

# Introduction

*Real Life* is a five-level course for upper secondary students, many of whom are preparing for a school-leaving exam. It recognises that most classes have students with a wide range of language ability and offers different ways of dealing with this in the classroom. It also notes that teachers are working in a range of situations, with different facilities and time constraints. *Real Life Elementary* offers core material of ninety-four lessons with a flexible range of extra elements and components to supplement where necessary.

## Why *Real Life*?

Teenage students learn best when they are motivated and when they recognise the relevance of a subject to their lives. They become more confident in using English in interesting and familiar contexts. In *Real Life*, we want to develop learners' language skills as well as their cultural awareness and knowledge of the world. We deal with topics through the eyes of people of the students' own age, drawing on real teenage experiences and viewpoints in conversations, interviews and vox pops. We look at real life issues, like health and fitness or internet safety, as they affect young people around the world.

Where possible, we reflect the media formats that are part of students' real lives, for example, 'clothes and accessories' are presented via an online E-conversation and 'the future of our planet' is presented via a chat room.

Central to our 'Real Life' approach, are the *Real Time* sections, which follow a group of characters through everyday situations, like going shopping, ordering food in a café or buying a ticket for the cinema. Real life language and tasks are integrated in these sections and the model functional language is practised further in realistic contexts in the accompanying DVD.

### Real Life and exams

We recognise the importance of exam preparation in secondary schools, the time when students have to prepare for a school-leavers' exam or an entrance exam for further study. *Real Life* prepares students for typical exam task types and the Workbook *Exam Trainer* provides comprehensive exams training and practice tests.

### Real Life and the Common European Framework

The *Real Life* syllabuses are linked to the Common European Framework (CEF). The Teacher's Handbook contains a list of things students *can do* at the end of each lesson.

The table below shows how the *Real Life* levels fit both the CEF and the UCLES exams.

| <i>Real Life</i>   | CEF   | UCLES |
|--------------------|-------|-------|
| Elementary         | A1    |       |
| Pre-Intermediate   | A2-B1 | KET   |
| Intermediate       | B1-B2 | PET   |
| Upper Intermediate | B2    | PET   |
| Advanced           | B2-C1 | FCE   |

## The course components – at a glance

### Students' Book

The Students' Book contains:

- a Starter unit designed to review vocabulary and grammar that students have seen before
- twelve units covering all the typical exam topics
- each unit has six lessons of grammar, vocabulary and skills, plus:
  - odd units end in a *Real Time* section which focuses on speaking and writing skills
  - even units end in an *Active Study* revision section.

At the back of the Students' Book, there is:

- a Wordbank containing illustrations for ten key lexical sets
- a Mini Workbook for more grammar and vocabulary revision and practice to give your lessons total flexibility
- a unit by unit wordlist.

On the fold-out back cover, there is:

- a reference section with exam and general study skills for students to refer to whenever they need to.

### DVD

For each level of the course, there is a DVD that focuses on the language introduced in the *Real Time* sections of the Students' Book.

- It provides a fresh context for the situational dialogues. There are interactive on-screen activities for each episode.
- Photocopiable practice activities are provided in the Teachers' Resources which are part of the Active Teach component, also available on the website.

### Class Audio CDs

The Class Audio CDs contain all the listening activities in the Students' Book, plus:

- recordings of the reading texts
- recordings of the *Words2know* and *Phrases2know*.

### Workbook

The Workbook reflects the order and reinforces the content of the Students' Book. It also provides additional training for writing and exam skills.

The Workbook contains:

- grammar practice with a *Grammar reference* on the same page with simple explanations and examples
- exam practice tasks in the skills sections
- extensive writing practice to build skills for typical exam text types, with model texts and explanations on the structure and content
- six self-assessment tests corresponding with the *Active Study* sections in the Students' Book. The answer key is provided for students to assess their progress before attempting the tests in the Test Master.

There is also a unique exam preparation programme:

- three *Exam Trainer* sections with three *Exam Tests*

- activities to build reading, listening, speaking and English-in-use exam skills
- *Exam Tips* on how to deal with exam tasks
- an *Exam Test* for every *Exam Trainer*, with an answer key for students to assess their progress.

The Workbook also contains:

- a bank of language functions covered in the Students' Book
- a full word list organised by topic.

The audio for the listening exercises is on the Skills Multi-ROM.

### Skills Multi-ROM

The Skills Multi-ROM (supplied with the Workbook) is a unique skills builder that gives students the opportunity to interact in greater detail with the reading and listening texts in the Students' Book and the dialogues in the DVD, as well as the topic vocabulary. The activities can be used in class or for homework and checked in class. It contains:

- more skills practice exercises for each of the twelve units including interactive communication tasks where students can role play and record their part of the dialogue
- six self-assessment tests (from the Workbook)
- mid-year and end-of-year tests to prepare them for the class tests
- practice exercises on the topic vocabulary
- wordlists that can be sorted by unit or topic with audio and example sentences
- the audio for the Workbook.

The Skills Multi-ROM is included in the Active Teach DVD-ROM so that the teacher can use the exercises in class.

