



Starter: All about me

READING

read online posts about people's favourite objects

LISTENING

listen to people talking about going back to school after the summer

SPEAKING

ask and answer questions about you

WRITING

write about your favourite objects

Lead-in SB p6

Focus students' attention on the photo. Ask them to describe what they see. Nominate a student to read the quote aloud and elicit its meaning (music is the answer to life's problems). Point out that, in this quote, *answer* means 'a way of dealing with a problem'. Ask: *Do you agree with this? Why/Why not? Is music important to you? What kind of music do you like?* Organise students into groups to discuss the questions. Monitor as they do this, offering support where necessary. After five minutes, bring the class together and conduct a whole-class discussion. Generate as much discussion as possible and write any new language on the board.

Possible answers

- 1 He's playing a guitar.
- 2 piano, keyboard, drums, violin, saxophone, trumpet, flute, clarinet, trombone, harmonica, etc.
- 3 Yes, I can play the piano, but not very well.

extra



Organise students into small groups. Give them a one-minute time limit to write down as many different types of music as they can think of. When time is up, bring the class together and collect answers. To increase the level of challenge, get students to give examples of each musical genre (by giving song titles, band and composer names, etc.).

Power up

- 1** Organise students into groups. Focus their attention on the photographs and read the instructions aloud. Give students a couple of minutes to complete the task. Monitor as they do this, encouraging discussion and prompting where necessary. Bring the class together. Collect answers around the class and write any new words on the board. Ask questions to generate as much language as possible, e.g. *Do you have something like this? Can you describe it? What size/colour is it? What's it made of?*

1 mobile phone 2 bicycle helmet 3 games console
4 pencil case 5 old coin 6 (electric) guitar
7 T-shirt 8 body board 9 cup 10 friendship bracelets

Possible answer

Yes, I have friendship bracelets, a pencil case and an electric guitar – and of course, I have a mobile phone!

Read on

- 2** Organise students into pairs and read the task instructions aloud. Tell them to concentrate just on Dale and Greta because they have photos. Refer students back to the objects in Ex 1 and circulate as students make their predictions. After three or four minutes, bring the class back together to share ideas. Make sure students are able to provide reasons for their answers.

Possible answers

I think Dale looks sporty so the bicycle helmet is probably his. And he has cool hair so he probably has an electric guitar too. He looks like he might have friendship bracelets, as he has a friendly face.

Greta looks serious so maybe she is interested in history. I think the old coin belongs to her – and maybe the pencil case, too.

- 3** Read the instructions aloud. Point out that students should read the posts quickly and that it doesn't matter if they don't understand every word. Explain that reading for gist is an important skill to have, as it allows you to get key information from a text. Give students two minutes to read the posts before bringing the class together again. Ask students: *How many of your guesses were correct?*

Dale: bike helmet, games controller, coin, T-shirt, guitar
Greta: mobile phone, pencil case, body board, cup, friendship bracelets

- 4** Read the instructions aloud. Give students a moment to read the sentences and allow them the opportunity to ask if there is anything they don't understand. Monitor as students complete the task, offering support if necessary. Allow students to check their answers with a partner before conducting class feedback.

1 Dale 2 Dale 3 Greta 4 Greta 5 Greta

- 5** Get students to quickly read the text. Check understanding by asking: *What are Jamie's five favourite objects?* (football boots, picture with friends, skateboard, slide rule, a piece of moon rock) Ask students to tell you which object they find the most interesting. Circulate as students complete the text, offering support where necessary and noting any issues students have with the language. Check answers around the class.

1 These 2 was 3 were 4 My 5 me 6 am 7 This
8 he 9 his 10 they

- 6** Tell students about some objects which are important to you. Say something like: *I never go anywhere without my phone. I have everything on it – my music, my contacts, my photos – so it's really important to me! My camera is also important to me because I love taking photographs of landscapes ...* Read the instructions aloud and focus students' attention on the table. Circulate as students complete it, offering support where necessary and asking prompting questions. Organise students into groups. Monitor as they compare their ideas, encouraging quieter students to participate in the conversation as much as possible. Nominate one student from each group to report back on the discussion.

Possible answers

This ring belonged to my grandmother. It reminds me of her, so I wear it all the time.


My best friend knitted me this scarf, so it's really special. It's in my favourite colours too!

My swimming badges are important to me, because they remind me of what I've achieved and the progress I've made.


I got this water bottle from my friends at my last school. It was a leaving present, so it's really special.

Listen up

- 7** Tell students how you feel about going back to school after the summer. Say something like: *I feel happy about seeing my students again (point to picture C), but a little sad about the early mornings (point to picture B)!* Get students to look at the photos and ask them to describe what they see. Read the instructions aloud. Organise students into pairs and get them to discuss their answers. Get a few students to report back.

- 8**  S.1 Read the instructions and play the recording, twice if necessary. Allow students to compare notes with a partner before checking answers as a class. Ask them which part of the recording gave them the answer.

1 B 2 A 3 C

- 9**  S.2 Read the instructions aloud and check students' understanding of *can* and *can't* by asking: *Which is positive? Which is negative?* Give students a minute to complete the text before playing the recording so they can check their answers.

1 can 2 can't 3 can 4 can't 5 can 6 can

- 10** Model the activity by telling students a thing you can and a thing you can't do at school and in the holidays. Say something like: *In the holidays I can go travelling. When school starts I can't wear jeans and a sweatshirt every day.* Give students a couple of minutes to write their sentences (three for *at school* and three for *in the holidays*, each with a mix of *can* and *can't*). Monitor as they do this, offering support where necessary.

Possible answers

When school starts, I can see my friends every day.
 When school starts, I can't stay up late watching films.
 When school starts, I can't play football all the time.
 In the holidays, I can spend lots of time outside.
 In the holidays, I can relax in the sunshine.
 In the holidays, I can't practise karate.

- 11** Read the instructions aloud and organise students into small groups to complete the task. Ask a few groups to report back on their discussion.

Possible answer

Miguel wrote that he can stay up watching films in the holidays. Miho said she can do that too. I can't do that, because I have a holiday job. But I can earn money in the holidays so I don't mind.

