

1

Me!

1A In the playground



How many things can you say about yourself in one minute?

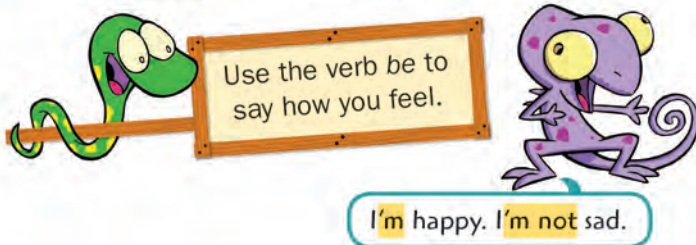
Vocabulary and Grammar *be: singular forms*

1 a Complete the labels with the words in the box.

cold happy hot sad



b 1.17 Listen and check, then repeat.



c Make three true sentences about how you feel now.

I'm not hungry. I'm sleepy.



d 1.18 Listen and repeat the dialogues.



A Are you **hungry**?
B No, I'm not.
A Me neither!

A Are you **tired**?
B Yes, I am.
A Me too!

e **Over to you!** Ask your friends the questions in exercise 1d. Change the **highlighted** words. Can you find three students with the same answers as you?

Study tip!

You learn to speak English by speaking English. Practise in class and at home. You can record sentences on a phone or tablet.

> **Workbook** page 2, exercises 1-4

1 Me!

Unit objectives

- talk about how you and others feel
- ask and answer questions about family
- write about your family
- practise saying dates
- talk about your favourite school subjects
- practise saying the time
- describe your school timetable

Language

Grammar: *be*: singular and plural forms; possessives

Vocabulary: feelings; family members; numbers 20–100; adjectives to describe people; dates; days; school subjects

Everyday English: saying the time

Project: My day, my feelings

Culture: Do you speak English?

Learn through English: Sundials

1A In the playground

Supplementary materials

- Workbook: pages 2–3, exercises 1–7
- Photocopiable worksheets: Grammar and Vocabulary, Communication
- Online Practice

You First

Give Sts one minute to complete the task in pairs. Elicit suggestions from the class.

EXTRA IDEA To review questions about personal information, write some jumbled up sentences on the board, e.g. 'you are where from?', 'number your what phone is?' In pairs, or as a class, Sts form the questions and then ask and answer them with a partner.

Vocabulary and Grammar

be: singular forms

1a

- Give Sts time to complete the task.

b 1•17

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

6 sad 7 hot 8 happy 10 cold

- Play the audio again, pausing for Sts to listen and repeat.

EXTRA IDEA As Sts say each adjective, they do an action or make a facial expression to demonstrate how they feel, e.g. wipe their forehead for *hot*, jump up and down for *excited*, frown for *angry*.

EXTRA IDEA In pairs, Sts take turns to mime a feeling for their partner to guess.

- Focus on the information about using *be* to express feelings and go through it with the class.

c

EXTRA SUPPORT Ask Sts to think about how they feel now. Say a feeling. If Sts feel like that, they nod their head and if they don't, they shake their head. Continue in the same way, with other feelings.

- Give Sts time to write their sentences.

EXTRA CHALLENGE Stronger Sts write five or six sentences.

- Focus on the information about making and answering questions and go through it with the class.

d 1•18

- Play the audio for Sts to listen and follow the dialogues.
- Play the audio again, pausing for Sts to listen and repeat.

LANGUAGE NOTES Point out that *neither* can be pronounced /'naɪðə/ or /'ni:ðə/.

We use *Me neither* and *Me too* to agree with the person speaking, e.g.:

A I'm not tired.

B Me neither.

A I'm sad.

B Me too.

To show we feel differently, we use *I am* or *I'm not*, e.g.:

A I'm not tired.

B I am.

A I'm sad.

B I'm not.

e

- Give Sts time to mingle and complete the task.

EXTRA IDEA When Sts find someone with the same answer, they high-five them, like the illustration in the Student's Book.

- Find out who had the most answers the same.
- Focus on the **Study tip!** and go through it with the class.

EXTRA IDEA At home, Sts record some questions and send them to a classmate (e.g. via a messaging app). The classmate records their answers and sends them back. Sts may need an adult's help to do this.

► **Workbook** page 2, exercises 1–4

2

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

1 a 2 b

EXTRA SUPPORT In pairs, Sts take turns to say the name of a student in the class and their partner says *he* or *she*.

3

- Tell Sts to look back at the picture in exercise 1a. Explain that the flag on each person's T-shirt indicates the country they are from and the number indicates their age.
- Say each person's name and elicit the country they are from.

EXTRA CHALLENGE In pairs, Sts look at the flags and write the names of the countries they know. Find out if any pair knows them all. As an extension / review, Sts could also write the corresponding nationalities.

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

2 Myra 3 Mr Kovács 4 Agata

LANGUAGE NOTE Point out that we use the title *Mr* /'mɪstə/ for a man and *Mrs* /'mɪsɪz/ for a married woman. You could also explain that *Miss* /mɪs/ is used for an unmarried woman and *Ms* /mɒz/ is used to avoid saying if a woman is married or not.

- Focus on the **Remember!** box and the information about the singular forms of *be*. Elicit which subject pronouns we use each form with, i.e. *I am, You are, He / She / It is*.

4a

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

2 **He isn't** from Slovenia.
 3 **He's** hungry.
 4 **She's** Croatian.
 5 **She isn't** tired.
 6 **She's** cold.

- Model and drill the sentences.

b

- Give Sts time to write their sentences.

EXTRA SUPPORT Refer Sts back to page 7 to help with the spelling of countries and nationalities.

EXTRA SUPPORT Sts write the sentences in pairs and then join another pair for the following task.

c

- Give Sts time to complete the task.

EXTRA IDEA Sts correct the false information in their partner's sentences.

EXTRA CHALLENGE Sts write two more puzzles like those in exercise 3. In groups of four, they take turns to read out a puzzle. The student who is the fastest to guess the person being described gets a point. The winner has the most points once all the puzzles have been read out.

➡ **Workbook** page 3, exercises 5–7

➡ **Photocopiable** Grammar and Vocabulary

Speaking

5a

- Focus on the information about forming questions and short answers and go through it with the class.
- Give Sts time to complete the task.

b 1•19

- Play the audio for Sts to listen and check.
- Check the answer.

It's picture **A!**

- Play the audio again, pausing for Sts to listen and repeat the dialogue.

6

- Before Sts play the game, model and drill the pronunciation of the names of the people in the picture.
- Give Sts time to play the game in pairs.

➡ **Photocopiable** Communication

Extra

- Sts can either do this in class or as a homework task.

EXTRA IDEA Sts draw the emojis, but do not label them. They swap pictures with a partner and see how many emojis they can correctly label. Alternatively, they take turns to point to the emojis and ask questions, e.g. *Is he / she angry?*

2 Read the sentences. Then match the words (1–2) to the pictures (a–b).

Look at Dylan. **He's** sad.

a b



Look at Karina. **She's** bored.



1 He 2 She

3 Read the puzzles. Write the names of the people from the picture in exercise 1.

1 He's scared. He isn't 11; he's ten. He's from England.

2 She's eight. She's happy. She isn't from Spain; she's from India.

3 He's Hungarian. He isn't a student; he's a teacher. He's tired.

4 She isn't hungry; she's thirsty. She's from Poland. She's nine.

Adam



Am, are and is are singular forms of the verb be.

Remember!

Singular means one person or one thing.

4 a Complete the sentences about Rafael and Lara. Use *He's*, *She's*, *He isn't* or *She isn't*.



He + is = He's
 She + is = She's
 He + is + not = He isn't
 She + is + not = She isn't

Rafael

Lara

1 **He's** from Spain.

4 ___ Croatian.

2 ___ from Slovenia.

5 ___ tired.

3 ___ hungry.

6 ___ cold.

b Write true sentences and three false sentences about two other people in the picture in exercise 1a. Use the examples in exercise 4a to help you.

c Work with a partner. Swap sentences. Are your partner's sentences true or false?

▶ **Workbook** page 3, exercises 5–7

Speaking

5 a Get ready to speak Look at picture A in exercise 1 and picture B below. Complete the dialogue with A or B.

