

# 1

## Me and my life

### 1A New friends



Who is your oldest friend? What does he or she look like? Tell a partner or the class.

Hi Grandma! These are my new friends!

#### Vocabulary Describing people

**1 a** Who are the people in the photo? Which is the funniest?



a beard brown blue clever curly dark fair funny freckles friendly glasses kind long medium height medium length nice nice smile quite tall quite small red short shy sporty straight wavy

**b** In pairs, put the words and phrases in the box in the correct columns. Some can go in more than one column.

hair	eyes	face	body	personality
fair	dark			

**c** 1.08 Listen and repeat. Find as many of the words as you can in the photos.

**2 a** Complete the beginning of Jed's conversation with Grandma with words from the box.



**b** 1.09 Listen and compare your answers.

#### Look! Order of adjectives

Describing hair: length, type, colour  
*She's got long, wavy, dark-brown hair.*  
 Describing eyes: type, colour  
*He's got big, green eyes.*

**c** Describe the real Alfie and Elsa. Work with a partner and write the descriptions.

**d** 1.10 Listen to the rest of the conversation and compare your ideas.

**3** Describe a famous person that your partner should know. Your partner can ask three Yes/No questions to guess who it is.

She's got long, straight, dark hair and brown eyes. She's medium height with a nice smile. She's funny.

Is she a pop star?

No, she isn't.

# 1 Me and my life

## Unit objectives

- describe people in speech and in writing
- talk about activities you do
- talk about your school subjects and timetable
- describe and compare pictures
- describe the place where you live

## Language

**Grammar:** present simple; adverbs of frequency; present continuous; stative verbs

**Vocabulary:** describing people, school and school subjects; classroom objects

**Everyday English:** asking for and giving permission

**Project:** My life in pictures

**Culture:** Famous homes

**Learn through English:** Artists' self-portraits (Art)

## 1A New friends

### Supplementary materials

Workbook: pages 2–3, exercises 1–9

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

### You First

Clarify the meaning of *oldest friend* by eliciting or explaining that the expression refers to the friend you have known the longest, not to the friend with the most advanced age. Give Sts time to talk about their friend in pairs, or elicit some responses as a whole class.

## Vocabulary Describing people

### 1a

- Discuss the questions as a whole class.

Jed's friends: Alfie, Lily, Elsa  
Students' own answers.

### b

- Give Sts time to complete the table in pairs, then check answers.

**hair:** (fair), (dark), brown, short, medium length, red, straight, curly, long, wavy

**eyes:** (dark), blue, brown, glasses

**face:** nice smile, glasses, freckles, a beard

**body:** medium height, short, quite small, sporty, quite tall

**personality:** funny, kind, friendly, clever, shy, nice

**EXTRA SUPPORT** Sts could use a dictionary to check the meaning of words to help them complete the task.

### c 1-08

- Play the audio for Sts to listen and check answers.
- Play the audio again with pauses for Sts to practise pronunciation.
- Get Sts to say items from the table and to point to the corresponding details in the photos.

**EXTRA IDEA** Sts add as many items to each column as they can think of. You could do this as a race and set a time limit. The student with the most correct words added wins. When eliciting suggestions, build up a list on the board and drill pronunciation as necessary.

### 2a

- Give Sts time to complete the task. Get them to compare their ideas in pairs.

### b 1-09 Audio script pT86

- Play the audio for Sts to listen and check their answers.
- Focus attention on the advice in the **Look!** box. To check comprehension, ask Sts to use the words from the answers to make one sentence about a person's hair and one about a person's eyes, using at least two adjectives in each example.

glasses, medium, straight, fair, brown, tall, kind, funny

### c

- Give Sts time to complete the task in pairs. Remind them to use the adjectives in the correct order.
- Get them to compare their answer with another pair's.

### d 1-10 Audio script pT86

- Play the audio for Sts to listen and check their answers.

Karim's quite short with short, straight, fair hair. He's very friendly. And Jed thinks he's very clever!  
Elsa's got long, dark, wavy hair, and a nice smile.

### 3

- Give Sts a minute or so to think of a famous person they could describe.
- In pairs, Sts give their descriptions and answer their partner's three questions. Can any of the Sts guess the identity of the famous person?

**EXTRA IDEA** Sts could swap partners, and repeat the activity. Can their new partners do better?

► **Workbook** page 2, exercises 1–4



## Grammar Present simple + adverbs of frequency

### 4a 1•11

- Play the audio for Sts to listen and follow the dialogue. Elicit the answer from the class.

She knows that Jed lives next door to Lily, that he's from Australia, that he's friendly, and that he likes surfing.

**EXTRA IDEA** Play the audio again, and get Sts to read along, trying to copy the rhythm, intonation and pronunciation of the speakers as closely as possible.

#### b

- Check comprehension of the term *verbs* by eliciting a translation or a few examples of the word class.
- Give Sts time to complete the task, then elicit answers. Build up a list on the board.

know, lives, looks, surfs, runs, catches, (hardly ever) sleep, stays, does he do, he doesn't, believe

#### c

- Give Sts time to complete the chart, then check answers.

1 knows 2 (don't) know 3 doesn't 4 know 5 Do  
6 Does 7 know

**EXTRA CHALLENGE** Sts could refer back to the list of verb forms from exercise 4b and identify which of the model forms in the chart they are like.

#### d

- Sts complete the rule. Check the answer as a whole class.

b

**EXTRA SUPPORT** Before Sts complete the rule, elicit a translation for each option to clarify their meaning.

### Additional grammar notes

When a verb ends in *-s*, *-sh*, *-ch*, *-x* or *-o*, we add *-es* in the third person singular. When it ends in *-y* (that follows a consonant, like in *try*), we change it to *-ie-*, then add *-s*. (When *-y* follows a vowel, we don't make this change, e.g. *play* → *plays*.)

### 5a

- Give Sts time to find the adverbs in the dialogue and complete the chart.
- Sts compare ideas in pairs before checking as a class.

hardly ever, sometimes, often, usually

**EXTRA SUPPORT** Get Sts to find the adverbs in the dialogue first. Elicit the adverbs and ask for translations to check meaning. Sts then complete the chart.

#### b

- Give Sts time to write the questions, then check answers.

1 Do you play football?  
2 Does your mum or dad drive to work?  
3 Do your friends listen to music?  
4 Does your teacher give you homework?

#### c

- Focus on the example and elicit the rule for short answers (we don't normally just say *yes* or *no*, we also add an appropriate pronoun and the auxiliary). If necessary, check the rule in the Grammar summary at the back of the book.
- Give Sts time to complete the task in pairs. Monitor the correct use of the present simple.

Students' own answers.

**EXTRA CHALLENGE** In their pairs, Sts could write another two questions each, using the present simple, then ask and answer them to extend their discussion.

► **Workbook** page 3 exercises 5–7

► **Photocopiable** Grammar and Vocabulary

## Writing

### 6a

- Give Sts time to complete the task.
- Allow them to compare answers in pairs before checking as a class.

1 medium 2 hair 3 eyes 4 smile 5 good 6 usually  
7 music 8 concerts

► **Workbook** page 3, exercises 8–9

#### b

- Sts write a description using the text in exercise 6a as the model.
- Exercise 6b could be done as homework, leaving exercise 6c for the next lesson.

**LANGUAGE NOTE** Point out the difference in meaning and grammatical structure between *be like* (has a similar personality) and *look like* (has a similar appearance). The collocation *look like* is used the same way as a single verb.

#### c

- In pairs, Sts swap their descriptions or read them aloud for their partner to guess the person.


Students' own answers.

### Extra

Before Sts begin, check that they understand the task by demonstrating it first yourself. Draw a face, describe it, and get Sts to draw their own versions from the description. Sts do the task in pairs.

**EXTRA IDEA** Bring photos to class of famous people Sts are likely to be familiar with. Make copies so each group of Sts can have one. Cut up the photos to show different features of the person in them. Mix up the pieces of a number of photos, and give a set to each group. Begin describing a person from the original photo. Sts must select the correct piece from the jumbled collection. As soon as they identify a person, they must raise their hands and call out the name. Each famous person that is correctly identified wins a point. The team with the most points after all the people have been identified wins the game.

## Grammar Present simple + adverbs of frequency

4 a  1.11 Read and listen to the dialogue. What does Elsa know about Jed?



**Fred** Hey Elsa. Do you know that boy? The tall one with the short, fair hair?

**Elsa** That's Jed. I don't know him very well. He lives next door to Lily. He's from Australia.

**Fred** Cool. He looks sporty.

**Elsa** Oh, he's a surfing champion. In Australia he always surfs every day, in summer and winter. And he often runs with kangaroos, and he sometimes catches crocodiles at weekends. Oh, and he hardly ever sleeps in a bed. He usually stays outside in a tent.