- 12** Focus students' attention on the title of the article and check that they understand its meaning. Check students' understanding of *the blues*, by asking: *If I have the blues, do I feel happy or sad? (sad)* Read the instructions aloud and organise students into pairs. Circulate as students complete the task, offering support where necessary. Check answers as a class.

1 Forget 2 find 3 Don't try 4 Get 5 Have
 6 don't forget

Speak up

- 13** Organise students into pairs. Challenge them to see who can be first to match the questions with the answers. Collect answers around the class, modelling question intonation and sentence stress where necessary.

1 C 2 E 3 F 4 H 5 B 6 G 7 D 8 A

- 14** Tell students to work with a different partner. Circulate as they ask and answer the questions, making a note of any interesting answers you hear. After five minutes, nominate a few students to report back on what they have learned about their partner.

Possible answers

My name's Marta.
 I live in Madrid.
 I'm 16 years old.
 I live with my mum, my little brother and my dog.
 I usually walk to school.
 I feel pretty happy about being back at school because it's good to be with my friends again.
 My camera is important to me because I love taking photographs; my roller blades are also really important because I love skating around the park.
 I'm looking forward to the school trip and also sports day.

extra



Challenge students to see who can remember the most information about their partner. Go around the class asking students questions and awarding points for each correct answer. The student with the most points is the winner.

Write on

- 15** Read the instructions aloud. Organise students to work with a partner (not someone who was in their group for Ex 6) and ask them to share the ideas they set out in Ex 6. Circulate as students discuss possible improvements, offering your own suggestions where necessary.

- 16** Explain to students that they are going to think about how to structure their website post. Give students a two-minute time limit to complete the answers. Check answers as a class. Then give students time to thoroughly read the contents of the explore language box, taking in each structure so that they can use them in the next task.

1 B 2 C 3 A

- 17** This could be assigned as homework. If you choose to make time in class, monitor as students write their post, offering support where necessary. Ask them to exchange their first draft with a partner and encourage them to offer constructive feedback. Choose a couple of good examples to photocopy and distribute to the rest of the class.

Possible answer

My first object is a teddy bear. My mum says I'm a bit too old for teddy bears, but I don't agree! My dad bought it for me when I was a baby. Next, this photograph is really important to me – it's a photo of me and my sister on holiday together. My sister is at university now and I miss her. I also love these shoes because they're so bright and colourful. I usually wear them to parties and on special occasions. My fourth object is a snow globe. I collect snow globes and this is my favourite one. I got it in New York. My fifth object is a drawing. My little cousin drew it for me and that makes it special.

GRAMMAR FILE SB p125

- 1** 1 this 2 those 3 that 4 these 5 This
2 1 was 2 'm 3 weren't 4 is 5 are
3 1 A 2 B 3 C 4 B 5 A 6 B 7 C 8 A
4 1 My baby sister can't swim.
 2 Lisa and George can ride a bike.
 3 Can Pablo speak English?
 4 I can't play the piano.
 5 Can your cousin drive?
5 1 Don't wait 2 Do 3 Use 4 don't start 5 Don't try
6 1 Where 2 What 3 how 4 Why 5 Whose 6 When

Presentation tool:	Starter Unit
Workbook / Online Practice:	WB pp4–5
Grammar Reference and Practice:	SB pp124–125
Audioscript:	SB p164



There's no place like home

1

READING

topic: growing up happy
skill: finding specific information
task: identify correct sentences

GRAMMAR

articles
some, any, (how) much, (how) many, all, a little, a few, a lot (of)
task: open cloze

VOCABULARY

around town: places and buildings

LISTENING

topic: hanging out with friends
skill: listening for specific information
task: multiple choice (pictures)

SPEAKING

topic: family time
skill: planning what to say
task: describing a photo

WRITING

topic: what makes a place great
skill: note-taking and planning
task: article

SWITCH ON

video: home town performance
project: planning an event

Lead-in SB p9

Ask students to look at the photograph. Ask them to describe what they see, using questions such as: *Where are the two girls? What are they doing? What do you think the relationship between them is? How are they feeling?*

Focus students on the title of the unit, *There's no place like home*. Elicit what it means (that your home is the best place in the world; it's a safe and comfortable place). Ask: *Where is your home? What do you like about it?* Put students into pairs or small groups to discuss this. Ask a few students to share their ideas with the rest of the class.

Read questions 1–3 with the class and ask students to discuss them in groups. Monitor as students share their answers, offering support where necessary. Nominate a student from each group to give feedback.

Finally, read the quote aloud to the class and elicit its meaning (home is the place you feel the most love for, no matter where you are). Ask students: *Do you agree?*

Possible answers

- 1 I live at home with my mum, dad, three brothers, aunt and my dog.
- 2 I think I'm most like my mum because I like talking and spending time with my friends. I'm also very impatient!
- 3 The thing I like the most is that the town where I live is safe and friendly. My parents don't need to worry about me, so I have a lot of freedom.

To start

Tell students one thing you like about the town/city where you live and one thing you don't like. Say something like: *I like the town I live in because it's small and friendly and everyone knows each other. I don't like the town I live in because there aren't very many things to do in the evenings.* Organise students into pairs. Ask them to think of three things they like about where they live (they will have begun this process if they discussed question 3 during the lesson Lead-in) and three things they don't like. Circulate as students do this, prompting and offering support where necessary. Bring the class together and nominate students to report back on their discussions.

Power up

- 1** Focus students' attention on the ten adjectives. Read them aloud around the class, modelling correct pronunciation where necessary. Check students' understanding of the adjectives by asking concept questions, e.g. *If a place is dull, is it an exciting place to be? (No) Is it a boring place? (Yes) If a place is industrial, are there a lot of green fields and quiet spaces? (No) Are there a lot of factories? (Yes)*

Possible answers

My town is attractive. It has lots of nice buildings.
It's lively. There are always people on the streets.
I feel very safe there.

background



In the 1970s, the Dutch government invested a lot of money in improving the cycling infrastructure. This was partly due to the increasing number of accidents on the road, partly for economic reasons and partly also due to worries about the effects that cars were having on the environment.

The Netherlands is now famous for its huge network of cycle paths, which are completely separate from motorised transport, clearly lit and well signposted. Cities are filled with places to park your bicycle and many shops sell garlands of flowers, brightly coloured panniers and other accessories so you can customise your bike to your own personal style. It's no surprise that cycling is such a popular way to travel around in this country.

