

1 People

Unit overview

Reading	Penpal exchange Best friends
Listening	Describing people
Speaking	Describing your best friend
Writing	Description of a friend
Grammar	Present simple; <i>some/any</i> ; <i>too much / too many</i> ; <i>too/enough</i> ; present continuous; present simple / present continuous; <i>can</i> ; <i>very/really/</i> <i>quite</i> ; countable/uncountable
Functions/	Talking about daily life
Communication	Talking about ability Talking about the present Classroom survival
Vocabulary	Daily life Jobs in the house Describing people
Pronunciation	/s/ /z/ /ɪz/


Author chat

This unit reviews everyday language for talking about yourself, your family, your routines and free time. This reassuring start creates a sense of achievement and prepares the ground for new language. A penpal exchange between friends allows your students to talk about their own experiences. In level 2, students follow The Challenge where Poppy, Jack and two friends, Harry and Alice, do different things to raise money for charity. In this first episode they are earning money by washing cars. Your students talk about jobs in the house, reviewing the present continuous and the present simple. In Skills, they extend their ability to describe people's appearance and personality, then go on to describe their friends and talk about friendship.

1A That's my life!

Vocabulary • Daily life

Page 8

1  **1.02** Write *daily life* on the board. Ask students which activities we do every day, e.g. *get up*, *get dressed*, *have breakfast*. Then ask them what words we use when we want to say how frequently we do these activities, e.g. *sometimes*, *usually*, *always*. (Adverbs of frequency were introduced in Unit 6 of *Your Space 1*.)

Play the recording. Students listen and repeat the expressions in the list. Students number the daily activities in the typical order they do them. Check answers.

Audioscript

See Student's Book page 8.

Possible answers

1 *get up* 2 *have breakfast* 3 *get washed* 4 *get dressed*
5 *go to school* 6 *have lunch* 7 *go home* 8 *watch TV*
9 *do homework* 10 *have dinner* 11 *go to bed*

2 Use the expressions in Exercise 1 to briefly describe a day in your life as an example for students to follow. Students work in pairs to describe a typical day in their lives. Encourage them to add lots of detail to their descriptions, e.g. the time they get up, what they have for breakfast, what TV programmes they watch. Ask one or two students to tell the class about their partner's daily routine.

3 Books closed. Elicit free-time activities and write them on the board.

Students then turn to page 8. Give them two minutes to look through the list of activities and circle five that they do. Then read out the example dialogue. Students work in pairs to guess what activities their partner does. Ask students how many activities they managed to guess first time.


Presentation

4 Warm up

Elicit or teach *penpal* or *epal*, i.e. someone you communicate with on websites or in emails. You might have shared interests in sport, music or learning a language. Ask students if they have a *penpal* or an *epal*. Students scan the texts on page 9 to find expressions from Exercises 1 and 3. Check answers.

Answers

get up, go to school, watch TV, play computer games, play basketball, play a musical instrument, play football, listen to music, read books

5  **1.03** Ask students to look at sentences 1–5. Tell them they are about the penpal exchange on page 9 and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of the penpal exchange where this information can be found. Then play the recording. Students listen and read the penpal exchange. They complete the true or false exercise and check answers in pairs. Play the recording a second time. Check answers.

Background information

Rangers FC are a football team based in Glasgow in Scotland. They play in the Scottish Premier League. They are one of the most successful teams in club football, having won over a hundred trophies.

Audioscript

See Student's Book page 9.

Answers
2 F 3 F 4 T 5 F


Language focus

The idea of *Language focus* is for students to take a first look at language. Here they will notice adverbs of frequency (*usually, often*) and quantifiers (*too much, too many*). Students will see this language in context in the penpal exchange on page 9. It will be covered in more detail in the *Language space* pages. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask them if they can notice the difference between the sentences *I always have too much homework* and *I've got too many things*. (The first sentence uses the uncountable noun *homework*, while the second sentence uses countable noun *things*.)

6 Students work individually to scan the penpal exchange on page 9 and find more examples of the words in bold from *Language focus*. Check answers.