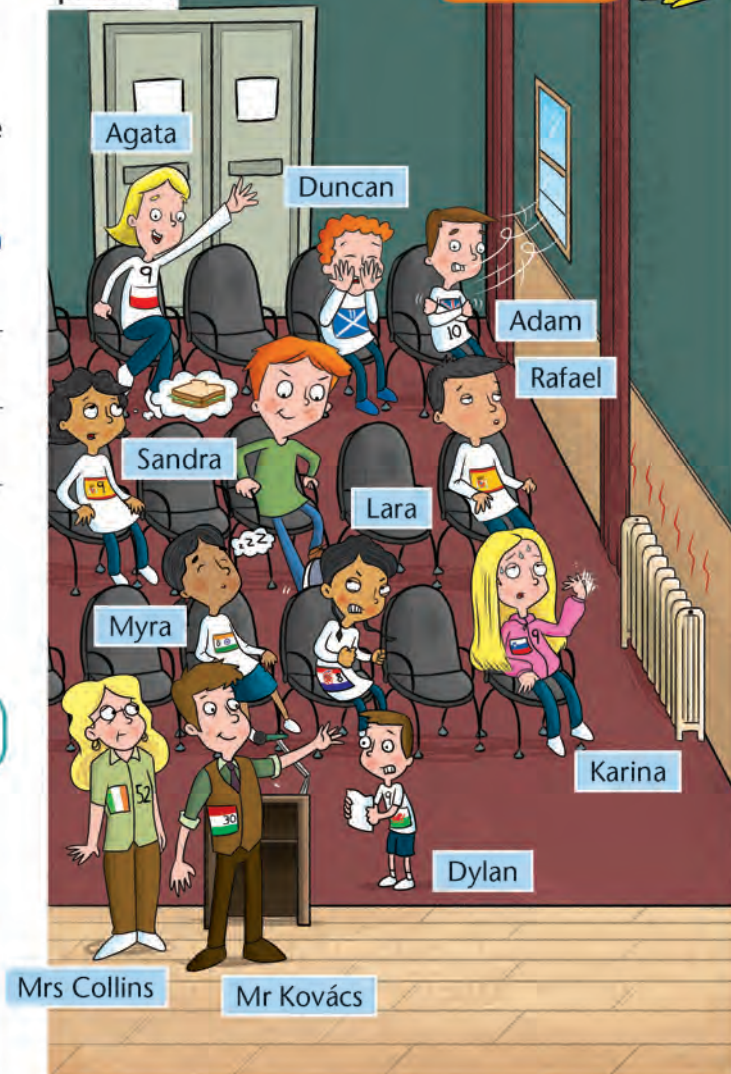
She **'s** angry.
 Is she angry?

Yes, she is.

No, she isn't.



picture B



Is Myra tired?

No, she isn't. She's happy.

I know. It's picture ___!

You're right.

b **1.19** Listen and check, then repeat.

6 Work with a partner. Play the *Guess the Person* game. Use the dialogue in exercise 5 to help you.



Draw and label emojis for the words in exercise 1.

1B My family



Is your family big or small?

Vocabulary

1 a Look at the family picture. How many pairs of twins can you see?

b Complete the labels with the words in the box.

brother father mother sister



c 1.20 Listen and check, then repeat.

2 a 1.21 Listen and repeat.



twenty thirty forty fifty sixty



seventy eighty ninety one hundred

b Add five more numbers to the series.

21, 32, 43, ...

c 1.22 Listen and check.

3 a Look at the family in exercise 1. Complete the dialogue with a family member.

- | | |
|-------------------|-----------------|
| A How old is she? | B No. |
| B She's 36. | A The ____. |
| A The ____. | B That's right. |

b 1.23 Listen and check.

4 Over to you! Work with a partner. Ask and answer about the people in the family picture.

▶ Workbook page 4, exercise 1

Reading

5 a Read the descriptions (1–5) and choose the correct family photo (a–e) from page 13.

My family album

- ___ This is my brother. We're twins; we're 11 years old. We aren't identical twins. My brother is **tall** and **strong**. I'm tall, too, but I'm not strong.
- ___ My mum and my aunt are twins. They're 35 years old. They are identical twins. They're **short** and **pretty**.
- ___ My dad and my uncle are twins. They're 42 years old. They aren't identical. My dad is tall and my uncle is short. They are very **clever**!
- ___ My cousins are twins, too. They're very **young**. They're one year old. Are they identical? We don't know! I think all babies are identical!
- ___ My grandparents are 75. They're **old**! My grandfather is very **nice**. He can play the guitar, he can sing, and he loves animals.

1B My family

Supplementary materials

Workbook: pages 4–5, exercises 1–7

Photocopiable worksheets: Grammar and Vocabulary, Communication

Online Practice

You First

Give Sts time to answer the question in pairs. Find out who comes from the biggest family.

Vocabulary

1a

- Focus on the family picture and elicit why this family is unusual (*They're vampires!*).
- Elicit / Explain the meaning of *twin*, then check the answer.

There are four pairs of twins.

b

- Give Sts time to complete the task.

c 1•20

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

3 mother 4 father 7 brother 8 sister

- Play the audio again, pausing for Sts to listen and repeat.

LANGUAGE NOTES Many family member words have the sound /ð/, e.g. *mother* /'mʌðə/, which is often mispronounced. To produce /ð/ correctly, Sts need to put the tip of their tongue between their teeth and voice the consonant.

Point out that *cousin* /'kʌzən/ can be both male and female.

EXTRA SUPPORT Say a family member. Sts clap once if it's male, twice if it's female and three times if it could be both. Sts could then do the activity in pairs.

EXTRA IDEA Sts draw a 2-column table in their notebooks and write the male family members on the left and the corresponding female members on the right, e.g. *uncle / aunt*.

EXTRA IDEA In pairs, Sts take turns to say a family member and their partner says the male/female equivalent.

2a 1•21

- Do a quick review of numbers up to 20.
- Play the audio, pausing for Sts to listen and repeat.

LANGUAGE NOTE Point out that with these numbers, the stress is on the first syllable, e.g. *thirty* /'θɜ:ti/. In contrast, with the *-teen* numbers, the stress is on the last syllable, e.g. *thirteen* /θɜ:'ti:n/.

EXTRA IDEA With a partner, Sts write down the pairs of *-teen* / *-ty* numbers, e.g. 14 / 40. They take turns to say a number and their partner has to point to the correct one.

b

- Give Sts time to complete the task.

c 1•22

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

54, 65, 76, 87, 98

- Play the audio again, pausing for Sts to listen and repeat the numbers.

LANGUAGE NOTE Point out that when we write these numbers in full, they are hyphenated, e.g. *twenty-one*.

EXTRA CHALLENGE Sts write the series of numbers in full.

EXTRA IDEA In pairs, a student thinks of a number between one and 100 and the other guesses it. They should say *up* or *down* to indicate if the number is higher or lower, e.g.:

A Forty	B Down
B Up	A Fifty-five
A Sixty	B Yes!

3a

- Give Sts time to complete the task.

b 1•23

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

The **mother**. The **aunt**.
Note that Sts may have written the answers the other way round, which would also be correct.

EXTRA SUPPORT Play the dialogue again, pausing for Sts to listen and repeat.

LANGUAGE NOTE Point out that when we talk about age, we can either just say the number or follow it with *years old*. We cannot just follow it with *years*, e.g. *She's 36 years old*. (NOT *She's 36 years*.)

4

- Give Sts time to complete the task in pairs.

EXTRA IDEA In pairs, Sts make a sentence about each family member, working from the oldest to the youngest, e.g. *The grandfather is ninety-nine*.

► **Workbook** page 4, exercise 1

Reading

5a

- Explain the meaning of *identical*. Ask Sts whether each pair of twins from exercise 1 is identical or not, e.g. ask *Mother and aunt?* to elicit *Yes!*, then *Father and uncle?* (*No!*).
- Ask Sts if they have any twins in their family. If so, elicit the relationship and whether they are identical or not.
- Give Sts time to complete the task, then check answers.

