more than one? (There are some . . . or There aren't any . . .)* Then rub out *teacher, students, football* and *beds*. Ask students to give a different word for each gap, again to describe their classroom.

Then on the board, write:

___ there ___ teacher? Yes, there ___. ___ there ___ students? Yes, there ___.

Elicit correct questions and answers from the class. *Is there a teacher? (Yes, there is.) Are there any students? (Yes, there are.)* Then rub out *teacher* and *students*, and elicit other items in the classroom to write in the spaces.

Finally, write: *___ there ___ guitar? No, there ___. ___ there ___ cushions? No, there ___.*

Elicit the correct questions and answers from the class.

- I Play Track 1.3 for students to listen to the correct pronunciation, then play Track 1.4 so they can repeat the sentences.

► Tracks 1.3–4

- There's a poster on the wall.
- There are some books on the shelf.
- There's a bag near the door.
- There are some cushions on the chair.
- There's a guitar under the bed.
- There are some comics in the bin.

Students' own answers.

- 2 Focus students' attention on Question 1. Ask: *Why is it 'There's a' not 'There are a . . . ?' (because there's just one desk)* Answer Question 2 with students. Again, check that they understand that the answer is *There isn't . . .* because we are talking about one bin only. Put students into pairs and ask them to finish the rest of the exercise using the Grammar XP box above to help them.

Monitor closely. If a few students are making mistakes, stop the class and write on the board:

*There is/isn't = 1
There are/aren't = 2+*

Ask students to check their answers with their partner before you conduct whole class feedback.

2 isn't 3 There are 4 isn't 5 aren't 6 There are

- 3 To introduce this task, check that students understand the difference between *Is there a . . . ?* (for one thing) and *Are there any . . . ?* (for more than one thing). Write the structure of the questions on the board: *Is there a/Are there any . . . on/under/above/next to/in front of/ behind/near/in . . . the . . . ?*

Direct students to the example questions. For each example, ask: *Is the question about picture A or picture B?* Organise them into pairs. One of each pair will write three questions about picture A, and one will write three questions about picture B. Monitor to make sure they are using the question structure on the board.

Students' own answers.

- 4 Before this activity, focus again on the natural short answers. Ask the following questions to elicit and practise the short answers: *Is there a teacher in the class? (Yes, there is.) Is there a bed in this class? (No, there isn't.) Are there any students in this class? (Yes, there are.) Are there any animals in this class? (No, there aren't.)*

Refer students to the instructions. Nominate one student to be B so you can demonstrate the questions and answers with him or her.

Instruct students to ask and answer their questions with their partner. Make sure their partner cannot read the questions, so they have to listen. Monitor to check students are staying on task.

Students' own answers.

- 5 Do the example as a class, then ask for another difference between the two pictures. Tell students to work in pairs again for two or three minutes to see how many other differences they can find. Feed back by asking a few students to tell you one difference each (CDs on the shelf/on the floor, a cat on the shelf above the window/three cats on the chair, a box of popcorn on the table/popcorn on the floor, etc.).

Students' own answers.

Write on

- 6 Direct students to the instructions. Then demonstrate the activity by asking a few students some questions, e.g. *Is there a TV in your bedroom? Are there any books in your bedroom?* Insist on the correct short answers. Tell students to write two questions about their partner's bedroom. Monitor for accuracy. Then tell students to ask their questions.

Students' own answers.

To finish

Picture dictation. Draw a simple picture on a piece of paper. Tell students to draw what you say: *There's a big table. On the table there's a TV. Next to the TV there's a book. On the book there are two pens. Under the table there's a cat. Next to the table there's a dog. Behind the dog there's a chair. In front of the dog there's a bag. In the bag there's a clock.* Tell students to compare their pictures in pairs. Then ask them to describe the picture back to you so you can draw it on the board.

Homework

Workbook pages 8–9

MyEnglishLab

VOCABULARY (SB page 13)

To start

On the board, write: *b . . . s . . . c . . . p . . .* Get students to guess the things in your bedroom based on the first letters of each word on the board (bed, shelves, clock, poster) and write them up. Next, tell them to write the first letter of four things in their bedroom. Then they work in pairs and guess their partner's four things. Monitor, especially for spelling.

The home

- 1 Focus students' attention on the picture of Marco's apartment. Ask: *Is this a house or an apartment? How many rooms are there? Do you like it?* Direct students to the instructions.
- Play Track 1.5 and tell students to look at the pictures and repeat what Marco says. Then tell them to cover the words and ask: *What number is the living room? What number is the garage?*, etc. Then ask: *What is number 1? What is number 2?*, etc. Finally, ask students to work in pairs and test each other to see if they can remember the words, asking: *What is number . . . ?*

► Track 1.5

Marco: Welcome to my home. That's the lift . . . and these are the stairs. Come upstairs. This is the living room. This is the kitchen. Here's the dining room. And here's the bedroom. That's the bathroom. This is the balcony. That's the garden. And that's the garage. Come downstairs to the garden.

Students' own answers.

- 2 Direct students to the instructions. Play Track 1.6, then stop it to give students time to check they understand what the sounds are and to say: *1 He's in the bedroom.* Then play the rest and tell students to write their answers down. Conduct class feedback to check answers.

► Track 1.6

- 1 sound effects: snoring, alarm clock ringing
- 2 sound effects: opening of fridge, pouring of drink, clink of ice cubes, closing of fridge
- 3 sound effects: door opening, scrape of dining chairs, clatter of knives on plates
- 4 sound effects: teeth cleaning/brushing, water running in basin
- 5 sound effects: lift arriving with a 'ping', doors opening, doors closing, swoosh of lift
- 6 sound effects: footsteps outside on gravel, up-and-over door opening noise, car door slamming, engine starting and revving

2 He's in the kitchen. 3 He's in the dining room.

4 He's in the bathroom. 5 He's in the lift.

6 He's in the garage.

- 3 Direct students to the picture and ask: *What is it?* (a lighthouse) *Does someone live here?* (yes) *What's her name?* (Nancy) *Do you like it?* Demonstrate the speaking activity by asking the class the example question and answer in the speech bubble first: *Is there a lift in the lighthouse?* (No, there isn't.) Then ask another example question: *Is there a living room in the lighthouse?* (Yes, there is.) Insist on the full short answer, not just *yes/no*. Then put students into pairs and tell them to take turns and ask their partner questions about all the other information.

Students' own answers.

Word XP

First, ask students: *How many stairs are there in the lighthouse? Ten? Twenty?* Elicit *There are 150 stairs*. Refer students to the question and ask them to repeat it chorally. Make sure they pronounce *many* correctly (/ˈmeni/).

- 4 Before students fill the spaces in Nancy's description, tell them to put their pens down and read the text. Check they understand *round*. Then do the first gap together, eliciting the answer. Tell students to complete the text individually. Monitor for any problems. When they have finished, tell them to compare their answers in pairs before you conduct class feedback.

1 living room 2 dining room 3 bathroom
4 bedrooms 5 garden 6 balcony 7 stairs

Game on

Students enjoy the challenge of a memory game and of testing their classmates. If you have a large class, divide students into four teams, not two. Give them one minute to memorise the information about the lighthouse, then tell them to close their books. Tell students all their questions will be: *How many . . . are there?*

The teams take turns to direct a question to the opposing team. Encourage the quieter students to ask questions too, so the more confident students don't ask all of the questions.

Speak up

- 5 Check that students understand the four types of home in the list. Ask a stronger student: *What is your perfect house?* Tell him or her to describe it to the class. Then put students into pairs and tell them to describe their perfect house to their partner. Monitor to check they stay on track. If you hear a lot of mistakes in language that they have already studied, write down a few incorrect sentences that you hear. Also write a couple of correct sentences using the same target language (*there's a . . . / there are some . . .*). Write all the sentences on the board and after students have finished speaking to their partner, ask them to find the mistakes in the sentences and to find the correct ones.

Students' own answers.

Homework

MyEnglishLab

LISTENING (SB page 14)

Power up

- 1 Demonstrate the exercise by describing your home. For example: *It's an apartment. There are three bedrooms. There isn't a balcony*. Then put students into pairs and direct them to describe their home to their partner. To feed back, ask a couple of students to describe their partner's home to the class.

Students' own answers.

Listen up

- 2 To familiarise students with the photos, ask: *Which home is in Greece?* (3C) *Which photo is in Brazil?* (1C) If necessary, drill names of all twelve countries in the photos to ensure correct pronunciation and check students know where they are. Then ask: *Is A a house or an apartment? Is B a house or an apartment?* Tell students to continue in pairs with the other photos. Conduct feedback by asking individuals: *A is a . . . ? B is a . . . ?*, etc.

Houses: 1C, 2A, 3A, 3B, 3C, 4A, 4C

Apartments: 1A, 1B, 2B, 2C, 4B

- 3 First, check that students remember the meaning of the words *wall*, *balcony*, *garden* and *roof*. Direct them to the instructions. Tell students to work in pairs and take turns to describe the photos. If they are likely to have problems making sentences, write three possible structures on the board:

There's a small/big house/apartment in photo A/B/C.

It's yellow/blue . . .

The door is grey/green.

Then do another example with the class using these structures and slotting the appropriate words in. Feed back by asking just two or three students to describe a picture each.

Students' own answers.

- 4 Direct students to the Exam advice. Explain that they are going to listen to a quiz about the photos in Exercise 2. Play Track 1.7, then pause to make sure everyone understands the task and has the right answer. Play the rest of the recording, pausing only if necessary between speakers.

► Tracks 1.7–8

1

Presenter: Hi! And welcome to our quiz, *Homes around the world!* Our first photo is from Nina. Tell us about your home, Nina.

Nina: My home's next to my friend's. Her home's got yellow walls. My home's got orange walls.

George: Is it photo A?

Nina: No. It isn't a house. We've got a big apartment. It's got a green balcony. It's photo . . .

2

Presenter: Photo number two is from Luke. These homes are a nice colour, Luke!

Luke: Yeah, yellow's my favourite colour. And my home's got yellow walls.