Read on

- 2** Ask students to look at the photos and ask them to describe what they see. Elicit the following words: *canal, frozen* and *ice-skating*. Collect students' ideas as to what country might be represented in the photographs. Gather as many ideas as possible and encourage students to give reasons for their choices.

The country is Holland / the Netherlands.

- 3** Students check their predictions by reading the first line of the blog. Elicit, if necessary, that Amsterdam is the capital city of Holland. Find out if any of your students have ever been to Holland before and ask them to share their impressions. Elicit that Holland is also known as *The Netherlands* and that the language is *Dutch*.

- 4** If necessary, pre-teach the meaning of the following terms: *only child, independent, cycle path, and skating*. Check students' understanding by asking concept questions, e.g. *Does an only child have brothers and sisters? (No) If someone is independent do they need help with everything? (No) Are they able to do things alone? (Yes) If someone cycles on a cycle path, are they in the same place as all the cars, buses and lorries? (No) Are they on a path which is only for cyclists? (Yes) What time of year do people go skating? (Winter) What do you need to wear on your feet in this season? (Boots)*

Give students a two-minute time limit (or shorter for stronger classes) to read the blog. Point out that students should scan the text quickly, rather than reading for every detail. Explain that scanning is a useful skill to develop, as it can help you to get an idea of what the text is about and what information it contains. When students have matched the paragraphs with the headings, allow them a minute to check their answers with a partner. Then go over the answers as a class.

1 C 2 D 3 B 4 A

- 5** Give students a minute to look through the sentences and allow them to ask questions about anything they don't understand. Then give them a further four minutes to complete the task. Circulate as students do this, offering support where necessary. Emphasise that students don't need to worry if they don't understand a word: the focus is on getting the overall meaning of the text. Check answers around the class.

extra: fast finishers



Ask fast finishers to correct the untrue statements and to share these with the class as you check the answers. (See the answer key for solutions.)

- 1, 3, 4, 6 and 7 are true.
2 Alex and Amy don't live in Holland – they live in England.
5 Lucas says young people in Holland seem less worried about school than his cousins in England.
8 Alex wants to give up because he always has to practise for competitions.

- 6** Explain that language learners often encounter words that they don't know, but it can be possible to guess what a word means by looking at the words which surround it. Tell students that they are going to complete an activity which will help them to develop this skill. Organise students into pairs and challenge them to see who can be the first to match the definitions with the words and phrases in the text which have the same meaning.

Go over the answers together, taking time to model correct pronunciation of any unfamiliar words. As you collect feedback, ask students personalised questions containing the target language in order to aid recall, e.g. *When did you last feel under pressure? Where's your favourite place to hang out with your friends? Do your parents ever give you a lift to school?*

1 (a) lift 2 hang out 3 freeze 4 pressure 5 community 6 open

1 There's no place like home

READING (Continued)

extra: mixed ability



Ask students who finish early to find one or two other words from the text which they don't know the meaning of. They should underline these words, and try to work out what they mean from their context. They should then check in a dictionary to confirm their guesses. Have them share these with the class. This will help less able students by giving them definitions that they won't have time to look for themselves.

Sum up

7 Give students a minute to read the quotes. Encourage them to check the meaning of any unfamiliar words in their dictionaries or with you. Students should work in pairs to match the quotes with the person (or people) from the text who would be most likely to say them. As you collect class feedback, ask students to explain the reasons for their choice in as full a way as possible. You could also ask them to say who the speaker might be talking to, and why.

- 1 Alex or Amy 2 Lucas 3 Lucas's mum or dad 4 Alex
5 Alex or Amy

extra



Organise students into pairs. Ask them to choose one of the quotes and create a roleplay around it. Nominate a few students to perform their roleplay to the rest of the class.

Possible answer

- A:** Do I have to continue? I've already played for two hours and I'm bored!
B: Well you can take a break, but I want you to practise more tomorrow.
A: But tomorrow's Sunday!

Speak up

8 Organise students into small discussion groups. Focus their attention on the questions and read them together as a class. Circulate as students discuss the questions, prompting where necessary. Bring the class together again and nominate students from each group to report back on their answers. Generate as much vocabulary as possible and write down any new language on the board.

Possible answers

- 1 My life is similar to Lucas' life because I travel everywhere by bike and I don't need my parents to give me lifts. My life is different from Lucas' life because there aren't so many good places to hang out in my town. My life is similar to Alex and Amy's because I get a lot of homework and often have exams too.
- 2 I'm lucky to live where I live because there isn't too much traffic on the road and it's a quiet, safe and peaceful place with lots of beautiful green areas.
- 3 Young people in my town complain that there aren't enough things for them to do and places for them to go when the weather is bad. For example, we haven't got a cinema or an indoor swimming pool.
- 4 I think that Sweden would be a good country for a young person to live in because I saw a TV programme about a day in the life of a Swedish school and it looked really relaxed, fun and interesting.

Fun footer

Read the footer aloud to your students. Ask students to tell you about similar festivals in their own country (or countries they have visited / know something about).

background



King's Day is celebrated every year on the 27th of April. All around the Netherlands, people celebrate the birth of the current king, King Willem-Alexander. There are celebratory concerts and parties hosted all over the country. It is also the one day of the year when you are allowed to sell goods with no permit, so the whole country turns into a colourful flea market.

To finish

Remind students that Lucas mentions a 'report on happiness'. Organise students into groups and ask them to decide on the top three things that make them happy. After two or three minutes, ask students to share their answers with the rest of the class. Encourage them to give reasons for their choices.

To prepare for the Grammar lesson, you could ask students to complete Ex 1 on page 12 of the Student's Book for homework, and to read the grammar reference section on articles on page 126.

Also share with them a link to the PowerPoint Grammar Presentation on articles. Tell them to write down the main grammar points plus any questions they have, and say that you will go over these in the next lesson.

Presentation tool:

Unit 1, Reading

Workbook / Online Practice:

WB pp6-7

Extra Practice App

To start

Check how much students already know about articles by writing the following prompts on the board:

In my town, there is / are ...

I like my town because there is / are ...

