

# 1 Hi, how are you?

## Unit objectives

### Topic: families and personal information

**Listening Part 1:** discrete 3-option multiple-choice: listening to identify specific information

**Reading and Writing Part 2:** matching: reading for specific information and detailed comprehension

**Speaking Part 1, Phase 1:** individual personal questions: focus on interactional and social language

**Reading and Writing Part 6:** short message: writing a communicative note or email of 25 words +

**Grammar:** present simple; adverbs of frequency

**Vocabulary:** numbers; family members

**Pronunciation:** word stress in numbers

## Starting off SB page 8

### Lead-in

Before students open their books, write some simple verbs on the board, e.g. *like, go, have*. Ask students: *What kind of words are these?* Elicit or tell students they are verbs. Put students into small groups and ask them to think of as many verbs as they can in one minute. Elicit ideas and write these on the board. Mime one verb that can be easily shown, e.g. *sleep, eat* and then ask students to do the same for other verbs.

- 1 The students stay in the same groups as for the lead-in. Choose an object from one of the photos and write the word on the board, e.g. *boy*. Set a time limit of one minute for students to do the same. Elicit the words. Ask students: *Where are the people in picture 1?* (at school); *What are they doing?* (they are talking). Do the same for the other two photos. Drill the present continuous forms without explaining the grammar.
- 2 Allow students to work in pairs. Set a time limit of one minute for students to read the dialogue and think about the correct words. Elicit ideas but don't give the correct answers yet.

### Answers

- 2 Nice to meet you.
- 3 I'm 13.
- 4 Do you like school?

- 3 Students can change any wrong answers on the second listening. Elicit the answers. Ask students what the two people's names are (Sophie and Thiago) and elicit the correct photo and how they know (1 – it shows a boy and girl).

### Track 2

**Thiago:** Hey. What's your name?

**Sophie:** My name's Sophie.

**Thiago:** I'm Thiago. Nice to meet you. How old are you?

**Sophie:** I'm 13. What about you?

**Thiago:** I'm 13, too. Do you like school?

**Sophie:** Yes, I do!

- 4 Tell one student in the pair to close their books. The student with their book open asks the questions. The other student answers. They then swap roles. Monitor and help students where necessary. Invite pairs to ask and answer the questions for the class.

## Listening Part 1 SB page 9

### Numbers

#### /P/ Word stress

### Lead-in

Tell the class they are going to try to count to twenty. Students can say a number when they want but only one person can speak at a time. No one can say more than one number at a time. Someone must speak in two seconds or less. Start by saying the number *one*. If no one speaks for two seconds, tell them they lost and try again. Every time two students speak at the same time, they have to start again. This should work a few times before students work out a system so that they don't speak at the same time.

- 1 Elicit someone's age and write it in words on the board, e.g. *fourTEEN*. Model and drill the number showing the stress. When students have listened to the recording, write *FORTY* on the board. Drill both numbers several times to practise the difference.

**Answers**

2	fourteen	forty
3	fifteen	fifty
4	sixteen	sixty
5	seventeen	seventy
6	eighteen	eighty
7	a hundred and nineteen	a hundred and ninety

**Track 3**

- thirteen thirty
- fourteen forty
- fifteen fifty
- sixteen sixty
- seventeen seventy
- eighteen eighty
- a hundred and nineteen, a hundred and ninety

- Pause the recording after each pair of numbers so that students can repeat them both with the correct stress. Drill the whole class and then in small groups, pairs and individually.
- Tell students that, this time, they are only going to hear one number from each pair. When they have listened once, allow them to compare their answers in pairs. Play the recording again, pausing after each number to elicit the answer and drill the word.

**Answers**

13 14 50 60 17 80 119

**Track 4**

thirteen  
 fourteen  
 fifty  
 sixty  
 seventeen  
 eighty  
 a hundred and nineteen

- Look at the instructions with students. Ask: *How many numbers will you hear in each conversation?* (three). Play the recording twice then elicit the numbers. Ask: *How old is the girl in conversation 1?* (16). *Where does the boy's uncle live?* (19). *How tall is the boy?* (170 cm).

