

LIGHTING UP

> pages 4–5

In the classroom

Before we start

Introduce yourself telling Ss I'm Mr / Mrs / Ms ... , your English teacher. My name is ... What's your name? Ask different Ss their names. Have Ss ask each other's names.

1 Look at the picture and fill in the blanks with words from the box.

Hold up the English book and say: Look! This is a book. Repeat book. Do the same with the other words. Then say Listen! You say a word and Ss have to show you the item. Let Ss do the labelling on their or in pairs.

> **Answers:** 1 window 2 clock 3 pencil case 4 bag 5 board 6 teacher 7 student 8 chair 9 desk 10 notebook

2 Practise these dialogues with a classmate. Use words from Exercise 1.

Encourage Ss to work together on the dialogues. This task will help them to gain confidence and to memorise the new words.

3 Listen and match the numbers to the words.

Count your fingers slowly and ask Ss to repeat with you. Play the audio file once and ask Ss to match the figures to the words. Play the audio file again for them to check.

02

One, two, three, four, five, six, seven, eight, nine, ten

> **Answers:** 6 10 1 9 8 3 5 2 4 7

4 Look at the picture in Exercise 1 and practise the dialogue with a classmate.

Ask Ss to work in pairs to practise numbers and classroom vocabulary.

Classroom language

5 Look at the pictures. Then listen and complete the instructions.

Mime the actions in a different order for Ss to name them with the help of the book. Play the audio file for Ss to complete the exercise. Then play again for Ss to check answers.

01

Pay special attention to the pronunciation of the new sounds /əʊ/ in open and close, /ʊ/ in look and book, /ɔ:/ in board and door, /ɪ/ in listen, /i:/ in read, /æ/ in match and Spanish, and /ɜ:/ in circle.

03

- | | |
|------------------------------------|-------------------------------|
| 1 Open your books at page 9. | 5 Listen to the instructions. |
| 2 Read page 5, please. | 6 Cross out the extra word. |
| 3 Circle the correct answer. | 7 Close your notebooks. |
| 4 Match the pictures to the words. | 8 Look at the board. |
| | 9 Write your name. |
| | 10 Underline the title. |

> **Answers:** 1 Open 2 Read 3 Circle 4 Match 5 Listen 6 Cross out 7 Close 8 Look 9 Write 10 Underline

04

Pay attention to the use of /ə/. It's the weakest but one of the most important sounds in English. It helps to give speech its stress-timed characteristic.

6 Read and complete with the words from the box. Then listen and check.

Let Ss complete the exercise and then play the audio file for them to check.

04

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

> **Answers:** 14 fourteen 17 seventeen 18 eighteen 19 nineteen

7 What is similar about the numbers in pink circles?

> **Answers:** They all end in -teen.

8 We use the English words below in Spanish. Join a classmate and try to complete the missing letters. Then listen and check your answers.

Ask Ss to complete the words with a partner. Then, play the audio file and let them check. This practice will help Ss to improve their listening accuracy.

05

shopping, television, air bag, computer, dentist, wi-fi, email, photo, scanner, telephone, rugby, dictionary, football, robot

> **Answers:** 1 shopping 2 television 3 air bag 4 computer 5 dentist 6 wi-fi 7 email 8 photo 9 scanner 10 telephone 11 rugby 12 dictionary 13 football 14 robot

9 Now complete the table with words from Exercise 8. Underline the stressed syllables.

> **Answers:** English = Spanish air bag, dentist, wi-fi, email, photo, scanner, telephone, rugby, dictionary, robot
English ≠ Spanish shopping, computer

Goals

- > Say hello and goodbye
- > Ask for and give personal information
- > Spell your name
- > Describe people and places
- > Listen to a conversation about a language course
- > Write about a person you know

Final project

- > A presentation on a special person at school

Go over the goals with Ss and come to an agreement regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are involved in the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss will have to prepare a poster or slide presentation about a special person at their school. They will have to introduce the person, describe him / her and say what their role in the school is. They will then understand the relevance of the language they have to learn in order to do the final task. Ss will be able to ask teachers of other subjects for help. For example, the ICT and Art teachers could provide guidance in completing the final task.