**Fred** Wow! Does he really do all of that?

**Elsa** No, of course he doesn't. You believe anything, Fred.

**Fred** No, I do not!

**Elsa** He's funny and friendly. Go and talk to him. Or are you shy?

**Fred** No, I'm not!



**b** Write the questions in the correct form.

- 1 you / play football?
- 2 your mum or dad / drive / to work?
- 3 your friends / listen / to music?
- 4 your teacher / give / you homework?

**c** Ask and answer the questions with a partner. Use adverbs of frequency.

Do you play football?

No, I don't. I never play football!

► **Workbook** page 3, exercises 5–7

## Writing

6 a **Get ready to write** Complete the description with the words in the box.

concerts eyes good hair medium  
music smile usually

One of my best friends is Ryan. He's <sup>1</sup> height with dark, straight <sup>2</sup> and brown <sup>3</sup>. He's got freckles and a nice <sup>4</sup>. He's very friendly. He's a <sup>5</sup> student and he <sup>6</sup> works hard at school. He loves <sup>7</sup> and in his free time he plays the drums. He sometimes plays in <sup>8</sup> at school.



► **Workbook** page 3, exercises 8–9

**b** Write a description of a famous person or classmate. Do not include their name.

- 1 What does he / she look like?
- 2 What is he / she like?
- 3 What does he / she do?


**c** Can your partner guess who it is?

**b** Find the present simple verbs in the dialogue.

**c** Complete the chart with the correct forms of *know*.

+	I / you / we / they	<u>know</u>	him.
	He / she / it	<sup>1</sup> _____	
-	I / you / we / they	<u>don't</u> <sup>2</sup> _____	him.
	He / she / it	<sup>3</sup> _____ <sup>4</sup> _____	
?	<sup>5</sup> _____ I / you / we / they	<sup>7</sup> _____	him?
	<sup>6</sup> _____ he / she / it		

**d** Choose the correct alternative to complete the rule.


 We use the present simple to talk about:

- a things happening now.
- habits and regular activities.

5 a Complete the chart with adverbs of frequency from the dialogue.

0%	→	100%
never	_____	always



 Work with a partner.

**Student A** Draw a funny face in your notebook. Don't let your partner see it! Describe your drawing.

**Student B** Draw the face you hear your partner describe.

Look at your pictures. Are they the same? Now swap!



# 1B New school



What are the best things about school?

## Vocabulary School and school subjects

- 1 a** Look below. How many things in the picture can you name in one minute?  
**b** Match the words in the box to the picture. Which words are new for you?

bookshelf clock coursebook dictionary interactive whiteboard  
 notebook paint pen pinboard projector ring binder ruler tablet  
 timetable waste-paper basket

**c** 1.12 Listen and check. Listen again and repeat.

**d** Work with a partner. Point to something in the picture or the room. Your partner says the word.



- 2** 1.13 Match the school subjects to the definitions. Listen and check.

Art Biology Chemistry English  
 Geography History IT Maths  
 PE Physics

In this subject, you learn about...

- 1 the language of the UK and USA.
- 2 how numbers work.
- 3 countries of the world.
- 4 important periods in the past.
- 5 the natural world.
- 6 sport and health.
- 7 computers.
- 8 painting and design.
- 9 what everything is made of.
- 10 how things move and make energy.

- 3** 1.14 Listen to the conversation. Whose timetable is this? Sarah's or Scott's?

	9.00	10.30	12.00	1.00	2.00
Monday	English	Maths	Lunch	Biology	Chemistry
Tuesday	History	Geography		Physics	Chemistry
Wednesday	IT	Maths		PE	Art
Thursday	English	Geography		Art	Biology
Friday	History	IT		PE	Physics

- 4 a** Draw a timetable like the one above. Put each subject from exercise 2 in twice. Do not show your partner.  
**b** Now ask and answer questions with your partner. If you have the same class at the same time, shout *Snap!*

What have you got on Monday at nine o'clock?

I've got Maths at nine o'clock. What about you?

▶ Workbook page 4, exercises 1-3



# 1B New school

## Supplementary materials

Workbook: pages 4–5, exercises 1–6

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

## You First

You could do the activity as a brief discussion in pairs, groups or with the whole class. Alternatively, you could do it as a poll. Sts each write what they think are the three best things about school. Collate results, and record the tally for each thing mentioned on the board to find out which things got the most votes.

## Vocabulary School and school subjects

### 1a

- Do it as a race. Set the time limit and get Sts to write a list. The person who mentioned the most correct items wins.

### b

- Give Sts time to complete the matching task, then compare their answers in pairs.

### c 1-12

- Play the audio for Sts to listen and check their answers.
- Play the audio again for Sts to repeat the words and practise pronunciation.

1 clock 2 projector 3 interactive whiteboard  
4 timetable 5 bookshelf 6 dictionary 7 ruler  
8 pinboard 9 waste-paper basket 10 pen 11 paint  
12 tablet 13 notebook 14 ring binder 15 coursebook

## Additional pronunciation notes

Compound nouns (*bookshelf, coursebook, notebook, pinboard, ring binder, timetable, whiteboard*) are often pronounced with only one main stress on the first component word.

### d

- In pairs, Sts take turns to point and to name things.
- You could do exercise 1d as a game. Give one point for correctly naming an item. Play an equal number of rounds. The student with the most points wins.

### 2 1-13

- Sts read the definitions, and ask you about any unfamiliar words. Elicit an example, definition, or translation from the rest of the class in case any Sts know before you give your own response.
- Give Sts time to do the matching task.
- Play the audio for Sts to listen and check answers.
- Quickly drill the pronunciation of all the subjects.

1 English 2 Maths 3 Geography 4 History 5 Biology  
6 PE 7 IT 8 Art 9 Chemistry 10 Physics

**EXTRA IDEA** Sts cover the definitions. You name a subject, and call on a student to give a definition in their own words. Ask the rest of the class to check and confirm or correct the response. Continue with all the subjects in exercise 2. Alternatively, this could be done in pairs with Sts taking turns to test each other.

### 3 1-14 Audio script pT86

- Play the audio for Sts to listen and check the data in the timetable against the information they hear. Elicit the answer, and also what information helped.

Sarah's (she has Art on Thursday afternoon, but Scott has IT)

### 4a

- Give Sts time to draw a timetable and complete it with the names of subjects. Check that each timetable is completed before proceeding to the next task.

### b

- Sts do the task in pairs.

**EXTRA CHALLENGE** To extend the pool of school subjects, elicit the names of any subjects Sts are studying which were not covered in exercise 2. If they don't know the subject in English, give them the word to record in their notebooks, and quickly drill its pronunciation, too.

**EXTRA IDEA** You could use the timetables Sts have completed exercise 4a to play Bingo as a class. Complete a timetable yourself, then start describing the subjects in it. Sts listen and mark the items that match their own timetables (same subject in the same time slot). The first person to mark five subjects in matching positions shouts *Bingo!* (If you want to keep the activity running for longer, continue until someone makes six matches, or seven and so on.)

► **Workbook** page 4, exercises 1–3

## Grammar Present continuous

### 5a 1-15

- Play the audio for Sts to listen and read. Check answers.

Alfie is bored. He's trying to write about Shakespeare and he's not feeling very well. His pen isn't working. He's feeling very hungry.

### b

- Give Sts time to find the correct verb forms to complete the sentences. Allow them to compare their answers in pairs before checking as a class.

1 'm 2 're 3 's 4 'm not 5 aren't 6 isn't 7 Are 8 are

### c

- Sts complete the table with the correct forms. Allow them to compare answers in pairs before checking as a class.

1 'm (am) 2 're (are) 3 's (is) 4 aren't (are not)  
5 isn't (is not) 6 Are

**EXTRA CHALLENGE** Sts write down all the possible forms of the present continuous for all the pronouns (using any main verb). Get them to complete the full table for the verb tense on the board for the class to check and copy.

### Additional grammar notes

We use full forms (*I am studying, You are not concentrating, etc.*) in more formal writing, and contracted forms in speech and less formal writing (*I'm studying, You aren't concentrating*).

In questions, we only use contracted forms if the auxiliary is negative (*Aren't you coming?*).

In negative sentences, there are two different ways to contract the verb + *not* (*You aren't concentrating; You're not concentrating*) except with *I*, which only has one possible contracted form (*I'm not studying*).