**Answers**

1 15, 16, 12  
 2 90, 19, 13  
 3 163, 170, 20

**Track 5**

1

**Woman:** How old are you? Are you fifteen?  
**Girl:** No, I'm sixteen, and my brother is twelve.

2

**Boy:** I live at number 90, Moore Street, and my uncle lives at number 19. Where do you live?

**Girl:** Number 13, Bank Street.

3

**Girl:** I'm one hundred and sixty-three centimetres tall.

**Boy:** I'm one hundred and seventy centimetres. That's 20 centimetres shorter than my dad.

**Listening part 1 (short conversations)**

Look at the information with the class. Tell students that there will always be three pictures in the question. They should read each question carefully and look at the three choices to prepare themselves for what they are about to hear. Tell students that this task often tests times, prices, days of the week and other numbers. Look at the sets of pictures and ask what they show: 1 numbers (on doors) 2 families 3 prices 4 bus numbers 5 photos.

Exam advice

- Tell students that, in the exam, they will hear each option but only one will answer the question. Tell students to listen for the correct answer and also try to hear what the other two options refer to (A Stevie's house C in the question).

**Answer**

B

**Track 6**

1

**Narrator:** Choose the correct answer. Where does Thiago live?

**Girl:** There's a boy called Thiago in our class. He lives in our street.

**Man:** Really? In the blue house? Number 42?

**Girl:** No, Number 40. And my other friend, Stevie, lives at number 25.

**Man:** It's great that you have friends in the street.

- Look at the first question with students and elicit the key words. (Lucy's family). Elicit why this is important – we may hear about someone else's family. Give students one minute to agree on the key words in the other questions and why they are important (3 – we may hear the price of something else; 4 We may hear the number of someone else's bus; 5 We may hear about a photo of Charlotte's she doesn't like).

## 1

Read through the exam advice again. Even if they think they are correct when they hear it the first time, they should listen carefully the second time to check their answer.

- 7 Allow students to compare their answers in pairs after they have listened once. Don't elicit the answers yet. When students have listened a second time, elicit the correct answers and how students found the answer (e.g. 2 C She has a brother and a sister – five people altogether; 3 A It's a special price for today; 4 A I think my bus is the 15; 5 A That's the best one. It's me and my best friend).

**Answers**

2 C 3 A 4 A 5 A

**Track 7**

**Narrator:** For these questions, choose the correct answer.

2

**Narrator:** Which is Lucy's family?

**Man:** So, can you tell me about your family, Lucy.

**Girl:** Yes, of course. There's me, my mum and my dad. We live in a house in a village.

**Man:** Have you got any brothers or sisters?

**Girl:** Yes, I've got one brother and one sister. There are five of us.

3

**Narrator:** How much is the bag?

**Boy:** Excuse me, how much is this bag? Is it £30?

**Girl:** I don't think so. Let me look. Ah, yes – today it's £13.

**Boy:** It's a beautiful bag. Oh, but look here. It says here it's £31!

**Girl:** I know, but today it's on offer.

4

**Narrator:** Which is the girl's bus?

**Girl:** Are you catching the bus home?

**Boy:** Yes. Look, that's my bus, over there.

**Girl:** Is it the number 50?

**Boy:** No, that's not the one I need. My bus is the 55.

**Girl:** Oh, yes. Well, I think my bus is the 15! See you tomorrow!

5

**Narrator:** Which is Charlotte's favourite photo?

**Boy:** I like this photo. Is that your dad?

**Girl:** Yes, it is. But I don't like the photo at all. Look at this one. What do you think?

**Boy:** Hmm – I don't like it. You don't look happy. This one's nice!

**Girl:** Yes! That's the best one. It's me and my best friend!

**Extension idea**

Make one copy of the audioscript for each pair. The students find information which shows that the other two options are wrong, e.g. 1 *The man asks about number 42 but it is wrong: another boy, Stevie, lives at number 25.* Elicit the answer.

► **Workbook page 4**

## Grammar SB page 10

### Present simple

**Lead-in**

Write on the board on separate lines: *I'm; I'm not; I like; I don't like.*

Students work in pairs. They think of different ways of completing the sentence prompts. Monitor and help where necessary. When they have finished, put the pairs together in groups of four. They share their information to find out how they are the same or different. Elicit sentences from students about what they like (e.g. *I like football.*) Remember what they said and model a sentence about one student, e.g. *Mario likes football.* Make the third person -s very clear as you model the sentence. Elicit more sentences from students about their partner.