Give students three minutes and ask them to complete the prompts with true information. Then nominate a few students to read their answers aloud. Note how well your students are able to use articles, but do not do any explicit correcting at this stage.

alternative



If you haven't already, you may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

SB p126



1 Write the following sentences on the board: *I have a cat and a dog. The cat is called Lily and the dog is called Nero. They both love playing with balls.* Ask your students: *Why do we use a in the first sentence? Why do we use the in the second sentence? Why don't we use a or the in the third sentence? Collect students' ideas around the class.*

If you used the flipped classroom approach suggested at the end of the last lesson, elicit answers to the first exercise and go over any questions students have from it or from the grammar reference section.

If you didn't use the flipped classroom approach at the end of the Reading lesson, point out now that *a* and *an* and *the* are called articles. Read the explore grammar box with the class and have students complete Ex 1. Check answers around the class.

1 C 2 E 3 D 4 B 5 F 6 A

2 1.1 Read questions A–C and nominate a few different students to answer them with their own opinions and knowledge. Then focus students' attention on the instructions. Play the recording once, or twice if necessary. Check answers around the class.

1 B 2 C 3 A

3 1.2 Give students two minutes to complete the sentences, then play the recording. Go through the answers, asking students to tell you why *the*, *a*, *an* or no article (–) has been used.

1 –, 2 a 3 the, the 4 a, the, – 5 –, 6 an

4 Focus students' attention on the comments on Lucas' blog. Give them a minute to read the text, and ask questions to check their understanding, e.g. *What are the nationalities of the people who have commented?* (Dutch, English (or he lives in England) and Spanish) *Why does Sanne think that Lucas is lucky?* (He lives in Amsterdam.) *What does Joe agree with?* (English kids are under a lot of pressure at school.) *Why does Ana put her phone on silent?* (Her parents message her too much.) Give students a minute to complete the blog and then check answers around the class.

1 a 2 the 3 the capital 4 an 5 a 6 an 7 English kids
8 Communication

extra: fast finishers



Ask students to match their answers to both Exs 3 and 4 with one of A–F in the explore grammar box.

They can share their answers with the class when you check the answers to each exercise, and this will help the whole class to better understand the grammar.

Speak up

5 Tell students to ignore the disagree/agree bars for now – these are for Ex 6. Read the instructions aloud, then have students look at the example sentence together. Ask why the first is *the* but the second is *a* (because there is only one capital, but there are many small towns). Have students complete 1–4 alone. When students have completed the sentences, allow them to check their answers with a partner before conducting class feedback.

- 1 Being **an** only child is boring – big families have more fun.
- 2 I prefer to ask people my own age for advice. (*no additions*)
- 3 When **a** teenager gets **a** message from **an** adult, they should reply immediately.
- 4 I'd prefer to live in **a** modern city than **an** old-fashioned village.

1 There's no place like home

GRAMMAR (Continued)

- 6** Organise students into small groups to discuss the questions. Have a volunteer read the example aloud to the class, and explain that you will want to hear explanations and reasons like this one. Give students 30 seconds to make a mark in each disagree/agree bar to indicate their opinion before they begin. Monitor as students share their ideas, prompting them to give reasons for their choices. When groups have had the chance to discuss each point, bring the class together. Nominate people from each group to report back, and encourage as much debate as possible.

Possible answers

I agree that life is better for young people who live in the capital. There are more interesting opportunities and more shops. Also, it's easier to find a part-time job if you want one.

- 1 I disagree that it's more fun being in a big family. I think it depends on the family! I know a lot of people who argue all the time with their brothers and sisters. If you're an only child you don't have that problem.
- 2 I agree. I usually ask my friends for advice because they understand my situation better than an older person can.
- 3 Yes, I agree that a teenager should reply immediately to the adult, because if not, the adult might think that the teenager hasn't received the message.
- 4 I disagree. I'd prefer to live in an old-fashioned village because villages are relaxing and peaceful places to live.

watch out for



If it's relevant to your students, point out that in students' first language, articles might be used very differently. Even advanced learners still make mistakes with articles, e.g. *The life is very difficult* or *I am student*. This can occur even when students are well aware of the rules.

You can't expect perfection from students at this stage, but it is a good idea to gently correct persistent errors. Remind student to always double-check their writing for errors with articles.

Fun footer

Read the footer as a class. Ask students: *Do you often lose your phone? How do you usually find it?*

To finish

Put students into groups of three or four. Ask them to make a list of five ideas which might improve the place they live for people of their age group. You can start by giving them an example, e.g. *We need cycle lanes so that young people can travel safely around the city*. Circulate as students write their lists, making sure that they give reasons for their suggestions. After five minutes, bring the class together to share ideas. Decide as a class what the three best ideas are.

Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	WB p8
Grammar Reference and Practice:	SB pp126–127
Photocopiable Activity:	1A
Audioscript:	SB p164
PowerPoint Grammar Presentation:	Unit 1, Grammar
Extra Practice App	

VOCABULARY SB p13

around town

To start

Ask students to write three sentences about themselves. One should contain *a*, one should contain *the* and one should contain no article. They should, however, blank out the *a* and *the*. Students should then swap with their partner, who should decide whether *a*, *the* or no article should be used.

- 1** Ask students to turn to look at the photos on page 153. Allow them to share their ideas about what they see in the photos before conducting class feedback. Encourage any ideas at this stage.

Possible answers

Both the photos show unusual buildings. They use square shapes and different colours to make a very interesting design.

- 2** Challenge students to be the first to complete the matching task. Check answers around the class, modelling the correct pronunciation where necessary. Point out that a 'rubbish bin' can just be called a 'bin'. Ask students to describe what they see in the photos, giving as much information as they can.

A rubbish bin B bike rack C seat D bus stop
E crossing F pavement

explore vocabulary

- 3** Read the exercise instructions and the information in the explore vocabulary box with the students. Organise students into pairs and give them a one-minute time limit to complete the task. Check answers around the class. Refer students back to the information about forming plurals. Ask them to write down the plural forms of each of the words in the box.

1 gallery 2 centre 3 pool 4 park 5 store 6 block

extra: fast finishers



Fast finishers can write sentences using the words they didn't need from the word snake.