We always use full forms in positive short answers (*Yes, I am.*) but we can use both forms in negative short answers (*No, we are not; No, we aren't / No, we're not*).

### d

- Elicit the answer.

a

### 6a

- Monitor the two-minute limit as Sts memorize details. Remind them not to take notes!

### b

- Give Sts time to recall as many details as they can in pairs.
- You could ask them to write down each sentence in the present continuous about the details they remember.
- Elicit answers and ask Sts to confirm, reject or correct details.
- Sts look at the picture to check their ideas. What, if any, details did they get wrong?

**EXTRA SUPPORT** In each pair, one of the Sts looks at the book and tests the other's memory for a minute, then they swap roles to cover the remaining details.

➔ **Workbook** page 5, exercises 4–5

➔ **Photocopiable** Grammar and Vocabulary

## Listening

### 7 1-16 Audio script pT86

- Play the audio for the Sts to listen and complete the notes, then compare ideas with a partner.
- Elicit answers. Invite Sts to comment on, correct or confirm each suggestion offered.

### Possible answers

- History: they're looking at the clock / waiting for lunch break
- Science: they're doing an experiment wrong / mixing two liquids with a ruler / making a mess
- Art: they're making a mess / throwing paint
- Maths: they're trying to borrow a ruler / sleeping

**EXTRA SUPPORT** Play the dialogues one by one, with Sts comparing ideas immediately after each one. You could also do the first dialogue together as a class to provide a model.

➔ **Workbook** page 5, exercise 6

## Speaking

### 8a

- Check that Sts understand the instructions before they start preparing for the speaking task. Remind them to make notes about their own image. Ask them to cover their partner's image as they prepare.

### b

- Check comprehension of the verbs in the box by asking a volunteer to mime each one.
- Give Sts time, in pairs, to complete the comparison activity, without looking at each other's image.

### Possible answers

- A** Josh and Sam are cleaning the board.  
**B** Josh and Sam are writing on the board.  
**A** Emma is closing the window.  
**B** Emma is opening the window.  
**A** Rona and Fred are organizing the contents of their pencil case together.  
**B** Rona is organizing the contents of her pencil case alone.  
**A** Dan is pinning a picture on the noticeboard.  
**B** Dan is pinning some rules on the noticeboard.  
**A** Alex is putting a book on the shelf.  
**B** Alex is taking a book off the shelf.  
**A** Henry is throwing something in the bin.  
**B** Nobody is throwing anything in the bin.  
**A** Kristen and Celina are tidying their bags.  
**B** Ian, Henry and Celina are tidying their bags.

**EXTRA IDEA** Sts mime various activities for their partners to guess what they are doing. e.g.:

- A** Are you sending a text message?  
**B** No, I'm not.  
**A** Are you posting something on Facebook?  
**B** No, I'm not.  
**A** Are you playing a game on your phone?  
**B** Yes, I am.

### Extra

You might like to set a concrete target for the number of sentences to write, or a time limit for writing, before Sts compare ideas in pairs.

**Grammar Present continuous**

**5 a** **1.15** Read and listen to the text messages. What are Alfie's problems?



**b** Find the present continuous forms in the text messages. Complete the sentences with the correct forms.

- 1 I \_\_\_ studying Maths.
- 2 You \_\_\_ interrupting me!
- 3 My teacher \_\_\_ watching me!
- 4 I \_\_\_ feeling well.
- 5 You \_\_\_ concentrating.
- 6 My pen \_\_\_ working.
- 7 \_\_\_ they cooking pizza?
- 8 What \_\_\_ you doing?

**c** Complete the table with the correct forms.

+	I	1 ___	studying.
	You / We / They	2 ___	interrupting.
	He / She / It	3 ___	watching me.
-	I	'm not	feeling well.
	You / We / They	4 ___	concentrating.
	He / She / It	5 ___	working.
?	Am	I	interrupting you?
	6 ___	you / we / they	cooking pizza?
	Is	he / she / it	working?

**d** Choose the correct alternative to complete the rule.

- We use the present continuous to talk about:
- a activities happening now.
  - b habits and regular activities.

**6 a** Look at the picture of the classroom on page 10 for two minutes. Close your books.

**b** Work with a partner. Remember what the students are doing. Then look and check.

Two students / Celina and Amy are playing cards.

> **Workbook** page 5, exercises 4–5

**Listening**

**7** **1.16** Listen to four dialogues. What subjects are the students studying? What are they doing? Make notes and compare with a partner.

	subject	doing?
1		
2		
3		
4		

> **Workbook** page 5, exercise 6

**Speaking**

**8 a** **Get ready to speak** Work with a partner. What are the differences between these two pictures?

**Student A** Go to page 86.

**Student B** Go to page 87.

Look at your picture and make notes about what the people are doing.

**b** Ask and answer questions to find the differences. These verbs might be useful:

clean close organize pin put  
throw tidy write

What are Josh and Sam doing in your picture?

They're writing the date on the whiteboard.  
Are they doing the same in your picture?

No, they aren't. In my picture, they're...



What are people in your class or in the school doing right now? Write sentences. Compare ideas with a partner.



# 1C New home



Imagine your ideal place to live. What's it like? What are you doing right now in this place? Tell your partner.

## Reading and Speaking

**1 a** Look at the webpage posts. What places do you think you can see in the photos?

**b** Look at the words in the box below. Can you connect any of the words to the places in the text? Look quickly at the posts to check.

cold dangerous mountains  
old rainforest wildlife

**2 a** Work with a partner.

Student A Read the text about Chantal.

Student B Read the text about Dwayne.

**b** Ask and answer the questions about your partner's text.

- 1 Where is he / she from? What is it like?
- 2 Where does he / she live now?
- 3 What are the differences between the places?
- 4 In the photo, what activity is he / she doing?
- 5 How does he / she feel about the move?
- 6 Can you give one more piece of information from the text?

**c** Which of the four places do you think is the best and the worst to live in? Why? Discuss with a partner.

> **Workbook** page 6, exercise 1



## Kids on the move

Are you living in a new place? How does it compare to your old home? Share your experiences here!

**A**

Hello, I'm Chantal and I'm from Falaise in the north of France – most of my family live there. It's small, friendly and very old. But now I'm living in Panama City, South America. It's on the other side of the world! It's a huge, modern city. We're staying here for two years because my parents have good jobs. They work in a big bank in the centre and I go to a French school.

This city has got a forest! Today, we're visiting the Rainforest Discovery Center and at the moment I'm taking photos of all the colourful birds that are flying around in the trees. I often take photos of the amazing wildlife. I miss France, but I like it here – I think it's exciting.



**B**

I'm Dwayne from Chicago, USA. You can see that Chicago is a huge, busy city and the people are always rushing around. It's very noisy and some parts can be dangerous.

My new home is in Bergen, Norway. My dad has a new job at the university. The winter here is usually very cold and the nights are very long. In this photo, I'm skiing to school! Weird! It's relaxed and quiet here. Most people speak English, but I'm learning Norwegian in my new school because I need to understand it. I have lessons every day. At the moment, I really miss my old home – the way of life is so different here. But it's starting to feel normal. I really want to go to the mountains to learn to snowboard!





# 1C New home

## Supplementary materials

Workbook: pages 6–7, exercises 1–7

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

## You First

Set a time limit, e.g. two minutes, for Sts to make notes about their ideal place to live before they begin sharing ideas in pairs. Ask some volunteers to share something interesting they heard from their partners.

## Reading and Speaking

### 1a

- Elicit Sts' ideas. Ask the rest of the class if they agree or disagree.

a small town, a jungle / rainforest, a big city, mountains

### b

- Ask Sts to scan the text quickly to find out what four places are mentioned (*Falaise, Panama City, Chicago and Bergen*). Give them time to match the words to each place.
- Elicit ideas as a class and invite comments from the Sts.

cold: Bergen  
 dangerous: Chicago  
 mountains: Bergen  
 old: Falaise  
 rainforest: Panama City  
 wildlife: Panama City

### 2a

- Give Sts time to read their text. Remind them to notice the key pieces of information.

**EXTRA SUPPORT** Allow Sts to take notes and to look ahead at the questions in exercise 2b to decide what details are important.

### b

- Sts ask the questions from the exercise, and give answers about their own texts. Ask them to make notes of their partner's answers.

**A**

- Chantal's from Falaise, in France. It's small, friendly and very old.
- She lives in Panama City, in Panama, South America.
- Panama City is on the other side of the world from Falaise. It's huge and modern, while Falaise is small and friendly.
- She is taking pictures of birds.
- She misses France, but she thinks Panama City is exciting.
- There is a forest in the city.