Answers
*I **usually** get up at 6.30 am.*
*I **usually** hang out with my friends.*
*You make **too much** noise.*
*I don't **often** play them at home.*
*I spend **too much** money on them.*


7 Ask a student to read out the six sentences. Tell the class which sentences are true for you. Students then work individually to tick the sentences that are true for them and cross the ones that aren't. Students can then compare their answers with their partner. Ask one or two students to tell the whole class which sentences are true for them.

 **Extra**
Fast finishers Students who finish quickly can write four sentences like the ones in Exercise 7.

Your Space • Talking about your life Page 9

8 Tell students they are going to talk about their interests. Read out the list of things students will talk about. Then ask a student to read out the example description. Students work in pairs and discuss their interests. Encourage them to give full answers, e.g. if they like reading, what type of books do they read? If they like films, what's their favourite kind of film? If they like football, what team do they support?

9 Students tell the class what they found out about their partner.

 **Workbook exercises**
You can now set page 4 of the Workbook for homework.

1A Language space

Present simple Page 10

1 Books closed. Ask: *What school do you go to? What books do you like reading? What food do you enjoy eating?* Elicit students' answers.

Students then open their books at page 10 and look at the pictures. Point to the picture of Max and Lara in uniform. Ask: *Where are Max and Laura?* Point to the picture of Zak reading a book. Ask: *Does Zak like books?* Finally, point to the picture of Robopet. Ask: *Does Robopet like dog food?*



Ask students to look at the table. Remind them that there is an -s on the end of verbs in the third person singular in the present simple. Elicit the idea that the present simple is used to describe routine actions.


Students work in pairs to complete the gaps in the sentences with a verb from the list in the correct form. Check answers.

Answers
We go to the same school.
Robopet doesn't eat dog food.
Zak reads ten books every day.


2 Read out the example sentence. Students then work in pairs to complete the sentences with the correct form of the present simple. Encourage students to check sentences with the table. Check answers.

Answers
2 don't watch 3 meet 4 listens 5 collects 6 don't drive

  **Extra**
Fast finishers Students who finish quickly can write four sentences in the present simple about their friends and family, e.g. *My sister loves films*. Collect and check students' work.
A helping hand Tell students who need extra help to identify the subject in the sentence first. Once they have done this, they can look in the table to check the form of the verb that is needed.

Soundbite
/s/ /z/ and /ɪz/
a  **1.04**
Ask students to look at the information in *Soundbite*. Play the recording. Students listen and repeat the verbs. Draw students' attention to the three different sounds */s/*, */z/* and */ɪz/* at the end of the verbs.

Audioscript
See Student's Book page 10.

b  **1.05**
Play the recording. Students listen and decide which verbs go in which column. Students can compare answers in pairs. Play the recording again for students to check their answers.

Audioscript/Answers

- spends (z)
- collects (s)
- starts (s)
- catches (iz)
- plays (z)
- pushes (iz)
- likes (s)
- wears (z)
- washes (iz)
- surfs (s)
- brushes (iz)
- cycles (z)
- uses (iz)
- talks (s)
- phones (z)

3 **1.06** Ask students to read answers 1–6. Then play the recording. Students listen and circle *yes* or *no*. Check answers.

Audioscript

Tom: Hi Beatriz.
Beatriz: Oh, hi Tom.
Tom: Can I ask you some questions for my school project?
Beatriz: Sure!
Tom: OK. Question number 1. Do you play computer games?
Beatriz: Yes, I do. I love them!
Tom: Me too. Number 2. Do you like hip-hop music?
Beatriz: No, I don't. No way!
Tom: Number 3. Do you play the piano?
Beatriz: No, I don't. Sorry!
Tom: Number 4. Do you watch TV after school?
Beatriz: Erm ... no, I don't. I watch TV after dinner.
Tom: OK. Do you read lots of books?
Beatriz: Yes, I do. I love reading!
Tom: And now the last question. Do you go to the beach in the summer?
Beatriz: Yes, I do! I love the beach!
Tom: Thanks, Beatriz.
Beatriz: That's OK!