### for the teacher

*Real Life* provides a full range of teaching support materials for use in the classroom and to upgrade your teaching skills.

### The Teacher's Handbook

The Teacher's Handbook consists of reduced pages from the Students' Book, together with teaching suggestions and answers. This means the teacher needs only one book in the class.

The Teacher's Handbook contains:

- teaching suggestions for key exercises
- background notes (*Culture2know*) on the content of the lesson
- answers for Students' Book and Workbook activities
- tapescripts for the Class and Workbook activities
- ideas for warm-up exercises, extension activities and discussions topics
- *Now your students can* list summarising the points that students have learned in each lesson
- teachers' notes and information on when to use the Mini Workbook, Workbook, Multi-ROM exercises and photocopyable activities in the Active Teach DVD-ROM.

Abbreviations used in the Teacher's Handbook:

**TR** = Teacher's Resources (in the Active Teach and Website);

**WB** = Workbook; **M-ROM** = Skills Multi-ROM (with the Workbook and in the Active Teach)

### Active Teach

This DVD-ROM is the perfect teaching resource with everything you need and more to help you create perfect lessons.

### for the classroom

- an interactive whiteboard of the Students' Book, with zoomable areas, integrated audio, DVD and interactive activities
- the Skills Multi-ROM so that you can use these exercises in the classroom
- a bank of teaching materials in the Teacher's Resources section to add your own personal touch to your lessons, with:
  - extra photocopyable/downloadable grammar, vocabulary and skills activities
  - activities to activate language introduced in *Can you do it English?*
  - activities based on the listening material in the Students' Book
  - worksheets for the DVD
  - ideas for short classroom activities.

### to develop your teaching skills

- fourteen workshops on different aspects of language teaching
- ideas for using the classroom board in your lessons.

### to create test materials

- the Test Master so you can photocopy the tests or manipulate them to prepare endless versions:
  - an Elementary→Pre-intermediate placement test
  - twelve short tests (one per unit), in versions A and B
  - six language and skills tests (one for every two units), in versions A and B
  - speaking tests (for every unit)
  - writing tests (one for every two units)
  - mid-year and end-of-year progress tests
  - audio for the listening comprehension tasks
- all test material is also available in the Test Book and accompanying Audio CD.

### Website

The *Real Life* website provides extra practice and reference material for both the student and teacher:

- visit the website at [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) for fun activities and downloadables
- find out more about the authors
- watch and download video clips on a range of topics
- find lots of ideas for classroom activities
- get more information about other related teaching materials.

## How does the Students' Book work?

The Elementary Students' Book contains an introductory Starter unit and twelve thematic units. The four-page Starter unit provides a quick review of vocabulary and grammar that students are likely to have studied before. It is optional and designed for you to choose the exercises that you feel will benefit your students. Each of the twelve main units consists of four two-page sections, each taking two forty-five minute lessons. The Teacher's Handbook suggests where to break the two lessons but the boundary between them is generally flexible, making it easy to adapt the lessons to different learning styles.

The first two sections of the unit contain a vocabulary/skills lesson and a grammar lesson (*Grammar Focus*), so each unit has two grammar lessons.

The third section of each unit is an integrated skills section with extended reading skills and vocabulary work.

The last section of each unit alternates between a *Real Time* section and an *Active Study* section. *Real Time* focuses on functional language via listening and speaking, and exam-type communicative writing tasks. *Active Study* provides revision of the grammar and vocabulary from the two previous units, and exam-type skills practice. Tips on how to tackle the tasks are provided in the *Strategies* on the fold-out flap of the back cover.

The *Mini Workbook* at the back of the book provides extra grammar and vocabulary practice exercises, suitable for class work or homework. The appropriate *Mini Workbook* exercises are signposted at the end of each lesson. These exercises are graded (one or two stars), so that teachers can see at a glance which are appropriate for their students.

### Grammar in Real Life

Grammar is key to building a student's confidence in using a foreign language and it is central to the syllabus of *Real Life*. Our aim is to revise and extend students' knowledge in as simple and straightforward a way as possible, while gradually developing their noticing and analytical skills. *Grammar Focus* provides clear explanations of the core grammar while *Grammar Plus* in the *Mini Workbook* provides additional information, for example, the three uses of 's in unit 1.

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching grammar.

### Vocabulary in Real Life

Vocabulary in *Real Life* is systematic and thorough. Lexical sets on key exam topics like jobs, transport or the environment are presented, developed and recycled through the topics. High-frequency 'power vocabulary' is also presented to help students understand texts and express themselves fluently, including many phrases and collocations, for example, *go home* or *hang out with friends*.

The illustrated Wordbank provides a useful reference for students to check their understanding of the *Words2know* in the Students' Book and provides extra items for some of the lexical sets to extend students' vocabulary. The pages are designed with the words listed down the side of the page to make it easy for students to cover and test each other or themselves. As a teacher, you can use this section to check students' understanding of the *Words2know*, as a pre-teaching tool or as a warmer for a later lesson, e.g. by covering the words and asking students which ones they can remember. Each Wordbank is signposted from the appropriate section of the Students' Book.