SEL

Ask Ss to think about those people who work in the school who help to keep it running smoothly but who are not necessarily in the classroom. This will help Ss to become aware of how many people work behind the scenes at school so that they have clean classrooms and bathrooms, can borrow books, can go on excursions, etc.

CA

Discuss with Ss: Do people greet each other in the same way all over the world? Do people kiss or hug each other when they meet? Ask Ss if they know any other way of greeting. For example, in Misiones, they greet with one kiss on each cheek. In Japan, people don't kiss but they bow. In Tibet, people stick out their tongue as a greeting.

You can ask Ss to research ways people greet each other from other countries around the world.

1 Match the dialogues to the pictures.

Read the instructions with Ss. Help them to become aware of which hints they can use to complete the task, e.g. the version of the names used. They can 'read' the pictures to see the degree of closeness between the speakers.

Ask Ss to read the dialogues in order to check their answers. It is a great opportunity to help them perceive intonation as a signal of proximity between speakers.

Encourage Ss to practise the dialogues with the classmate next to them.

> **Answers:** 1 b 2 a 3 d 4 c

2 Match the columns.

Ask Ss to match the columns. This exercise shows learners that we can say the same thing in different ways.

> **Answers:** 1 c 2 a 3 b

3 It's Marie's first day at school. She is talking to Miss Duncan, her counsellor. Listen and circle the correct options.

Read the instructions with Ss. Try to elicit the meaning of *counsellor*. Tell them to look at the picture and to say where they think the people are, etc.

Tell Ss to read the dialogue silently and to prepare to do the listening. This listening task tries to increase Ss' confidence in their capacity to learn. They have to choose the correct option by drawing on their previous knowledge and their listening ability.

Play the audio file while Ss try to circle the correct answers. Ask them if they need to hear it a second time and, if so, play it again.

Check the answers with the whole class. Use this instance to check that they understand the meaning of the new words. Ask: *Marie, first name or surname? What's your first name / surname? What's the counsellor's surname?* etc.



Miss Duncan: Good morning, Are you Marie Rousseau?

Marie: Yes, Miss.

Miss Duncan: Can you spell your surname, please?

Marie: Sure! R-O-U-double S-E-A-U.

Miss Duncan: Are you French?

Marie: Yes, I am from Paris.

Miss Duncan: Are you 13?

Marie: Yes, I am.

Miss Duncan: Are you in Year 2?

Marie: No, I'm not. I'm in Year 1.

Miss Duncan: What's your phone number?

Marie: 2-9-0-9-8-5-3-1

Miss Duncan: And your email address?

Marie: mr_13@frenchmail.com

Miss Duncan: Ok, Marie, now ...

› **Answers:** 1 morning 2 13 3 2 4 29098531

AT / IC

Some Ss may not be ready to complete the task on their own. After you have checked the answers, play the audio file once more for those Ss to understand the conversation and the corresponding answers. This practice will help them to improve their comprehension skills.



Draw Ss' attention to the box. Go over how to say telephone numbers in English. You could write some examples on the bb for Ss to read. Then, you could dictate some numbers for them to write down.

CA

Discuss with Ss: How do we dictate telephone numbers? Do we say the numbers in the same way when we give mobile phone numbers and landline phone numbers? Do we say any numbers in a different way?

4 Fill in the form with Marie's information. Then, practise the dialogue with a classmate.

Ask Ss to fill in the form. They can use the dialogue from Ex. 3 to help them. They just have to find the relevant information and write it in the correct space.

Ask Ss to work in pairs playing the role of Marie and her counsellor.

› **Answers:** Marie Rousseau 13 1 mr_13@frenchmail.com 29098531

More teaching ideas

You could add some extra practice if you ask Ss to invent an identity and complete a new form. They can act out the new roles and practise the dialogue. Having fun while they interact will make this learning memorable.