1 b 2 e 3 a 4 d 5 c

LANGUAGE NOTE Point out that instead of using *mother* and *father*, people often use the more informal terms *mum* and *dad*. Instead of *grandmother* and *grandfather*, common terms are *grandma* / *granny* and *grandad* / *grandpa*.

b

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

1 clever 2 strong 3 tall 4 old 5 nice 6 young
7 short 8 pretty

EXTRA SUPPORT Allow Sts to do the task in pairs or do it together as a whole class.

EXTRA IDEA In pairs, Sts ask and answer questions about themselves using the adjectives, e.g.:

A Are you tall?

B No, I'm not.

A Me neither!

- Focus on the **Study tip!** and go through it with the class.

➡ **Workbook** page 4, exercise 2

Grammar *be*: plural forms

6

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

1 a 2 b

EXTRA SUPPORT Say each of the subject pronouns and get Sts to indicate who it refers to, e.g. Sts point to a boy in the class for *he* and to themselves and a partner for *we*.

7a

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

	[+]	[-]	[?]
we	are / 're	are not / aren't	Are we...?
you	are/re	are not / aren't	Are you...?
they	are/re	are not / aren't	Are they...?

- Model and drill the pronunciation of the verb forms.
- Focus on the information about *you are* and go through it with the class.

EXTRA SUPPORT In pairs, Sts take turns to say a pronoun and their partner says the three verb forms.

EXTRA IDEA Sts add the other subject pronouns and forms of *be* to the table in their notebook.

b

- Give Sts time to complete the task.

Students' own answers.

- In pairs, Sts tell each other the correct information about themselves.

EXTRA CHALLENGE Sts write three sentences similar to those in exercise b. They swap with a partner and correct the sentences which are false for them.

c

- Give Sts time to complete the task. Encourage them to write full rather than short answers.

Students' own answers.

d

- Give Sts time to think about and write their questions. Tell them to use two plural and two singular forms of *be*.

EXTRA SUPPORT Write some gapped questions on the board for weaker Sts to copy and complete, e.g. '... your grandfather Croatian?'; 'Are your... and father clever?'

EXTRA CHALLENGE Sts write six sentences, three singular and three plural.

e

- Elicit / Explain the meaning of *in common*.
- Give Sts time to mingle and complete the task.
- Get feedback by asking a few Sts to tell you things they have in common with their classmates.

EXTRA IDEA All Sts except one make a circle with their chairs and sit down. The remaining student stands in the middle and asks a *yes / no* question, e.g. *Is your mother 42 years old? Are you hungry?* The Sts whose answer to the question is *yes* have to stand up and quickly move to another chair, while the student in the middle also tries to sit down. The student left without a chair goes to the middle and asks another question. With a large class, this activity can be done in small groups.

➡ **Workbook** pages 4–5, exercises 3–5

➡ **Photocopiable** Grammar and Vocabulary

Writing

8

- Give Sts time to make notes about people in their family.
- Monitor and help Sts with unfamiliar vocabulary and organization as required.

EXTRA IDEA To help Sts organize their notes, tell them to draw a five-column, four-row table. From left to right, they write each person's name, relationship, age, nationality and description.

➡ **Workbook** page 5, exercises 6–7

9

- Give Sts time to look at the model text and photo.
- Ask Sts a few questions to check comprehension, e.g. *Are they cousins? Is James tall? Are they happy?*
- Give Sts time to complete the writing task, while you monitor and help with language as required.

EXTRA CHALLENGE Sts also include sentences about what people in their family can do, e.g. *play basketball, rollerblade*. You could refer Sts back to page 8 for ideas and vocabulary.

EXTRA IDEA Display the completed work in the classroom for Sts to read and discover more about their classmates' families. You could also ask them to find things in common with their own family.

EXTRA IDEA Give Sts the option to invent a family – like the vampire family – and write about that if they'd prefer, especially if there are children with sensitive or difficult family backgrounds in the class.

➡ **Photocopiable** Communication

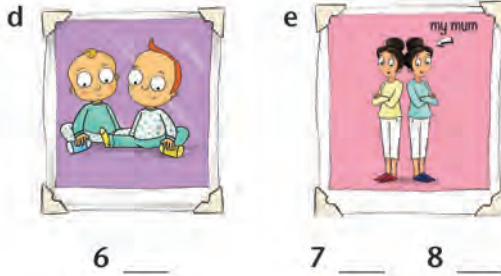
Extra

- Sts can either do this in class or as a homework task.

EXTRA IDEA Rather than their own family tree, Sts could create one for a famous family, either fictional or real.



1 ___ 2 ___ 3 ___ 4 ___ 5 ___



6 ___ 7 ___ 8 ___

b Label the people with the **highlighted** words in exercise 5a.

Study tip!

Look carefully at the pictures in the book. They help you understand new words.

► **Workbook** page 4, exercise 2

Grammar *be*: plural forms

6 Look at exercise 5a again. Match the words (1–2) to the pictures (a–b).



1 We 2 They

7 a Copy the table into your notebook. Complete the table with the plural forms of the verb *be*.

	+	-	?
we			
you	<i>are / 're</i>		<i>Are you...?</i>
they			



You *are* is the singular and plural form!



b Are the sentences true (T) or false (F) for you? Correct the false sentences. Use the pronouns *I, she, we, he* and *they* in your answers.

- I'm a twin.
- My friend and I are 11.
- My brother isn't strong.
- My aunt and uncle are tall.
- My grandmother and grandfather aren't old.
- My friend and I are short.

c Answer the questions.

- Are your mother and father English?
- Is your mother short?
- Are your friends old?
- Is your teacher tall?

d **Over to you!** Think of four questions to ask the other students about their friends and family. Use the questions in exercise 7c to help you.

e Ask your classmates. Can you find three things you have in common with other students?

► **Workbook** pages 4–5, exercises 3–5

Writing

8 **Get ready to write** Write the names of four people in your family. Then add more information.

- Who is he or she?
 - How old is he or she?
 - Describe the person.
- e.g.: **Michael – brother – 10 – English – short and fair**

► **Workbook** page 5, exercises 6–7

9 Write about your family. You can draw a picture or add a photo, too. Use the example to help you.

These are my brothers, Michael and James. Michael is 10; James is 12. Michael is short. James isn't short; he's tall. They're cold in this photo. They aren't happy!



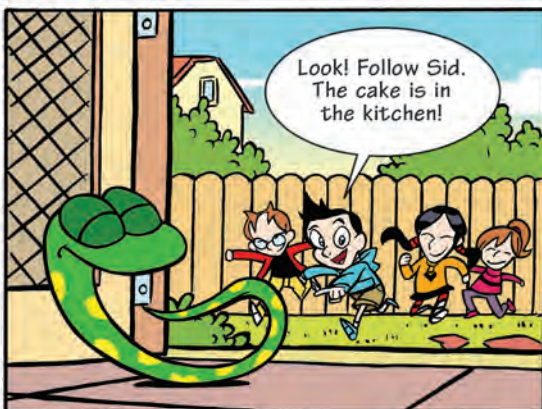
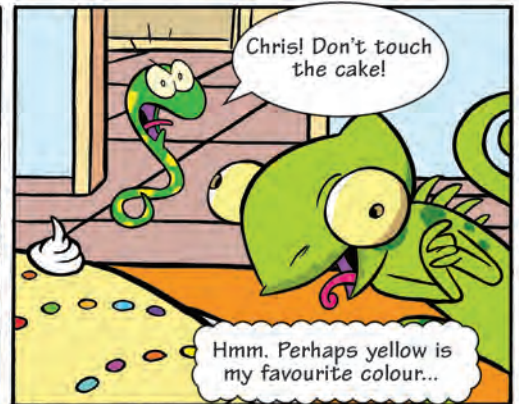
EXTRA Draw and label your family tree.

1C Birthdays



What months do you know in English?

1 a 1.24 Read and listen to the story. Where are the cake decorations?



b Read the story again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Finn is happy.
- 2 Pictures of Lily and Finn are on the birthday cake.
- 3 Chris's favourite colour is green.
- 4 Some friends are at the door.
- 5 The children are hungry.
- 6 The children follow Mum.
- 7 Sid is angry with Chris.