**B**

- Dwayne's from Chicago, in the USA. It's a huge, busy city. It's noisy and sometimes dangerous.
- He lives in Bergen, in Norway.
- Bergen is relaxed and quiet, while Chicago is noisy, busy, huge and sometimes dangerous. The way of life is very different.
- He is skiing to school.
- He really misses his old home, but he's getting used to it.
- He's learning Norwegian at school.

**EXTRA CHALLENGE** Encourage Sts to answer from memory, without looking back at the text.

**CULTURE NOTE** **Norway** is a country in Northern Europe, situated along the Western and Northern shore of the Scandinavian Peninsula. It has a population of 5.3 million. The capital city is Oslo. **Bergen** is the second largest city, with 252,000 inhabitants. Norwegian is the official language of Norway. It has two official written forms, Bokmal and Nynorsk – and many spoken dialects.

**Panama** is a country in Central America, lying between Costa Rica and Colombia. It has a population of just over 4 million, nearly half of whom live in the capital, **Panama City**. The official language is Spanish, but English is also widely spoken.

**Falaise** is a small town with only around 8,000 inhabitants in the Normandy region of north-western France.

**Chicago** is the third largest city of the United States by population, with over 2.6 million inhabitants. It lies in the state of Illinois, on the southern shore of Lake Michigan.

### c

- Give Sts time to discuss the questions in pairs. Elicit suggestions and ask Sts to give reasons.
- Alternatively, assign each corner of the classroom to one of the four places. Ask Sts to stand in the corner representing the place they prefer. In each corner, ask Sts to come up with three reasons why the place is the best, and one why it might not be. Then form groups that ideally have representatives of each of the four places, and give them two or three minutes to come to an agreement about which place is best, and why. Get some feedback as a whole class.

► **Workbook** page 6, exercise 1



## Grammar Present simple and continuous; stative verbs

### 3a

- Give Sts time to complete the task.
- Get them to look back at the text on page 12 to check their answers.

're visiting (present continuous); work, go (present simple)

### b

- Give Sts time to find the examples, then compare their answers in pairs before checking as a class.
- If necessary, point out that *to understand*, *to learn* and *to snowboard* are *to* infinitives which have the same spelling as the present simple.

**present simple:** live, have, work, go, has got, take, miss, like, think, (can) see, (can) be, speak, need, want

**present continuous:** 're staying, 're visiting, 'm taking, are flying, are...rushing, 'm skiing, 'm learning, 'm getting

### c

- Sts complete the rule and compare ideas in pairs before checking as a class.

habits, regular, now

**EXTRA SUPPORT** Before Sts complete the rule, check or clarify the meaning of *habits*, *regular* and *temporary* by eliciting or providing a definition, example or translation.

### d

- Sts do the task individually, then compare ideas in pairs before you check answers.

**present simple:** usually, every day, always, often

**present continuous:** today, now, in this picture, at the moment

#### Possible answers

Now I'm living in Panama City. Today, we're visiting the Wildlife Discovery Center. At the moment I'm taking photos of all the colourful birds that are flying around in the trees. In this picture, I'm skiing to school!

**EXTRA SUPPORT** Before Sts work on their own, find one example time expression for each tense as a class.

**EXTRA CHALLENGE** Sts come up with further adverbials that usually go with either tense, e.g. *sometimes*, *regularly*, *never* and *these days*, *right now*, and so on.

### 4a

- Elicit the answers as a whole class.

They are all in the present simple. The verbs *love* and *know* don't appear in the text.

### b

- Sts complete the rule, and compare ideas in pairs before checking as a class.
- Check comprehension of the rule by eliciting a translation.

a state, an activity

### 5

- Give Sts time to complete the task. Allow them to compare answers in pairs before checking as a class.

- |                 |              |
|-----------------|--------------|
| 1 a works       | b 's working |
| 2 a are...going | b go         |
| 3 a 'm taking   | b takes      |
| 4 a play        | b 's playing |

► **Workbook** page 6, exercises 2–4

► **Photocopiable** Grammar and Vocabulary

## Listening

6a 🎧 1•17 Audio script pT87

- Play the audio twice for Sts to listen and record the missing information. When playing it the second time, pause after each segment to give Sts a chance to confirm and write down their answers.
- Sts compare ideas in pairs before checking as a class.

8.15	he walks to school	he's waiting at the bus stop
12.00	he eats outside	he's eating in the school cafeteria
4.30	he goes surfing and swimming	he's playing squash
7.00	they eat barbecue outside	they're eating fish and chips in a café

**EXTRA SUPPORT** To make the task easier, work with each of the four segments, checking answers after each stage.

### b

- Elicit any further details Sts can recall. Ask Sts to confirm or correct suggestions.
- Play the audio once more to check whether the Sts' suggestions were correct.

Students' own answers.

**EXTRA CHALLENGE** Get Sts to work in groups to try and reconstruct the entire text as accurately as possible from their notes. Once each group is satisfied with their text, play the audio again to check. Discuss any details that caused difficulties.

► **Workbook** page 7, exercises 5–7

## Speaking

### 7

- Before they begin groupwork, demonstrate the task to the Sts. Once they have read through the example, get them to guess an activity you have thought of.
- Sts repeat the task in groups, making sure each person has a chance to think of an activity. Who needed the fewest guesses?

### Extra

Give Sts a few minutes to write up to eight questions they would like to ask Jed.

In pairs, Sts take turns to play Jed and the interviewer. Monitor the correct use of the present tenses and make a note of any persistent errors in form or usage to go over at the end of the activity – but refrain from interrupting the conversations.

**EXTRA SUPPORT** If Sts find it difficult to improvise answers, allow pairs to swap their lists of questions for a minute – to allow those playing Jed to think of possible answers before the role-play.

## Grammar

### Present simple and continuous; stative verbs

- 3 a** Complete the sentences from the web posts. Which is present simple and which is present continuous?

Today we \_\_\_ the Rainforest Discovery Center.

They \_\_\_ in a big bank in the centre and I \_\_\_ a French school.

- b** Find all the examples of these tenses in the web posts.

- c** Complete the rules with *now*, *habits*, and *regular*.

☞ We use the present simple to talk about \_\_\_ and \_\_\_ activities.

We use the present continuous to talk about activities happening \_\_\_ and temporary activities.

- d** Match these expressions to the two tenses. Find some examples in the text.

today      now      usually      every day

present simple

present continuous

always      often      in this photo      at the moment

- 4 a** Find these verbs in the text again. Which tense are they? Which verbs can you *not* find?

☞ Stative verbs:

have got    know    like    love    need  
think    want

- b** Complete the rule with *an activity* and *a state*.

☞ We don't normally use the continuous tense with these verbs because they describe \_\_\_ not \_\_\_.

- 5** Complete the sentences with the same verb in the correct form.

1 a My mum \_\_\_ (work) in a bank. She enjoys it.

b At the moment, he \_\_\_ (work) hard for his exams.

2 a Where \_\_\_ you \_\_\_ (go) now? Can I come?

b They often \_\_\_ (go) by bus to school.

3 a I \_\_\_ (take) the dog for a walk now. I'll be back soon.

b My dad \_\_\_ (take) me to drama club every Saturday.

4 a In the summer, I \_\_\_ (play) tennis every day.

b She \_\_\_ (play) really well in this match. I think she's going to win!

▶ **Workbook** page 6, exercises 2-4



## Listening

- 6 a** **1.17** Listen. What does Jed usually do in Australia at these times? What is Jed doing now in England? Complete the table.

	Usually in Australia	Now in England
8.15		
12.00		
4.30		
7.00		

- b** What other information do you remember? Tell the class.

▶ **Workbook** page 7, exercises 5-7

## Speaking

- 7** **Get ready to speak** Work in a group. Imagine you're doing an activity but do not say what it is. The group asks Yes/No questions to guess the activity. How many questions do you need?

Do you do it often?

Yes, I do.

Do you do it in the morning?

Yes, I do.

Are you having breakfast?

No, I'm not.

Do you do it at home?

No, I don't.

Are you going to school?

Yes, I am!

**EXTRA**

Role-play. Work with a partner. Pretend you are interviewing Jed for the school magazine. Ask him questions. Take turns.



# 1D Getting on



Do you find it easy or difficult to make new friends?

1 a 1.18 Read and listen.  
How do you think Jed feels?

Lily Hi Jed! How are you getting on?  
Jed OK, thanks, Lily. What are you up to?  
Lily I'm going to the café.  
Jed Can I tag along?  
Lily Sure! How was school today?  
Jed It was... OK.  
Lily Come on. I'll buy you a milkshake.  
Jed Thanks, Lily.