The global classroom

Ask Ss to look at the reading and decide what kind of text it is. Ask them to justify their answers. They might need to use some Spanish to justify. You can repeat the information back to them in English so that they can start to make connections between the words.

Ask Ss about the name of the webpage, who they think posts on it, and what the posts are about. You can ask them to give some examples by reading parts of the text.

21st Century Skills

ICT Literacy

This is an excellent opportunity to help Ss to become aware of what kind of information they can upload safely to the internet. You can also discuss the kinds of photos they should upload. Discuss the difference between *public* and *private* sites and how 'private' the sites actually are. It is important that Ss know that once you upload a photo or a message to the internet it is not their own anymore.

IC

This is a good opportunity to discuss how Ss all over the world learn. They attend different kinds of schools but they all learn in classrooms and have teachers to help them.

1 Read and find.

Ask Ss to read the instructions and to ask you for help if necessary. This is a way to help them develop independent learning skills. It is very likely that they understand the rubric. Ask them to work individually. Give them a few minutes to complete the task.

- > **Answers:** **a** Bogotá, Mexico City, Metepec, Quito, Toronto, Ottawa, Cordoba, Paris, Milan **b** Colombia, Ecuador, Canada, Argentina, France, Italy **c** Mexican, Colombian, Ecuadorian, Canadian, French



When you check the answers, focus on individual sounds since Ss are going to read isolated words. Provide gentle correction, by repeating back correctly any words they may have mispronounced.

2 Read again and circle the correct options.

Ask Ss to do the exercise on their own. Give them a few minutes to complete the activity. Ask them to read the whole sentence to check their answers.

- > **Answers:** **1** in, He **2** His, isn't **3** are, Their **4** is, She **5** are, They **6** Italian



Check sentence stress and intonation while Ss read out their sentences.

3 Read once more and complete the descriptions.

IC

This exercise will take a bit longer and it is likely to pose different demands for different Ss. It is advisable to assign it as homework. Ss will have to read the text again and they will work individually on comprehension and spelling. You can use the checking as an activating stage at the beginning of the following lesson.

- > **Answers:** **1** old **2** great **3** funny **4** very intelligent and nice **5** fantastic **6** big and modern



SEL

This section aims to help Ss to personalise their learning. Ask Ss to complete the chart and to prepare to speak about themselves. Challenge them to speak without reading. They will gain confidence in their use of English. Also, by listening to each other speaking about themselves it will help Ss to get to know each other better. This will help to build bonds between the classmates.



Remind Ss to read the box and to start preparing their projects. Ss will need to think of the person they want to speak about and they will have to tell this person about their project.

CA

Ask Ss to find the countries mentioned in the unit on a map. Ask them if they know which continent they belong to. Ask Ss to think of a country, name the continent it is on, and name the capital city. The other classmates try to guess the name of the country.

Workbook Answers

Page 76

1

- > **1 F 2 T 3 T 4 F 5 F**

The alphabet

1 Listen and repeat the letters of the alphabet.

Tell Ss to go over the alphabet on their own. Then, play the audio file and ask Ss to repeat it.

2 Listen again and complete the table with letters from the box. Then check with a classmate.

Help Ss to realise that the colours of the letters in Ex. 1 will help them. Give Ss some time to finish and then play the audio file.

> **Answers:** 1 B 2 E 3 V 4 L 5 Z 6 A 7 K 8 U 9 I 10 O



A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

3 Do you know what these initialisms and acronyms mean? Join with a classmate and discuss.

Help Ss to figure out the difference between *initialisms* and *acronyms*. This will help them to read the ones in the box.

When you check, besides focusing on pronunciation, you could ask Ss in which contexts they would use them. This makes their learning more significant and thus, more memorable.