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching vocabulary.

### Reading in Real Life

*Real Life* contains a wide variety of text formats: magazine and news articles, fact files, quizzes and questionnaires, web pages, blogs and chat rooms, postcards and emails, brochures and notices. Reading is often integrated with work on the other skills, especially speaking and writing. Further reading material is included in the other course components (see Introduction pages ii–iii).

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching reading.

### Listening in Real Life

There is a wide range of listening material in *Real Life*, including conversations and interviews, vox pops and monologues and radio and TV programmes. Each unit provides listening skills sections, and as with reading, key sub-skills and exam task-types are practised. There are also short pieces of listening material in other lessons. Wherever listening material contextualises target language, it is reproduced on the page, so that learners can see as well as hear the new language. The Skills Multi-ROM provides more practice exercises based on some of the listening texts in the Students' Book. The Teacher's Handbook has signposts to these exercises.

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching listening.

### Speaking in Real Life

Speaking is an area in which many teenagers particularly lack confidence, both in their linguistic skills, and because they don't know what to say, or feel self-conscious in front of their peers. Our approach is to integrate speaking little and often, around topics that will motivate learners, and to choose issues that they have something to talk about. We provide models or a stimulus to get students thinking about the topic, and where useful, we include prompts to give students ideas and the language for expressing them. In more extended speaking activities, for example *Can you do it in English?*, students are encouraged to plan what they want to say and are given useful phrases to help them communicate and express their ideas.

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching speaking.

### Writing in Real Life

In *Real Life*, the main writing skills are presented in the *Real Time* sections, where we deal with typical communicative writing tasks (commonly set in exams), for example an informal postcard, a short notice or a formal letter. We always provide models and key phrases to support students and focus on the relevant sub-skills, such as paragraphing, as well. There is a full writing skills section in the Workbook and further practice exercises in the Skills Multi-ROM, also referenced from the Teacher's Handbook.

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching writing.

### Learner Training and study tips in Real Life

Learner training in *Real Life* is simple and manageable. *Active Study* tips encourage learners to notice aspects of vocabulary, for example word formation and two-word verbs. There are also simple tips in the *Active Study* revision sections, for example reminding learners to 'learn words in groups' or 'notice word stress', and useful study tips for exam tasks on the fold-out back cover flap.

# Vocabulary, Skills and Grammar

Words2know recorded on Class CD and Skills Multi-ROM to help students with pronunciation.

Signpost to relevant Wordbank.

Wordbank with illustrations for key vocabulary and phonetic translations.

Vocabulary contained in Words2know to provide clear focus and make revision easier.

Vocabulary presented in context, through quizzes, fact files and other short texts.

Grammar2know section with rules of meaning and form.

Two grammar input lessons per unit.

Controlled and less controlled practice exercises, with consolidation in the Mini Workbook at the back of the book.

Wide range of listening tasks, including typical exam task types.

New language is thoroughly contextualised.

More practice in the Mini Workbook and other components.

**11 nice work?**

**Vocabulary & Reading**

**Jobs**

1 a **WORD RACE** In pairs, look at the jobs. Think of five more jobs in two minutes.

photographer / bus driver / hairdresser / vet / bank clerk / office worker / shop assistant

b What do the people do? Choose from the Words2know.

**Words2know** C20

wear a uniform / work with money / work with children / work at the weekend / sell things / work at night / take photos / look after people / work with animals / talk on the phone / type / use people's hair

**HOLIDAY JOBS**

The holidays are a time to relax. Right? Not always! Every summer a lot of students find jobs. We looked to two typical students.

Sarah works for a gift company in the customer service centre. She has to talk on the phone all day and she has to answer customers' questions. She has to speak clearly and she has to be good at typing.

"I don't have to work late"

"Lucky! I don't have to wear a uniform. Things I don't like! I have to sit for hours. And sometimes the customers are rude. But I don't have to work late – and that's great."

Jamie works at the checkout in a supermarket. He has to work quite fast. Checkout assistants don't have to be good at Maths but they have to work with money.

"I don't like wearing the supermarket uniform but at least I don't have to wear a tie!"

"To have to know the names of all the vegetables. That was difficult at first because I didn't know them all! I don't like wearing the supermarket uniform but at least I don't have to wear a tie! I sometimes have to work at night – that's a pain."

**Grammar focus**

**have to**

4 a Read the article on page 88 again and complete the table.

|                   | Sarah                               | Jamie                    |
|-------------------|-------------------------------------|--------------------------|
| talk on the phone | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| work with people  | <input type="checkbox"/>            | <input type="checkbox"/> |
| sit for hours     | <input type="checkbox"/>            | <input type="checkbox"/> |
| wear a uniform    | <input type="checkbox"/>            | <input type="checkbox"/> |
| work with money   | <input type="checkbox"/>            | <input type="checkbox"/> |
| work at night     | <input type="checkbox"/>            | <input type="checkbox"/> |
| type              | <input type="checkbox"/>            | <input type="checkbox"/> |

b Read Grammar2know and write sentences. Sarah has to talk on the phone. She doesn't have to wear a uniform.