Answers

1 yes 2 no 3 no 4 no 5 yes 6 yes

- 4 Students work in pairs to ask and answer the questions from Exercise 3.
- 5 Ask students to tell the class what they found out about their partner. The rest of the class can then ask follow-up questions. For example, if one student says that their partner reads lots of books, the class can ask that student *What books do you like reading?*

Countable / uncountable Page 11

6 Books closed. Write the following sentence on the board: *I have lots of books but I don't have any time to read them.* Ask students to identify the difference between the underlined nouns. Elicit or teach the idea that *book* is a countable noun (we can say *I have four books*), while *time* is an uncountable noun (we can't say *I don't have any times to read my books*).

Students open their books at page 11 and work in pairs to identify which nouns in the bubble are countable and which are uncountable. Check answers. Elicit example sentences using the nouns in the bubble and write them on the board.

Answers

Countable:
computer games, noise, book, souvenir, sweets, T-shirt, text message, photo, paper, idea
Uncountable:
music, ice cream, food, rain, time, hair, information, money
Countable or uncountable:
noise, hair, paper

- 7 **1.07** Ask: *Does your school have a website?* Students can tell the class a bit about any website that their school might have.
- Play the recording. Students listen to the conversation about the school website and tick or cross the words in the list. Check answers.

Audioscript

Teacher: OK, I want to talk to you about our school website. There are lots of interesting things on it – and you can visit the website any time you like!

Girl: What's on the website, miss?

Teacher: Well, there's some information about the school and all the things you can do here. And there are lots of photos of students and teachers. There are some blogs, too – you know, these are students' diaries. They're fun to write!

Boy: Is there any music, miss?

Teacher: No, there isn't any music. And there aren't any films. But there are games! And I like playing the games, too!

There's also a school magazine. Students write all the articles and take all the photos for the magazine. And there are some really exciting stories, too. So there are always things for you to read.

Girl: Miss?


Teacher: Yes, Alice.

Girl: Is there any homework on the website?

Teacher: No, there isn't. There isn't any homework!

Answers


Tick (✓) – *photos, blogs, a magazine, stories, games, information*
Cross (✗) – *films, music, homework*

8  Ask students to look at the example sentence with *some*. Ask: *When do we use 'some'?* Elicit the basic idea behind the use of this word: we use *some* in positive statements. Elicit a sentence with *any* and make sure that students understand that this word is used in negative statements and questions.

Students then write sentences about the school website referred to in Exercise 7, using *some* and *any* where appropriate. Check answers.

Possible answers

- There are some photos.
- There are some blogs.
- There is a magazine.
- There aren't any films.
- There are some stories.
- There isn't any music.
- There are some games.
- There isn't any homework.
- There is some information.

9  Ask two students to read out the example question and answer. Students work in pairs to ask and answer questions about the website using the information from Exercises 7 and 8.

too much / too many

10 Ask students to look at the picture of Robopet. Ask: *Where is Robopet? What can you see in Robopet's room?* Read out the example sentence. Elicit or teach the grammatical differences between the words: *too many* is used before countable nouns, *too much* before uncountable nouns.

Students work in pairs to complete the sentences about Robopet. Check answers.

Answers


- 2 many 3 much 4 many 5 many 6 much



Extra

Fast finishers Students who finish quickly can write three more gapped sentences like the ones in Exercise 10. Collect these and check students' work. You can then use them as further practice with the class.

A helping hand Tell students who need extra help to decide if the noun in each sentence is countable or uncountable. Then they will know whether to complete the sentence with *many* or *much*.

11  Students tick the sentences in Exercise 10 that are true for them. They then share their ideas with their partner. Ask students to tell the class one thing they learnt about their partner.




Workbook exercises

You can now set pages 5 and 6 of the Workbook for homework.

1B I'm really tired

Vocabulary • Jobs in the house Page 12

1  **1.08** Books closed. Draw a house on the board. Elicit the different rooms in a house. Then ask students the different jobs that we need to do in the house, e.g. cleaning, cooking, washing the dishes.

Students open their books at page 12 and match the jobs in the list to the pictures. Check answers. Point out we can also *do the dishes* and *take the dog for a walk*.