Daisy: OK. Have you got a garden?

Luke: Yes, we have. We've got a big garden.

Daisy: I know! Is it photo . . . ?

3

Presenter: Photo number three is from Daisy. And your home, Daisy?

Daisy: My home's white. It's a small apartment and it hasn't got a garden.

George: Has your home got stairs outside?

Daisy: Yes, it has.

George: The answer is photo . . .

4

Presenter: And photo number four is from George. Tell us about your home, George.

George: Our home hasn't got a balcony. It's a house . . .

Nina: Is it photo C?

George: No. We've got a garden. And a green roof. It's a grass roof! It's photo . . .

5 Check the answers, eliciting them from the class, and write them on the board. Then play Track 1.8 so students can check their answers themselves.

1 B 2 A 3 C 4 A

Grammar XP

Ask your class: *Has this classroom got a whiteboard? How many windows has this classroom got?* Tell them they are going to look at *has/have got*.

On the board, write *It* and *We* in a column, as shown in the table below. Elicit *has got*, and *have got* for *it* and *we* and write them in the table. Next, elicit how to make the contractions (*it's got*, *we've got*), and write the contracted forms on the board as shown below.

Then elicit the questions and short answers and write them on the board in another table. Practise the sentences.

Tell students to copy these grids once you are sure they understand them.

It	has got / 's got	hasn't got	a computer
We	have got / 've got	haven't got	

Has it got . . . ?	Yes, it has. No, it hasn't.
Have we got . . . ?	Yes, we have. No, we haven't.

6 Direct students to the instructions. Familiarise them with the table by asking questions such as *Has Adam's house got a garden? Has Eva's apartment got big windows?* Give them two minutes to decide which photo is Adam's house and which is Eva's apartment, then check their answers with the whole class.

Adam's house: 3B Eva's apartment: 4B

Focus students' attention on the two sentences written under the table. Read the first one, then elicit the end of the second one and write it on the board. Tell students to continue the exercise, writing a sentence for each piece of information. Monitor closely, paying particular attention to the apostrophe being written in the correct place.

Ask students to compare their answers in pairs, then elicit and write them on the board.

Adam's house hasn't got big windows. It's got white walls. It hasn't got a red balcony.

Eva's apartment hasn't got a garden. It's got big windows. It hasn't got white walls. It's got a red balcony.

7 Demonstrate the exercise first. On a small piece of paper, write the country of one of the photos (e.g. Turkey), then fold the piece of paper up. Tell the students they need to find out which photo it is by asking you questions that start *Has it got . . . ?* Encourage the quieter students to ask questions as well as the more confident ones.

Once they have guessed correctly, put students into pairs and give each student a piece of paper and ask them to choose another home from the photos. Get them to write down its country and fold the piece of paper up. Next, they need to write questions to guess their partner's photo. Monitor to make sure all students have some questions.

Students' own answers.

8 Tell students to ask their partner their questions and work out which is their photo. Elicit the short answer they will use (*Yes, it has./No, it hasn't.*). If any pairs finish early, tell them to choose another photo and ask questions about that without writing them down.

Students' own answers.

To finish

Dream homes. Make sure the students understand that *dream* here means something they would like in the future. Tell them to ask you questions to find out about your dream home, such as *How many bedrooms has your dream home got?* Elicit that your dream home has got six bedrooms, two big living rooms and a red balcony for every room. Tell students to write five things their dream home has got, but to keep them secret from their partner. In pairs, students ask: *Has it got . . . ?* to find out the five things.

Homework

MyEnglishLab

To start

Find out if all the students have a mobile phone. Ask: *What can you do on a mobile phone?* Elicit *text message* and *phone call* by miming these. Drill the words *mobile phone*, *text message*, *phone call*. On the board, write *2day*. Ask students what this is. Show them your mobile phone as a clue and try to elicit that this is *today* in text language. Then ask what *c u* means (see *you*). Ask students to work in pairs and to think of any other words they can shorten in English text messages. You can write these on the board, for example: *4 = for*; *y = why*; *txt = text*; *msg = message*; *b = be*; *no = know*; *u = you*; *gr8 = great*.

Power up

1 Ask students: *What can you see in the picture?* Then direct them to the question *In love with your mobile phone?* and generate some responses before asking them to answer the two multiple-choice questions below.

Students' own answers.

2 Ask students to look at the two questions again and memorise them with closed books. Elicit both questions and drill them chorally. Tell students to stand up and mill around the class. Give them three minutes to find someone who makes the same number of phone calls and who sends the same number of text messages as themselves every day. Use the board to show that 1–5 is said *one to five*. Monitor for accuracy and also to check students are talking to everyone in the class.

Feed back once everyone has sat down by asking two or three students to say: *How many text messages a day?* and *Who is the other student?*

Students' own answers.

3 Focus students' attention on the photo. Ask: *What's happening in the photo?* Then direct them to the conversation below it. Ask a couple of concept-checking questions: *Who are the two people? Which sentence is number 1?* Then elicit where line 2 is before students read and write the conversation in order. Tell them to check their answers in pairs.

4 Play Track 1.9 for students to check the order and get them to practise the conversation in pairs.

▶ Track 1.9

1

Sofia: Hi, Mum! Where are my trainers?

2

Mum: They're in the kitchen.

3

Sofia: Oh yes, here they are. Is my bag in the living room?

4

Mum: Yes, it is. It's under the table. Have you got your homework?

5

Sofia: I've got my maths, but I can't find my English homework.

6

Mum: Is it in your bag?

7

Sofia: No, it isn't. Oh! Yes, it is. Thanks! Bye, Mum.

1 **Sofia:** Hi, Mum! Where are my trainers?

2 **Mum:** They're in the kitchen.

3 **Sofia:** Oh yes, here they are. Is my bag in the living room?

4 **Mum:** Yes, it is. It's under the table. Have you got your homework?

5 **Sofia:** I've got my maths, but I can't find my English homework.

6 **Mum:** Is it in your bag?

7 **Sofia:** No, it isn't. Oh! Yes, it is. Thanks! Bye, Mum.

Speak up

5 Go through the words in the box and check students understand the formal and informal registers. Ask: *Which words do we use with family and friends? (hi, bye, thanks) and Which words do we use for other people we don't know very well? (hello, good bye, thank you).*

Direct students to the instructions and the conversation. Ask: *How many people are there in the conversation? What are their names?* Drill the names chorally for pronunciation and stress on the first syllable: *Mrs Reeves, Rosy, Jacob*. Check that they understand that they don't need two of the words in the box. Play Track 1.10 and give students time to write their answers. Elicit the answers and write them on the board.

2 Hi 3 Thanks 4 Bye

▶ Track 1.10

Mrs Reeves: Hello?

Jacob: Oh, hello, Mrs Reeves. It's Jacob here. Is Rosy there, please?

Mrs Reeves: Yes, of course. Just a minute.

Rosy: Hi, Jacob.

Jacob: Hi, Rosy! Have you got my maths homework?

Rosy: Your maths homework? I'm not sure . . . Oh yes. It's in my bag!

Jacob: Oh good. Thanks, Rosy.

Rosy: That's OK. Bye!

6 Divide the class into groups of three so they can practise the conversation. Monitor closely to check that they are on task. Correct any pronunciation problems on the spot with the groups.

Students' own answers.

Language XP

Tell your students that these are things we often say on the phone. Run through the phrases with the class, drilling them chorally.

- 7 Direct students to the instructions. Elicit what 'the words in bold' are: (*Jacob, Rosy, Jacob, Rosy, maths homework*). Choose two stronger students to model a conversation with you, changing the words in bold, for example *comics* or *mobile phone* instead of *maths homework*. Then put students back into their groups of three to practise the conversations again.

Focus students' attention on the Skill advice and remind them that we use different words for formal and informal situations. Ask: *What do I say to my friend's mother? What do I say to my friend?* to elicit the correct forms of the words.

Students' own answers.

There is additional speaking practice on page 100 of the SB.

Homework

MyEnglishLab

WRITING (SB page 16)

Power up

- 1 Direct students to the new words. If you can, bring in the real objects, e.g. a birthday card, a cinema ticket. Check they understand the words and chorally drill them. Tell students to write the words down and check their spelling. Then put them into pairs to test each other.

Students' own answers.

Tell students: *I've got books, CDs and photos in my room*. Then ask a few students what they've got, and insist on the full sentence for their answers. Pair the students so they can tell their partner what they've got in their room. Monitor for problems. Feed back by asking a couple of students: *What has your partner got in his/her room?*

- 2 Look at the noticeboard and do Question 1 as a class so students understand the task and can guess who Rafael is in the photo. Do Question 2 together, then tell them to continue in pairs. Monitor for problems. Have students check with their partner before you conduct class feedback.

2 *The Avengers* 3 07977 405 637

4 Australia 5 twelve 6 Luisa

- 3 Write the words *about, of, from* on the board. Tell students they can use these words in the next exercise. Direct them to the instructions, and do Question 1 together, showing the sentence in the text that includes *from* (above the koala photo: *from Uncle Ray in Australia*). Do Question 2 together, asking: *Which picture is the answer in?* (below the photo of Rafael and his brother: *of me and my brother*). Students do the rest in pairs. Elicit answers with the whole class, asking: *Where's the answer?* each time to locate the information on the noticeboard.

2 of 3 about 4 about 5 about 6 from

- 4 Direct students to the pictures. Generate some interest by asking: *What can you see? What is the sport? What team is it?*, etc. Refer them to the words in the box and check understanding. Give an example of *favourite*: *I like tennis and I like volleyball, but football is my favourite sport*. Give an example of *fantastic*: *Geography is good, science is good, but English is fantastic!*

Do numbers 1 and 2 with the class. Make sure they understand that they don't need two of the words; then tell them to continue alone.

Tell students to check their answers in pairs, then conduct class feedback on the board.