1C Birthdays

Supplementary materials

Workbook: pages 6–7, exercises 1–6

Photocopiable worksheets: Grammar and Vocabulary, Communication, Pronunciation

Online Practice

Note

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

You First

Give Sts time to discuss the question in pairs. Get feedback and write the months on the board in chronological order. Model and drill the months for Sts to repeat.

EXTRA IDEA To focus on word stress, get Sts to clap each syllable as they say the month. The stressed syllable should be clapped more loudly:

January February March April May June
July August September October November
December

EXTRA SUPPORT In pairs, Sts take turns to say a number and their partner says the month it corresponds to, e.g. 'Seven' 'July!'

EXTRA IDEA Put Sts in groups of five or six and tell them to stand in a circle. Give one student in each group a ball, either a real one or a scrunched-up piece of paper. They say *January* and throw the ball at random to another student, who says *February* and then throws the ball again. Ensure they go through the months multiple times, to allow plenty of repetition / practice. If a student can't remember the next month, makes a mistake, or takes too long, they are out. The last student is the winner. As an extra challenge, Sts could play the game, saying the months in reverse order.

EXTRA IDEA Either in class or as a homework task, Sts make a poster with the months and draw a picture of something they relate to each month, e.g. a Christmas tree for December. The work could then be displayed in the classroom and Sts could look for similarities between their own and their classmates' posters.

1a 1-24

- Elicit which characters in the story Sts have met before (*brother and sister Finn and Lily; their pet snake, Sid; their pet chameleon, Chris; their friend, Jake*).
- Play the audio for Sts to listen, follow and answer the question. Alternatively, show the class the video of the story from the DVD-ROM.
- Check the answer to the question.

Finn can't find the cake decorations. The decorations are on Chris's body.

EXTRA IDEA Play the audio or video again, pausing for Sts to repeat. Sts should focus on copying the speakers' intonation and feeling (e.g. excited, angry, amused). Sts then read or act out the script in groups of six, each taking a different role.

b

- Give Sts time to read the story again and complete the task.
- Check answers.

- 1 T
- 2 F (Pictures of Sid and Chris are on the birthday cake.)
- 3 F (Chris doesn't know her favourite colour.)
- 4 T
- 5 F (Only Finn is hungry.)
- 6 F (The children follow Sid.)
- 7 T

EXTRA IDEA In pairs, Sts say whether they like the cake in the story and what would be their favourite picture on a birthday cake. Get feedback by asking various pairs for their ideas.

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

Vocabulary

2a

- Give Sts time to complete the task. Tell them not to worry about the letters *st*, *th* and *rd* at this stage.

EXTRA SUPPORT Allow Sts work in pairs or small groups.

b 1-25

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

1st January 2nd February 3rd March 4th April 5th May
20th June 21st July 22nd August 23rd September
26th October 27th November 31st December

c

- Focus on the information about ordinal numbers and go through it with the class.
- Explain that 1st = first, 2nd = second, 3rd = third and similarly, 21st = twenty-first, 22nd = twenty-second, etc. With numbers for the other dates, we add *th*, e.g. 4th = fourth, 26th = twenty-sixth.
- Play the audio again, pausing for Sts to listen and repeat the dates.

LANGUAGE NOTES Many ordinal numbers have the sound /θ/, e.g. *fourth* /fɔ:θ/. Ensure that Sts can produce this sound correctly, by putting the tip of their tongue between their teeth and then blowing air through their mouth. This sound should not be voiced. Point out that with dates, we say *the + ordinal number + of + month*, e.g. *the first of January*.

- In pairs, Sts say the dates in chronological order.

EXTRA CHALLENGE In pairs, Sts also say the dates backwards, starting with *31st December*.

3

- Give Sts time to complete the task. Get feedback and find out in which month most Sts have their birthday.

EXTRA IDEA At the start of every lesson, nominate a student and ask for the date. Write it on the board for Sts to copy in their notebook.

➡ **Workbook** page 6, exercise 1

Grammar Possessives

4a

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

2 Your, our 3 Their 4 my 5 Her

- Focus on the information about possessives and go through it with the class. Explain that *I* and *He* are subject pronouns, while *My* and *His* are possessives.

EXTRA CHALLENGE Sts find other examples of possessives in the story, e.g. *Their friends are here. It's our birthday cake.*

b

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

1 b/h 2 g 3 f 4 c 7 d 8 b/h

- Elicit whether each subject pronoun / possessive is singular or plural.

EXTRA IDEA In pairs, Sts take turns to say a possessive and their partner says the subject pronoun.

5

- Focus on the information about possessive 's and go through it with the class.

LANGUAGE NOTE The apostrophe in 's indicates possession, not a missing letter. Point out that we usually use 's with people's names, not with objects (e.g. NOT *the table's legs*) and that if we have more than one name, we only put 's after the last one, (e.g. *Lily and Finn's*, NOT *Lily's and Finn's*).

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

2 her 3 their

➡ **Workbook** pages 6–7, exercises 2–5

➡ **Photocopiable** Grammar and Vocabulary

Pronunciation

Additional pronunciation notes

To produce a natural rhythm when speaking English, the main beats should fall on the important, content words. In this chant, these are represented by the large circles.

6a 1-26

- Explain the words / syllables with larger circles have stronger stress and need to be clapped more loudly.
- Play the audio and tell Sts to just listen, while you clap the rhythm.
- Play the audio again for Sts to listen and clap along.

b 1-27

- Give Sts time to complete the task.
- Play the audio for Sts to listen and check.

○ ○ ○ ○	○ ○ ○ ○
When's her birthday?	The third of May.
○ ○ ○ ○ ○	○ ○ ○ ○
The second of June	Oh, that's today!
○ ○ ○ ○	
That's very soon.	

- Play the audio again for Sts to listen and repeat.

➡ **Workbook** page 7, exercise 6

➡ **Photocopiable** Pronunciation

Listening and Speaking

7 1-28 Audio script pT88

- Play the audio for Sts to listen and complete the task, then check answers.

1 Eva's 2 Tom's 3 Tom's 4 Tom and Eva's 5 Eva's
6 Tom and Eva's 7 Tom's

8

- Give Sts time to prepare for the speaking task.

9

- Give Sts time to complete the task in pairs.

➡ **Photocopiable** Communication

Extra

- Sts do the activity in pairs in class.



Vocabulary

2 a Put the dates in the correct order.

- 31st December
- 3rd March
- 23rd September
- 5th May
- 4th April
- 21st July
- 2nd February
- 1st January
- 26th October
- 27th November
- 22nd August
- 20th June

b **1.25** Listen and check.

c Now say the dates in the correct order.

1st, 2nd, 3rd, etc. are called **ordinal numbers**.



3 Over to you! Ask your friends about their birthdays. How many people have the same birthday month as you?

When's your birthday?

It's the 23rd of September.

> **Workbook** page 6, exercise 1

Grammar Possessives

4 a Look at the story again. Complete the sentences.

- 1 It's **my** birthday!
- 2 ___ birthday? It's ___ birthday!
- 3 ___ cake is finished!
- 4 Green is ___ favourite colour.
- 5 ___ tummy is spotty.



The missing words are **possessives**.

I'm three.
My birthday is on the 1st of April.

He's four.
His birthday is on the 2nd of May.

b Match the subject pronouns (1–8) to the possessives (a–h).

- 1 you 2 I 3 they 4 she 5 it 6 he 7 we 8 you
- a his b your c her d our e its f their g my h your

You can substitute *his*, *her* or *their* with a name + 's. It's their birthday. = It's Lily and Finn's birthday.

5 Complete the sentences with *his*, *her* or *their*.

- 1 This is Finn's present. = This is **his** present.
- 2 This is Lily's present. = This is ___ present.
- 3 This is Chris and Sid's present. = This is ___ present.

> **Workbook** pages 6–7, exercises 2–5

Pronunciation

6 a **1.26** Listen and clap the rhythm.



- | | |
|----------------------|----------------------|
| When's his birthday? | When's her birthday? |
| The 2nd of June. | The 3rd of May. |
| The 2nd of June. | The 3rd of May. |
| That's very soon. | Oh, that's today! |

b **1.27** Mark the rhythm with circles. Listen and check, then repeat.