**Grammar 2 know**

**have to**

Use have to to talk about rules and obligations.

+ I/You/We/They have to wear a tie.  
- He/She/It has to sit for hours.  
- He/She/It doesn't have to wear a uniform.

**Short answers**

1 Do I/you/we/they have to talk on the phone? No, I/you/we/they don't.  
Does he/she/it have to work late? No, he/she/it doesn't.  
What does she have to do at work? She has to type.

5 Complete the sentences with the correct form of have to. Make the sentence negative if necessary.

1 At the end of the school year, students have to take an exam.  
2 Emily has to go to school today as a school trip.  
3 He doesn't have to pay for his school uniform.  
4 Our flight is at 7:00 a.m. so we have to get up very early.  
5 Tom lives in the country. He has to travel 20 km to work every day.  
6 When do we have to give the teacher homework?  
7 Matt works in a cafe. He has to use a till.  
8 He doesn't have to wear a uniform at school?

**10 Jobs**

- actor /'æktə/
- bank clerk /'bæŋk klɜ:k/
- builder /'bɪldə/
- bus driver /'bʌs draɪvə/
- car mechanic /'kɑ:mə'ni:k /'kɑ:mə'ni:k/
- cook /kʊk/
- dentist /'dentɪst/
- doctor /'dɒktə/
- electrician /'ɪlek'trɪʃən /'ɪlek'trɪʃən/
- hairdresser /'heə'dresə/
- journalist /'dʒʌrnəlɪst/
- lawyer /'lɔ:ɪə/
- nurse /nɜ:s/
- office worker /'ɒfɪs 'wɜ:kə/
- photographer /'fəʊtə'græfə/
- plumber /'plʌmbə/
- police officer /pə'li:s 'ɒfɪsə/
- postman/woman /'pəʊstmən/'wʊmən/
- scientist /'saɪəntɪst/
- shop assistant /'ʃɒp ə'sɪstənt/
- teacher /'ti:tʃə/
- vet /vet/

**1 nice work?**

**Listening & Reading**

1 Look at the Words2know and the people in the photo. How do the people feel? Why?

**Words 2 know** C20

angry / worried / happy / surprised / bored / surprised / upset / nervous / excited

2 In pairs, discuss the questions. How do you feel...  
- before an exam? - when you win in sport?  
- when you lose in sport? - after you do something when you study - when you are tired / too much? - when you are with people?

3 a **LISTEN** Listen to five people. Match each speaker to their success.  
 learned to play the guitar  
 got a job  
 won a prize  
 acted in a play  
 played for a football team

b **LISTEN** Listen again. What feelings in Words2know does each speaker mention?

**The secrets of success**

Do you feel nervous before exams? Are you often tired and bored in class? Are you worried about your future? Well, stop worrying and take action. Here are some useful tips to help you improve your life – and be successful!

- Get a diary. On Monday, write all the things you have to do in the week. This will help you remember everything and organise your work.
- Plan your study time but have a break every twenty minutes. Don't check your emails or go online while you are working in the afternoon!
- Are you bad at remembering things? At school, write notes about the important things in your notebook. Read your notes again at home.
- Try to be creative and learn about new things. Join a club or a theatre group, draw, write a story, take photos, make a webpage.
- Spend time with your friends. Talk about your problems and listen to other people. Successful people are good at socialising and working in teams.
- You need a good night's sleep for your body and your mind. Try to go to bed at the same time at night. And try to get up at the same time in the morning.
- Physical activity is good for your brain. Do regular exercise on your own or with friends. Thinking is easier after exercise.

**Grammar focus**

**Prepositions**

6 Complete the phrases from the text on page 90. Are these prepositions of time or place?

Monday \_\_\_\_\_ the afternoon \_\_\_\_\_ the same time \_\_\_\_\_ night

7 Read Grammar2know and find more examples of each preposition in the text. Learn the phrases with prepositions.

**Grammar 2 know**

**Prepositions**

in: in the week, in March, in time: in your bag, in Europe, in class, on: on time, on 25 June, on TV, on holiday, on the table at: at lunchtime, at five o'clock, at the same time, at school, at the cinema, at the weekend

8 Complete the sentences with a preposition from Grammar2know.

- My cousins live \_\_\_\_\_ Spain.
- My brother was born \_\_\_\_\_ 8 April.
- We always sit together \_\_\_\_\_ class.
- We usually eat dinner \_\_\_\_\_ 8 o'clock.
- Sofia has got two exams \_\_\_\_\_ Friday.
- We're meeting \_\_\_\_\_ the station.
- School starts \_\_\_\_\_ September.
- I didn't work much while I was \_\_\_\_\_ holiday.

9 Complete the sentences with in, on or at. I'm really upset. I phoned my boyfriend but he wasn't \_\_\_\_\_ at home. \_\_\_\_\_ Sunday, he sent me a text and we agreed to speak today. I was very excited. I tried to phone him \_\_\_\_\_ lunchtime and again \_\_\_\_\_ 3 o'clock. Now it's 5 o'clock and I have to go out. He's \_\_\_\_\_ holiday \_\_\_\_\_ Spain and I miss him. I think he'll phone me later tonight.