2 fantastic 3 red 4 favourite 5 from

Plan on

Language XP

Put a few things of yours or from the classroom on your desk or a table so that everyone can see. Say: *This is a (book)*, and hold it up. Then point to something else on the table and say: *That's a (ticket)*. Then say: *These are my (things)*. *My favourite (thing) is (this photo)*. Direct students to the Language XP box, then tell them to find a few things in their bags/pencil cases/pockets and put them on the table. Nominate one stronger student to demonstrate by using these sentences to describe his or her things. Put students into threes and tell them to practise the sentences together.

- 5 Tell students they are going to make a poster like Rafael's. They will need four or five things in their poster. Elicit the things they might use (birthday card, ticket, postcard, etc.). Tell them they have two minutes to think of things from home they can use for their poster, and write them down. Then demonstrate the speaking activity by looking at a few students' lists and asking them questions from Exercise 5. Put students in pairs and tell them to do the same with their partner's list.

Students' own answers.

Write on

- 6 Tell students to find their four or five things to make a poster with. If they can't use the real items, they can draw them. They need to write sentences using the Language XP expressions. However, they should write their sentences in their notebooks before adding them to their poster.

Direct students to the Skill advice. Look at the caption under the photo of Rafael and his brother. Ask: *How many capital letters are there? (four) Why does 'Photo' have a capital letter? (It is the start of a sentence.) Why has 'Nico' got a capital letter? (It is the name of a person.) Why has 'Barcelona' got a capital letter? (It is the name of a place.) Why has 'Fantastic' got a capital letter? (It is the start of a sentence.)* Tell students to look at the note about Uncle Ray's postcards and work in pairs to answer the question: *How many capital letters are there and why? (five: postcards is at the start of the sentence; Uncle Ray is a name of a person; Australia is the name of a place; Koalas is the start of a sentence.)*

Students' own answers.

To finish

Word snake. Write *letteReaDescribElephanTake* on the board. Elicit another word that starts with e (the last letter of *take*) and add it. Elicit another word that starts with the last letter of the new word. Tell students to work in pairs and start with the word *window*. They take turns to write another word to make their own word snake.

There is additional speaking practice on page 100 of the SB.

Homework

MyEnglishLab

SWITCH ON (SB page 17)

My home

- 1 Direct students to the photo. Ask: *What can you see? What is the girl doing?* Focus their attention on the first question. Encourage everyone to guess the answer before they watch the video. Play the video and conduct class feedback.

1 a pet dog 2 a brother 3 a guitar

- 2 Read through the sentences with the class. Put students into pairs. Ask if the sentences are true or false. If necessary, play the video again for them to check. Conduct class feedback, and encourage quieter students to give some answers, too.

1 F 2 T 3 F 4 F 5 T

- 3 Direct students to the task. Elicit a few ideas and then put them into pairs so they can talk about any similarities or differences. Encourage them to use language they've used in the unit: *It's got posters. It hasn't got a noticeboard*, etc. Remind them to use the words learnt in the vocabulary sections. To feed back, ask a few students to tell the class some similarities and differences.

Students' own answers.

Project

- 4 Direct students to the instructions and the first set of questions (number 1). Demonstrate the exercise by saying your video script is about your living room and your bedroom. Explain you are in your bedroom and your friend is in your living room. Tell students to write down two rooms for their script and put one person in each room.

Direct students to the questions in number 2. On the board, write six things in your bedroom: bed, books, CDs, chair, music player and posters. Tell students that the CD player is your favourite thing; it's on a chair next to your bed. The CDs are next to it. The books are on a shelf and the posters are on your walls. Tell students to write down six things in their bedroom, then discuss Question 2 in pairs. Provide encouragement and assistance.

Direct students to number 3. They should write the script in a clear way in their notebooks with the name of the person who is speaking at the top of each part of the script. Model the exercise orally.

Tell students to write their scripts individually. Monitor to check they all have ideas and use the phrases in number 4. When they have finished, ask a stronger student to act out his or her script. Then tell students to work in pairs to act theirs out, using props or making up a set out of the classroom furniture.

Students' own answers.

Unit objectives

Reading:	identifying true/false sentences
Vocabulary:	animals; the world around us; animal movement
Grammar:	adverbs of frequency; present simple; <i>wh</i> -questions
Listening:	answering comprehension questions
Speaking:	expressing and justifying opinions
Writing:	a description of an animal; linking words

VOCABULARY (SB page 28)

To start

Write *animals* on the board and tell students they are going to learn about some animals over the next few lessons. Elicit one example of an animal. Put them into pairs and give them two minutes to think of five animals in English. The first pair to think of five animals wins.

Power up

1 Teach the words *wild animal*. Say that some animals live in the house, some live on a farm and some live in places where there are not a lot of people (*in the wild*). Examples are *elephant* (mime it) and *snake* (mime it). Try and elicit *wild animals* and drill it chorally with the class. Then ask students to look at the photos. Are they all wild animals? (yes)

Direct students to Exercise 1 and discuss it as a class. Tell students to look at the photos of different animals. Teach the names of the animals by pointing to the photos one by one, trying to elicit the names and chorally drilling them. Keep checking back as you do this to see if they can remember the ones that came before. Tell students to copy the words down. Monitor for spelling mistakes. Ask: *Have you seen these animals? Do they live in your country?* Elicit responses around the class.

Students' own answers.

2 Direct students to Question 1. Then do Question 2 together as a class before telling them to work individually on the rest of the questions. Ask students to check with their partner before you conduct whole-class feedback.

2 H 3 E 4 D 5 F 6 G 7 I 8 J 9 A 10 B
11 K 12 L

3 First, play Track 3.1 for students to check their answers, then play Track 3.2 so they can repeat for correct pronunciation.

► Tracks 3.1–2

- A It's a spider.
- B It's a scorpion.
- C It's a meerkat.
- D It's a bat.
- E It's a bear.
- F It's a dolphin.
- G It's a kangaroo.
- H It's a panda.
- I It's a shark.
- J It's a whale.
- K It's a camel.
- L It's a goat.

4 Check students understand the activity. Play number 1 of Track 3.3 and pause to check students have the correct answer. Then play the rest of the track, stopping only if there are problems or students need more time. Tell students to check with their partner before you conduct class feedback. If there are any problems, play the track again for students to check answers.

► Track 3.3

- 1 Is it A: a dolphin? B: a whale? C: a bat?
sound effects: *dolphin clicking*
- 2 Is it A: a scorpion? B: a snake? C: a shark?
sound effects: *snake hissing*
- 3 Is it A: a meerkat? B: a kangaroo? C: a goat?
sound effects: *goat bleating*
- 4 Is it A: a parrot? B: a bear? C: a bat?
sound effects: *bear growling*
- 5 Is it A: a kangaroo? B: a goat? C: a camel?
sound effects: *camel moaning*

1 A 2 B 3 C 4 B 5 C

5 Direct students to the instructions and the quiz True or false statements. Do Question 1 with your students to check they understand the task. Ask: *What do you think?* Tell them that the answers are not on the page. Tell students to work alone and guess the answers. Then tell them to check with their partner before you conduct class feedback.

2 T 3 F 4 F 5 T 6 T

Game on

Direct students to the instructions, then demonstrate the activity. Say: *It's a goat*. Ask students for a sentence that starts: *Goats live in . . .* Then give another example. Say: *It's a bear*. Ask students for a sentence that starts: *Bears eat . . .* Tell students to work in pairs. If any struggle, write some verbs on the board: *live, eat, drink, have got*. Tell students to use these to make sentences. Monitor for accuracy.

Homework

Workbook pages 16–17

MyEnglishLab

READING (SB page 29)

1 Focus students' attention on the title of the article, *Meerkat Manor*. Elicit whether they know anything about meerkats. Direct them to Exercise 1 and give them time to look at the photos and answer the question *How many meerkats can you see?* Have students count the number in each photo.

There are nineteen meerkats in the photos (from top to bottom: six, one, five, seven).

2 Check students understand the following words, and pre-teach if necessary by using the photos or miming: *ground, entrance, hide, hide-and-peek* (a game where one person hides and the others try to find him or her), *beetle, plant, grown-up, loud noise*. Chorally drill them, then write them on the board for students to copy.

Read the instructions for Exercise 2 together, then clearly set two minutes for this task, telling students they need to skim read very quickly. The information they need is all in the first two sections, so if they don't finish reading, it doesn't matter. Tell them to check with their partner before you conduct class feedback.

Direct students to the Skill advice and ask: *What can you see in the first photo? In the second photo?, etc. How do the photos help you read the text?* (You can see their home in photo 1, their food in photo 2, babies in photo 3 and adults in photo 4.)

Students' own answers.

3 Check students understand the activity. Do Question 1 together with them and ask where the answer is (in the paragraph called 'Their day'). Do Question 2 with them and ask where the answer is (in 'Their day'). As students do the rest of the task individually, monitor for difficulties and help anyone who needs it to locate the answers.

2 F 3 F 4 T 5 T

Sum up

4 Do this as a whole class with books closed. Demonstrate the task by saying: *Meerkats live under the ground. Meerkats eat eggs. Meerkats hide when they see a big animal*. Give students one minute to think of three things they remember, then ask anyone who can to tell the class. Encourage weaker students to tell you one fact.

Students' own answers.

Speak up

5 Direct students to the instructions for this exercise. Elicit another comparison from the class before putting them into pairs. Encourage them to work without their books, but let weaker students use the book if they need to. Monitor, and if students struggle, write the following words on the board as prompts: *rooms, spiders, birds, eggs, fruit, games, fun, stand, loud noise*.

Students' own answers.

Homework

MyEnglishLab

Grammar XP

To teach the adverbs, first draw a table on the board:

I . . .	M	T	W	Th	F
drink water	x	x	x	x	x
eat meat	x	x	x	x	
watch TV	x	x	x		
walk	x	x			
run					

Check students understand that *M, T, W, Th, F* are the days of the week. Say: *I don't run on Monday, Tuesday, Wednesday, Thursday or Friday.* Try to elicit *I never run.* Drill it chorally.