> **Workbook** page 7, exercise 6

Listening and Speaking

7 **1.28** Listen to Tom and Eva. Then complete the sentences with *Tom's*, *Eva's* or *Tom and Eva's*.

YOUR FAVOURITES!

- 1 ___ birthday is in March.
- 2 ___ birthday is in July.
- 3 ___ favourite colour is blue.
- 4 ___ favourite game is Karts!
- 5 ___ favourite number is ten.
- 6 ___ favourite food is pizza.
- 7 ___ lucky number is 29.

8 Get ready to speak Choose two of your classmates and think of three or four sentences about them.

9 Tell your classmates about other students in the class. Can they guess their names?

Her favourite colour is blue. Her birthday is in June. Her sister is in Year 8. What's her name?



Write two true sentences and two false sentences about you. Swap sentences with a partner. Can they guess the false sentences?

1D Hurry up!



What's your favourite day at school?

1 a 1.29 Read and listen to the story.



Joel It's Tuesday tomorrow! Fantastic! I've got Maths and Art. They're my favourite subjects!

Dad What about you, Rosie?

Rosie I don't like Art, but I've got Science. I love Science.

Dad Are your bags ready for PE?

Rosie Yes, I've got my gymnastics kit.

Joel And I've got my football kit.



Joel What time is it?

Dad It's half past eight.

Rosie Half past eight! We're late.

Joel Why? What time's the bus?

Rosie It's at half past eight!

Dad Run!

b Read the story again. Answer the questions.

- 1 Are Rosie and Joel's bags ready?
- 2 Are they late for the bus?
- 3 Is Rosie at a football class?
- 4 What's Joel's problem?



Leila Hey Joel, where's Rosie?

Joel She's at gymnastics. Her class is at quarter to three.

Leila What about your football training?

Joel It's at three o'clock.

Jan Well, it's five to three now. Run!



Trainer Are you ready, Joel?

Joel Nearly.

Trainer Well, hurry up!

Joel Oh no!

Trainer What's the matter?

Joel This is my sister's bag. Look! I can't play football today.

Vocabulary

2 a Complete the timetable with the words in the box.

Art English History Maths Music
PE Science Spanish Technology

	Monday	Tuesday	Wednesday	Thursday	Friday
1	1	2	3	4	5
2		6			
3					
4			7	8	9

b 1.30 Listen and check, then repeat.

1D Hurry up!

Supplementary materials

Workbook: page 8, exercises 1–4; page 9, exercise 1

Photocopiable worksheet: Everyday English

Online Practice

Note

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

You First

Elicit the weekdays and write them on the board. Model and drill the pronunciation. Give Sts time to answer the question in pairs.

EXTRA IDEA Do a show-of-hands survey to find out the class's favourite and least favourite days at school.

EXTRA IDEA Stand in the middle of the classroom. Point to one corner of the room, say *Monday* and get Sts to repeat. Do the same with the other corners and the days *Tuesday*, *Wednesday* and *Thursday*. For *Friday*, point to the floor, to indicate where you are standing.

Tell Sts to stand up, go to the part of the room that indicates their favourite day at school and make a group with their classmates. Ask each group in turn *What's your favourite day at school?* They answer chorally, e.g. *Our favourite day is Thursday!*

1a 1-29

- Elicit which characters in the story Sts have met before and what they can remember about them.

Suggested answers

Joel is 13 years old and is in Year 8. He's Rosie's brother. His favourite film is *Star Wars* and his favourite character is *Darth Vader*.

Rosie is Joel's sister. She's 11 years old and is in Year 6. She can rollerblade. Her favourite game is basketball.

Leila is from Scotland, but lives in Oxford. Her favourite *Star Wars* character is *Chewbacca* and he's on her bag. She loves basketball. In the Introduction Unit, her leg was broken and she was in a wheelchair.

Jan is from Poland. He's 11 years old and is in Year 6.

- Play the audio for Sts to listen and follow. Alternatively, show the class the video of the story from the DVD-ROM.

b

- Give Sts time to read the story again and complete the task.
- Check answers.

- Yes, their bags are ready.
- Yes, they're late for the bus.
- No, she isn't. She's at a gymnastics class.
- He can't play football because he has his sister's bag with her gymnastics kit.

EXTRA SUPPORT Play the audio again for Sts to listen and read. Pause after each section and elicit the answer to the relevant question. Clarify the meaning of any unfamiliar vocabulary.

EXTRA CHALLENGE Sts complete the task without looking back at the story.

EXTRA IDEA Put Sts in groups of two or three and allocate each group a scene from the story with the same number of characters. Give them time to practise acting out their scene. Monitor and help with pronunciation. Ask for four groups to volunteer, one for each scene, and get them to act out the whole story to the class.

Vocabulary

2a

- Give Sts time to complete the task.

LANGUAGE NOTES Explain that for the Sts in the story, *English* refers to language and literature in their mother tongue, whereas *Spanish* refers to a second / foreign language.

Point out that *PE* stands for *Physical Education*.

b 1-30

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

1 English	2 History	3 PE	4 Maths	5 Science
6 Spanish	7 Music	8 Art	9 Technology	

- Play the audio again, pausing for Sts to listen and repeat.

EXTRA IDEA If there are any other subjects your Sts study, write them on the board for Sts to copy. Model and drill the pronunciation.

EXTRA SUPPORT In pairs, Sts take turns to mime a subject for their partner to guess.

EXTRA IDEA Say a subject. Sts put their thumbs up / down to show how they feel about it. Sts could also do the activity in pairs, taking turns to say a subject: Two thumbs up = *really like*; one thumb up = *like*; one thumb up and one down = *OK*; one thumb down = *don't like*; two thumbs down = *really don't like*.

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

- c
- Give Sts time to think of their answer to the question.
- d
- Give Sts time to mingle and complete the task, using the model dialogue to help.

EXTRA CHALLENGE Sts also find a classmate with the same bottom three subjects.

- Get feedback by asking a few Sts what they found out.
- ➡ **Workbook** page 8, exercise 1

Everyday English

3a

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

1 b 2 c 3 a

b

- Give Sts time to complete the task.

c 🎧 1-31

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

a c e f d b g

- Play the audio again, pausing for Sts to listen and repeat.

LANGUAGE NOTES Point out that we only say *o'clock* when the time is on the hour, e.g. *three o'clock* (NOT *five past three o'clock*).

When we say, e.g. *five to four*, we mean *five minutes to four* but it is far more common to omit *minutes*.

- Point out the examples of different ways to say the time and go through them with the class.

LANGUAGE NOTE When saying the time using a digital clock, we tend to just say the numbers – hours first and then minutes, e.g. 10.45 *ten forty-five*. Note that for minutes under ten, we say *oh* before the number, e.g. 3.05 = *three oh five*. With an analogue clock, we tend to say the number of minutes *past* / *to* the hour and also use *half* and *quarter*, e.g. 10.45 = *quarter to eleven*.

EXTRA IDEA In pairs, Sts look at the times in exercise 3b and say them in a different way, e.g. *five to four* = *three fifty-five*.

d

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

What time is it? What time's the bus?

4a

- Give Sts time to complete the task.

LANGUAGE NOTE Point out that days always start with a capital letter.

b 🎧 1-32

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

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- Play the audio again, pausing for Sts to listen and repeat.

EXTRA IDEA Put Sts in groups of four and tell them to stand in a circle. One student says *Monday*. The person to

his / her left says *Tuesday*, the next says *Wednesday* and so on. They continue in the same way until you shout *Change!*, at which point the direction is reversed and the person on the right says the next day. Continue changing the direction at regular intervals until Sts have had plenty of practice. For added fun, Sts have to say the days faster and faster as the activity goes on.

c

- Write a model dialogue on the board, e.g. 'What time's English on Monday?' 'It's at half past ten.'

LANGUAGE NOTE Point out the use of the prepositions *on* before we say the day something occurs and *at* before we say the time.

- Give Sts time to practise some dialogues of their own, changing the subject, day and time as appropriate.