Audioscript/Answers

- lay the table 2
- tidy your room 1
- put out the rubbish 3
- walk the dog 7
- clear the table 8
- make breakfast 5
- wash the dishes 4
- make your bed 6

2 Ask a student to read out the example sentences. Students work in pairs to talk about the jobs they do in the house. Ask students to tell the class what they found out about their partner.


Presentation

3 Warm up

Students look at the photos on page 13 and answer the questions. Encourage them to be as detailed as possible in their answers. Help out with any vocabulary, e.g. *bucket*, *sponge*, *wash/clean the car*, *windows*.

Answers

- We can see Jack, Harry, Poppy and Alice.
- They are in the street.
- The boys are cleaning the car in picture A.

4  **1.09** Read out the six questions. Students then read and listen to the conversations on page 13. If necessary, play the recording a second time. Students can work in pairs to answer the questions. Check answers. Students can then practise reading the conversations on page 13 in groups.

Audioscript

See Student's Book page 13.

Answers

- 1 They are cleaning cars for a class project for the Africa Challenge.
- 2 They want to send computers to Africa.
- 3 Their teachers and parents are paying them.
- 4 She usually goes home and does her homework.
- 5 Harry always sleeps after school.
- 6 Poppy joins the team.


Language focus

Here students will notice the use of the present continuous and the adverbs *quite* and *really*. They will see this language in context in the conversations on page 13. It will be covered in more detail in the *Language space* pages. Ask students to look at the sentences in *Language focus* and to repeat each one after you. Then ask them what the present continuous is used for (to describe an action in progress in the present).

5 Ask students to look at the four gapped sentences. Students work in pairs and use the examples in *Language focus* to help them complete the exercise. Check answers.

Answers

1 A do you get up
B get up
2 A is Lucy doing
B is writing

6  **1.10** Tell students they are going to listen to Dylan doing different jobs in the house.

Play the recording for students to decide what Dylan is doing. If necessary, play the recording again. Students compare their answers with a partner. Check answers.

Audioscript

1 [the sound of Dylan plumping up his pillows, shaking his duvet over the bed, and a sigh from Dylan]
2 [the sound of a park, Dylan's footsteps, and of panting and barking]
Dylan: Come on, Rocky. Don't be silly.
3 [the sound of a kettle coming to the boil, water being poured into a mug, toast popping out of a toaster]
Dylan: Oh no! The toast is burning!
4 [the sound of Dylan doing the washing-up, a plate breaks on the floor]
Dylan: Oh no!
5 [the sound of a vacuum cleaner, and Dylan's exertions]
6 [the sound of the front door opening and closing, distant voice of a woman]
Dylan's mum: Hi, Dylan, I'm home! What are you doing?
[the sound of Dylan fast asleep, gently snoring]

Answers

1 He's making his bed.
2 He's walking the dog.
3 He's making breakfast.
4 He's doing the washing-up.
5 He's vacuuming.
6 (He's not doing anything.) He's sleeping.

Your Space • Talking about the present Page 13

7 Ask students to look at the list of places. Elicit the different activities that can be done there. Students then imagine they are in one of the places and decide what they are doing there.

8 Imagine you are in one of the places in Exercise 7. Decide what activity you are doing there. Students then ask you questions as in the example so you can provide a model conversation for them to follow. Students work in pairs to act out their conversations. Choose one pair to act out a conversation in front of the class. Students can write up their conversations in their notebooks for homework.

 **Workbook exercises**
You can now set page 7 of the Workbook for homework.


1B Language space

Present continuous Page 14


1 Ask: *What does your family usually do in the evenings?* Elicit students' ideas. Students then look at the picture of the *Language space* gang at home. Ask them to describe the picture. You might need to teach *woolly hat*, *headphones*, *armchair*. Ask: *What is everyone doing?* Read out the example sentences about Max and point out how the present continuous tense is formed with *am/is/are + verb + -ing*. Students then work in pairs to complete sentences 2–5. Check answers.

Answers

2 is sleeping, is not playing 3 is not watching, is talking
4 are watching, are not reading 5 are not sitting, are drinking

2  Ask two students to read out the example questions and answers. Students then work in pairs to ask and answer more questions about the picture in Exercise 1.