Then elicit the other adverbs in the same way and chorally drill them all in sentences, pointing out how the adverb goes before the verb. Get students to write them down. To show the different word order with the verb *to be*, rub out *drink water* and write *am happy*. Try and elicit *I am always happy*. Write two sentences on the board to show the different word order: *I never run* and *I am always happy*. Underline the adverbs to highlight the word order in each.

Finally, to show the negative constructions, write *I usually eat meat* on the board and elicit from students how to make it negative (*I don't usually eat meat*). Highlight that the adverb is between the *don't* and the verb. Direct students to the Grammar XP box and check for understanding.

- 1 Students copy the scale 0–100% and write the adverbs in the correct place. Tell them to check with their partner before you conduct class feedback.

25%: sometimes 70%: often 85%: usually

- 2 Check students understand the task and do Question 1 with them. Then tell them to read the Fact file and do the rest in pairs. When you feed back, make it more fun by creating a competition and awarding points.

2 sometimes, 25% 3 usually, 85%

4 always, 100% 5 never, 0%

- 3 Do Question 1 with students (you could demonstrate by making a loud noise) and, if they need it, Question 2 as well. Then tell them to write the sentences individually. Monitor for difficulties, especially with word order in the negative sentences and the *to be* sentences. Tell students to check their answers in pairs, then conduct class feedback. If students have had difficulty with placing the adverb in the correct place, use the class feedback to highlight the correct word order on the board.

- 2 Kangaroos never walk on three legs.
 3 Scorpions are sometimes dangerous.
 4 Snakes don't usually eat in the winter.
 5 Pandas aren't always black and white.

- 4 Direct students to the photo and tell them to cover the text. Ask questions about the sloth: *What is it? Where does it live? What does it eat? Where does it sleep?* Focus their attention on the title and ask: *Why is it lazy?* Give them just one minute to read the text quickly and decide why it is lazy. Tell them to check their ideas in pairs. Then discuss it as a class. Note the pronunciation of *sloth*: /sləʊθ/. Direct students to the instructions and to the answers below the text. Do Question 1 together, then tell students to work individually. Get them to check their answers with their partner before they feed back to you. Encourage them to tell you why each answer is correct.

2 A 3 A 4 A 5 B

- 5 Tell students to close their books. Ask: *Why are sloths lazy? What can you remember about sloths? Are you like a sloth?* Try and elicit some ways they are like a sloth, but make it humorous so they are not offended at being called lazy. Tell them to open their books again and look at Exercise 5. Do Question 1 together; then tell students to work in pairs and record their partner's answers. Feed back by asking: *Who's a sloth? Who's sometimes a sloth? Who's not a sloth?*

Students' own answers.

Write on

- 6 On the board, draw a long line. Write 0% at one end and 100% at the other. Try to elicit the five adverbs of frequency again. Then elicit what percentage goes with each one, and write it on the board. Direct students to Exercise 6. Give some examples: *My brother always plays football on Sundays. My mother never watches TV in the morning.* Write them on the board. Tell students to write one sentence for each adverb about their family and friends. Monitor closely for word order. If there are any problems, refer them back to your examples on the board and show the order of person – adverb – verb – time. Tell faster students to write more sentences about themselves.

Students' own answers.

To finish

Apple tree. Draw a tree with ten apples on the board. Then draw _____ and elicit letters to make the name of an animal (*meerkat*). Every time students guess a wrong letter, rub one apple off the tree, and every time they guess correctly, write the letter on the right line. Do the same with *camel, panda, spider*.

Homework

Workbook pages 18–19

MyEnglishLab

To start

Word counting dictation. Ask: *How many words?* and say the following sentence to students at a normal pace: *One meerkat always looks after the babies.* Elicit seven words. Do the same with other sentences from the text on page 29 of the coursebook.

The world around us

1 First, teach the vocabulary. Direct students to the picture and try to elicit the words for different places. Ask: *What is A?* Chorally drill. Then ask, *What is B?* Check if they can still remember what A is before trying to elicit C. Teach all the words in this way, then see if they can remember them all by asking *What is (A/D/F)?* Make sure they pronounce *mountain* correctly (/ˈmaʊntən/). After teaching all the words, refer students to the title and elicit. What does *the world around us* mean?

Direct students to Exercise 1. Run through the words again with students. Do *cave* with them as a demonstration, then tell them to match up the places with the words. Feed back by asking, *What is A? What is B?*, etc. and use this to check for any pronunciation issues. Ask students to write them down, checking spelling is correct.

- A sea B desert C jungle D river E forest
F lake G mountain H cave

2 Check that students understand the meaning of *Land*. Ask them where to write *lake* (next to *Water*), then tell them to put the rest of the words into the correct group. Monitor for spelling mistakes when they're copying the words. Feed back to the board so they can check their answers.

Land: desert, forest, jungle, mountains
Water: lake, river, sea

Word XP

Ask students: *How many moons are there in the sky at night?* (one) *How many suns are there in the sky during the day?* (one) Tell them that we say *the moon* and *the sun* because there's only one. Direct them to the Word XP box. Ask: *Do we say 'The kangaroos live in Australia'?* (no, because there's more than one kangaroo) *Why do we say 'the world'?* (because there's only one world)

3 Ask students: *Where do sloths live?* and elicit *in a tree*. Direct them to the instructions and do Questions 1 and 2 together. Highlight that the first letter is given. Tell them to work individually to complete the task. Monitor for correct spelling. Get them to check with their partner before feeding back to the class. Get students to spell words aloud when they give you the answers, both to give them practice saying the alphabet and also to focus on the importance of spelling.

- 2 the sea 3 a desert 4 a mountain 5 a jungle
6 a river 7 a cave

Animal movement

4 First, teach the verbs by miming them and eliciting them from the class. Drill each one chorally. Direct students to their books so they can see the written form of the verbs. If you have time, tell students to work in pairs and say a verb. Their partner has to mime it on the spot. Demonstrate this yourself first.

Ask students: *Which animal is it? It's got two legs and two arms. It walks and it runs. It eats meat and vegetables. It studies English.* Elicit *student* or *people*. Then direct students to the instructions for Exercise 4. Do Question 1 together, then tell students to work individually to do the rest. Monitor for problems, and refer any struggling students to the photos of animals on page 28 to help them. Tell students to check with their partner before you check the answers with the whole class.

- 1 a kangaroo 2 a whale/a dolphin 3 a parrot
4 a goat

Game on

Direct students to the instructions in the Game on box. Elicit the adverbs and write them on the board: *always, usually, often, sometimes, never*. Demonstrate the activity by giving a couple of descriptions: *It always lives in trees.* (a sloth) *It often lives in the mountains.* (a goat) Students continue in pairs. Monitor, and if any students are having problems let them look at their books for ideas.

Speak up

5 Direct the class to the instructions. On the board, write: *There are some . . . here. They . . .* Then say: *There are some spiders here. They live in houses and trees and they eat small animals. They walk and they run.* Elicit one more example from the class, then tell students to work with their partner and describe other animals in their country.

Students' own answers.

Homework

MyEnglishLab

LISTENING (SB page 32)

Power up

1 Direct students to the photos. Do they know the names of the animals? Chorally drill the words, paying attention to the word stress: *arma/dillo*, */dingo*, */lion*, *gi/raffe*. Do the matching exercise as a class.

A lion B giraffe C dingo D armadillo

2 Do Question 1A with the class. Make sure students know the names of the continents; you could get them to point them out on a map. Elicit suggestions. Put students into pairs and tell them to work with their partner to write down the answers to the other questions. Make sure they understand that more than one answer is possible. Monitor, and if they don't know the answers, encourage them to guess and tell them they will hear the answers in a minute.

Listen up

3 Direct students to the instructions for Exercise 3. Ask: *What is a safari park? Has anyone been to a safari park?* Make sure they are looking at their answers to the previous task as they listen. Play Track 3.4 once, then tell students to check their answers with their partner. If there are any problems, play the recording again, stopping for students to change their answers.

► Track 3.4

Mark: . . . and here are the lions.

Lucy and Sam: Wow!

Mark: Where do lions usually live? Do you know?

Sam: They live in India, I think.

Lucy: No, they don't. They live in Africa.

Mark: Well, you're both right. Lions live in India and in Africa.

What else do you know about them?

Sam: Um . . . I know that lions eat other animals, but what animals do they eat?

Mark: Yeah, they often eat very big animals.

Lucy: Do they eat elephants?

Mark: Yes, they do! They also eat giraffes!

Lucy: Look! Giraffes! They're beautiful!

Mark: Yes, they are. Do you know where they live?

Sam: Easy. They live in Africa.

Mark: You're right, Sam.

Sam: What do giraffes eat?

Mark: Well, they don't eat animals! They eat plants. They eat grass and fruit, but their favourite food is leaves.

Mark: Do you know the name of this animal?

Sam: Is it a kind of dog?

Mark: It is. But it's got another name.

Lucy: I know! It's a dingo!

Mark: Yes, that's right. Do you know where dingoes live?

Lucy: Dingoes? Um . . . do they live in South America?

Sam: I think they live in Australia.

Mark: Yes, they do, Sam.

Sam: Do dingoes eat animals?

Mark: Yes, they do.

Sam: Do they eat giraffes?

Mark: No, because giraffes don't live in Australia!

Sam: Oh, yeah . . .

Lucy: What are they?!

Mark: They're armadillos.

Sam: Armadillos?!

Mark: Yes.

Lucy: They look funny . . . Do they live in Australia, too?

Mark: No.

Sam: In Africa?

Mark: No, they live in South America.

Lucy and Sam: Oh.

Sam: Do they eat plants?

Mark: No. Armadillos eat animals – usually small animals like spiders – but they sometimes eat snakes, too.

1

Lions and giraffes live in Africa.

Armadillos live in South America.

Lions live in India.

Dingoes live in Australia.

2

Giraffes eat plants.

Lions, dingoes and armadillos eat other animals.

Giraffes eat fruit.

4 Ask students: *What do lions eat? How do they catch them?*

Elicit the word *hunt* and drill it chorally. To check they

understand the meaning, ask: *What other animals hunt?*

Direct them to Exercise 4. Ask: *What do you think?* Do

Question 1 with them as a class and tell them to guess the other answers individually.