> **Answers:** Laugh Out Loud LOL Oh my God OMG Very Important Person VIP British Broadcasting Corporation BBC Cable News Network CNN Crime Scene Investigation CSI United Kingdom UK United States of America USA Compact Disk CD Music Television MTV Light Amplification by Stimulated Emission of Radiation LASER Zone Improvement Plan ZIP



ICT literacy

Ask the whole class why some words are in bold. Try to guide them into stating that those are key words they can use to search the internet to find information.

4 Read and practise the dialogue with a classmate. Then use your own information. Write down what your classmate says. Check if you are right.

Encourage Ss to work in pairs and check how much information they can both understand and give correctly.

Email addresses

5 Match the symbols to the meanings.

Ask Ss to work in pairs to try to solve this exercise.

> **Answers:** 1 c 2 f 3 a 4 g 5 b 6 d 7 e

6 Exchange email addresses with 4 classmates. Now you can ask about homework by email.

Explain to Ss that working together is always a positive and enjoyable way of learning. There may be times when a S is absent and the other Ss should let the missing S know about homework, etc. Therefore, it is a good idea for Ss to exchange email addresses in order to be able to contact each other about classwork.

Adjectives describing people and places

7 Put the letters in order to form words to describe the following people and places.

Ask Ss to work individually to solve this exercise. In order to check, ask them to read out each word and to spell it.

> **Answers:** 1 small 2 intelligent 3 funny 4 modern 5 fantastic 6 old

Numbers

8 Listen and put the numbers in order.

Ask Ss to tell you what the numbers have in common. Try to elicit that they all end in -y. Write a number, e.g. 24, on the bb and ask Ss to read it. Use this answer as the starting point of your teaching. Then write 2 or 3 more examples on the bb and check with the whole class.

Play the audio file twice for Ss to write the corresponding numbers. Check orally. Don't interrupt the lesson to correct, but pay attention to individual sounds.

> **Answers:** 2, 5, 10, 4, 9, 7, 3, 1, 6, 8



ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred



Write on the bb 15–50; 16–70 and read the numbers out. Draw Ss' attention to the difference in the pronunciation of the endings /ti/ and /ti:n/. Make a distinction between /i/ ['fɪf ti/ and /i:/ /fɪf 'ti:n/. Then add more pairs to the sequences 13–30, 14–40, etc. Say one number and ask Ss to point at it. Then point to different numbers and ask Ss to name them.

9 Look and complete the sequences. Use words from the box.

ICT literacy

Solving this maths problem will enhance memorising skills. In order to check, ask a different S to read each sequence of numbers.

> **Answers:** 1 28: twenty-eight 2 40: forty 3 54: fifty-four 4 75: seventy-five 5 80: eighty

Subject pronouns

1 Read and practise.

Go over the table together with the Ss. Point out to them that *they* is the plural of *he / she / it*. Ask Ss to give examples using the different pronouns, e.g.: *You are a teacher. / I'm Francisco.* etc.

Verb to be – affirmative

2 Study and complete the table.

Draw Ss' attention to the full form section of the table. Encourage them to complete it individually since all the information they need is contained in the table. This enhances critical thinking skills. Then, ask Ss to read and complete the short form section of the table, which has examples of contracted forms.

> **Answers:** 1 is 2 is 3 are 4 is 5 are



LA

Ask a S to read the information in the box. Discuss which are *formal* and *informal* situations and / or texts.

3 Complete with *am, is* or *are*.

Ask Ss to do the exercise on their own. If they have any doubts, they can check with the table in Ex. 2. Ask different Ss to read the complete sentences.

> **Answers:** 1 am 2 is 3 is 4 are 5 are

4 Rewrite sentences 1, 2 and 5 using the short form.

Follow the same procedure as in Ex. 3.

> **Answers:** 1 I'm a student. 2 Margarita's from Peru.
5 We're very happy.

5 Complete the sentences with the correct subject pronoun.

This time, Ss have to complete sentences with the correct pronouns. Ask them to use the tables in Exs. 1 and 2 for help. Check with the whole class.