**Vocabulary & Speaking**

**Personal qualities**

10 **LISTEN** Listen and read about Nigel's qualities. Underline the false information.

I've got good computer skills and I'm good at Science and Maths – they're my favourite subjects. I like PE – I'm very good at sports. I'm polite but I'm not patient and I am not very organised. I've got a good memory and I'm good at remembering people's names. I've got a good sense of humour and I've got a lot of friends.

11 Read Words2know. Tick (✓) the qualities you think you have.

**Words 2 know** C20

be (not) good at socialising / playing the guitar / working in a team  
 be bad at remembering things / making notes / listening  
 be (not) good at sports / Maths / remembering facts  
 be (not) organised / independent / reliable / polite / patient  
 have a good bad memory / (not) have a good sense of humour  
 (not) have good computer skills

12 In groups, decide the three most important qualities for: a good student a teacher a doctor

13 a In pairs, talk about your qualities.

I'm good at Maths.  
 I'm not. But I'm good at Music. And I've got a good sense of humour.  
 Have you got good computer skills?  
 Yes, I have. What about you?

b Now tell the class about your partner.

Abigail: She's got a good sense of humour and good computer skills.

# Skills

Skills such as skimming, scanning, predicting and guessing meaning from context developed systematically.

Active Study sections help to develop students' awareness of lexical features, such as compound nouns.

Special emphasis on exam tasks types, for example true/false questions, multiple choice and matching exercises.

All reading texts are recorded.

Modern, authentic-looking texts that are within the students' grasp.

Useful functional and situational language in *Phrases2know* boxes helps students prepare for exams tasks.

Regular practice of typical exam task types, for example role play and photograph description.

# Real Time

Real Time presents functional language in real situations and teaches typical speaking and writing exam tasks in realistic contexts.

Model texts with appropriate phrases, prompts and outline structure provided to support students' learning.

Main writing skills developed in *Real Time* sections.

Speaking activities clearly structured to minimise misunderstanding.



# Starter 1

The Starter Unit gives students a quick review of vocabulary and grammar that they have studied before. By using the Starter Unit you can assess the level of a new class and also give students the opportunity to review what they know. This means that they start Unit 1 with more confidence. This is especially important after a long holiday when the students might not have used English at all.

You don't have to do all the exercises in the Starter Unit with your students. Read each section of the Starter Unit through and decide which exercises are going to be useful for your students.

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar and vocabulary they are going to learn/review in part of the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

## LESSON 1

### Warmer

Introduce yourself to the students, e.g. *Good morning. My name's* (your name). Point at yourself to make sure students understand that you're giving your name. Ask different students *What's your name?* for them to reply. Prompt them to use *My name's* ... Pre-teach a short dialogue by demonstration: *Hi, my name's* ... *What's your name?* / *My name's* ... Students practise the dialogue in pairs, turning to different classmates around them and saying the dialogue. Make sure students take turns at starting the dialogue.

**1a** (1.2) Students don't need to read the dialogues aloud at this stage.

**Answers:** on student page

**b** Practise the dialogue in open pairs before students take turns to read it in closed pairs.

### 2 Grammar 2 know

Focus students on the table and check understanding before they find the possessive adjectives and subject pronouns

# starter 1

**Grammar** to be; possessive adjectives; subject pronouns  
**Vocabulary** The alphabet; nationalities; months

**1 a** (1.2) Match the conversations with the pictures. Then listen and check.

**1**  
Dan: What's her name?  
Sam: Her name is Anne.  
Dan: Is she a student?  
Sam: No, she isn't. She's a teacher.



**2**  
Jack: Hello. My name is Jack.  
Sophie: Hi. I'm Sophie.  
Jack: Are you a student?  
Sophie: Yes, I am.



**b** Read the conversations in pairs.

**2** Read *Grammar2know*. Find two possessive adjectives and three subject pronouns in the conversations in exercise 1.

### Grammar 2 know

#### Verb to be singular

| +                         | -  |
|---------------------------|--|
| I am ('m)                 | am not ('m not)                            |
| You are ('re)             | are not (aren't) a student.                |
| He/She/It is ('s)         | is not (isn't)                             |
| ?                         | Short answers                              |
| Am I in your class?       | Yes, you are./No, you aren't.              |
| Are you a student?        | Yes, I am./No, I'm not.                    |
| Is he/she/it in my class? | Yes, he/she/it is.<br>No, he/she/it isn't. |

What's her name? Her name is Anne.

| Subject pronouns | Possessive adjectives |
|------------------|-----------------------|
| I                | my                    |
| you              | your                  |
| he               | his                   |
| she              | her                   |
| it               | its                   |

**3** Complete the sentences with the correct form of the verb to be.

- Ellie isn't (not) in my class.
- I am not (not) in the basketball team.
- Are you from Poland?
- It 's my birthday today!
- She 's from London.
- He isn't (not) a student at my school.