Present simple / present continuous

3  **1.11** Ask students to describe the cartoons, which show Alice on her school trip. You might need to help out with vocabulary, e.g. *tent*, *sleeping bag*, *fork*, *campsite*. Play the recording. Students decide what Alice usually does and what she is doing today.

Audioscript

1
Please leave a message after the tone.
Alice: Hi Mum and Dad. It's Alice here.
I usually sleep in a nice warm bed in my nice warm bedroom. But today I'm sleeping in a horrible cold tent!
2
Alice: Hi Mum and Dad. It's Alice again.
I usually go shopping on Saturday. But today I'm making a fire. It's difficult!
3
Alice: Hi there.
I usually wear my school uniform on Mondays. Today I'm wearing a T-shirt and jeans. It's great!

4
Alice: Hi!
I usually have sandwiches for lunch at school. It's a bit boring. But today I'm having lovely hot sausages. Delicious!
5
Alice: Hi Mum and Dad!
I usually watch TV in the evening. But not today! We're having a party! See you!

Answers
1 U I usually sleep in a nice warm bed in my nice warm bedroom.
T But today I'm sleeping in a horrible cold tent!
2 U I usually go shopping on Saturday.
T But today I'm making a fire.
3 U I usually wear my school uniform on Mondays.
T But today I'm wearing a T-shirt and jeans.
4 U I usually have sandwiches for lunch at school.
T But today I'm having lovely hot sausages.
5 U I usually watch TV in the evening.
T But today we're having a party!

4 Ask a student to read out the example sentence. Explain that students have to write two sentences based on the prompts, one in the present simple, and the other in the present continuous. Students work individually on this exercise. They can compare answers in pairs before you check answers with the whole class.

Answers
2 Alice usually goes shopping on Saturdays. Today she's making a fire.
3 Alice usually wears school uniform on Mondays. Today she's wearing jeans.
4 Alice usually has sandwiches for lunch. Today she's having sausages.
5 Alice usually watches TV in the evening. Today she's having a party.

can

Page 15

5 Books closed. Write the following gapped sentences on the board. *I ___ play the guitar, but I ___ play the piano. ___ you teach me to play the piano?* Ask students to complete the sentences with *can* and *can't*.
Students open their books at page 15. Remind them that *can* is a modal verb, which means it is different from normal verbs because its form never changes. Read out the example sentence. Students then work in pairs to complete the rest of the exercise. Check answers.

Answers
2 Can we help you find it?
3 You can write emails in English.
4 She can't juggle three balls.
5 Can he draw?

6 Ask students to look at the list of activities. Read out the example sentences. Students then work in pairs to ask and answer *Can you ...?* questions using the activities in the list.

Answers
Can you cook / ride a bike / do karate / swim 100 metres / stand on your head / speak another language?
Yes, I can. / No, I can't.

very / really / quite

7 Books closed. Mime a little yawn. Say *I'm quite tired* and write this on the board. Then mime a big yawn. Say *I'm very tired* and write this on the board. Teach the word *really* and show that *I'm really tired* has a similar meaning to *I'm very tired*.
Students open their books at page 15 and look at the questions in the questionnaire. They work individually to circle the answers that are right for them.
8 Students ask and answer the quiz questions in pairs. Ask students to tell the class something they found out about their partner.

Your words 1B

Multi-word verbs

9 Books closed. Mime *waking up* and *getting up*. Write the two multi-word verbs on the board. Explain that they are special types of verb formed with a verb and a preposition. Elicit other multi-word verbs students know and write them on the board.
Students open their books at page 15. Look at the pictures and read out the information. Point out that some multi-word verbs are easy to understand, like *sit down*, while others, like *hang out*, are much more difficult. Explain that multi-word verbs have very specific meanings and that it is important to learn what they are. For example, we don't *hang out* at work or school because the verb suggests relaxing or doing nothing.
Students work in pairs to ask and answer the questions. Encourage them to give full answers. Ask two or three students to tell the class what they found out about their partner.