> **Answers:** 1 I 2 He 3 It 4 They 5 She



Ask Ss to read the sentences aloud to get them used to producing weak and strong forms of words in phrases. Little by little, they will acquire the typical English intonation, which is stress-timed, as opposed to Spanish, which is syllable-timed.

Possessive adjectives

Ask different Ss to read the sentences in the table and check that everybody understands them.

More teaching ideas

When you work on reading and comparing structures, ask Ss from opposite ends of the classroom to read, e.g. from front to back, or from left to right. Surprise Ss so that they never know who will be next to be asked. This will focus their attention on the lesson.

6 Complete the text with subject pronouns and possessive adjectives.

ICT literacy

Encourage Ss to work individually using the tables and to ask for help only if they need to. Tell them they should only request help if they cannot solve the problem even with the tables at hand.

> **Answers:** 1 My 2 I 3 They 4 my 5 We 6 My/Our
7 She 8 Her 9 They 10 Her

Verb to be – negative

7 Study and complete the table.

Ask Ss to complete the table. Then, ask them to read the sentences aloud so the whole class can check their answers.

> **Answers:** 1 is not 2 are not 3 isn't 4 aren't



LA

Draw Ss' attention to the use of the strong form in the negative contracted form. Tell them that this happens because the negative answer is not the expected one, so we stress it. In the full form we stress *not*.

8 Read the text in Exercise 6 again and correct the following information.

Remind Ss to use the text in Ex. 6 to complete the sentences. In order to check, ask Ss to read the sentences aloud.

> **Answers:** 2 Celene, Raquel and Laura aren't in Year 9. They're in Year 7. 3 Ms Murray isn't their classmate. She's their teacher. 4 English isn't horrible. It's fun! 5 Laura isn't from Venezuela. She's from Uruguay.



Model the fall-rise intonation for contrast, e.g. [tʃə'li:n 'ɪznt ə 'ti:tʃə ɪl fɪz ə 'stju:dnt]

Verb to be – interrogative and short answers

Go over the table with Ss and draw their attention to the change in word order for questions.

Wh- questions

Go over the questions in the table with Ss. Help them to remember the meaning of the question words. They have already seen them in the reading section.



Ask Ss to look at the way in which we use the contracted form with *Wh-* questions.

9 Put the words in order to form questions. Then match them to the answers.

Ask Ss to do this exercise individually. Then, allow them to share their answers with the classmate next to them. Check the answers with the whole class.

- › **Answers:** 1 What is your name? 2 Are you in Year 1? 3 Where are you from? 4 Is Mr Brusa your teacher? 5 Am I in your class? 6 Where is our classroom?
1 b 2 f 3 a 4 c 5 d 6 e

More teaching ideas

Avoid picking out individual Ss when you check exercises. Always ask for a volunteer to give the first example.



This task aims to help Ss develop their **creative thinking** skills. In order to succeed, we should make a difference between truly creative activities and non-creative ones.



Remind Ss that these instructions are there to help them with their project and to remind them what they have to do in order to complete it successfully and on time. At this point in time they should have already decided who they are going to interview and have taken a photo of the person.

Workbook Answers

Page 77

1

- › 1 b 2 a 3 e 4 c 5 d

2

- › a morning b name c spell d surname
e telephone f email address

3

- › Ana, Navarro, 264-784-2601, ana_nav@myemail.com

Page 78

4

- › 2 France 3 American 4 British 5 China
6 The Netherlands

5

- › 1 small 2 intelligent 3 funny 4 modern

6

- › Ss' own answers.

7

- › 2 I 3 I'm 4 I'm 5 my 6 My 7 Her 8 My 9 My 10 my
11 We

8

- › 2 Yes, he is. 3 Yes, she is. 4 No, it isn't.
5 Yes, she is.

Page 79

9

- › 1 What's your name? 2 How old are you?
3 Where do you live? 4 Where are you from?