- 4** Focus students' attention on the photographs used to illustrate the article. Ask them to describe what they see. Allow students a minute to skim-read the article. Ask questions to check their understanding, e.g. *Why does the writer think that cities are becoming more interesting? What examples does the writer give to prove his/her point?* Read the instructions aloud to students and give them a couple of minutes to complete the task. Read the completed article around the class.

1 art gallery 2 bus stop 3 bike rack 4 pavement
5 seats 6 department store 7 apartment blocks

- 5** 1.3 Read the instructions and check that your students understand the task. Play the recording, twice if necessary. Check answers around the class. Encourage students to tell you which of the words and phrases they heard helped to inform their choice.

1 F 2 C 3 B 4 E

game on

Read the game instructions aloud to the class. Think of a place in the town where you are teaching (e.g. a library) and mime an action (e.g. browsing through a book, then taking it to a desk and then home with you). Ask your students to tell you where they think you are and what they think you're doing. Organise students into pairs to play the game. Allow students to use dictionaries so they can check words for places around town.

Monitor as students act out their activities. Choose a couple of the best mimes to be performed to the rest of the class.

Speak up

6 Organise students into small groups. Ask them to close their books and give them a minute to think of all the places and objects they remember from this lesson. List them around the class. Then read the instructions aloud to students and give them a few minutes to answer the questions in their groups. Circulate as students complete the task, prompting where necessary. Bring the class together. Go through the pictures and places one by one and ask students to give their opinions on whether or not their town should have them.

Possible answers

I'd love to have colourful and fun rubbish bins in my town. I think it's a good idea to stop people from throwing rubbish on the street.

I think more bike racks are definitely a good idea. I love cycling and it's important to have places where you can leave your bike. I don't mind whether they look like these cool ones, but if they did that would be great!

To finish

Organise students into groups. Say to students: *You have \$1 million! How can you make your town better or more beautiful?* Give students five minutes to come up with five realistic suggestions for doing this. After five minutes, make groups work with another group to report back on their ideas. Conduct class feedback, and as a class, decide on the three best ideas.

To prepare for the explore grammar section in the Listening lesson, you could ask students to complete Ex 4 on page 14 of the Student's Book for homework, and to read the grammar reference section on *some, any, how much/how many, a little, a few* and *a lot of* on page 126.

Also share with them the PowerPoint Grammar Presentation on the same topic. Tell them to write down the main grammar points plus any questions they have on any aspect of the homework, and say that you will go over these in the next lesson.

Presentation tool:	Unit 1, Vocabulary
Workbook / Online Practice:	WB p9
Photocopiable Activity:	1B
Extend Vocabulary:	SB p144
Activity File:	SB p153
Audioscript:	SB p164
Extra Practice App	

LISTENING

SB p14

To start

Ask students to think of three words they learned in the vocabulary lesson. Organise the class into small groups. Get each person to take a turn at drawing something to illustrate one of their words. While they're drawing, the other group members have to guess the word being drawn. The student who guesses the correct answer first wins a point. The student with the most points at the end of the activity is the winner. At the end of the activity, go around the class, eliciting which words were drawn and sharing any particularly good (or funny) drawings.

Power up


1 Model the activity by telling students what you usually do after school, e.g. *I usually go to the park after school because I like to get some fresh air after being in the classroom all day. I often buy a cup of coffee and just relax!* Have students share their own ideas with a partner. After a couple of minutes, nominate a few students to report back on their discussions.

Possible answer

I usually go to my friend's house because my parents aren't home from work until later and I don't want to go home to an empty house. I like going to my friend's house because we can do our homework together and help each other.

Listen up

exam tip

2  1.4 Read the exam tip aloud to your students. Ask them to look at Ex 3. Model the task by looking at the first question and pictures, then eliciting the kind of answers they might reasonably expect to hear. Organise students into pairs and give them a minute to predict answers for the remaining questions. Check ideas around the class. Finally, play the recording so that students can check their answers.

Possible answers


- 1 bike ride, countryside, school, work, laptop, friends
- 2 cake, party, friends, paintballing
- 3 art class, robot, working on a computer, editing something
- 4 concert, watch football, new shoes, shopping
- 5 dancing, messy room, pizza

1 There's no place like home

LISTENING (Continued)

exam task: multiple choice (pictures)

This is an exam-style task but in the Cambridge Preliminary for Schools exam, there would be seven questions instead of five. In the exam the questions would also be read out in the recording.

3  1.5 Play the recording again while students complete the task. Check answers around the class.

- 1 C (*We're bloggers. ... We write together every day.*)
- 2 C (*So we went paintballing. It was amazing!*)
- 3 B (*Unfortunately, the technology tutor isn't here but we hope to have robot-building back next week.*)
- 4 A (*My favourite band is playing and I can't afford the ticket.*)
- 5 B (*Do you remember the last time when just one friend came? There were packets, cans and empty pizza boxes all over your room.*)

alternative

If you haven't already, you may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

→ SB p126

4 If you used the flipped classroom approach at the end of the last lesson, elicit answers to Ex 4 now, and go over any questions students have from the exercise or the grammar reference section.

If you didn't use the flipped classroom approach at the end of the Vocabulary lesson, give students time to work in pairs now to complete all eight questions. Bring the class together and nominate a few students to share their answers. Get the rest of the class to listen and say why the sentence is correct or incorrect.

- 1 some (*some* + plural countable noun)
- 2 any (*any* in negative sentences)
- 3 many (*many* + plural countable noun)
- 4 much (*much* + uncountable noun)
- 5 All (*all* + plural countable noun)
- 6 a little (*a little* + uncountable noun)
- 7 a few (*a few* + plural countable noun)
- 8 a lot of (*a lot of* in affirmative sentences – *many* usually in negative sentences and questions)

5 Read the title of the quiz to your students. Elicit the meaning of the word *hangout* (a place where you can spend time in a relaxed way, usually with your friends). Mention that *to hang out* is a phrasal verb and can be used in sentences like: *I enjoy hanging out with my friends*. Allow students one minute to complete the quiz questions. Read the questions aloud around the class so students can check their answers.

1 little 2 All 3 some 4 many 5 much 6 few

Speak up

6 Give the students a couple of minutes to answer the quiz questions. Then organise students into pairs to share their ideas. When they have had time to discuss, bring the class together. Nominate a few students to share their answers to the questions. Read the second part of the task and discuss as a class.