**4** Circle the correct word.

- He/His name is Alex.
- My am a teenager.
- Is he/his in the football team?
- She/Her favourite singer is Beyoncé.
- Is it/its your guitar?
- What is you/your name?

**5** Ask and answer questions in pairs.

What's your name?  
My name's Alex.  
What's her name?  
Her name's Laura.

**6** (1.3) Listen and repeat the alphabet.

ABCDEFGHIJKLM  
NOPQRSTUVWXYZ

**7** (1.4) Listen and write the names 1-5.

1 James

**8 a** (1.5) Listen and repeat the email addresses.

- lisa.wilson@tree.net
- sam.pete@twoworlds.com
- nick.clark@webmail.net
- marek@alphabet.co.uk

**b** Invent an email address. Then ask other students. Use *Phrases2know*.

### Phrases 2 know

Write: @ Write: .  
Say: at Say: dot

What's your email address?  
It's millie dot west at pink dot net

in the conversation. Have them check in pairs before checking as a class.

**Answers:** on student page

**3** Accept, e.g. *am not* (sentence 2) but remind students that when we speak we use the contraction (*I'm not*).

**Answers:** on student page

**4** Beyoncé is an African-American singer and actor.

**Answers:** on student page

**5** Students can also do this activity in groups of four, groups of boys and girls if possible.

**6** (1.3) Listen carefully for the letters you know your students have difficulty pronouncing, because of their mother tongue. If necessary, drill these separately for the class.

**7** (1.4) Play the CD twice, giving students a chance to check in pairs before the second listening.

**Answers:** 2 Maria 3 Charlie 4 Emily 5 Frank

### 8a (1.5) Phrases 2 know

Students can take turns to repeat the email addresses in pairs. Make sure they realise that we write '@' but say 'at' and write '.' but say 'dot' before they move on to exercise 8b.

9 Match the countries and the nationalities.

**Words 2 know 1.6**

**Countries and nationalities**

Poland — Brazilian  
 Italy — Irish  
 Brazil — Hungarian  
 Scotland — Mexican  
 the UK — Argentinian  
 the USA — American  
 Mexico — British  
 Spain — Scottish  
 Ireland — Polish  
 Hungary — Turkish  
 Argentina — Italian  
 Turkey — Spanish

10 a 1.7 Number the months in order. Then listen and repeat.

b Work in groups. Answer the questions.

- What month is it now?
- When is your birthday?
- What is your favourite month?

b Students listen and write down the email address their friend has invented.

**LESSON 2**

**Warmer**

Write the following letters across the top of the board: a, b, f, i, o, r, q, w. Students copy the letters into their notebooks. Say the seven letters aloud for students to repeat. Now say all the other letters of the alphabet aloud and have students match each one with the letter on the board which has the same sound, e.g. *h* and *j* have the same sounds as *a*. Do a few examples first so students understand what they have to do. They write answers in their notebooks and compare ideas in

11 Read the chat messages. Tick (✓) true or cross (X) false.

- 1 ✓ Leo is sixteen.
- 2 ✗ His birthday is in September.
- 3 ✗ Leo isn't American.
- 4 ✗ Grace is Mexican.
- 5 ✓ Grace and Leo are from New York.

**16 June**  
 My e-friends are Leo and Grace. Leo is 16 – it's his birthday today. Grace is 15. **Luke**

When is her birthday? **Amelia**  
 Her birthday is in September. **Luke**

Are they boyfriend and girlfriend? **Amelia**  
 No, they aren't! They're brother and sister. **Luke**

Are they American? **Amelia**  
 Yes, they are. But their parents are Mexican. **Luke**

Where are they from? **Amelia**  
 They are from New York. **Luke**

12 Read Grammar2know and complete the sentences 1–5 below from the text.

**Grammar 2 know**

**Verb to be plural**

|                                |  |
|--------------------------------|--|
| +                              | -  |
| You/We/They are ('re) British. | You/We/They are not (aren't) British.            |
| ?                              | Short answers                                    |
| Are you/we/they American?      | Yes, you/we/they are.<br>No, you/we/they aren't. |

Where are they from? They're from Mexico.

**Subject pronouns**      **Possessive adjectives**

|      |       |
|------|-------|
| we   | our   |
| you  | your  |
| they | their |

- 1 Are they American?
- 2 Yes, they are.
- 3 Their parents are Mexican.
- 4 Are they girlfriend and boyfriend?
- 5 No, they aren't.

13 Work in pairs. Ask and answer the questions about the photos in exercise 11. Invent new information.

“ What is her name? Her name is Grace.  
 Where is she from? She's from ... ”

starter  
5

10a 1.7

Answers: on student page

b Do this first as a class, then students can ask and answer in pairs.

**11 Strategies for exam skills. Reading: True/False (back cover)**

Students need to read all the statements before they re-read the emails. The wording in the statements is not exactly the same as in the emails but the information is in the same order.

Make sure students understand that this is an online dialogue, that the people in the pictures are Leo and Grace and that the speakers are Luke and Amelia. Students can read the dialogue aloud, in open or closed pairs before or after doing the true/false activity.