10

- › 2 Marcelo is not thirteen years old. He is fourteen years old.
3 Marcelo is not in Year 6. He is in Year 8. 4 His mother is not a dentist. She is a doctor. 5 His father is not a lorry driver. He is a taxi driver. 6 His house is not green. It is white.

11

- › 2 USA 3 Canada 4 Bogota 5 Miami
6 Vancouver

12

- › Ss' own answers.

13

- › 2 They're our teachers. 3 She's my mother.
4 We're students. 5 You're my friend. 6 It's a pen.
7 He's my brother.

14

- › 2 Their books 3 His dog 4 Her friends
5 Our brother 6 Your family

LISTENING AND SPEAKING > pages 12–13

1 Look at the picture and answer.

21st Century Skills

Ss infer information from the picture. In this instance, it is used as a brainstorming session. Accept all possible ideas and, if we consider it necessary, write some words on the bb.

SEL

This task is useful to work on **self-awareness** and **awareness of others**. It will help Ss to respect each other's opinions, even when they might disagree. There are no right or wrong answers. Different Ss might see the picture in a different way.

ESI

Discuss with Ss the value of names. Names can be chosen by parents or they can be chosen by ourselves. If our original names do not match our gender choice, we can change them. We must respect individual choices.

2 Listen to the conversation to check your answers.

Ss listen to the conversation and check whether their answers were correct or not. Play the audio file once for Ss to identify the context.

> **Answers:** 1 yes 2 at school 3 yes



You can also ask Ss to identify the attitude of the speakers. Ask them to give reasons for their answers. Explain to them that intonation sometimes changes the meaning of words.

3 Listen again and circle the words you hear.

Play the audio file a second time. Now Ss should pay attention to specific points as they will have to circle the words they hear.

> **Answers:** phone, city, teacher, class



When Ss check their answers, make sure to correct their pronunciation of specific sounds since they will be producing words in isolation.

4 Listen again. Who says each sentence? Tick (✓) the correct option.

Play the audio file for a third time. Now Ss should identify the different speakers.

> **Answers:** 1 Francis 2 Francis 3 Francis 4 Patricia
5 Patricia 6 Patricia 7 Francis



While Ss are checking their answers, correct their intonation and the flow of their language. Their speaking might sound halting because they are not actually reading the dialogue.



11 Francis: Hi! I'm Francis. What's your name?
12 Patricia: Hi, Francis. My name's Patricia. But call me Pat.
Francis: What class are you in?
Patricia: Class 7. It's on the 1st floor.
Francis: Wow! It's my class! Where are you from, Pat?
Patricia: I'm from Lisbon, the capital city of Portugal. I'm here with my mom. She is an Art teacher. What about you?
Francis: I'm from Mykonos, a beautiful island in Greece. I'm on a scholarship.
Patricia: I want to visit Greece ... So, Francis. How old are you?
Francis: I'm 14. Today is my birthday! And you? How old are you?
Patricia: Congrats! I'm 13. Let's swap telephone numbers and emails.
Francis: Great! My phone number is 287 631 209. And ...
Patricia: Wait! Wait! Could you repeat your phone number, please?
Francis: Sure! 287 631 209. And your phone number?
Patricia: It's 482 503 791. And my email is Pat.DeSouza_13@teenmail.com
Francis: Sorry. Can you spell DeSouza, please?
Patricia: Yes. Capital D – E – capital S – O – U – Z – A.
Francis: OK. Got it! Here's my email. It's Francis_best@matemail.gr
Patricia: Thanks. Oh! Here comes the teacher. Let's go!

5 Listen to the conversation and complete the form.

21st Century Skills

Ss discuss the situation in the picture. It is quite evident that the man is asking some questions to fill in the form with the girl's personal information. Draw Ss' attention to the form to prepare to complete the task. Play the audio file and allow Ss some time to fill in the form. Tell them you are going to check the answers at the end of the lesson.