Possible answers

I think that Ana's house is better to hang out at than my house because she doesn't need to ask her mum first. We can go whenever we want to!

We both think that my house is a better hangout house than Joe's because at my house my friends and I can take snacks from the kitchen when we want to.

7 Refer students back to the explore grammar box. Tell them that they are going to use the grammar they have learned to make sentences. Read the instructions aloud and give students three or four minutes to complete the task. Allow students to compare notes with a partner before collecting ideas around the class.

Possible answers

In the perfect hangout house, it's OK to make a little mess sometimes.

The perfect hangout house needs a kitchen with lots of snacks and good things to eat.

In the perfect hangout house there aren't any strict parents or annoying rules.

In the perfect hangout house you can have as many friends over as you want.

Every perfect hangout house has some cute pets living in it.

In the perfect hangout house there are a few secret spaces where you can have peace and quiet.

Fun footer

Nominate a student to read the fun footer aloud. Ask students: *Do you agree with this? Why / Why not?* Elicit some of the reasons that people don't have enough time, and discuss whether it's important to make time for the things you love. Ask: *Is always being busy a modern problem?*

To finish

Tell students they are going to think of an idea for an after-school club. They should think of a venue, activities offered, finishing time and snacks on offer. Tell them to try to use some of the new grammar in their description of their club. Circulate as students share their ideas, prompting where necessary. Nominate a student from each pair to share their ideas with the rest of the class.

Presentation tool:	Unit 1, Listening
Workbook / Online Practice:	WB p10
Grammar Reference and Practice:	SB pp126–127
Audioscript:	SB p164
PowerPoint Grammar Presentation:	Unit 1, Grammar
Extra Practice App	

To start

Ask students to write two true sentences and one false sentence about their town, e.g. *There aren't many cafés in my town. There are a few parks. There are lots of art galleries.* Organise students into pairs. Ask them to share their sentences and guess the false ones. If they are all from the same town, guessing the answers will be easier than if everyone is from different places, so in this case encourage students to think of things their friends might not know – to concentrate, for example, on their area of the town, or to talk about unusual features, e.g. *There are three bike racks on my street. There is a blue bus stop at the supermarket.* Monitor as students do this activity, focusing their attention on the meaning of the quantifiers they have used. Collect class feedback, asking students to share their sentences with the rest of the class, and reminding them of and reinforcing the rules where necessary.

Power up

- 1** Have students answer the questions about themselves. Collect some answers from around the class.

Possible answers

I play computer games every day. I play them with my brother.

I go for a walk every day, after school. I go with my friend and her dog.

exam tip

- 2** Ask students to look at the photo and describe what they see. Ask volunteers to each contribute a sentence to the description.

Then focus their attention on the exam tip and give them a minute to complete the task. Allow them to check their answers with a partner before reading the text around the class.

1 shows 2 see 3 are 4 are sitting 5 are standing
6 are 7 are watching 8 are enjoying

useful language

Read through the useful language box together, checking that students understand the meaning of the phrases. Get them to demonstrate with objects on their desks where necessary.

- 3** Organise students into pairs. Read the instructions and the example answer together, then give them time to read the items on the list. Monitor as students complete the task, focusing on the correct usage of the target language.

Possible answers

The window is on the right at the back.

The big table is at the front.


The small table is at the back on the right.

The girl with the grey top is at the back on the left.

She's behind her mum and next to her sister.


- 4** Read through the instructions and nominate a pair of students to read the example aloud. Next, demonstrate the activity with a confident student. Ask the student to briefly look at the photo, then have them close their book and ask them a question (a different question from the one in the example). Allow other students to help out if the student you have chosen is having difficulty remembering. Make sure students get to look at the photo for 30 seconds before completing the task. As you monitor, in addition to checking the target language, make sure that students are formulating questions correctly. Conduct class feedback.

exam tip

- 5**  1.6 Read the exam tip aloud to your class. Ask students to describe the photo, e.g. *There are six people walking in the woods. I think they are a family because they are all different ages, from young to middle-aged to old.* Prompt students to give more details: what clothes the people are wearing, what they look like, what the weather is like, what season they think it is, how they think the people are feeling, etc.

Play the recording and get students to underline the things the speaker mentions. Conduct class feedback.

They talk about 1, 2, 4, 5 and 7.

- 6**  1.7 Give students a minute to read through the items on the list, then play the recording for a second time. Check answers around the class.

weather 3 clothes 4 actions 5 people 1

feelings 6 place 2

extra: mixed ability



Weaker students can check their answers by reading the audioscript on page 164.

Speak up

exam task: describing a photo

- 7** **e** Organise students into pairs, and allocate each student a letter, A or B. Ask students to turn to the page number as directed in the instructions. Tell them that they must not look at their partner's photo. Monitor as students make notes on their picture, prompting and helping with vocabulary where necessary. Let students compare notes with another student who has the same letter. Then put students back into their original pairs to complete the activity. Reassure students that the quality of the drawing doesn't matter – what is important is that they get the things in the right places, following their partner's instructions. Monitor as students do this, taking notes which can be used in the feedback session. Bring the class together again.

Give students feedback on how well they used present tenses and how accurately they used prepositions to say where things were in the photos. If necessary, ask students to repeat the task, bearing this specific feedback in mind.

See Possible answers on the next page.

1 There's no place like home

SPEAKING (Continued)

Possible answers

Student A: This photo shows a family at home. I can see four people – a man and a woman who are probably parents, and their son and daughter. They are in a living room. The daughter is lying on the floor. All the other people are sitting in front of a sofa. They are wearing jeans and T-shirts and no shoes or socks. There is a laptop on the floor, but only the mother is looking at it. I think they are having a nice time, because everyone is smiling and laughing.

Student B: The photo shows a teenage boy at home. He's in his bedroom and he's lying on his bed. He's looking at his phone. I think it's a nice day outside – the weather looks nice. The boy is wearing a T-shirt and jeans and his shoes are on the floor. There are some caps hanging on the wall above him. He looks like he's having a quiet afternoon.

alternative

Have students repeat the task with another student (*before they see the photo they have been trying to draw*).

Or ask students to record themselves on their phones, then listen back to their recording.