Language check

How to use the *Language check* sections (pages 128–132)

The purpose of the *Language check* sections is to check students' understanding of the *Language space* pages in each unit. They also provide you with another opportunity to deal with any problems that students might be having with the grammar in question. Exercises 1 and 2 ask students to do a variety of different exercises, such as choosing the correct words or completing a sentence with the right form of a word. Exercise 3 in the *Language check* section consolidates the grammar introduced in the unit in a listening exercise. This contextualises the target language in a short text that draws upon the themes of the unit.
The *Language check* section can be done as a test in class. Alternatively, it can be set as a homework exercise.

Language check Unit 1

Page 128

Before students begin the *Language check* section, do a quick revision of the material covered. In Unit 1 this is present simple, countable/uncountable nouns, *some/any*, *too much / too many*, present continuous, *can*, *very/really/ quite*.

1 Read out the first sentence as an example. Point out that *many* is the correct word because it is used with the countable noun *people*. Students complete the exercise individually. They can compare answers in pairs. Check answers.

Answers
2 enough 3 too many 4 much 5 many 6 enough

2 Ask students to look at sentences 1–10. Read out the example. Point out that *go* is correct because the sentence refers to a habitual action.

Students work individually to complete the exercise. They can compare answers in pairs before you check answers with the whole class.

Answers
2 c 3 b 4 b 5 b 6 b 7 b 8 b 9 b 10 c


3 1.12 Read out the example. Point out that the present continuous is needed because the sentence refers to an action happening at a specific moment on Monday morning. Explain that students complete the text using the present simple and present continuous.

Before you play the recording, ask students to guess the words that could go in the gaps. Play the recording twice if necessary. Check answers.

Audioscript

It's Monday morning and we're on holiday! So what's different? Well, Mum **is reading** a book in the garden. She usually **works** in an office on Monday. Dad is a teacher. He **teaches** French at my school, but today he's **playing** rock music on his guitar! My brother Mattia is a university student and he usually **studies** at the library in the morning. But today he's **playing** computer games. My sister, Giorgia, is a cook in a restaurant. But she **isn't cooking** at the moment, she's **watching** a romantic film on TV. And I usually **have** Science on Monday morning. But today I'm **writing** my blog. I love holidays!

Answers
2 works 3 teaches 4 's playing 5 studies 6 's playing
7 isn't cooking 8 's watching 9 have 10 'm writing

**Workbook exercises**

You can now set pages 8 and 9 of the Workbook for homework.

1C Skills

Vocabulary • Describing people

Page 16

1 1.13 Books closed. Draw a picture of a person on the board. You can make them fat, thin, happy, sad, etc. Elicit adjectives to describe the picture and write them on the board. Then elicit as many different adjectives to describe personality and appearance as you can.

Students open their books at page 16. Read out the examples and show students that they have to order the letters to find the words in the list. Students work individually to complete the exercise.

Play the recording for students to check their answers. Students can compare answers in pairs. Play the recording again. Check answers.



Audioscript/Answers

- 1 funny
- 2 cheerful
- 3 honest
- 4 generous
- 5 friendly
- 6 lazy
- 7 shy
- 8 loyal

2 Books closed. Write *hair* in the middle of the board. Elicit as many different words as you can (e.g. *long, short, curly, dark*) and write them around the word *hair*. Students then open their books at page 16 and work in pairs to complete the spidergrams. Check answers.

Possible answers

Hair: brown, red, blonde, short, long
Eye colour: blue, green, black, grey, brown
Build: short, plump, tall, fat, thin

**Extra**

Fast finishers Students who finish quickly can make a word search or crossword puzzle using the vocabulary from Exercise 2. You can then use this with the class.
A helping hand Students can use their dictionaries to help them find vocabulary for the spidergrams.

3 1.14 Tell students to look at the four pictures. Then play the recording for students to match a description to a picture. Play the recording again. Check answers.

Audioscript

1
Katie's the same age as me. She's quite tall and she's got long brown hair. She's always cheerful, and she's really funny, too. She makes me laugh. I like sitting near her at school. Katie reads a lot – books, magazines, cartoons. She loves films, too.