➡ **Workbook** page 8, exercises 2–4

➡ **Photocopiable** Everyday English

Listening

5a 🎧 1-33 Audio script pT88

- Play the audio for Sts to listen and complete the task, then check answers.

2 Monday 3 Friday

b 🎧 1-33 Audio script pT88

- Play the audio again for Sts to listen and complete the task, then check answers.

Joel	1 It's at quarter to ten.	2 It's at quarter to twelve.
Rosie	1 It's at half past nine.	2 No, they aren't.
Jan	1 It's at half past twelve.	2 No, it isn't. Technology is after lunch.

EXTRA SUPPORT Play the audio. When Sts hear the answer to a question, they raise their hands. Pause the audio and elicit the answer. Continue in the same way.

c

- Give Sts time to complete the task.

d 🎧 1-34

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

2 nine o'clock 3 History 4 Art 5 PE

- Focus on the **Look!** box and go through it with Sts.

Speaking

6

- Give Sts time to prepare for the speaking task.

7

- Give Sts time to complete the task. Get feedback from various Sts, ensuring they give reasons.

Extra

- Sts can do this at any point in the lesson, after learning how to say the time.

Story

➡ **Workbook** page 9, exercise 1

- c What are your top three subjects at school?
- d Talk to your classmates. Can you find a friend with the same top three subjects as you?

Do you like Maths?

Yes, I do. What about you?

▶ **Workbook** page 8, exercise 1

Everyday English

3 a Look at the story again. Match the sentence halves.

- 1 The bus is at
- 2 Rosie's gymnastics class is at
- 3 Joel's football training is at

- a three o'clock.
- b half past eight.
- c quarter to three.

We say times like this.



b Put the clocks in the correct order.



three o'clock



quarter to four



five past three



twenty-five to four



quarter past three



half past three



five to four

c **1.31** Listen and check, then repeat.



You can say the time in two different ways.

	10:30
half past ten =	
ten thirty	

	10:45
quarter to eleven =	
ten forty-five	

d Find two questions about time in the story.

4 a Put the days of the week in the correct order.

Friday Monday Wednesday Saturday
Tuesday Sunday Thursday

b **1.32** Listen and check, then repeat.

c Ask and answer about your timetable.

▶ **Workbook** page 8, exercises 2-4

Listening

5 a **1.33** Listen and answer the questions.

- 1 Which is Joel's favourite day? **Tuesday**
- 2 Which is Rosie's favourite day?
- 3 Which is Jan's favourite day?

b **1.33** Listen again and answer the questions about the three children.

Joel

- 1 What time is History?
- 2 What time is PE?

Rosie

- 1 What time is Science?
- 2 Are Science and Music Joel's favourite subjects?

Jan

- 1 What time is Music?
- 2 Is Art after lunch?

c Complete the dialogue.

Jan What's your favourite day at school?

Joel ¹Tuesday.

Jan Why?

Joel I've got Maths at ²___. I love Maths.

Jan Me too.

Joel I've got ³___ at quarter to ten, and then I've got Art. They're great!

Jan I don't like ⁴___. History is OK.

Joel I've got ⁵___ at quarter to twelve. And I've got chess after lunch! It's a brilliant day!

d **1.34** Listen and check.

Look!

You can talk about your timetable like this.

I've got **Biology** at **half past nine**.

Speaking

6 **Get ready to speak** What are your answers to Jan's questions in exercise 5c? Make some notes.

7 Tell your classmates about your favourite day at school. Can you find someone with the same favourite day as you?



Draw four clocks with different times. Swap with a partner. Say the times.

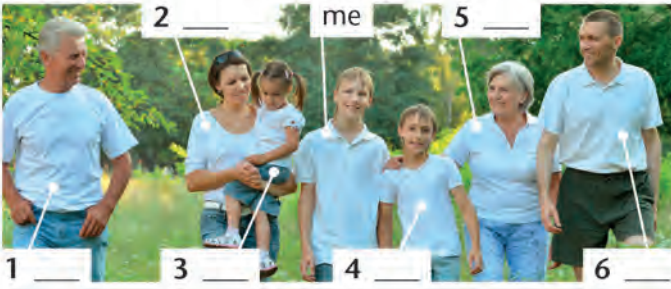
Story

Read the puzzle on page 9 of the Workbook and do the exercises.

1 Revision

Vocabulary and Grammar

1 a Label the photos with family member names.



b Complete the descriptions of the father and the grandmother in the photo using the words in the box.

old pretty short strong tall young

- The father is tall and ____.
- The grandmother ____.

2 a Write about the smileys. Use the words in the box.

bored cold excited happy hot scared



Tom and Tony

1 They aren't happy.



Polly and Peter

2 ____



Sue

3 ____



4 ____



Bob

5 ____

6 ____

b Put the words in the correct order to make questions. Then answer them.

- Are happy Tom and Tony ? ____
- Sue is angry ? ____
- cold is Bob ? ____
- Polly and Peter excited Are ? ____

3 Complete the table with personal pronouns or the possessive.

I	he	we	you
your	her	its	their

4 a Choose the correct words to complete the text.

My name's Amy. ¹~~I~~/My am ten years old. My brother's name is Fred. ²He/His is ten years old, too. ³We/Our are twins, but ⁴we/our birthdays aren't on the same day! ⁵My/I birthday is on 31st December, and ⁶he/his birthday is on 1st January.

b Complete the sentences using *Amy's*, *Fred's* or *Amy and Fred's*.

- ____ birthday is on 31st December.
- ____ birthday is on 1st January.
- ____ birthdays aren't on the same day.

Everyday English

5 a Look at the timetable. Complete the questions.

— Timetable —						
8.45	9.35	10.25		11.00	11.50	12.30
			BREAK			

- What time is **History**?
It's at ten to twelve.
- What time is ____ ?
It's at half past twelve.
- What time is ____ ?
It's at twenty-five past ten.

b Look at the timetable. Write questions and answers about the other three subjects.

c Write three questions and answers about your lessons.

Revision

Supplementary materials

Workbook: pages 10–11, exercises 1–9

Online Practice

Unit test 1

Vocabulary and Grammar

1a

1 grandfather 2 mother 3 sister 4 brother
5 grandmother 6 father 7 uncle 9 aunt

b

1 The father is tall and **strong**.
2 The grandmother **is old and short**.

2a

2 They're excited.
3 She's scared.
4 She isn't bored.
5 He isn't hot.
6 He's cold.

b

1 Are Tom and Tony happy? No, they aren't.
2 Is Sue angry? No, she isn't.
3 Is Bob cold? Yes, he is.
4 Are Polly and Peter excited? Yes, they are.

3

I	you	he	she	it	we	you	they
my	your	his	her	its	our	your	their

4a

My name's Amy. ¹~~I~~My am ten years old. My brother's name is Fred. ²~~He~~/His is ten years old, too. ³~~We~~/Our are twins, but ⁴we/~~our~~ birthdays aren't on the same day! ⁵~~My~~/I birthday is on 31st December and ⁶he/~~his~~ birthday is on 1st January.

b

1 **Amy's** birthday is on 31st December.
2 **Fred's** birthday is on 1st January.
3 **Amy and Fred's** birthdays aren't on the same day.

Everyday English

5a

2 What time is **Music**?
3 What time is **Science**?

b

1 What time is Maths? It's at quarter to nine.
2 What time is PE? It's at twenty-five to ten.
3 What time is Art? It's at eleven o'clock.

c

Students' own answers.

➡ **Workbook** pages 10–11, exercises 1–9

My project

Project checklist

Before the lesson

- Ensure the materials listed below are available for use in the lesson.

Materials for the lesson

- Sets of coloured pens / pencils / crayons (enough for the whole class)
- A3 paper (one sheet per student)
- Sticky notes (five per student)
- Compasses or something large and circular for Sts to draw around to create their wheel
- Rulers
- Thumb tacks or tape (to display the finished projects)

OPTIONAL LEAD-IN Elicit the words to describe feelings Sts know and write them on the board. Check understanding. If necessary, refer Sts back to page 10 for help.