To finish

Give students a one-minute time limit to find a photo on their mobile phone which shows more than one person and which they would feel comfortable showing to their partner. Give them a further minute to plan what they are going to say about their chosen photo. They should then describe the photo to their partner (but not show them the photo). Their partner should listen and draw what they hear. Finally, they should put the drawing and the photo side by side and see how accurately the photo matches the drawing.

Presentation tool:	Unit 1, Speaking
Workbook / Online Practice:	WB p11
Photocopiable Activity:	1C
Activity Files:	SB p153 & p155
Speaking File:	SB p146
Audioscript:	SB p164

WRITING

SB pp16-17

To start

Pre-teach some of the words from Ex 1 (*location, population, transport, history*) and write them on the board. Tell students that they have two minutes to try and describe their town/city to their partner, mentioning as many of the items on the board as possible. Circulate as students complete the task, prompting where necessary. Nominate one of the stronger students to share their ideas with the rest of the class.

alternative

If your students are all from the same town, tell them to describe a town/city they have been to on holiday, or somewhere they would like to go. If they don't know the answers to all of the categories, tell them to guess, and to use words like *about, maybe* and *I think*.

Power up

- 1 Read the instructions and the items on the list aloud to your class. Check that students know the meaning of the words and take time to explain the meaning of any unfamiliar words or phrases. Give students a minute to rank the items on the list, and when they have finished ask them to compare their choices with those of their partner. Ask a few students to share their decisions with the rest of the class. Encourage students to give reasons for their decisions.

Plan on

- 2 Read the notice aloud to your students. Elicit what the verb *twin* means in *twinning programme* (it means to form a relationship between two places, people, or ideas), and explain that this is not the same meaning as the noun *twin* (used to describe one of two children who are twins, siblings born at the same time). If relevant, ask your students which schools their school is twinned with. Organise students into pairs and give them a couple of minutes to discuss the questions. Conduct class feedback.

1 B 2 C


- 3 Focus students' attention on the photographs. Read the question aloud and conduct a class discussion. Before they choose where they would like to live, ask students to first describe what they see in each photograph, and encourage them to give detailed descriptions using the categories they talked about in the last lesson. Generate as much vocabulary as possible and write any new language on the board.

Possible answers

I'd like to live in A because I enjoy doing winter sports like skiing and snowboarding. Also, it looks very beautiful!

I'd like to live in B because this looks like a colourful and exciting city. I love shopping in markets, because it's easy to find bargains.

I'd like to live in C because it looks like a peaceful and beautiful place where people can spend time by the sea.

- 4  1.8 Ask students to read the instructions and check that they understand the task. Play the recording, twice if necessary, and collect answers to the first part of the task from around the class. Ask students to identify the words and phrases which helped them to choose their answers. Finally, ask students to work in pairs to compare their own ideas from Ex 3 with what the speakers said.

1 C 2 B 3 A

useful language

- 5 Read the instructions to your class. Nominate a student to read the phrases aloud. Get students to set their phone/watch times and start the task. When they have finished, find out who managed to say the most sentences. Ask them to share their sentences with the rest of the class.

Possible answers

Finland is in the north of Europe.


Senegal is in the west of Africa.

I'd love to live in the capital of Spain one day.

In the south of Argentina and Chile is a region called Patagonia.

New York is on the coast.

I think living by the sea sounds relaxing.

- 6  1.9 Nominate a student to read the question aloud. Play the recording again for students to complete the task.

Azra – in Izmir, a city on the east coast of Turkey; doing water sports, going to the beach and relaxing by the water, reading a book, listening to music, looking at the sea.

Carlos – in the Spanish capital, Madrid; sports, music, gaming competitions, markets, exhibitions

Ewa – in a town called Zakopane in the south of Poland near the mountains; skiing, snowboarding, walking and enjoying nature

explore language

- 7 Give students a minute to read the text about Bilbao. Check understanding by asking questions, e.g. *Where in Spain is Bilbao? What does the art gallery look like? What can you do there?* Then ask students to complete the text by choosing the correct options. Read the text around the class, and confirm why each answer is correct by referring back to the explore language box.

1 in 2 the 3 near 4 so 5 because 6 some
7 in front of 8 and

- 8 Organise students into pairs to choose the correct title. Conduct feedback, checking that students have all made the same choice and asking them to justify their decision with evidence from the text.


2 and 3 are possible choices. 3 is the best one because it matches the content of the article.

Write on

- 9 Go through the task with students. Ask students to write notes, rather than complete sentences. When they have finished, put them into pairs to compare their ideas.

exam task: an article

This is an exam-style task. The rubric in the equivalent Cambridge Preliminary for Schools exam task is laid out differently, but there will always be an introductory statement followed by three questions that the students must answer in around 100 words. At this early stage in the course, a word count for this exam-type task is not specified.

- 10  Students write their article. Monitor as they write, making sure that they are writing in clear paragraphs.

Model answer

I'm from Ostrava in the Czech Republic. The city is in the west of the country, about 15 kilometres from the border with Poland.

It is very different from the capital, Prague, because it is an industrial city, but it is still a very interesting place. Some of the mines are now museums, so you can find out about our history. The main square is a great place to hang out with friends. Every year we have an international music festival too. It's fantastic and my friends and I love it.

Ostrava may not be a very pretty city but it's still a good place to grow up.

Improve it

- 11 When students have finished their first draft, ask them to check it using the items on the list. They could then give their work to a partner to perform a similar check. Collect in students' work, and make suggestions for re-drafting. Focus on assessing these points:

- students' use of connectors
- their use of prepositions of place and phrases to describe where things/places are
- their accurate use of articles (*a, the, etc.*)
- how well their article is organised
- whether the article fulfils the brief

You could select a particularly good example of student's writing and photocopy it for the rest of the class, or project it on the whiteboard for the class to read.

To finish


Ask students to think of a town they have visited/a town they have always wanted to visit and that they know a little bit about. They should imagine that they are in this city right now. Ask them to think about what they see/hear/smell/feel and what they are doing. They should then describe their sensory experience to a partner who should listen and guess where they are. Get a couple of students to share their descriptions with the rest of the class.