Answers: on student page

**12 Grammar 2 know**

Check students realise that the sentences in this exercise refer to the messages in exercise 11.

Answers: on student page

13 Brainstorm possible information about the people in the photos (including alternative names) and write it on the board. Brainstorm and write other questions for students to ask each other. This will help students with ideas for the activity.

**Now your students can:**

- use the verb *to be* in the present
- use subject pronouns and possessive adjectives correctly
- ask and answer about personal information.

pairs. Check by going through the letters of the alphabet again and eliciting the matching letter/sound from the class. You could help students by telling them how many letters each sound has.

Answers: a: h, j, k; b: c, d, e, g, p, t, v; f: l, m, n, s, x, z; i: y; o: (no matches); q: u; r: (no matches); w: (no matches)

**9 1.6 Words 2 know**

When checking answers, focus on any changes in pronunciation e.g. *Spain/Spanish, Argentina/Argentinian*.

Answers: on student page



## Starter 2

The Starter Unit gives students a quick review of vocabulary and grammar that they have studied before. Read each section of the Starter Unit through and decide which exercises are going to be useful for your students. The Starter Unit lessons are optional.

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar and vocabulary they are going to learn/review in part of the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

### LESSON 3

#### Warmer

With Students' Books closed, give students two minutes to brainstorm in pairs all the school equipment they can remember. Start them off with an example, e.g. hold up a ruler and elicit what it is. Elicit the words from the class.

#### 1 1.8 Words 2 know

Students quickly look at the words and pictures to find school equipment they didn't remember or don't know in English.

**Answers:** on student page

#### 2 Grammar 2 know

Students compare in pairs.

#### Possible answers:

**an:** exercise book, eraser, interactive whiteboard  
**a:** ruler, pencil sharpener, pencil case, calculator, computer, dictionary, desk, cupboard, bookshelf, box

#### 3

**Answers:** on student page

#### 4a 1.9 Words 2 know

Review the prepositions using mime if necessary before students complete the exercise.

**Answers:** on student page

# starter 2

**Grammar** Nouns; *this, that, these, those*  
**Vocabulary** School equipment; numbers; telling the time

#### 1 1.8 Find the Words2know in the picture. Then listen and check.



#### Words 2 know

##### School equipment

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> a ruler                   | <input checked="" type="checkbox"/> an exercise book   | <input checked="" type="checkbox"/> pens    |
| <input checked="" type="checkbox"/> an eraser                 | <input checked="" type="checkbox"/> a pencil sharpener |   |
| <input checked="" type="checkbox"/> a pencil case             | <input checked="" type="checkbox"/> a calculator       | <input checked="" type="checkbox"/> pencils |
| <input checked="" type="checkbox"/> a computer                | <input checked="" type="checkbox"/> a dictionary       | <input checked="" type="checkbox"/> a desk  |
| <input checked="" type="checkbox"/> a cupboard                | <input checked="" type="checkbox"/> a bookshelf        | <input checked="" type="checkbox"/> a box   |
| <input checked="" type="checkbox"/> an interactive whiteboard |  |   |

#### 2 Read Grammar2know. Then find three words with *an* and four words with *a* in the picture.

#### Grammar 2 know

##### Singular nouns

- Use *a* or *an* with singular nouns.
- Use *a* with nouns starting with a consonant: *a ruler, a student, a pencil*
- Use *an* with nouns starting with a vowel: *an eraser, an orange, an exercise*

##### Plural nouns

- Add *s* to nouns to make plurals: *pens, students, desks*
- Add *-es* after nouns ending in *-ch, -sh, -s, -x, -o*: *watch → watches, box → boxes*

6

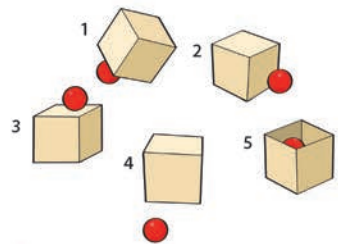
#### 3 Write a or an. Then write the plural form.

- |                        |                    |
|------------------------|--------------------|
| 1 <u>a</u> book        | <u>books</u>       |
| 2 <u>a</u> test        | <u>tests</u>       |
| 3 <u>an</u> MP3 player | <u>MP3 players</u> |
| 4 <u>a</u> class       | <u>classes</u>     |
| 5 <u>a</u> computer    | <u>computers</u>   |
| 6 <u>an</u> orange     | <u>oranges</u>     |

#### 4 a Match the Words2know with the pictures 1-5.

#### Words 2 know 1.9

- in  on  under  next to  near



**b** Work in pairs. Use the Words2know to talk about the picture in exercise 1.

*The calculator is under the desk and next to the eraser.*

**b** Elicit some sentences from pairs at the end of the activity.

#### 5 Grammar 2 know

**Answers:** on student page

**6** Check understanding and use of *this/these* and *that/those* in the classroom by getting students to talk about objects which are far away from them, i.e. on the walls/board using *that/those*, and objects on their or their neighbour's desks using *this/these*.