Direct students to the Exam advice. Point out that they have just read the questions, so now what do they do? (listen)

And after listening, what do they do? (write the answers)

Students' own answers.

5 Direct students to the instructions. Ask them what they think the answers are to the questions. Play the audio so they can check their answers. If they find it difficult to hear the answers, play it a second time. Tell them to compare with their partner. Conduct a class feedback.

1 They hunt with other lions.

2 They usually hunt alone, but they sometimes hunt with other dingoes.

3 No, they don't. They hunt when they are hungry.

4 No, they don't.

► Track 3.5

Lucy: Mark, how do lions and dingoes get their food?

Mark: They hunt other animals.

Lucy: When do they hunt? Do they hunt every day?

Mark: No, they don't. Sometimes they don't eat for two or three days. They hunt when they want to eat.

Sam: Do they hunt alone?

Mark: Lions live with other lions and they hunt with other lions. Dingoes usually hunt alone, but they sometimes hunt together with other dingoes.

Sam: What about the lions and dingoes in the safari park? Do they hunt for their food or do you feed them?

Mark: They never hunt for their food in the park. We feed them because . . .

Grammar XP

On the board, write *what*. Try to elicit any other question words that start with *wh-*. In a column, write them up: *when*, *where*, *who*, *why*. Also write up *how*. Check that students all understand what these words mean. Ask the class what word usually comes next (*do*). Write *they*, then elicit other verbs relating to animals' lives, e.g. *live*, *eat*, *drink*, *hunt*, *sleep*, etc. Write these on the board next to the correct question word.

what *eat, drink*

when *sleep*

where *live, hunt*

who *hunt with*

why *live in trees*

how *get food*

Tell students to copy this down and write their own complete sentences.

- 6 Tell students they are going to listen to some questions. Play Track 3.6, then elicit how we say *do you* (/dju:/:). Play Track 3.7, this time getting students to repeat the questions. On the board, write *you* next to *they*, and tell students to copy it down.

► Tracks 3.6–7

How do you spell your name?

Where do you live?

What do you do at the weekend?

When do you do your homework?

- 7 Do Question 1 with the class, and make sure everyone understands the task – that they are just choosing the correct word, not answering the questions. Tell them to check their answers with their partner, then conduct class feedback.

2 Where 3 What 4 Who 5 When 6 Why

- 8 Demonstrate the exercise by asking the questions randomly around the class. Then tell students to ask and answer the questions with their partner. Monitor and encourage them to say *do you* as /dju:/:, but don't worry if they don't; understanding it when they hear it is more important than producing it at this stage. If you have time, get students to work with another partner and practise the questions again.

Students' own answers.

To finish

Animal game. Write the word *spider* on a Post-it or other small piece of paper. Ask for a volunteer and stick the paper onto his or her back. Tell students not to tell him or her which animal it is. Invite students to describe the animal for the volunteer student to guess. Once he or she has guessed the animal, give all students a Post-it or small piece of paper and tell them to write the name of an animal on it. They must keep it secret. Put students into groups of three or four and tell them to stick their word onto another student's back. They then work in their groups, describing the animals and guessing them.

Homework

MyEnglishLab

SPEAKING (SB page 33)

To start

Jumbled letters. On the board, write: *refffga*. Cross out *g* and write *g* below. Ask: *What animal is this?* Cross out *i* and write *i* next to *g*. Elicit *giraffe*. Then write up: *ksah* (*shark*), *hlsot* (*sloth*) and *oonrsipc* (*scorpion*) for students to unscramble.

Power up

- 1 Direct students to the instructions. Ask for two volunteers to be A and B and read the example to the rest of the class. Write *lion* on a piece of paper and turn the paper upside down so students can't see it. Tell them to ask you questions to guess the animal, but before they do, elicit the possible questions and write them on the board: *Where does it . . . ? What does it . . . ? When does it . . . ? Has it got . . . ? Is it a . . . ?* Invite questions from the class until they guess correctly. Then tell students to write down the name of an animal without letting their partner see, and to use the prompts to ask questions to guess their partner's animal. If students stay on task and finish quickly, tell them to choose another animal and try guessing again. Monitor to make sure they are staying on task and not struggling. If any students find it difficult, add verbs on the board (*eat/drink/sleep/hunt/live*) next to the questions.

Students' own answers.

Speak up

- 2 Direct students to the instructions and read the questions to them. Check understanding of *choose* by showing a student some pens and asking him or her to choose one. Organise students into pairs. Play Track 3.8, then ask them to check if they have the same answers as their partner. If there are many differences, play the recording again. Conduct class feedback.

► Track 3.8

A: Which is different?

B: The scorpion because it's got eight legs and it's small. What do you think?

A: I think it's the kangaroo because it hops. Or maybe it's the giraffe because it doesn't live in Australia.

B: That's true, but the scorpion's small. The other two animals are big.

- 1 The scorpion because it's got eight legs and it's small.
2 The kangaroo because it hops. The giraffe because it doesn't live in Australia.

- 3 Direct students to the three photos. Ask: *What are the animals? Where do they live? What do they eat?* On the board, write: *scorpion – giraffe – kangaroo*. Direct students to the instructions. Introduce the expression *odd one out* as another way to say *the one that's different*. Drill it chorally before writing it on the board. Invite students to give their opinions.

Students' own answers.

Language XP

Read through the Language XP box as a class. Then take a crumpled-up piece of paper or a soft ball and say: *I think it's the giraffe because it's very tall. What do you think?* and throw the paper/ball to a student. He or she should repeat the same structure but with his/her own ideas, giving a reason with *because* before asking: *What do you think?* and throwing the paper/ball to another student in the class. Make sure they can answer the question *Why?* when they give their answers.

- 4 Direct students to the instructions and check they understand the task. Do Question 1 with them and ask why B is wrong. Tell them to complete the task individually. Get them to check their answers quickly in pairs once they finish; then conduct class feedback.

1 A 2 B 3 B

- 5 Write these prompts on the board: A: *Which is different?* B: *The . . . because . . . What do you think?* A: *I think it's the . . . because it . . .* B: *That's true. But the . . . The other two animals . . .*

Tell students to close their books and look at the board.

Can they remember the conversation in Exercise 2 (Track 3.8)? Try and elicit it, but don't write it up. Tell them to work again in pairs and practise the same conversation from these prompts. Play Track 3.8 again if necessary.

Students' own answers.

- 6 Focus students' attention on the Skill advice. On the board, write: *shark, kangaroo, goat*. Say: *I think the kangaroo is the odd one out because it's dangerous.* Try to elicit some disagreement. Teach: *I don't think that's right.* Drill it chorally. Then say: *I think the goat is the odd one out because it lives in the mountains.* Again, try to elicit *I don't think that's right.* Tell students that in exams it is a good thing to say if you don't agree with your partner.

Now focus students' attention on the photos and direct them to the instructions for Exercise 6. Say: *I think the dolphin is the odd one out.* Try to elicit reasons based on the four prompts given. Tell them to think of their own answers first, then to check their ideas in pairs.

Students' own answers.

- 7 Nominate an A and a B in each pair. Tell all the A students to stay where they are and all the B students to move to another A. The new pairs discuss their ideas. Ask a couple of students to feed back their ideas to the class.

Students' own answers.

WRITING (SB page 34)

Power up

1 Direct students to the photos and try to elicit some information by asking: *What colour are they? Where do they live?, etc.*

Students' own answers.

2 Pre-teach *nest* by saying: *People live in houses; meerkats make homes underground; where do birds live?* Direct students to the photo of a bird looking up out of its nest. Elicit/teach *nest* and chorally drill it. Direct students to the instructions and check they understand what information they are looking for in the text. Set just two minutes for them to skim read. Then tell them to compare answers with their partner before you conduct class feedback.

Fairy penguins are different from other penguins because they're very small – only 33 centimetres tall. They don't live in cold places. They live in Australia.

3 Check that students understand the task. Give them a couple of minutes to locate the three words, then ask: *How many times is the word 'and' in the article? (two) and How many times is the word 'but' in the article? (one) and How many times is the word 'when' in the article? (one)* Read the sentences containing these words out for students to follow.

Other penguins live in very cold places, **but** not fairy penguins.

The father usually looks after the chicks **when** they're young.

The mother goes out **and** finds food. She swims all day **and** sometimes for two days.

4 Direct students to the instructions. Do Question 1 with them, eliciting the correct answer. Get students to check their answers in pairs before they feed back to you.

1 but 2 when 3 and

Language XP

On the board, write: *I eat fish. I eat vegetables.* Ask students how to join the two sentences. Elicit *and*. Cross out the full stop and *I eat* and write *and*. Then write: *I like fish. My mum likes meat.* Ask how to join these two sentences and elicit *but*. Again cross out the first full stop and combine the sentences with *but*. Finally, write: *My mum watches TV at 9 o'clock. I go to bed at 9 o'clock.* Elicit *when* and cross out the times and the middle full stop. Refer students to the examples in the Language XP box.

Plan on

5 Tell students to close their books. Elicit as much as they can remember about fairy penguins. Then direct them to Exercise 5. Tell them to use the article to complete the table. Monitor closely for problems, and direct any students who have difficulties to the relevant sections of the text to find the answers. Get students to check their answers with their partner, then conduct whole-class feedback.

Where do they live? Australia

What do you know about them? They don't live in cold places. The father looks after the chicks. The mother goes out and finds food.

Read through the Skill advice with the class. Tell students they are going to do a piece of writing so they need to think about these areas of information.

6 Direct students to the instructions, then tell them to cover the table so they can just see the questions. Ask: *Can you answer any of the questions about lions?* Then let them check their ideas with the information in the table. Do the same with the information about whales. Then give them one minute to think of an animal they know something about. Let them use a dictionary or choose one from the photos in the unit.

Tell students to fill in the last column in the table with information about their chosen animals, in note form not full sentences. If they don't have enough information, set this as a homework task.

Students' own answers.