Presentation tool:	Unit 1, Writing
Workbook / Online Practice:	WB p12
Writing File:	SB p150
Audioscript:	SB p164

SWITCH ON SB p18


Home town performance

1 Ask students if they feel the people in their town/city are a friendly *community* (a group of people who have things in common). Give students two minutes to discuss the question with their neighbour, then have some volunteers report back. Ask for ideas about what could improve the community feeling of their town/city.

2  Organise students into pairs. Tell them that they are going to watch a video about a plan to make a neighbourhood a better place for young people to live in. Before you watch the video together, pre-teach the following words: *neighbourhood* (an area where people live), *ice rink* (the place where you go ice skating), *pop-up* (a word to describe a small business or shop that appears very quickly and usually doesn't stay for very long).

Read the instructions aloud and then play the video clip. Ask students to share their ideas with a partner before conducting class feedback.

It was a good thing because it brought people together.

3  Give students a minute to look at the questions and ask you about anything they don't understand. Then play the recording while students answer the questions. Give them a minute to compare notes with a partner before checking answers around the class.

-
- 1 Nottingham
 - 2 There is a good community spirit.
 - 3 There isn't much to do for young people.
 - 4 They grew up in Nottingham and started ice skating there.
 - 5 She hopes it will change the way people think about St Ann's.
-

Project

4 Organise students into groups. Read through the instructions aloud and focus students' attention on the bullet-pointed items. Give students 5–10 minutes to plan their event, discussing each of the items on the list in turn. Circulate as students do this, prompting and offering support where necessary. Ask students to make notes on their ideas and to agree on a plan.

alternative

You could ask students to do this part of the project for homework. They should make notes individually at home, and then share them in their groups in the next lesson. The group votes on the best idea, then they complete tasks 5 and 6 together.

5 Read the question aloud to students and put them back into their groups to discuss ideas. Nominate students from a couple of groups to share their ideas with the rest of the class.

alternative

If students can't think of a famous person, encourage them to think of other groups of people who could be involved (e.g. young children, elderly people, local businesspeople) and what they would add to the event.

6 Give students time to decide how they will present the information, and who will present which parts of the plan. Give them time to rehearse the presentations before they have to give them in front of the whole class.

Encourage students to listen carefully to each other's presentations. The class can then vote on which plan they think is the best.

extra

Once the class has voted on the plan they think is best, put them back into their groups to suggest changes and improvements to the plan. Then, create new groups containing one person from each of the original group so that they can swap ideas. Encourage them to share their ideas and comment on how good the changes are.

Presentation tool:
Switch on Videoscript:

Unit 1, Switch on
TB p150

INDEPENDENT LEARNING

SB p18

Thinking about your learning

Point out to students that an important part of learning a language is thinking about what you're doing, and how you can make changes to the way you are learning.

- 1 Go through the instructions with the class, discussing each question one at a time. Allow students to discuss in pairs first if you think it will work best for your class. Then elicit feedback from the class.

Possible answers

I enjoyed the reading lesson because it was interesting to read about someone from another country. I also enjoyed the speaking lesson, because I'm quite good at speaking. I didn't like the writing lesson so much, because writing is very difficult for me.

- 2 Encourage students to look back through the unit as they think about which lessons they thought they did well in. Tell them to choose the three that they remember most positively. Go through some of the reasons in the speech bubbles and encourage students to use these ideas, or think of their own reasons. You could suggest that they give themselves a score for each lesson area from 1 (I did well) to 6 (I did badly). Put students into pairs to compare their answers, then discuss as a class which lessons most students felt they did well in.
- 3 Give students time to think of their own reasons for why they didn't do so well in the other lessons, or why they don't remember them so positively (pointing out that these may not be the same thing). Then put them into pairs to discuss their ideas. Point out that it doesn't matter if one student was very good at one lesson but another student was not. Tell students that everyone has their own strengths and weaknesses, and it is important to find out what they are in order to improve them. So this activity is not about comparing with others – it is about reflecting on their own work only.
- 4 Go through the task and the example notes. Give students up to five minutes to write their own ideas in their notebooks. Conduct feedback as a class and encourage students to monitor their learning like this as they continue with the course.

UNIT CHECK

SB pp19–20

This Unit check covers articles and quantifiers, animals, and words for describing places and buildings.

extra

Encourage students to choose five words and make their own sentences using them.

Ask students to work in pairs, read each other's sentences and check each other's spelling. If they work orally instead, ask them to think about their pronunciation.

Vocabulary

- 1 2 1.10 + 1.11
1 industrial 2 modern 3 dull 4 safe 5 attractive
- 3 1 bike rack 2 pavement, crossing 3 swimming pool
4 a rubbish bin 5 art gallery 6 seat
7 department store (or also art gallery) 8 apartment block
- 4 1 capital 2 an area 3 border 4 sea 5 centre
- 5 1 C 2 A 3 F 4 E 5 B 6 G

Review

- 1 1 a, an, The 2 the, the, an 3 -, -, an 4 a, an, - 5 the, -, a
- 2 1 an 2 a 3 the 4 the 5 an 6 a 7 - 8 -
- 3 1.12 A 3 B 4 C 1 D 2
- 4 1 a few 2 How much 3 a lot of 4 all, any 5 How many 6 a little
- 5 e 1 lot 2 the 3 grew 4 an 5 any 6 out
- 6 **Model answer**
My name's Diego. I'm 14 and I'm from a city in the north of Mexico called Chihuahua. It's a very big place so there's a lot for people to do. In the centre, you can see some beautiful old buildings in traditional designs. And we have nice places to eat and drink, and go shopping. I'm one of three kids. I have a brother and a sister but they are both at university in Mexico City. My dad works in a hospital and my mum's a teacher. When I'm not at school, I like hanging out with my friends, playing sport and cooking! I think I'd like to be a chef one day. What about you?
Write back soon.
Diego

GRAMMAR FILE

SB p127

- 1 1 B 2 A 3 A 4 B 5 B 6 A 7 B 8 B
- 2 1 a (A) 2 the (C) 3 an (B) 4 the (C) 5 - (F) 6 the (D) 7 - (E) 8 - (E)
- 3 1 any 2 little 3 much 4 All 5 much 6 some
- 4 1 some help 2 All the students 3 are only a few 4 weren't any 5 was only a little traffic
- 5 1 all 2 how many 3 a little 4 a lot of 5 how much 6 some