In pairs, Sts take turns to guess how their partner is feeling, e.g. *I think you're hot and bored.* Their partner says whether they're right, e.g. *I'm hot, but I'm not bored. I'm tired!*

As an alternative review, Sts take turns in pairs to say a sentence about their favourite day, e.g. *My favourite day is Wednesday.* Each time they say it, they have to express a different emotion. Their partner guesses how they feel, e.g. *'Are you angry?'* "Yes, I am!"

You First

Give Sts time in pairs to discuss the question. Get feedback from the class.

1

- Focus on the project. Explain that the wheel represents Maria's day and shows her activities and feelings at different times. The day progresses in a clockwise direction.
- Give Sts time to complete the task, then check answers.

2 She's in Maths class. 3 It's ten past two.

EXTRA IDEA Ask Sts to find other examples of time in the project and elicit how we can say these in a different way, e.g. *half past eleven / eleven thirty; half past five / five thirty; quarter to one / twelve forty-five, half past three / three thirty.*

2

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

2 a 4 b 6 c

3

- Give Sts time to complete the task.
- Get Sts to compare answers with a partner. Explain that if their answer is *no* for number 7, they should discuss which colours they think would be more suitable.
- Check answers 1–6 and elicit opinions from various pairs for 7.

1 yellow 2 blue 3 red 4 bored 5 excited
6 tired 7 Students' own answers.

EXTRA SUPPORT Before doing this task, do a quick review of colours as a class. If necessary, refer Sts back to page 5 for help.

EXTRA IDEA In pairs, Sts discuss which colours they think best represent other feelings, e.g. *hot, cold, scared, happy, sad, angry.* Get feedback from the class.

4

- Sts follow the steps to create their own feelings wheel.
 - 1 Monitor and help Sts with ideas as required.
 - 2 Tell Sts to write these sentences in their notebooks. For each section, they should write the time, the feeling and where they are. Monitor and help with language and spelling as required. When Sts have finished their writing, you could either correct it directly or point out errors and encourage them to correct themselves.
 - 3 Sts should draw a large circle on their piece of paper and divide it into segments, as with the example project in the Student's Book.
 - 4 Allow Sts the freedom to choose how they want to incorporate their chosen colours into their project. For example, they could shade the entire background of each segment, make the background striped, colour in just the border areas or draw each picture in a different colour.
 - 5 Tell Sts to carefully copy their text about each time of day onto a different sticky note and attach them next to the relevant sections on their wheel.

5

- Give Sts time to practise their presentation. Monitor and help with any queries Sts may have.
- Before starting the presentations, reinforce how important it is for Sts to give their classmates their full attention and listen carefully. They should also ask questions to show they are engaged and interested.
- To ensure that all Sts get involved, tell them they must each ask at least one question during the presentations.

EXTRA SUPPORT To generate ideas for possible questions to ask, elicit what Sts could ask Maria about her project.

- Sts take turns to present their project and respond to their classmates' questions.
- After the presentations, put Sts in small groups to discuss which presentations they liked the most and the reasons why.

EXTRA IDEA With a large class, to ensure that interest is maintained, divide Sts into smaller groups for the presentations. Alternatively, spread them over several lessons.

- Display the finished projects in the classroom for Sts to read in more detail.

EXTRA IDEA Tell Sts to find the classmate whose feelings wheel is most similar to theirs.

YOU FIRST!

Are your feelings different at different times of the day?

My day, my feelings

1 It's seven o'clock. I'm sleepy.

2 —

3 It's quarter to one. I'm in Maths class. I'm hungry.

4 —

5 It's half past three. I'm in Drama club. I'm excited.

6 —

a It's half past eleven. I'm thirsty. I'm in PE. It's my favourite subject.

b I'm tired. I'm on the school bus. It's ten past two.

c I'm bored. It's half past five. I'm with my mother in the supermarket. I don't like the supermarket!

1 Look at Maria's project. Answer the questions.

1 She's sleepy. What time is it?

It's seven o'clock.

2 She's hungry. Where is she?

3 She's tired. What time is it?

2 Read the sticky notes from Maria's project. Match the notes on the right (a-c) to the gaps (2, 4 and 6) in the picture. Complete the notes.

3 Look at Maria's project and the notes again. Answer the questions.

- 1 What colour is the picture for *sleepy*?
- 2 What colour is the picture for *thirsty*?
- 3 What colour is the picture for *hungry*?
- 4 Which feeling is grey in Maria's project?
- 5 Which feeling is orange in Maria's project?
- 6 Which feeling is white in Maria's project?
- 7 Do you like these colours for these feelings?

4 Create your own 'feelings wheel'. Follow the instructions. Ask your teacher for more information.

- 1 Think of four or five times in the day when you have different feelings.
- 2 Write two or three sentences about each time. Check them carefully.
- 3 Draw your 'feelings wheel'.
- 4 Draw a picture in each section. Choose a colour to represent the emotion.
- 5 Write your sentences on sticky notes. Stick them on your project.

5 Present your 'feelings wheel' to the class. Tell your friends about some of the things on your wheel. Answer their questions.

Which emotion is blue for you?

It's half past seven. I'm in bed. I'm hungry!



1 Culture



Which countries speak English as a first language?

Do you speak English?

English is the first language in these countries. Many people in these countries speak other languages as well. In the USA, a lot of people speak Spanish. In Canada, a lot of people speak French. In the UK, the Northern Irish, the Welsh and the Scots speak English, and they speak their national languages, too.

1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



- a The Jamaican flag is green and black, with a yellow cross.
- b The Canadian flag is red and white, with a leaf on it.
- c The Australian flag is red, white and blue, with six white stars.
- d The American flag is red, white and blue, with 50 stars on it.
- e The Singaporean flag is red and white, with five white stars and a white moon.
- f The New Zealand flag is red, white and blue, with four red and white stars.
- g The South African flag is red, black, blue, green, white and yellow.
- h The UK flag is blue, with red and white crosses.
- i The Irish flag is green, white and orange.

Glossary



cross



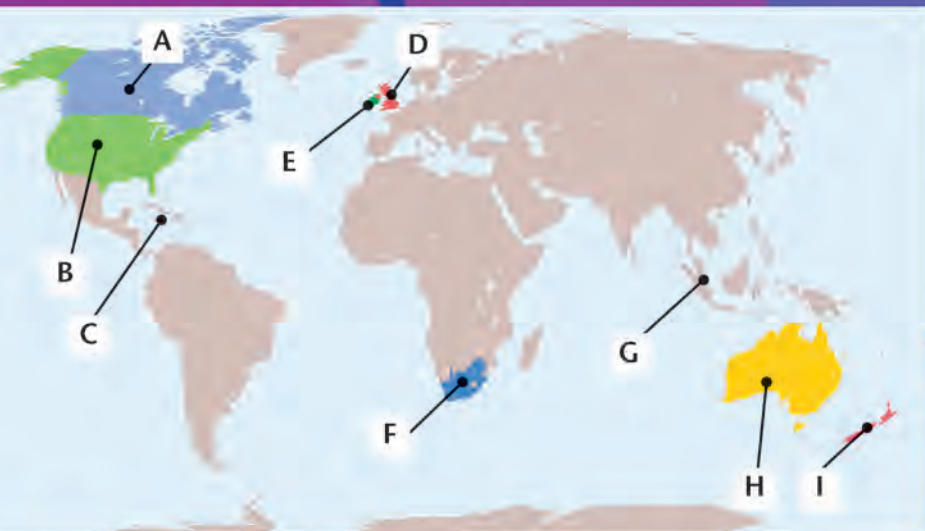
star



leaf



moon



3 1.35 Listen and complete the chart with T (true) or F (false). Correct the false sentences.

	I'm from the UK.	I can speak English and another language.
David	T	
Celine		
Carol		
Lorcan		

1 Read the introduction and descriptions (a-i). Label the flags (1-9).

2 a **Get ready to speak** Find the countries in exercise 1 on the map.

b **Work with a partner.** Ask and answer.

What's this country?

It's the USA.

Study tip!

The Culture pages give you a window into English-speaking countries. Compare them with your culture.

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.

English is the third most widely spoken language in the world, after Mandarin and Spanish. It is estimated that there are over 50 countries where English is either a primary or an official language. It is, however, difficult to know for certain which countries use English as a first language, as it is often a co-language together with one or more local languages. The principal countries which have English as their first language are focused on in this lesson, but there are many more.