Write on

7 Check that students understand the task. Tell them that they don't need to write a lot, but to include all the information in their table and try to use *and*, *but* and *when*. Use the information on blue whales as an example. Read out an example of what to write about blue whales in full sentences: *Blue whales live in the sea, but they aren't fish. They are blue and when they are adult, they are very big, usually twenty-five to thirty-two metres long. They sometimes live alone, but they often live with other whales. They usually live for eighty to ninety years.* Get students to write their own descriptions and encourage them to create an attractive piece of work for the classroom wall.

Students' own answers.

To finish

Animal Pictionary. Start drawing a meerkat on the board and encourage students to tell you what it is. Put the class into groups. One person from each group comes to the front of the room. Whisper *lion* to them – they all draw it as fast as possible for their group to guess. Award points for the first group to guess each time. Students take turns to draw on the board. Other words to use: *scorpion, elephant, spider, goat, snake, penguin.*

Homework

MyEnglishLab

SWITCH ON (SB page 35)

Meerkat Manor

1 Focus students on the photo. What can they see? Ask: *What can you remember about meerkats from the Meerkat Manor article?* Elicit any other facts about their appearance, habitat and behaviour. Direct them to the exercise. Ask: *What is this meerkat's name?* (Flower) Do Question 1 together, then tell students to guess the rest of the answers individually. When they have finished, tell them to check their answers in pairs to see if they have the same predictions. Play the video for them to check their answers. Tell them to check again with their partner, then conduct class feedback. Encourage students to say what they think about the meerkats: do they like them, think they are cute or ugly?, etc.

1 a girl 2 big 3 A

2 Read sentences 1–5 with students. Do Question 1 together, then tell them to answer the others individually. Play the video again so they can check their answers. Tell them to compare their answers in pairs, then conduct class feedback.

1 T 2 T 3 F 4 T 5 F

Project

3 Direct students to the task. Elicit from them any animals that live in their country/town/village and write them on the board. Get students to each choose an animal from the list to write about. Get them to tell their partner about their animal – what it is, where it lives, what it eats, how big it is, etc. Then tell them to write their video script in the form of sentences about their animal. They should write clearly; remind them that a video script is going to be spoken, so they can use contractions. You could ask students to work in pairs and read and correct each other's work, if you wish. Tell them to research on the Internet or at home and, if possible, find a photo of the animal. If they can't find a photo, they can draw it.

Get students to show their posters to each other around the class. You could make a display; if they are able to make a film, make sure they get the chance to show it in class.

Students' own answers.

Unit objectives

Reading:	answering comprehension questions; identifying true/false sentences
Vocabulary:	jobs; the weather; seasons
Grammar:	present continuous
Listening:	answering multiple-choice questions
Speaking:	describing pictures; asking and answering about pictures
Writing:	completing an application form

VOCABULARY (SB page 46)

To start

On the board, write the letters: *rfoivatue imlf*. Ask: *Are these words? (no)* Cross out the first *f* and write it underneath. Tell students they have two minutes to find the two words. The answer is *favourite film*.

Power up

- 1 Tell students the name of your favourite film before asking them for theirs, or make one up if it is unsuitable for the age group. If they are interested, give them a couple of minutes to discuss their favourite films.

Students' own answers.

- 2 Tell students the main actors in your favourite film, then ask which actors are in their favourite films. Again, if they are interested, make this into a class discussion for a couple of minutes.

Students' own answers.

Jobs

- 3 Direct students to the pictures. Ask a couple of general questions: *Where can you see this kind of text? (It's from a film website.). Do you know any of the films or actors? What do the stars mean next to the word 'Rating'?* Explain that people can say what they think of the film; for example, one star is bad and five stars is very good. Then tell them to close their books. Describe or mime each job in the list in order to elicit them from students. Chorally drill each one as you elicit it, and note the pronunciation of *photographer* (/fə'tɒgrəfə(r)/).

Tell students to open their books again and read the instructions. Tell them to discuss the pictures with their partner. Monitor and stop them before they run out of things to say. Ask: *How many jobs are there? (eight)* *How many films are there? (five)* Do film A with students, then tell them to work individually. Monitor to check they can all manage the task. If some students finish early, tell them to close their books and try to remember the eight jobs and write them down correctly.

When students all finish, tell them to check their answers in pairs; then conduct class feedback.

- A dancer, teacher B film-maker
C police officer D zoo-keeper
E basketball player

- 4 Ask students: *What am I? I have a teacher, I study all day.* Elicit *student*. Refer them to the instructions and do Sentence 1 together before asking them to continue individually. Monitor, and refer any struggling students to the list of jobs. Get them to check their answers with their partner before you check their answers as a class.

- 2 film-maker 3 photographer 4 dancer
5 taxi driver

Game on

Direct students to the instructions. Demonstrate the game yourself by trying to remember all eight jobs. Pair up students so they can try it. If you hear a lot of problems with pronunciation, stop them and chorally drill the jobs again.

- 5 Students discuss the films in pairs before you conduct class feedback.

Students' own answers.

Homework

Workbook pages 26–27

MyEnglishLab

READING (SB page 47)

1 On the board, write: *For sale – computer, £500* and *Needed: Dance teacher – please call 07900 100000*. Ask: *What are these?* Elicit and chorally drill *advert*. Direct students to the instructions. Elicit/teach and chorally drill the word *article*. Ask: *What is the advert for?* (a film-making competition) *What is the rest of the text about?* (information about film courses) Do Question 1 together; then students do Question 2 individually. Conduct class feedback. (Note: in Britain, people usually say *film* and in America they say *movie*.)

1 film 2 Yes, I'm under fourteen.

2 Focus students on the website article. How many months are described? (four) What can they see in each picture? Give students a couple of minutes to read the questions before they try to answer them. Do Question 1 together, making sure they can all find the answer in the text. Tell them to work individually. Monitor to make sure they all find the information in the text and use key words from the questions to help them. Tell students to check answers in pairs before you conduct class feedback.

1 two minutes long 2 a penguin

3 It's a (funny) news programme. 4 over 750

Exam

3 Tell students that in their exam they might have true/false sentences. Show them that Exercise 3 is a true/false exercise. Go through the Exam advice together. Then tell them to cover their books and tell their partner the four instructions about true/false sentences.

Direct students to the instructions for Exercise 3. What do they have to do? Elicit the four stages above again. Give students a few minutes to read the sentences, then do Question 1 together. Tell students to complete the rest of the task individually. Monitor to check students aren't just guessing the answers but finding them in the article. Get them to compare their answers in pairs; then conduct class feedback.

1 T 2 F 3 T 4 F

Sum up

4 Direct students to the instructions for Exercise 4. Do Question 1 together, making sure they see where the information is and that they need to write a time of year next to *It's . . .* Tell students to finish the task individually. Monitor and help anyone who is struggling to find the answers. Tell them to check their answers in pairs; then check them as a class.

2 penguin, August 3 films, September

4 four, October

Speak up

5 Ask students to work in pairs and discuss which of the two films they want to see. Point out the example pattern *I want to see . . . because . . .* and have them practise it. Students compare their answers in pairs; then conduct class feedback. Take a vote on which film they prefer.

Students' own answers.

Homework

MyEnglishLab

Grammar XP

On the board, draw a stick man driving a taxi. Underneath, write: *Mon–Sat 11 p.m. to 7 a.m.* On the other side of the board, draw a stick man lying in bed. Draw a clock and elicit from students the time now. Draw it on the clock. Write the name *John* under the picture. Then ask: *What’s John’s job?* (taxi driver) *What days does John work?* (Monday to Saturday) *What time does John work every day?* Elicit *John works from 11 o’clock at night to 7 o’clock in the morning.* Write the sentence on the board and underline *works*. Now point to the other picture. Elicit the time now. Ask: *Is John driving a taxi now?* (no) Ask: *What is he doing?* and try to elicit *He is sleeping now.* Chorally drill this and write it on the board, underlining *is* and *ing*. Ask students: *What’s the difference between the two sentences?* Try to elicit that the first one happens every day and the second one is happening now. Write the title *The present continuous*, then the personal pronouns and elicit *am/ is/ are (not) . . . -ing*.

I	am		
You	are		eating
He/She/It	is	(not)	making
We	are		sleeping
They	are		

Ask what happens to *make* when you add *-ing*. (You take the e off.) Tell students to copy the table. Monitor for accuracy. Ask a few students: *What are you doing now?* and try to elicit *I am studying* or *I am talking* or *I am sitting*.

Direct students to the Grammar XP. Read it through with them and check they understand the two uses of the present continuous.

1 Direct students to the instructions and the five verbs in the box. Look at the first picture and do Question 1 as a class; then tell them to continue individually with the rest of the pictures. Monitor for accuracy and make sure they understand the two ways of representing the time, with a digital clock and with an analogue clock. Ask students to check their answers in pairs before you check them and write the correct ones on the board.

- 2 eight, is having, is reading 3 three, is eating
4 five, are watching

Grammar XP

Focus students’ attention back on the picture of the man sleeping in Exercise 1. Ask: *Is he working now?* and elicit *No, he isn’t.* Ask: *Is he sleeping now?* and elicit *Yes, he is.* Write the pronouns on the board again in a list. Elicit the rest:

Am	I	
Are	you	eating?
Is	he/she/it	making?
Are	we	sleeping?
Are	they	

Yes, . . . *am/is/are.*

No, . . . *’m not/isn’t/aren’t.*

Tell students to copy this down.

2 Play Track 5.1 for students to hear the pronunciation, then Track 5.2 so they can repeat the questions. Ask a few students: *Are you writing?* *Are you speaking?* *Are you watching TV?* and elicit *Yes, I am./No, I’m not.*

► **Tracks 5.1–2**

- Are you making a film?
- Are you dancing?
- Are you having breakfast?

3 Direct students to the instructions. Elicit who the two people are (the interviewer and Lauren). Tell them all the answers are in the present continuous. Do Questions 1 and 2 as a class, before they try the others individually. Monitor closely to ensure they are forming the present continuous correctly. If there are many problems, focus students’ attention back on the board and the word order. Tell them to check their answers in pairs; then conduct class feedback.