2

Adam lives next door to me. He's fourteen. He's got short dark hair – it's really curly. He's quite plump. He doesn't like sport. I guess he's a bit lazy. But he's very generous. We often play computer games together.


3

Mia has got short fair hair and blue eyes. She's quite short, too. I think she's really pretty. In fact, all the boys in my class like her. But Mia's quite shy and she hasn't got a boyfriend. Erm ... she likes sport a lot, especially running.

4

Nick's a good friend. He's very honest and loyal. And he's great at sport. He's the captain of the school football team. He's got straight brown hair and brown eyes. He's quite tall and he's very fit. He's good at judo and tennis and ... and, oh yeah. He really likes Mia!


Answers
Pictures left to right: 3, 4, 1, 2

4  **1.14** Play the recording again. Students record the personality adjectives used. Check answers.

Audioscript
See Exercise 3 above.

Answers
2 lazy, generous 3 shy 4 honest, loyal

Study skills
Ask: *Why do we read?* Elicit answers, e.g. for school, for pleasure, to relax, to get to sleep, for information. Ask a student to read out the information in *Study skills*. Explain the idea of 'scanning'. Make sure students understand that 'scanning' is quickly reading a text for the specific information we are looking for and not worrying about each word. Tell students that this is a useful skill and that it helps in situations when you need to read very quickly, like exams. Students can then make a note in their exercise books about scanning.

Reading and listening **Page 17**
5  **1.15** Ask students to look at sentences 1–6. Tell them they are about the web texts and that some are true and some are false. Read out the first sentence as an example. Ask students to point to the part of the text where this information can be found. Students listen and read the texts and complete the true or false exercise. Check answers.
Ask students if they leave comments on websites or if they enjoy reading such comments. Students then look through the chat room comments. They decide which they agree with and why. Ask students to share their ideas with the class.

Audioscript
See Student's Book page 17.

Answers
2 F 3 T 4 F 5 T 6 F

Speaking and writing
6 Ask a student to read out the sentence fragments. Go through one or two example sentences so that students have an idea of the kind of thing they can write. Students then work individually to complete the sentences. Ask students to share their ideas with the class.


Possible answers
A good friend is loyal / generous / honest / funny.
A good friend doesn't lie to you / say bad things about you to other people.
A good friend tells the truth / listens to you / shares things with you / makes you laugh.
You can enjoy yourself / share things / laugh with a good friend.

7 Elicit questions using the words in the list, e.g. age: *How old is he/she?*; appearance: *What does he/she look like?*; personality: *What's he/she like?*; things you do together: *What do you do together on your birthday?* etc. Write the questions on the board. Students can then ask you questions about your best friend, e.g. *Where is he/she from?* Encourage them to ask as many follow-up questions as they can.
Students then work in pairs to ask and answer questions about their own best friend. Students who finish quickly can write their conversation in their notebooks.
8 Students use the information from Exercise 7 to help them write a description of their best friend. Encourage students to use the personality and appearance adjectives from Unit 1C. Display students' work in the classroom. This exercise can also be set for homework.

Communication

Classroom survival **Page 108**
1 Warm up
Ask: *What questions do students usually ask teachers in class?* Elicit students' ideas and write them on the board. Students open their books at page 108, look at the picture and answer the questions. Check answers.

Answers
The students are in the classroom. The teacher is asking a question.

2  **1.16** Elicit any classroom language that students know (e.g. *How do you spell_____?*) and write it on the board. Ask students to look at the classroom conversations and tell them to guess the missing words before listening to the recording.


Play the recording. Students can check answers in pairs before you check answers with the whole class.

Audioscript

A
Joe: How do you say this in English?
Lucy: ‘Scissors’.
Joe: How do you **spell** that?
Lucy: S – C – I – S – S – O – R – S.
Joe: Can you **speak** more slowly?
Lucy: Sure. It’s S – C – I – S – S – O – R – S.
B
Joe: What does ‘huge’ mean?
Lucy: Sorry, I don’t **know**.
C
Joe: Excuse me, what does ‘huge’ mean?
Teacher: It **means** very big.
D
Teacher: Lucy, do you lay the table at home?
Lucy: Sorry, I don’t **understand**.
Teacher: Do you put the dishes and things on the table before dinner?
Lucy: Oh, I see. Yes, I do.
E
Teacher: Do the exercises on page 65 for homework.
Joe: Can you **repeat** that, please?
Teacher: Yes, of course. For homework, do the exercises on page 65.
Joe: Thanks.