The United Kingdom (UK) is composed of England, Scotland, Wales and Northern Ireland. While all these countries have English as their first language, they also have other recognized languages. In England, the minority languages of Cornish and Angloromani exist. Scotland has Scots and Scottish Gaelic, which are spoken by approximately 30% and 1% of the population respectively. Wales also has Welsh as an official language, which is spoken by around one-fifth of the population. In Northern Ireland, low percentages of people use Irish and Ulster-Scots. In addition, English, Irish and Northern Irish sign languages are recognized as official languages.

The national flag of the UK is known as the Union Jack or Union Flag. It is composed of the flags of the patron saints of England (St George), Ireland (St Patrick) and Scotland (St Andrew). The flag of St David, patron saint of Wales, is not represented in the Union Jack, as Wales was part of the Kingdom of England when the flag was designed.

You First

Give Sts time to discuss the question in pairs. Get feedback and write correct suggestions on the board.

1

- Read through the introduction with the class and clarify any unfamiliar vocabulary.
- Focus on the **Glossary** and go through it with the class.
- Give Sts time to complete the matching task, then check answers.

1 h 2 d 3 b 4 g 5 c 6 f 7 a 8 e 9 i

EXTRA IDEA In small groups, Sts design and draw a flag for the school. Each group shows and describes their flag to the class. Take a vote to find out the most popular design.

2a

- Elicit the names of the countries represented by the flags in exercise 1 and write them on the board. Model and drill the pronunciation.
- Give Sts time to complete the task in pairs, then check answers.

A Canada B the USA C Jamaica D UK E Ireland
F South Africa G Singapore H Australia I New Zealand

b

- Give Sts time to complete the task in pairs.

EXTRA SUPPORT Sts take turns to say a country and their partner says the nationality, e.g. 'Canada – Canadian'.

EXTRA CHALLENGE In pairs, Sts talk about people they know from these countries, e.g. *My uncle is from Australia. He's Australian. Taylor Swift is from the USA. She's American.*

3 **1•35** Audio script pT88

- Explain that Sts are going to listen to four people talking about where they are from and what languages they can speak.
- Elicit which countries the UK is comprised of (England, Northern Ireland, Scotland, Wales). You could also draw attention to the UK flag in exercise 1 and give Sts the extra details about it in the **Culture notes**.
- Play the audio for Sts to listen and complete the task, then check answers.

	I'm from the UK.	I can speak English and another language.
David	T	F – He can only speak English.
Celine	F – She's from Canada.	T
Carol	F – She's from South Africa.	T
Lorcan	T	T

EXTRA SUPPORT Pause the audio after each speaker. Give Sts time to write their answers and compare with a partner. Check answers as a class at the end.

EXTRA CHALLENGE Sts write other information about the speakers.

Suggested answers

David He's from Scotland. He can't speak Gaelic.

Celine She's from Quebec. She can speak English and French.

Carol She's from Cape Town. She can speak English, Afrikaans and Xhosa.

Lorcan He's from Northern Ireland. He can speak English and Irish.

EXTRA IDEA In pairs, Sts talk about people they know who speak more than one language, e.g. *My dad can speak Czech and French.*

- Focus on the **Study tip!** In pairs, give Sts time to think about what they have learned in the lesson and make comparisons with their own culture. Get feedback from the class.

► **Photocopiable** Culture

▶ **Video** *My day*

As an extension to the Culture topic, watch a short film about a day in the life of three children 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 DVD-ROM or on the Online Practice.

► **Photocopiable** Culture video

Learn through English

Supplementary materials

Photocopiable worksheet: Song

Additional subject notes

Below are some additional details about sundials.

Sundials are the oldest known devices used to measure time. The earliest sundial is thought to be of Egyptian origin and the ancient Greeks were credited with further developing the Egyptian design and improving its accuracy.

The variety of sundials is wide. However, in general, each comprises a *gnomon* /'nɒmɒn/ and a *dial*. The gnomon is usually a thin vertical rod which casts a shadow when struck by sunlight onto a flat plate, known as the dial. The shadow aligns with different lines and numbers on the dial, thus indicating the various times of day.

Sundials work based on the rotation of the Earth as it revolves around the sun. As the Earth rotates on its polar axis once every 24 hours, the sun appears to move across the sky from east to west. As the sun's position continually changes throughout the day, the length and placement of the shadow on the dial also change. The shadow is longest at sunrise and sunset, when the sun is low in the sky and close to the horizon. It is shortest at local solar noon, when the sun is directly overhead.

The world's largest sundial, the *Samrat Yantra* (Supreme Instrument) was built in the early eighteenth century in Jaipur, India. This stone sundial stands 27 metres tall and is so large that its shadow moves visibly at a speed of one millimetre per second. Incredibly, this device is capable of measuring time to an accuracy of two seconds.

OPTIONAL LEAD-IN Sts work in a small group and take turns to write a time in the air with their finger, e.g. 9.15. The student who says the correct time first, e.g. *quarter past nine*, gets a point. The first student to get five points wins the game.

You First

Give Sts time to discuss the question in pairs. Elicit answers from the class.

Suggested answers

- on a watch, clock, mobile, tablet, computer, etc.
- by looking at the sun, shadows
- by how hungry, tired you feel
- historically people used marked candles, sand clocks, water clocks, sundials

1a

- Focus on the photos, then elicit the answer to the question.

There are five sundials.

EXTRA IDEA Sts rank the sundials from their most to least favourite, then compare with a partner.

b

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

1 c 2 e 3 a 4 d 5 b

- Ask Sts if they have ever seen a sundial. If so, elicit where it was.

2

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

1 c 2 e 3 a 4 d 5 b

EXTRA CHALLENGE Sts cover the instructions and just look at the pictures. In pairs, they try to remember the instructions. Remind them to use imperatives.

Note

It is not an expectation that Sts actually make a sundial. However, if your class shows an interest and you have the time, space and resources available, it might be an enjoyable project. You could either do it together as a class, for example in the school playground, or Sts could do it at home, in a garden or other outdoor area.

As an alternative to the sundial described in the lesson, Sts could make a smaller, simpler version using a paper plate with a pencil stuck in it. Each hour they mark the shadow of the pencil on the rim of the plate and write the time. If Sts have limited outdoor space, they could put their sundial on a balcony or a sunny windowsill. However, in this case, they would only be able to mark certain times, as the dial would not be in the sun all day.

If done as a class project, Sts could invite other classes to view their sundial and explain how to make one.

If done at home, Sts could take photos and show them to their classmates or share them on the class blog or school website if appropriate.

3

- Give Sts time to complete the task in pairs.

1-36 Song *What about you?*

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

Sundials

YOU FIRST!

What different ways can you tell the time?



These are sundials.

You can tell the time with a sundial.

Some sundials are 1,500 years old.

- a** You can see sundials in cities.
- b** You can make a sundial. It's easy!
- c** You can find sundials in parks.
- d** You can be part of a sundial.
- e** You can see sundials on houses.

1 a Look at the photos. How many sundials can you see?

b Read the descriptions. Match the sentences (a–e) to the pictures (1–5).

Make a sundial

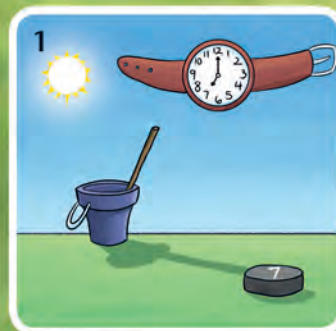
a You need: a stick, stones, chalk, a watch, a bucket

b You can make your sundial in the garden. Put the stick in the bucket.

c It's seven o'clock in the morning. Mark the shadow of the stick with a stone. Write '7' on the stone. Don't move the bucket!

d It's eight o'clock in the morning. Mark the shadow of the stick with a stone. Write '8' on the stone.

e Mark the shadow of the stick every hour. Stop at night. Your sundial is finished!



2 Look at the pictures. Match the instructions to the pictures.

3 Over to you! Work with a partner. Ask the time in the different sundials on this page.

What time is it on this sundial?

It's four o'clock.