Lily Hi, Mr Clarke. This is Jed. From Australia. He's new here.  
Mr Clarke Nice to meet you, Jed. How are you getting on?  
Jed Erm, good, thanks.  
Lily Could I have a strawberry milkshake, please?  
Mr Clarke Of course. Same for you, Jed?  
Jed Actually, it's a bit cold for milkshakes! May I have a hot chocolate, please?  
Mr Clarke No problem.  
Alfie Guys! Want to join us?

Lily This is Fred. ...Sorry, guys, could I get this?  
Jed Go right ahead.  
Lily Oops!  
Fred Awesome!  
Alfie Nice save, Jed!  
Fred Hey, Jed, do you play football?  
Jed A little bit. I play more rugby. But I love football.  
Alfie Can you play tomorrow morning? We need another player.  
Jed Sure!



b Are the sentences true (T) or false (F)?

- 1 Jed asks if he can go with Lily to the café.
- 2 Mr Clarke is Jed's new school teacher.
- 3 He orders a strawberry milkshake.
- 4 He doesn't like football.

2 a Spoken English What do these expressions mean? How do you say them in your own language?

Can I tag along?

Want to join us?

A little bit.

Awesome!

What are you up to?

b Work in a group. Practise the dialogues.

> Workbook page 8, exercise 1

# 1D Getting on

## Supplementary materials

Workbook: pages 8–9, exercises 1–7

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Everyday English, Pronunciation

Online practice

### Note

The story can be used in class as a reading and listening task, a video task or both.

### You First

Sts could discuss the question in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

#### 1a 1•18

- Elicit any details Sts can recall from the beginning of the story about Jed in Britain. Ask the rest of the class to amend or add to the suggestions they hear.
- Play the audio for Sts to listen and follow the story. Alternatively, show the class the video of the story from the DVD-ROM.
- Ask Sts to share their answers, and invite agreement or disagreement from the rest of the class.

Jed feels homesick and misses his old school.

**EXTRA IDEA** Elicit suggestions from Sts what they might do to help a friend who is feeling like Jed in the story. Invite the rest of the class to comment on the suggestions.

#### b

- Give Sts time to complete the task, then compare ideas in pairs before checking as a class.

1 T 2 F 3 F 4 F

**EXTRA CHALLENGE** Sts correct the false statements. (2 Mr Clarke works at the café. 3 Jed orders a hot chocolate. 4 He loves football.)

#### 2a

- Sts find the expressions in the dialogue. Who says them? Check answers.
- In pairs, Sts discuss ideas about the meanings. Elicit translations.

**Can I tag along?** = Can I come with you? (informal)

**Want to join us?** = Do you want to join us? (informal)

**A little bit.** = Not very well. (informal)

**Awesome!** = Great! (informal)

**What are you up to?** = What are you doing? (informal)

#### b

- Sts practise in closed groups of five so each person takes a role.
- Get one or two volunteering groups to perform the dialogue in front of the class.

➡ **Workbook** page 8, exercise 1



3a

- Use the Think–Pair–Share technique: give Sts a few moments to think about their answers, then ask them to compare ideas in pairs before eliciting suggestions.

b 1•19 Audio script pT87

- Play the audio for Sts to listen and check their ideas.

**Possible answer**

Jed plays on the football team as the goalie and helps to win the match by saving a penalty. Playing football helps him to make friends.

4

- Give Sts time to discuss the questions in pairs, then elicit some ideas and comments from the class.

Students' own answers.

**EXTRA IDEA** Ask Sts how someone could make new friends more easily. Decide on the most effective as a class.

**Everyday English Asking for and giving permission**

5a

- Give Sts time to study the structures, then find examples in the text. Check answers.

Can I tag along? Sure.  
 Could I have a strawberry milkshake, please? Of course.  
 May I have a hot chocolate, please? No problem.  
 Can I take this? Go right ahead.

**EXTRA CHALLENGE** Sts write mini-dialogues featuring all the forms of asking for and giving / refusing permission, then practise saying the dialogues in pairs.

b 1•20

- Play the audio for Sts to practise pronunciation.

➔ **Workbook** page 8, exercises 2–3

➔ **Photocopiable** Everyday English

**Pronunciation The sounds /s/ /z/**

6a 1•21

- Sts look through the list and decide which letters might indicate where /s/ or /z/ sounds are pronounced.
- Play the audio for Sts to practise pronunciation and to check their predictions.
- Give Sts time to complete the table. Allow them to compare answers in pairs.

b 1•22

- Play the audio for Sts to check their answers.

/s/: thanks, of course, us, miss, outside, homesick  
 /z/: (please), guys, lives, plays, amazing

c

- Sts practise saying the words in pairs, correcting each other's errors, then group the words.
- Check answers as a class.

/s/: ask, Australia, fantastic, possible, sorry  
 /z/: easy, friends, girls, refuse

➔ **Workbook** page 9, exercise 4

➔ **Photocopiable** Pronunciation

**Listening and Speaking**

7a 1•23 Audio script pT87

- Ask Sts to copy the table, then play the first dialogue for Sts to listen and decide what the person is asking permission for and what the response was.
- Play the remaining two dialogues for the Sts to complete the task individually. Allow them to compare their ideas in pairs before checking as a class.

- 1 use Sam's mobile; yes
- 2 go out (to see the game); no
- 3 more time for homework; yes

b 1•23 Audio script pT87

- Play the audio again for Sts to try and memorize some further details, then make notes in the table.
- Get them to compare ideas in pairs.

**EXTRA IDEA** In pairs, Sts try to reconstruct one of the dialogues as accurately as possible, then practise role-playing it. Get a few pairs to perform the dialogue in front of the class. Play the audio again for Sts to check how closely they managed to reconstruct the dialogue.

➔ **Workbook** page 8, exercises 5–7

8a

- Sts go through the list and decide how formal the situations are. Give them time to compare ideas in pairs.
- Sts prepare to ask for permission by selecting appropriate phrases from exercise 5a.

**Suggested answers**

- 1 informal
- 2 informal
- 3 formal
- 4 formal
- 5 informal
- 6 informal

**EXTRA SUPPORT** Sts could be allowed to write down their requests before they begin the role-play in exercise 8b.

b

- In pairs, Sts take turns to ask for and to give or reject permission, covering different situations from exercise 8a.
- To randomize the practice of responses, Student B could toss a coin for each request to decide whether to grant it or to reject it.

**EXTRA CHALLENGE** Sts could be encouraged to speak without referring to any notes or to the list in exercise 5.

c

- Get some volunteering pairs to perform a dialogue in front of the class.

d

- Sts can do the writing task during class or as homework.

Students' own answers.

**EXTRA IDEA** Sts work in pairs and choose one of their dialogues to practise role-playing.

**Extra**

Before Sts begin this activity, elicit what Sts have found out about Jed's school and his friends in the story so far.

You could set the dialogue writing task as homework. Sts could then practise role-playing their dialogues in the next lesson.

- 3 a What do you think happens with Jed and the football team? How can it help Jed?  
 b 1.19 Now listen and check your ideas.

- 4 **Over to you!** Work with a partner. Answer the questions.  
 1 How is Jed feeling at the moment?  
 2 Is it normal to feel like that?  
 3 Is joining a sports team a good way to make friends? Why?/Why not?

### Everyday English

#### Asking for and giving permission

- 5 a Look at the information. Which of the examples below can you find in the story?

##### Asking for permission

<b>Informal</b>	<b>More formal</b>
Can I...?	Could I..., please?
Could I...?	May I..., please?

##### Giving permission

<b>Informal</b>	<b>More formal</b>
Sure.	Of course.
Go right ahead.	No problem.

##### Refusing permission

I'm sorry, no.  
 I'm sorry, that's not possible.

- b 1.20 Listen and repeat.

**Workbook** page 8, exercises 2-3

### Pronunciation The sounds



- 6 a 1.21 Listen and repeat the words. Put them in the correct column.

amazing guys homesick lives miss  
 of course outside plays please thanks us

/s/	/z/
—	please

- b 1.22 Listen again and check your answers.  
 c Say these words. Is it /s/ or /z/?

ask Australia easy fantastic  
 friends girls possible refuse sorry

**Workbook** page 9, exercise 4

### Listening and Speaking

- 7 a 1.23 Listen to three conversations. What are people asking permission for? Do they get it?