- 2 I am 3 Is your sister acting in the film?
4 she is 5 Are your parents helping you?
6 they aren’t 7 Are you enjoying it? 8 I am

4 Start by miming eating an apple. Ask: *What am I doing?* Elicit *Are you eating an apple?* Say: *Yes, I am.* Direct students to the instructions. Check they understand all the actions given in the box. In pairs, they take turns to mime and guess what their partner is doing. Monitor to check they are using the questions and answers correctly.

Students’ own answers.

Write on

5 Demonstrate the task orally. Tell students: *I think my mum is working on the computer now. I think my dad is drinking coffee now. I think my sister is talking to her friend now.* Tell students to write three sentences about different people in their family. Monitor for accuracy. If anyone finishes quickly, ask them to write another sentence about a friend. Tell students to compare their sentences in pairs. Are any of them the same? Feed back on any similarities.

Students’ own answers.

To finish

Elicit as many verbs as you can from students. Give every student a small piece of paper and tell them to write a verb on it. Collect the pieces of paper. Put students into two teams. One student from each team comes to the front and takes a piece of paper. They both mime their verb for their team to guess. Then the next student comes up, takes a piece of paper and mimes. The first team to finish wins.

Homework

Workbook pages 28–29

MyEnglishLab

VOCABULARY (SB page 49)

To start

Use a scrunched-up piece of paper or a soft ball, say *January* and throw it to a student. Elicit *February*, then indicate they should continue throwing the ball around the class and saying the names of the months. If there are any pronunciation problems, correct them on the spot and drill chorally. After you are sure all students can remember the months, start with December and get them to go backwards.

The weather

1 Focus students on the photos and try to elicit the vocabulary from them: *cloudy, windy, foggy, snowy, sunny, rainy*. Drill each word chorally. Then ask students what all of these words describe. Elicit *weather*, and drill it chorally. Refer them to the title at the top of the page. Look at the photos again and elicit that 35 degrees is very hot, but a minus number is very cold.

Do A together, then tell students to complete the rest individually, writing the adjectives down with the corresponding letter. Monitor for accuracy in spelling. Conduct class feedback.

A cloudy B windy C foggy D rainy E sunny F snowy

2 On the board, draw a line vertically. At the bottom, write *cold*. Ask students what word goes at the top, and elicit *hot*. Point to just above *cold*, and ask for the word that means *a little cold*. Elicit and chorally drill *cool*. Then point to just below *hot* and ask for the word that means *a little hot*. Elicit and chorally drill *warm*. Refer students to Exercise 2. Tell them to write the correct words in the spaces from blue to orange. Feed back to the board.

cool, warm, hot

Word XP

Ask a student: *What's the weather like today?* and point to the window. Elicit *It's . . .*. Refer students to the Word XP box and read through it with them.

3 Direct students to the instructions and the task. Go through Question 1 with them, then focus them on the *j* in Question 2, and elicit a few examples of countries (e.g. Jamaica, Japan, Jordan). Take suggestions for weather in these countries. Do the same with 3 and 4, eliciting countries beginning with A and S (e.g. Austria, Australia, Afghanistan; Spain, Switzerland, South Africa). Tell students to do the task individually. Monitor students and give them ideas if they struggle. Get them to check their answers with their partner before feeding some back to the class.

2 It's cold and foggy in Japan.

3 It's hot and cloudy in Australia.

4 It's warm and rainy in Spain.

5 It's hot/warm and sunny in Mexico.

6 It's cold and snowy in Canada.

Seasons

4 Quickly recap the months with students. Next, teach the names of the seasons. Depending on where you are, this may be different. Ask: *Which are the cold months in Britain?* (December, January, February) Teach the word *winter*. Then ask what comes after February (March, April and May). Elicit and chorally drill *spring*. What comes after May? (June, July, August) Teach *summer*. Then ask what comes after August. (September, October, November) Teach *autumn* (/ˈɔːtəm/). Check if students can remember these words by saying: *After winter is . . . ? After spring is . . . ?*, etc. Ask: *What is the name for these?* and elicit and chorally drill *the seasons*. Ask: *How many seasons are there?* (four) Write the new words on the board and ask students to copy them down.

Refer students to Exercise 4. Do they know any songs about the seasons? Can they fill any in? Teach *leaves* if they don't know it. Tell them to check their answers in pairs. Feed back to the class. Who are the singers? Are they new songs or old songs?

1 Winter 2 Autumn 3 Summer 4 Spring

5 Direct students to the question. Get them to talk about this in pairs; then feed back to the class.

Students' own answers.

6 Tell students they are going to listen to a Skype call. Get them to predict who Josh and Anna might be (friends, brother and sister, cousins). Play Track 5.3 for students to hear who and where they are. After they listen, tell them to check their answers in pairs; then conduct class feedback.

► Tracks 5.3–4

Josh: Hi, Anna!

Anna: Josh! Hi! I can see you. Can you see me?

Josh: Yes, I can.

Anna: How are you?

Josh: I'm well. How's everyone there?

Anna: We're all fine. Where are you at the moment? Are you still in London?

Josh: No, I'm in Madrid, in Spain. I'm sitting in a café. I'm having breakfast. It's a beautiful sunny day.

Anna: Is it hot?

Josh: Very! It's over thirty degrees today.

Anna: Oh, that is hot!

Josh: What's the weather like in Australia? Is it cold?

Anna: Yes, it is. It's about fourteen degrees outside.

Josh: Is it sunny?

Anna: No, it isn't! It's raining at the moment!

Josh: Oh. Where are Mum and Dad?

Anna: They're cooking dinner. Hang on. Mum, Dad, come and talk to Josh.

Mattie: Hello!

Josh: Hi, Mattie!

Josh and Anna are brother and sister. Josh is in Spain and Anna is in Australia.

7 Direct students to the instructions, then focus them on the table and the information they are going to listen for. Play Track 5.4 for them to fill in the table. If they need it, play the recording a second time. Tell them to check their answers in pairs before they feed back to the board.

Josh: Spain, sunny and hot, 30

Anna: Australia, cold and rainy/raining, 14

Write on

8 Direct students to the instructions. Start the task with them on the board. Ask: *Which is your favourite season?* Elicit an answer from one student and write it on the board. Read the example sentence. Then elicit the first sentence about the chosen season. (For example: *In summer, it's hot and sunny in my country.*) Get students to copy this, then continue the task, writing about the weather in their country for each season. Monitor to check for accuracy and to encourage them. When they finish, tell them to swap notebooks in pairs and see if their partner has the same information.

Students' own answers.

Homework

MyEnglishLab

LISTENING (SB page 50)

To start

On the board, write *festival*. Ask: *What is a festival? What kinds of festival are there?* (music, religious, art, theatre, film, etc.). Ask students to work in pairs and see if they know any famous festivals in English-speaking countries (e.g. Christmas, Halloween, 4 July).

Power up

1 Direct students to the photo. Ask: *What can you see? Where are the people? What festival is it? (Rio Carnival) When is it? (February)*

Students' own answers.

2 Elicit one festival in each student's country, then give students one or two minutes to brainstorm other festivals in pairs. Conduct class feedback on their answers.

Students' own answers.

Listen up

3 Focus students on the map. Ask: *What is this a map of?* and point out the logo in the corner (the Starlight Festival). Draw their attention to the pictures and labels. Ask: *Is it outside or inside? What type of festival is it?* Check they understand *comedy arena*, *film arena* and *camping*. Focus on the other pictures and elicit what other type of activities they think there are (e.g. dancing, music, singing) and feed back predictions with the class.

A dance arena **B** music arena **C** theatre arena

D children's arena

4 Direct students to the instructions. Start playing Track 5.5 until *Love those colours*. Pause and check that students have heard the first place (the sheep). Then play the rest of the recording without stopping. Tell students to check their answers in pairs. If they have missed many places, play the recording again for them, pausing after each place. Then conduct class feedback, eliciting the answers and writing them on the board.

dance arena, music arena, theatre arena, comedy arena

► Tracks 5.5–6

Frank: Hi! Here we are at the Starlight Festival. I'm Frank Coski and I'm doing the talking. This is my sister, Kate. She's taking photos. And my brother, Jake, is making this film.

Kate and Jake: Hello!

Frank: This year, the festival's great! As you can see, it isn't raining today! It's a beautiful, sunny day and there are a lot of people here. They're all enjoying themselves. Even the animals are having fun! Can you see the sheep behind me? Love those colours! So, what can you see at the festival this year? Well, you can see dancers, actors, singers, musicians, photographers, writers – and they're all doing their jobs. You too can learn to do these things here! The Starlight Festival is a great place to be . . .

Frank: Here we are outside the dance arena. You can see dancers, . . . well . . . , dancing! There are also a lot of people learning to dance! Let's talk to some of them. Are you enjoying the day?

Girls 1 and 2: Yeah!

Girl 1: We're having a lot of fun!

Frank: What are you doing here?

Girl 2: We're learning to dance – hip hop dancing.

Frank: Great!

Frank: This is the music arena. People are listening to music and playing music. Let's talk to one of the musicians. Hi. What are you doing?

Boy 1: This is my band. We're practising.

Frank: What are you practising for?

Boy 2: Well, because we're in the show.

Frank: Wow! What time?

Boy 2: At 12.30!

Frank: Good luck!

Boy 1: Thanks!

Frank: This is the theatre. Here you can see and meet actors. Let's talk to one of them. Hello.

Woman: Hi!

Frank: Can you tell us about the theatre?

Woman: Yes, um . . . we're doing a lot of things here. There are acting workshops – you can learn about acting – and there are a lot of shows.

Frank: Shows? Where are they happening?

Woman: Lots of places! Here, in the forest, beside the lake . . .

Frank: Can you guess where we are now? Yes, we're outside the comedy arena! Can you hear people laughing? We're stopping here now because my show starts at two! Wish me luck!