### LESSON 4

#### Warmer

Play a game of number bingo. Write numbers 1-30 on the board at random (not as a list). Students draw a 2 x 2 grid in their notebooks and write a number in each square. Call out the numbers at random. When students hear a number from one of their squares, they cross it out. When a student has crossed out all four numbers she/he shouts 'Bingo'. Elicit the numbers from the student before declaring her/him the winner.

- 5 Read *Grammar2know* and write S (singular) or P (plural) in the boxes.

**Grammar 2 know**

*this, that, these, those*



This is my MP3 player.  These are my friends.



That's my school.



Those are my cats.

- 6 In pairs, make sentences about your classroom. Use *this, that, these, those*.

Those are pens. This is an exercise book.

- 7 a (1.10) Complete *Words2know* with the numbers below. Then listen and check.

[ twelve seven fifteen eight  
twenty-two sixteen three ✓ ]

**Words 2 know**

Numbers 1–30

- 1 one 2 two 3 three 4 four  
5 five 6 six 7 seven 8 eight  
9 nine 10 ten 11 eleven 12 twelve  
13 thirteen 14 fourteen 15 fifteen  
16 sixteen 17 seventeen  
18 eighteen 19 nineteen 20 twenty  
21 twenty-one 22 twenty-two 30 thirty

- b (1.11) Listen and circle the numbers you hear.

- 1 2 / 12 / 20      4 7 / 27 / 28  
2 3 / 5 / 13      5 1 / 8 / 11  
3 6 / 16 / 26      6 3 / 4 / 5

- 8 (1.12) Listen and write the phone numbers.

1 0207 9236554

**Phrases 2 know**

Write: 0      Write: 44  
Say: 'oh'      Say: 'double 4'

- 9 (1.13) Complete *Phrases2know* with the words below. Then listen and check.

[ past nine ✓ to ten quarter twenty-five ]

**Phrases 2 know**

What's the time?



1 It's nine o'clock.



2 It's five past nine.



3 It's ten past nine.



4 It's quarter past nine.



5 It's twenty past nine.



6 It's twenty-five past nine.



7 It's half past nine.



8 It's twenty-five to ten.



9 It's twenty to ten.



10 It's quarter to ten.



11 It's ten to ten.



12 It's five to ten.

- 10 (1.14) Listen and write the times.

1 3.15

- 11 (1.15) Listen and repeat the *Words2know*. Then write five numbers and dictate them to your partner.

**Words 2 know**

Numbers 10s, 100s, and 1,000s

- 40 forty 50 fifty 60 sixty 70 seventy 80 eighty 90 ninety  
100 one hundred 101 one hundred and one  
200 two hundred 232 two hundred and thirty-two  
1,000 one thousand 3,000 three thousand  
45,000 forty-five thousand

- 12 Look at form 1 on page 136. Complete the information for an imaginary person. Now work in pairs. Ask and answer questions and complete form 2 for your partner.

What's your name?  
Johnny Depp.  
How do you spell it?  
JOHNNY DEPP.

starter

7

**Optional activity**

Make sure students realise that this is a game and that they only have five minutes to collect and write down as many phone numbers as they can. Ask two students to read out the example exchange. Make the start clear, e.g. say 'Ready, off you go' and make the end clear, e.g. say 'Everyone stop now'. Find out who has the most numbers and elicit a few numbers from students to check they wrote them down correctly and that they remember how to say them.

- 9 (1.13) **Phrases 2 know**

Draw a circle on the board and turn it into a simple clock face to review when we use 'past' and when we use 'to'. Ask students what the time is now.

Answers: on student page

- 10 (1.14) Tell students they will hear a short sentence or dialogue.

Answers: 2 11 o'clock/11.00  
3 8.35 4 3.45 5 7.30  
6 5.50

- 11 (1.15) **Words 2 know**

Close this activity by asking for volunteers to come to the board. Students dictate numbers for the volunteers to write. Check that they use 'and' correctly in the larger numbers.

- 12 Before the pairwork part of this activity, elicit the questions students need to ask their partner for her/him to complete form 2. Write them on the board if necessary.

**Now your students can:**

- use the demonstratives *this, that, these, those* correctly
- talk about school equipment and identify and say numbers correctly
- ask and answer about personal information.

- 7a (1.10) **Words 2 know**

Check students can recognise and say 13–19 correctly and check recognition and pronunciation of 13 and 30.

Answers: on student page

- b (1.11) Tell students they will hear a full sentence, not just the number.

Answers: on student page

- 8 (1.12) **Phrases 2 know**

Focus on the *Phrases2know* before playing the CD. Make sure students understand that we write '0' but say 'oh' and write '44' but say 'double four'.

Answers: 2 0780 6453329  
3 01865 873323 4 0038 055 27801  
5 0770 3209343 6 0208 5546610

When people say phone numbers in the UK, they say each number separately, apart from when two numbers are the same. So the number 672854 is said like this '6-7-2-8-5-4' and the number 663321 is said like this 'double six, double three, 2-1'.