	Permission for what?	Yes or no?	Extra information
1			
2			
3			

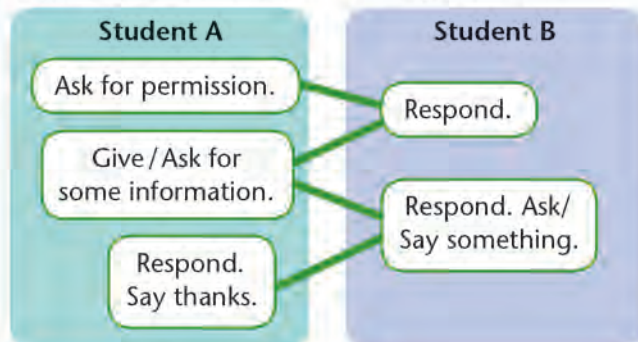
- b 1.23 Listen again. What extra information can you remember? Check with a partner.

**Workbook** page 9, exercises 5-7

- 8 a **Get ready to speak** Ask permission for these things. Decide if you should be formal or informal.

- go out on a weekday evening with friends
- use your parent's bike for the day
- use the teacher's computer
- miss school for a day
- play someone's guitar
- borrow someone's homework

- b **Role-play with a partner.** Try different expressions. Use this chart to help you:



Can I...?      I'm sorry, no.

- c **Role-play one of your dialogues for the class.**

- d **Write a new dialogue asking for permission.** Use another situation from exercise 8 or use your own ideas. Use one of the Spoken English expressions.

Could I borrow your computer for my homework, please?      Sure. But what's wrong with your laptop?



Jed's mum is asking him about school. Work with a partner. Role-play the conversation.

Mum What's school like, Jed? How are you getting on?  
 Jed Fine, Mum. It's...



# 1 Revision

## Vocabulary Describing people

- 1 Look at the photo and complete the description.

This is my sister.  
She's <sup>1</sup> medium height.  
She's got <sup>2</sup> \_\_\_\_, straight,  
<sup>3</sup> \_\_\_\_ hair and big  
<sup>4</sup> \_\_\_\_ eyes. She's got  
a <sup>5</sup> \_\_\_\_ smile.  
She's kind and friendly.



## School subjects

- 2 Read the definitions and give the school subjects.

- 1 I'm studying the kings and queens of England.
- 2 I'm learning how to play basketball.
- 3 I'm learning about computer programming.
- 4 I'm learning how to paint a portrait.
- 5 I'm studying how plants grow.

## Classroom objects

- 3 Complete the dialogues with the words in the box.

bookshelf coursebook dictionary ruler whiteboard

- 1 Can you lend me your \_\_\_\_, please? I need to draw a straight line.
- 2 Can I look at your \_\_\_\_ for this lesson? I left mine at home.
- 3 I need to look up a word. Where's the \_\_\_\_?
- 4 It's on the \_\_\_\_. I'll get it down for you.
- 5 Class, look at the \_\_\_\_ and copy the words in your notebooks, please.

## Grammar Present simple + adverbs of frequency

- 4 Rewrite the sentences with the verbs in the correct form and the adverbs in the correct place.

- 1 I / have / toast / for breakfast often
- 2 what / do / you / do / on Saturdays? usually
- 3 he / get up / early / at the weekend never
- 4 she / play tennis / with me / on Sundays sometimes
- 5 do / they / go swimming / at the leisure centre? always

## Present simple and continuous

- 5 Complete the sentences with the correct form of the verbs in brackets.

- 1 It's really hot now so I \_\_\_\_ ice cream. (have)
- 2 My dad \_\_\_\_ me at drama club every Saturday. (watch)
- 3 In the summer I \_\_\_\_ to the beach every day. (go)
- 4 Look! Anna \_\_\_\_ really well at the moment. (play)
- 5 Paul \_\_\_\_ big green glasses in this photo. He is very funny. (wear)
- 6 I can't go to the cinema. I \_\_\_\_ my homework now. (do)

## Present continuous; stative verbs

- 6 Complete the dialogue with the verbs in the correct tense.

- A What <sup>1</sup> \_\_\_\_ you <sup>2</sup> \_\_\_\_ in this shop? (look for)  
B I <sup>3</sup> \_\_\_\_ to find a pair of shoes. (want)  
A Hey, these trainers are nice. <sup>4</sup> \_\_\_\_ you <sup>5</sup> \_\_\_\_ them? (like)  
B Yes, I <sup>6</sup> \_\_\_\_ they're nice. (think) But I <sup>7</sup> \_\_\_\_ boots. (need)

## Everyday English

### Asking for and giving permission

- 7 Complete the dialogue with the words in the box.

~~can~~ kind OK problem right ahead

- A Hi Sam, can I please borrow your tablet for a moment?  
B Sure, no \_\_\_\_. Here you are. What for?  
A I need to check the weather. Is that \_\_\_\_?  
B Go \_\_\_\_.  
A Thanks! You're very \_\_\_\_.

## Learning to learn Using a dictionary 1

- 8 a A dictionary is in alphabetical order. Put these words in alphabetical order.

school personality friend  
tablet Geography curly

- b If the first letter is the same, look at the second letter. If they are the same, look at the third letter. Check your answers in a dictionary.

school suitcase study  
standing Science straight

► **Workbook** pages 10–11, exercises 1–8

## Revision

### Supplementary materials

Workbook: pages 10–11, exercises 1–8

Online Practice

Unit test 1

## Vocabulary Describing people

1

- 2 short
- 3 fair
- 4 brown
- 5 nice

2

- 1 History
- 2 PE
- 3 IT
- 4 Art
- 5 Biology

3

- 1 ruler
- 2 coursebook
- 3 dictionary
- 4 bookshelf
- 5 whiteboard

## Grammar Present simple + adverbs of frequency

4

- 1 I often have toast for breakfast.
- 2 What do you usually do on Saturdays?
- 3 He never gets up early at the weekend.
- 4 She sometimes plays tennis with me on Sundays.
- 5 Do they always go swimming at the leisure centre?

## Present simple and continuous

5

- 1 'm having
- 2 watches
- 3 go
- 4 's playing
- 5 's wearing
- 6 'm doing

## Present continuous; stative verbs

6

- 1 are
- 2 looking for
- 3 want
- 4 Do
- 5 like
- 6 think
- 7 need

## Everyday English

7

(can), problem, OK, right ahead, kind

## Learning to learn Using a dictionary 1

8a

curly friend Geography personality school tablet

b

school Science standing straight study suitcase

► **Workbook** pages 10–11, exercises 1–8

► When Sts have finished the **Revision** page, tell them to go to the **Workbook Progress Check** p.11 and complete the **Your progress** table.



# My project

## Project checklist

### Before the lesson

- If you can arrange for computer access, Sts can create their presentations using Microsoft Office PowerPoint (or a similar programme). You will also need a digital camera to photograph and upload Sts' self-portraits. Alternatively, prepare large pieces of paper for Sts to use.
- Ask Sts to bring in photographs of important times in their lives. These should be printed or digital photographs, depending on whether Sts are using computers or not.

### Materials for the lesson

- Computers with internet access, a programme to make a slide presentation, a digital camera, drawing paper and coloured pens or pencils (for portraits).
- Without computer access, you will need large sheets of paper (for timelines), small sticky notes, rough paper (for draft presentations) and glue (optional).

**OPTIONAL LEAD-IN** Bring into class three or four photos of yourself at key moments in your life. Ask Sts, in pairs or small groups, to speculate about what the pictures might show, and make notes of their predictions. Then invite Sts to ask you questions about each photo to confirm or amend their ideas. Finally, share your stories about each photo briefly. Did any Sts guess things about your life?

### You First

Give Sts time to make notes about their own key life moments.

#### 1

- Give Sts time to draw their own timelines.

#### 2a

- Sts use their lists from the **You First** activity to write events on sticky notes. Then they match these to the timeline.

#### b

- Sts read Antonia's timeline and compare it to their own.
- Take some feedback from a few volunteers. Try to find out who has the most events in common with Antonia's life.

**CULTURE NOTE** The Guide Association in the UK was started in 1909. Similar to the Scout association (which was at the time only for boys), Girl Guides learned new skills to earn 'badges' in subjects like sailing, gardening, first aid and cookery, and spent time volunteering in their communities. Today, Girl Guides still volunteer and raise money for causes, and there are lots of new badges to reflect today's society, e.g. geocaching, film fan, human rights and vlogging.

#### 3a

- Sts look at Antonia's portrait and read her description.
- Elicit the things she mentions from the class.

her appearance: hair, eyes, face; her personality

#### b

- Give Sts time to draw their self-portraits and write their descriptions.