5 First, read through the Skill advice with students and check they understand by asking: *What do you do first?* (read the questions) *Then what do you do?* (ask the teacher if there are any new words). Direct students to the instructions for Exercise 5. Ask: *Do you read the questions first or listen first?* (read the questions first) Explain the meaning of any new words. Then play Track 5.6 and check that students are choosing the correct answers as they listen. Tell them to compare their answers in pairs; then conduct class feedback.

1 C 2 A 3 C 4 B 5 A

Grammar XP

On the board, write: *What*. Elicit other *wh-* question words (*Where, Why*) and write them in a column under *What*. Ask a few students: *What are you doing? Where are you sitting?* and elicit sentences with the pattern *I am . . . -ing.* (*I am studying/I am listening/I am sitting in class, etc.*) Direct students to the Grammar XP box and check there aren't any problems in how to make *wh-* questions with the present continuous.

6 Direct students to this task. Do the first question with them word by word, pointing to the word order on the board. Tell students to complete the task individually. Monitor to check word order, and refer any students who make mistakes to the board. Conduct class feedback to the board.

1 Where are you sitting? 2 What are you doing?

3 Why are you doing this exercise?

Homework

MyEnglishLab

Power up

1 First, generate interest in the topic of films. Ask: *What are your favourite films? Who are your favourite actors?* Then direct students to the question in Exercise 1 and continue the class discussion using the speech bubble as an example. Elicit the adverbs of frequency – *always, usually, often, sometimes, never* – and encourage students to use them in their sentences. Tell them that we use these words with the present simple. As they have just been studying the present continuous, they may try and use it here. If they do, point out that they aren't watching a film now, so they need the present simple.

Students' own answers.

Speak up

2 Direct students to the instructions and photo. Elicit the names of the actors from the class, if possible, then put students into pairs to discuss the photo in more detail: *Where are they? What are they doing?* (at a ceremony, talking to photographers) Monitor to check they stay on task, but don't worry about errors. Feed their answers back to the class, encouraging quieter students to speak.

actors Antonio Banderas and Selma Hayek

3 Refer students to the Exam advice and ask: *Why do we use the present continuous to talk about photos, pictures and films?* (because you can see it happening now) Tell students that in the exam they will have a picture to talk about.

Next, focus students' attention on Exercise 3 and on the four options. Encourage them to predict the answers from the photo. Play Track 5.7, then tell them to discuss their answers in pairs. Conduct class feedback and play the recording again if there are any problems.

► Track 5.7

Girl: Who are the people in that photo?

Boy: I know! They're actors.

Girl: Oh yes. I think they're outside a cinema.

Boy: Yeah, that's why they're smiling and waving.

Girl: Maybe they're coming to see their new film.

Boy: Mm, and I think there are photographers there, too. They're taking photos.

Girl: The actors are having fun!

Boy: Yes, they are.

the people, the place, what's happening

Language XP

Refer students to the Language XP box. Drill the questions chorally. Then tell students to cover their books. Can they remember the four questions?

4 Direct students to the instructions. Ask the first question to one student, then tell students to work in pairs and ask and answer all the questions from the Language XP box. Both partners should practise asking and answering the questions. Monitor to check they are using the present continuous in their answers where possible.

Students' own answers.

5 Direct students to the task and the questions. Do the first question with them, then tell them to continue in pairs. Monitor to check they are on task and using the correct tense. If they go off task because of working in pairs, tell them to write the sentences down instead. Conduct class feedback.

Students' own answers.

6 Put students into groups of five. Give students their roles so they don't waste time deciding who's who. Give them a few minutes to prepare, and monitor closely to provide encouragement and keep them on task. Then get the groups to take turns acting out their stories to the class.

Students' own answers.

7 Put students into pairs, A and B, and tell them to turn to the page indicated. Make sure they sit facing each other, not side by side. Elicit the question stems (*Who are . . . ? Where are . . . ? What are . . . ? What's . . . ?*) from both A and B students before telling them to work together and talk about their photos. Monitor closely to check they don't look at their partner's picture and that they are asking and answering questions. Make a note of some inaccurate questions and answers you hear, and also of some good sentences.

To feed back, tell students to look at each other's picture and see if the answers to their questions were right. Then write the inaccurate and accurate questions and sentences on the board. Tell students to work with their partner and decide which are right and which are wrong, and to correct the wrong ones. Feed back to the class.

Students' own answers.

To finish

Disappearing snowman. On the board, write: _____ (spaces for *raining*) and draw a snowman with a face. Elicit the word *snowman* and check students recognise what it is. Ask for a letter; if it is any letter in the word *raining*, write it in the correct space. If not, delete an eye from the snowman and write the letter in its place. Continue this until either the snowman has disappeared or until students guess the word. Repeat the activity with other words from the unit (*sunny, cloudy, autumn, spring, etc.*).

Homework

MyEnglishLab

WRITING (SB page 52)

To start

Put students into pairs. Give them two minutes to think up as many free time activities as they can. Take feedback from the pair with the most activities, but don't write them on the board – just discuss their suggestions orally.

Power up

1 On the board, write: *holidays*. Elicit from the class all of their holidays (Christmas, Easter, summer, etc.). How long are the holidays? What do they do in the holidays? Focus students on the photos, then on the task. Check that they understand *paint* and *draw*. Do any students do courses in their holidays? If yes, get them to tell the class.

Students' own answers.

2 Encourage students to look at the photo on the website and predict the answer before they read the advert. Tell them to read the information and see if they were right. They should then check their answers in pairs before you conduct class feedback. Ask students to tell you more information about the course. Elicit questions and answers: *When . . . ? How long . . . ? Who . . . ?*

C

3 Ask students: *If you want to go on a course, what do you have to do first?* Try and elicit *application form*, if necessary by writing on the board:

Name:

Address:

Telephone number:

Chorally drill *application form*. Ask: *What other information do you write on an application form?*, then direct them to the Young Film Academy form. Does it have the same information they predicted? Focus students on the questions. Do Question 1 with the class; then tell them to work individually to complete the task. Monitor and help any struggling students locate the information. When they finish, tell them to check their answers in pairs. Conduct class feedback.

1 Julia Kelly 2 London 3 jkelly@yazoo.com.uk

4 12 5 Four-day film school

6 She's in year 8 at school. Her favourite subject is English. She loves films. She goes to the cinema every Saturday. She wants to make films.

Language XP

Read the Language XP box with students to highlight possible instructions in application forms.

4 Look at the application form in Exercise 3 again as a class in conjunction with the first question in the Language XP box. Has the form been completed correctly? Check that all students can find the answer. Then tell them to work individually and look at the other instructions to check if the form is correct. Get students to check their answers in pairs, then conduct class feedback.

Yes

5 Direct students to the instructions. To familiarise them with the information about Frank, ask questions: *What's his name? What year is he in? What school does he go to? What are his favourite films? What does he want to do on the summer course?* Refer students back to Julia's application form. Where does she write about herself? (in the last section) Start students off with the writing task. On the board, write: *My name's . . .* and elicit *Frank*. Then write: *I'm in year . . . at . . .* and elicit *6* and *Bedford Primary School*. Then tell students to copy it and continue, using Julia's piece of writing to help them. Monitor, and if anyone struggles, encourage them to write exactly the same as Julia's description, but using Frank's information.

Students' own answers.

Model answer:

Frank's in year 6 at Bedford Primary School. He loves films. His favourite films are comedies and cartoons. He wants to make cartoons.

Plan on

6 Direct students to the table, and do the first two parts together, just writing notes rather than full sentences. Then tell students to complete the table with their own information in note form. Monitor and help with any spelling problems. Tell students to compare their tables in pairs.

Students' own answers.

Write on

7 Make sure students have a clean piece of paper to write their application form on. Tell them they are going to fill in the application form for the summer course and to copy it out (but not Julia's information). When they have all done that, tell them to use their notes from Exercise 6 to help them fill it in. Check they understand by asking a few questions: *Whose form is it? Do you write in block capitals? Where? How many words do you write about yourself?* Refer them also to the Skill advice. Monitor as they complete the form to check their accuracy and provide encouragement to keep them on task. If any students finish early, sit them together and tell them to ask and answer questions about each other's forms (*What's your last name? What's your first name?*, etc.).

Students' own answers.

To finish

Famous people. On a piece of paper, write the name of a famous actor/singer that everyone in your class will know. Show them the piece of paper and pretend you don't know the name that is written on it. Tell students to give you any information about the person they can so you can guess who he/she is. Then put students into pairs and tell them to write the name of a famous person on a piece of paper, but keep it secret from their partner. They then need to give information about this person for the partner to guess who it is.

Homework

MyEnglishLab

SWITCH ON (SB page 53)

Me and my movie

1 Focus students' attention on the photo. What can they see? What is he doing? Where is he? Direct students to the instructions and encourage them to guess the answers. Play the video, then get students to check their predictions in pairs. Conduct class feedback, encouraging quieter students to give their answers.

1 four 2 eight

2 Read through the questions with students and do Question 1 together. Then tell them to work in pairs to try and answer the rest. Monitor, and if they are having difficulties, stop the activity and play the video again sooner rather than later. After playing it, get students to check with their partners before conducting class feedback.

1 a ii, b iii, c iv, d i

2 *Vern's Vacation* and *The Penguin's Protest*

3 *N.O. News*

4 the group of young film-makers

5 Lauren

3 Ask the question of the whole class and give students a few minutes to discuss their answers in small groups. Say which film you like best, and why. Then encourage students from each group to give their opinion.

Students' own answers.

Project

4 Direct students to the instructions. Check that they understand that it is a two-minute film only. Give them time to plan their films using the prompts in Question 1. Monitor closely to help with ideas if needed. When they have finished planning, get them to write their scripts. Again, monitor closely both for accuracy and also to provide encouragement. Remind them of how to set out the script with the name of the person speaking at the top. Go around and monitor and give suggestions and help where necessary. When they have finished, set out two chairs at the front of the class and invite two students to read their script out. Encourage them to act it out if they wish. Then get the rest of the students to act out their scripts in small groups.

Students' own answers.