► **Answers:** Course: Spanish, Name: Samantha Warwick, Age: 12, School: Kensington School, Class: Year 8, City: Brighton, Country: England, Phone number: 6423-7508, Email address: Sammy_W-14@teenmail.com

AT

It is quite possible that many Ss will not be able to complete the form. Tell them that they will have other chances to listen to the audio file and that they will be able to complete it at the end of the lesson. Try to encourage them by reminding them that sometimes we don't catch everything someone is saying, even in our own language.

Samantha: Brighton, in England.
Man: And what's your phone number, please?
Samantha: It's 6423-7508.
Man: Is it a mobile phone?
Samantha: Yes, sir.
Man: And your email address?
Samantha: It's Sammy_W-14@teenmail.com
Man: That's all, Samantha. Thanks. Now ...

Ask and say how you are

Go over the table with Ss. Draw their attention to the thumbs up and thumbs down symbols. Ask Ss to work on the dialogues in pairs.

6 Listen again and number the questions in the order they are mentioned.

Ask Ss to read the questions and try to match them to the information gaps in the form. This will help them to anticipate the possible order of the questions. Play the audio file and give Ss a few minutes to write the numbers.

More teaching ideas

You can now ask Ss to read the questions in the correct order while they try to answer them with information from the form. In this way you are checking both Exs. 5 and 6 in a meaningful way.

More teaching ideas

To make this activity a bit more fun, you can ask Ss to put on facial expressions showing how they feel. Any exaggeration will provoke laughter, and humour is always helpful to make learning memorable.

► **Answers:** 3, 1, 5, 2, 4, 6

7 Listen once more and answer.

Ask Ss to read the questions and try to anticipate the answers. You can let them work in pairs. Then, play the audio file once again and give Ss a few minutes to write the answers. Check answers with the whole class.

► **Answers:** 1 No, she isn't. 2 Brighton, in England 3 12 4 Kensington School 5 No, she isn't.



13
14
15

Man: So ... You are interested in an Italian course.
Samantha: No, sir. I'm interested in a Spanish course.
Man: OK. What's your name, please?
Samantha: Samantha Warwick.
Man: Can you spell that, please?
Samantha: Yes, of course. S - A - M - A - N - T - H - A.
Man: That's T - H - A?
Samantha: Yes, sir. And my surname ... W - A - R - W - I - C - K.
Man: How old are you, Samantha?
Samantha: Twelve.
Man: You're a student, right?
Samantha: Yes. I'm in Year 8 at Kensington School.
Man: Where are you from?

Workbook Answers

Page 80

44

Transcript

Woman: Good afternoon.
Laura: Hello. I'm here to register for the teen ballet class.
Woman: Ok, your name please?
Laura: It is Laura Allende.
Woman: How do you spell your surname?
Laura: A-L-L-E-N-D-E
Woman: And what is your address?
Laura: 22 West Street
Woman: And your telephone number and email?
Laura: My telephone number is 275-964-0828. And my email is laura_allende@myemail.com.
Woman: And what classes do you want?
Laura: The 4:30 class.
Woman: The 4:30 class is full. The 5:30, 7:30 and 8:30 classes are available. Which one is best for you?
Laura: The 5:30.
Woman: Perfect. Your first class is on Thursday.

1

► Laura, Allende, 22 West Street, 275-964-0828, laura_allende@myemail.com

2

► 1 full 2 Thursday 3 teens

Ask Ss if they have heard of Marie Kondo. If they haven't, tell them to look at the photo and try to guess her profession.

Write about a person you know

1 Complete the text about Marie Kondo with words from the box.

Ask Ss to work individually to try to complete the text with the words from the box. Tell them to go back to the reading section and to the grammar section if they need to check something. Encourage them to find the necessary information in the book or in their notes. This practice will help them to develop learner autonomy. Ask volunteers to read a sentence of the text each to check answers with the whole class.

> **Answers:** 1 Japanese 2 from 3 but 4 live 5 is 6 she 7 her 8 and 9 from 10 to



Read the information together with Ss. Ask them to give some examples of sentences with *and* and *but*.