**EXTRA SUPPORT** Help Sts with any vocabulary for the descriptions that was not covered in the unit. Alternatively, provide dictionaries for Sts to use.

#### 4

- Before the next stages in the preparation of their projects, Sts should bring in their personal photos.
- Sts select their photos and match them to their timelines, adding a sticky note where necessary.
- Elicit what tense is normally used when describing activities in a picture (present continuous).
- Sts write their descriptions.

**EXTRA SUPPORT** Allow Sts to check each other's work in pairs and correct any errors together.

#### 5a

- Give Sts some time to discuss, in pairs or small groups, what they think makes a good presentation. Encourage them to share ideas and make it clear there are no right and wrong answers.
  - Tell Sts to look at Antonia's project and decide what they like about it, and what they would do differently.
  - Ask them to brainstorm different ways to present their projects, e.g. as a poster, as a slide presentation on the computer, as a webpage – or anything else they like. Stress that there isn't just one way of putting together an impressive project, and each person may like to do it a different way.
  - Sts prepare a draft plan for their presentations. Remind them to decide how to arrange the various details (timeline, pictures, text, etc.). Monitor and give help as necessary, but avoid giving too much advice on how to approach the project – this should be left to each student to decide for themselves.
  - Remind them to make sure that any text they are adding to the project is reasonably free of errors, clearly and legibly written and attractively presented.
  - When Sts are happy with their drafts, they put together the elements, and add any decorative details they want.
  - Give Sts some time to practise presenting their projects. Help with any language issues, and give a lot of encouragement, as public speaking can be very stressful.
- b**
- Sts present their projects, following the steps suggested in the task.
  - Reinforce the importance of active listening. Remind Sts to think of at least one question to ask about each presentation.

**EXTRA SUPPORT** To help Sts come up with questions to ask, give them half a minute or so to discuss possible questions in pairs, before moving on to the presenter taking the questions.

- The rest of the class ask questions about further details, and the presenters answer them. Help with any difficult grammar or vocabulary – but limit your involvement to the necessary minimum.
- If feasible, display all the finished projects around the classroom.



**YOU FIRST!**

What are some important moments in your life so far? Think and make a list.

This is a picture of me. As you can see, I've got curly dark hair, brown eyes and freckles. I'm smiling in this picture. I think I'm friendly, but sometimes I'm a bit shy. I'm not very sporty.



## My life in pictures



In this picture, I'm holding my baby brother Emilio. I'm four and he's a day old. He's very big with a lot of dark hair.



**Age 4**  
my baby brother Emilio's first day!

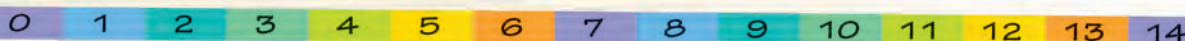


**Age 7**  
my first bike

In this photo, I'm seven years old. It's my birthday. I'm riding my new bike! It's a present from my grandparents and I love it.

**Age 13**  
third place in school cross country race

### AGE



**Age 5**  
first day at school

In this photo, I'm going to school for the first time. I'm very nervous! I'm holding Mum's arm very tightly. I'm wearing my new school uniform, but I don't like it very much! And I'm carrying my new schoolbag.

**Age 9**  
first day at Girl Guides

**Age 11**  
secondary school

**Age 12**  
holiday in America

In this photo, I'm 12 years old. I'm with my family and we're on holiday in America. Here we're at a theme park and I'm having a wonderful time!



**1** Find a large piece of paper. Draw a timeline from 0 and mark all the years to now.

**2 a** Write notes for important times in your life. Try and think of at least six things. Match the notes to the ages on the timeline.

**b** Read Antonia's timeline. Do you have any of the same things? Are they in the same years?

**3 a** Look at Antonia's self-portrait. What things does she mention about herself?

**b** Draw a portrait of yourself and write a description.

**4** Look at Antonia's photos. Find three or four photos of you at important times. Then write what you are doing in each of the photos.

**5 a** Put your project together.

**b** Present your project to the class. Show your photos and read out the captions. You can use a computer if you prefer. Answer questions from the class.



# 1 Culture

**YOU FIRST!**

What famous homes do you know? Discuss with a partner.

**THE WHITE HOUSE IS THE HOME OF THE PRESIDENT OF THE USA AND HIS FAMILY.**



The White House is in Washington DC and is more than 200 years old. It is very big with 132 rooms and 35 bathrooms. The president's apartment is on two floors. Presidents live there with their families. The White House is also a place for government work. A lot of the rooms are offices. 6,000 people visit it every day!



The ground floor looks like a shopping centre! It has a flower shop, a dentist's, a cinema, a theatre, a games room and even a bowling lane. Outside, the gardens are beautiful. There are a lot of vegetable gardens and there is a famous rose garden. There is also a tennis court, a swimming pool, and even a running track!

# FAMOUS HOMES

**BUCKINGHAM PALACE IS THE LONDON HOME OF THE BRITISH ROYAL FAMILY.**

Buckingham Palace is more than 300 years old. It is very big with 775 rooms, including 240 bedrooms and 78 bathrooms. There are also 92 offices. About 450 people work at the palace. There are chefs, electricians, gardeners, drivers, cleaners and two people who look after the 350 clocks! Every year over 50,000 people visit the Queen for dinners and garden parties. Inside the palace there's a cinema, a swimming pool, a doctor's surgery, a post office and a police station. On the walls, there is an amazing collection of art. Underneath the palace, there are a lot of secret tunnels! Outside, the gardens are huge and beautiful. There are tennis courts, a boating lake, and also a helicopter pad.



## 1 a Work with a partner.

**Student A** Read about the White House.

**Student B** Read about Buckingham Palace.

**b** Ask and answer the questions about your famous home.

Where is it?	What happens there?
How old is it?	What is there inside?
Who lives there?	What are the gardens like?
How big is it?	

**c** What was the most interesting fact in each text?

**d** Which one would you like to live in? Why?

**2 Over to you!** Which famous homes or buildings are there in your country? Do people still live or work there?



## Culture

### Supplementary materials

Photocopiable worksheets: Culture, Culture video

**CULTURE NOTES** Below are some additional details about the content of the lesson if you want to give your Sts some more information.

The official address for the **White House** is 1600 Pennsylvania Avenue, Washington DC. It has been the residence of all American Presidents since 1800, and it took eight years to build. Washington DC is so called because it is located in the District of Columbia, which is an area created in 1790 that does not belong to any other state. Speakers use the abbreviation to differentiate between the capital and the state of Washington, which is in the northwest of the country.

**Buckingham Palace** in the Westminster area of London was not originally built for the King or Queen of England. In 1703, it was the home of the Duke of Buckingham, and known as Buckingham House. King George III bought it in 1761 for the private use of the Queen. The building has been modified and extended several times since then. The first royal ruler who moved into Buckingham Palace as her official residence was Queen Victoria in 1837.

### You First

Sts could discuss the question in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class. (You may like to do this activity with books closed.)

Ask about each famous home mentioned: *Who lives there? What else do they do there?*

**OPTIONAL LEAD-IN** Alternatively, ask Sts to cover the texts and focus on the photos only. (or show the photos with the books closed). Elicit what Sts already know about each place. Ask them to think of at least one thing they are sure they know, one thing they think they know but aren't certain about, and one thing they would like to find out. Sts compare these ideas in pairs. Elicit some ideas from a number of Sts.

#### 1a

- Sts do the jigsaw reading task. Ask each of them to cover their partner's text and only read their own.

**EXTRA SUPPORT** Allow the use of dictionaries to look up any unfamiliar words. Alternatively, you could ask Sts to quickly look through their own texts and ask you about any unfamiliar words they spot. Elicit or provide a definition, example or translation.

#### b

- Give Sts time, in pairs, to ask and answer questions about the texts they have read.
- When all the questions have been covered by each pair, get some class feedback to confirm the correct answers.

#### A (White House)

- 1 It's in Washington DC.
- 2 It's more than 200 years old.
- 3 The President of the USA lives there.
- 4 It's very big. It has 132 rooms and 35 bathrooms.
- 5 It is a place for government work.
- 6 Inside there is a flower shop, a dentist's, a cinema, a theatre, a games room and a bowling lane.
- 7 The gardens are beautiful. There are vegetable gardens and a rose garden. There is also a tennis court, a swimming pool and a running track.