Answers

1 *spell* 2 *speak* 3 *know* 4 *means* 5 *understand*
6 *repeat*

3  **1.17** Ask students to look at the classroom language in *Phrasebook*. Explain that these phrases are very commonly used in the classroom. Play the recording. Students listen and repeat.

Audioscript

See Student’s Book page 108.

4 Students work in pairs to role-play conversations like the examples in Exercise 2. Encourage students to use the new vocabulary from Unit 1 and the phrases from *Phrasebook*. Ask one pair to role-play a conversation in front of the class. Students can write up their conversations in their notebooks for homework.



Workbook exercises

You can now set pages 10 and 11 of the Workbook for homework.

2 Travel

Unit overview

Reading	Email of the week African safari
Listening	Talking about holidays
Speaking	Describing a holiday
Writing	Describing a holiday
Grammar	past simple <i>be</i> : positive, negative, questions and short answers; <i>there was / there were</i> ; time expressions
Functions/ Communication	Talking about the past Asking for information
Vocabulary	Transport; airport; animals
Pronunciation	/t/ /d/ /ɪd/


Author chat

Once students can tell stories about their lives, they are able to say more meaningful things about themselves. The theme is travel and transport: Poppy and her friends are doing a sponsored bicycle ride – but Harry has a problem. Students use the past of *be* to discuss their lives when they were eight. Next they read an email about a disastrous journey home after a holiday, and use the past simple positive to talk about their own weekend. In Skills, Jessica is on a safari in Africa and has written a blog; she describes her experiences in writing and on the phone. By the end of the unit, your students are able to share stories about their own holidays.

2A What was the problem?

Vocabulary • Transport

Page 18

1  **1.18** Books closed. Draw a picture of a boat, a car and a bus on the board and elicit the word *transport*. Elicit the different types of transport students know. Ask students if they can think of any verbs associated with these forms of transport, like *drive*, *catch*, *take*. Tell students which is your favourite way of travelling and ask them to tell you theirs.

Students then open their books at page 18 and match the words to the pictures. Play the recording. Check answers.

Audioscript/Answers

car 5
ship 3
plane 2
motorbike 4
bus 1
train 7
helicopter 9
bicycle/bike 6
boat 10
lorry 8

2 Ask students to look at the three different categories. Then explain that they have to put the vocabulary from Exercise 1 into the correct category. Students complete the exercise in pairs. Check answers.

Answers

WATER: ship, boat
LAND: car, motorbike, bus, train, bicycle, lorry
AIR: plane, helicopter


Presentation

3 Warm up

Ask students what they remember about The Challenge from Unit 1B, e.g. Jack, Harry and Alice were cleaning cars for the Africa Challenge project. Read out the four questions. Students then look at the information on page 19 about the sponsored cycle ride to help them answer the questions. They can check their answers in pairs before a whole-class check. Ask if they have ever done a sponsored cycle ride (or something similar) to raise money for charity.

Answers

1 Sunday
2 10 am
3 10 km
4 to send computers to schools in Africa

4  **1.19** Ask students to describe the pictures on page 19.

Play the recording. Students read and listen to the conversations. Students work individually to answer the questions about the conversations. Check answers.

Audioscript

See Student's Book page 19.

Answers

2 Harry 3 Poppy 4 Alice 5 Harry 6 Harry

5 Ask students to look at the sentences in *Language focus* and to repeat each one after you. Here students will notice the use of *was* and *were*. They will see this language in context in the conversations on page 19. It will be covered in more detail in the *Language space* pages. Point out that *be* in the past functions in the same way as *be* in the present, with singular and plural forms.

Ask students to find four more sentences in the past in the story on page 19.