IC

Some Ss are more reserved than others and do not like reading in front of their classmates. They feel uncomfortable. Ask volunteers to read and check, especially at the beginning, until all Ss in the class have enough confidence to read out loud or check their answers.

2 Complete the form with information about your special person at school.

Ss work on their project. They have to fill in the form with information about the special person they have chosen. In order to do so, they have to interview this person. Remind Ss that they should prepare their questions in advance so that they do not forget to ask for any important details for the form.

3 Write a paragraph using information from Exercise 2. Add a picture to accompany the text. Use the text about Marie Kondo to help you.

Ss write a paragraph similar to the one about Marie Kondo.

More teaching ideas

When Ss attempt to write a text at the early stages of their learning, they lack the necessary vocabulary and grammar to complete the task on their own. It is advisable to work on guided writing, where Ss only need to change a few elements of the basic structure of the sample.

Then, ask Ss to swap their work with the classmate next to them to check errors. They will be working on **peer assessment**.

More teaching ideas

21st Century Skills

Swapping work is a very important practice in language learning. Ss will learn to interpret other classmates' work and realise how some mistakes prevent understanding. Spotting a classmate's errors will also help Ss to become aware of their own errors. This is a really enriching stage in the process. Ss will value the feedback they receive from their peers in a somehow 'private' way before they have to read their work aloud to the class. This enhances **collaboration skills**.

Ask for a volunteer to read their text. Tell the class that anyone can propose a correction to a possible mistake.



Just a reminder that everything they learn as they progress through the unit is useful for the completion of their final task.

A special person at school

Ask Ss to go over the instructions and to use them to complete their task. Fix a date for the presentations.

Now, Ss have their texts to introduce their special person at school. They have to decide whether they are going to prepare a slide presentation or show a poster. Remind them that they have to be creative and that they can add more than one photo of the person if they like. Ask them to choose pictures that show why the person is important. A picture should show where the person usually works at school.

Discuss with Ss the idea that presenting in front of others might make them nervous, but they will feel more confident if they rehearse at home first. They can even have some notes in front of them to guide their presentation.

Agree beforehand on the points you will consider when you assess the presentations. If possible, give Ss a grid with these points written down so that they pay attention to these issues while they prepare their final task.

Make sure Ss understand that these presentations, while they are used for assessment, should be fun for them to do. They should try to enjoy the presentation and learn from the feedback. Write your feedback while Ss are presenting their work. Then give them the document so they can read your comments and come back with any potential questions afterwards. This will avoid putting any S on the spot, making them feel uncomfortable.

SEL

When Ss present their projects, remind them that they must respect their classmates' work. They have to understand that everyone has a different perspective.

The presenters must make an effort to help their classmates to understand what they are saying. They must speak at a pace that allows others to take down notes.

These presentations are a great opportunity for everybody to empathise with others because they know that every S will be in the same position at some point in the lesson.

My learning record

This section has been designed to help Ss to reflect on all the lexical, grammatical and conceptual content they have been working on throughout the unit.

Guide Ss while they go over the items and decide whether they have been able to achieve them or not. Encourage them to ask about areas that might not be clear enough yet.

In order to confirm that they can actually produce the language functions covered in the unit, read them out one by one and have Ss give examples. If they still have difficulties, plan a revision session to reinforce the content they are unsure of.

Workbook Answers

Page 81

1

- > 1 Canadian 2 Colombian 3 French 4 Mexican 5 Ecuadorian

2

- > 1 Sally is from Canada. She's Canadian 2 They are from Colombia. They're Colombian. 3 He is French. He's from France. 4 We are Mexican. We are from Mexico. 5 I am from Ecuador. I am Ecuadorian.

3

- > 1 isn't 2 aren't 3 aren't 4 isn't

4

- > 1 14 2 26 3 90 4 74 5 12 6 19

5

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

7

- > 1 and 2 but 3 and 4 and 5 but 6 and