#### B (Buckingham Palace)

- 1 It's in London.
- 2 It's more than 300 years old.
- 3 The British Royal Family lives there.
- 4 It's very big. It has 775 rooms, with 240 bedrooms and 78 bathrooms.
- 5 Every year over 50,000 people visit the Queen for dinners and garden parties.
- 6 Inside the palace there's a cinema, a swimming pool, a doctor's surgery, a post office and a police station. On the walls there is an amazing collection of art. And, underneath the palace there are lots of secret tunnels!
- 7 The gardens are huge and beautiful. There are tennis courts, a boating lake, and also a helicopter pad.

#### c

- Elicit some suggestions from a few Sts about which fact they found most interesting.

Students' own answers.

#### d

- Sts decide about the two homes, then discuss their ideas in pairs. Ask for a show of hands to find out which home would be more popular among Sts in the class.

Students' own answers.

#### 2

- Give Sts time to discuss the questions in pairs or small groups. Elicit ideas, and invite comments from other Sts.

**EXTRA CHALLENGE** Sts could do some research on the history and current-day status of one of the famous homes mentioned in the discussion and do a five-minute mini-presentation for the class.

### Video *An Unusual Home*

As an extension to the Culture topic, watch a short film about unusual homes and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the Teacher's Resource Disc or on the Online Practice.



## Learn through English

### Supplementary materials

Photocopiable worksheet: Song

#### Additional subject notes

Below are some more details about the art styles and artists on the page.

**Vincent van Gogh** (1853–1890) was a Dutch Post-Impressionist painter. He only sold one painting in his lifetime, but he painted over 2,000 pictures. His style had an enormous influence on artists everywhere. He died young, aged only 37.

**Post-Impressionism** is normally used to describe the work of artists such as Paul Cezanne, Paul Gauguin and Vincent van Gogh who worked during the late 19th century. These artists still painted real-life subjects like the earlier Impressionist artists, but they experimented with shapes and colours to represent their subjects in new, bolder ways.

**Marie Spartali Stillman** (1844–1927) was a British artist, often regarded as the most important female Pre-Raphaelite painter of her time. She was a model for many Pre-Raphaelite paintings before deciding to become an artist herself in 1864. She produced over 150 paintings in over 60 active years as an artist.

The **Pre-Raphaelite** movement started as a brotherhood of artists, poets and art critics. It was founded in England in 1848 by William Holman Hunt, John Everett Millais and Dante Gabriel Rossetti. They rejected the industrialization of the age and wanted to revive the natural themes found in Italian Renaissance art of the 15th century. Pre-Raphaelite art is known for its complex compositions, strong colours and patterns inspired by the natural world.

**Rik Wouters** (1882–1916) was a Belgian Fauvist painter and sculptor. He began working in a more realistic style with strong bold colours, but after 1911 he changed his style to use more muted colours and adopted the more abstract approach of Fauvism.

**Fauvism** (named after the French expression *les fauves*, 'the wild ones') is a style that emerged in France in the early years of the 20th century. Its most prominent artists were Henri Matisse and André Derain. Fauvist art uses simplified shapes and forms with bright, strong colours that suggest emotions rather than being true to nature.

**OPTIONAL LEAD-IN** Write the following on the board: 'landscape', 'still life', 'portrait', 'self-portrait', 'abstract'. Elicit explanations or translations for the different types of paintings. Bring in examples of the five types of paintings and ask Sts to match each painting with the correct term.

#### You First

Sts could discuss the questions in pairs or small groups, or you could lead a brief class discussion, eliciting contributions from volunteers and comments from the rest of the class.

##### 1a

- Give Sts time to try and match the paintings. Ask them to compare ideas in pairs before checking as a class.

1 b 2 a 3 c

##### b

- Point out that the three painters lived at the turn of the 19th and 20th centuries, and that each of them used their own distinctive style.
- Read out six facts from the additional subject notes, and ask Sts to try to guess which artist they are about.

##### 2a

- Sts quickly scan the texts for any unfamiliar words. Elicit or provide definitions or translations to help with comprehension.
- Give Sts time to complete the description of pictures A (Wouters's self-portrait with black eye patch) and B (Van Gogh's self-portrait with bandaged ear). Allow them to compare answers in pairs.

##### b 1•24

- Play the audio for Sts to listen and check their answers.

1 light blue 2 hair 3 eye 4 Japanese 5 winter 6 ear  
7 window

##### 3a

- Check or pre-teach *balcony* and *fan*.
- Give Sts time to write a short description of the painting (Stillman's portrait on a balcony). Monitor, and provide help with language as necessary.

**EXTRA SUPPORT** Sts could be allowed to collaborate in pairs to write the description.

**EXTRA CHALLENGE** Stronger Sts could prepare to describe the picture orally.

##### b 1•25 Audio script pT87

- Play the audio for Sts to listen and check if their own descriptions are similar.
- Elicit any obvious differences in the descriptions and discuss the reasons for them.

##### 4

- Give Sts time to write a description using the questions for guidance, and the previous descriptions as model texts.
- Get them to check each other's work in pairs for errors.
- Ask one or two volunteers to read their descriptions. Ask the rest of the class to check if they missed out any key details, and suggest improvements for the descriptions.

Students' own answers.

##### 5

- Give Sts time to discuss the questions in pairs or small groups, then get some feedback as a whole class. Find out which paintings are most and least popular.

Students' own answers.

**EXTRA IDEA** Sts bring in their own favourite portrait or self-portrait. Ask some Sts to present their pictures, describing some key details (focusing on the person in the portrait / self-portrait) and explaining why they like the picture.

##### 1.26 Song *Ugly*

- Play the audio for Sts to listen to the song and complete the Song photocopiable worksheet.
- Check answers.

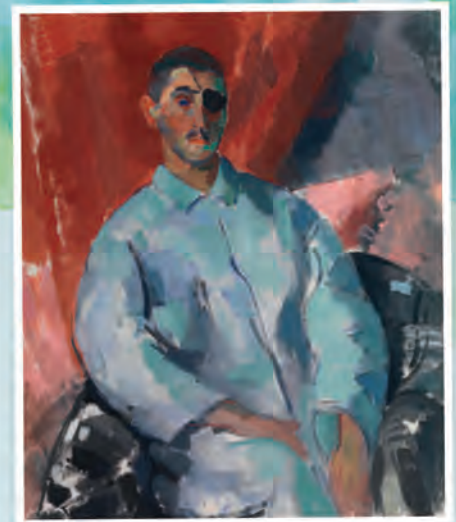


Is there any style of art or painting that you like?  
Which famous artists do you know of?

## Artists' self-portraits

**A** The artist is 33 years old in this self-portrait, but he/she doesn't look very well. He/She's wearing <sup>1</sup>\_\_\_ pyjamas and sitting in front of a red curtain. He/She has got dark <sup>2</sup>\_\_\_ and a moustache and he/she's looking to the right. The artist has also got a black patch over his/her left <sup>3</sup>\_\_\_. It's a strange picture.

**B** This artist is 41 years old in this self-portrait. He/She is sitting in his/her room next to a <sup>4</sup>\_\_\_ picture. He/She has got very green eyes and is wearing <sup>5</sup>\_\_\_ clothes. He/She has got a bandage on his/her right <sup>6</sup>\_\_\_ and looks ill. Behind on the right is a <sup>7</sup>\_\_\_ and on the left is an empty painting. It's a sad picture.



**1 a** Look at these three famous artists and their self-portraits. Can you match the artists to their paintings and the titles and their styles?

- 1 Vincent van Gogh 1853–1890 (Dutch)
- 2 Marie Spartali Stillman 1844–1927 (British)
- 3 Rik Wouters 1882–1916 (Belgian)
- a Self-portrait on a balcony 1874 (Pre-Raphaelite)
- b Self-portrait with bandaged ear 1889 (Post-Impressionist)
- c Self-portrait with a black eye patch 1915 (Fauve)

**b** Do you know anything about any of these artists? Can you find out anything about them?

**2 a** Complete the descriptions with the words in the box.

ear eye hair light blue  
Japanese window winter

**b** 1.24 Listen and check.

**3 a** Look at the third painting. Try and describe it. Use these words.

balcony dress fan red smiling

**b** 1.25 Listen and compare your ideas.

**4** Write a short description of the painting below (or choose a picture that you like). Answer the questions.

- Who is in the picture?
- How old is the artist in this picture?
- Where are they?
- What are they wearing?
- What is the artist doing?
- What's the feeling in this picture?

Elisabeth Le Brun  
1755–1842 (French)



Self-portrait with daughter Julie (age 6)  
1786 (Neoclassical)

**5** Over to you! What do you think? Discuss with your class.

- 1 Which painting do you find the most interesting? Why?
- 2 Which style of painting do you prefer?
- 3 Which painting do you like best and least? Why?