Look at the grammar rules with students. Elicit what other information we can use with the verb *to be* (using their ideas from the lead-in, e.g. *I'm from (a town), I'm in (a class).*)

- 1 Put students into pairs. Ask them what they can see in the photos and pictures. Monitor and help and then elicit sentences. Make sure students are using the third person -s form of the present simple. Students now listen to the recording. Elicit the information and elicit that, when we use *like + verb*, we use the -ing form (*He likes dancing*). Also elicit that we use *play + sport* (*She plays tennis*) and *play + the + musical instrument* (*She plays the piano*).

Ask students to make sentences about themselves using: *I play (the); I'm good at ...* and elicit ideas.

**Answers**

**Adrian:** He's from Poland; He's 13 years old; He's really good at football; He likes dancing;

**Marcia:** She's from France; She plays tennis; She plays the piano.

**Track 8**

- Girl:** Hey! How's school? Do you like it?  
**Boy:** Yes, it's great and I have some new friends.  
**Girl:** That's good. Who are they?  
**Boy:** OK, this is Adrian.  
**Girl:** Is he from America?  
**Boy:** No, he isn't. He's from Poland. He's really good at football!  
**Girl:** How old is he?  
**Boy:** He's 13 years old. He's cool. He likes dancing, too.  
**Girl:** OK, and who's this? She looks happy!  
**Boy:** Yeah, that's Marcia.  
**Girl:** Oh, cool! Is she from Poland, too?  
**Boy:** No, she isn't. She's from France and she's 14. She's fantastic.  
**Girl:** Does she like music?  
**Boy:** Yes, she does. She loves music! She plays the piano.  
**Girl:** Does she do any sport?  
**Boy:** Yes, she does. She plays tennis.  
**Girl:** Brilliant.

- 2** Look at the example questions and answers and elicit the negative short form of present simple verbs and the positive short form of the verb *to be* (*No, I don't, Yes, I am*). Elicit a few examples of questions they could ask, e.g. *Are you good at...? Do you play...?*
- 3** Elicit what students have to remember about the third person singular form of the present simple (add -s to the end of verbs). Write on the board: *I like football. I don't like football*. Under this write: *He likes football* (using a different colour for the third person -s). *He doesn't like football* (using the same colour for the -es of *doesn't*). Ask: *Do we say 'He doesn't likes'?* (No). Allow students to work in pairs, and monitor and help where necessary. Elicit the answers and elicit or point out that, with the verb *to have*, we can treat it as a normal present simple verb and say: *Do you have...?* or use the form at the end of the text: *Have you got...?* They are both correct but students have to be careful not to mix them up, e.g. *Do you have got?*

**Answers**

**1** is **2** isn't **3** loves **4** don't like **5** are **6** live **7** go  
**8** doesn't have / hasn't got **9** are **10** work **11** are

**Fast finishers**

Tell students who finish early to look through the sentences in Exercise 3 and find new words or phrases which they think would be worth noting down. When everyone has finished the exercise, elicit these words and phrases and encourage everyone to make a note of them.

**Students could do Grammar reference: Present simple: *be*, Exercises 1–2, page 106, at this point or for homework.**

- 4** Look at the example and elicit more possible questions, e.g. *Is she tall? Does she like music?* Monitor and help where necessary. When students have finished, nominate different pairs to ask and answer their questions in front of the class.

**Extension activity**

Students work in small groups. They all think of one person in their family and write four sentences about them, one of which isn't true, e.g. *My dad is 42. He is from Valencia. He likes rock music. He plays the guitar*. The other students guess which sentence isn't true. Elicit some of the untrue sentences students made.

- **Grammar reference page 106: Present simple; *be***  
 ► **Workbook pages 4–5**

## Vocabulary SB page 11

### Family members

**Lead-in**

Write the numbers 0, 1, 2, 3+ on the board. Say: *Put your hand up if you've got one brother or sister*. Write the number of students next to the number 1. Do the same for 2 and 3+. Then say: *Put your hand up if you haven't got a brother or a sister*. Write the number next to the 0. For those that put their hands up for 3+, ask how many brothers and sisters they have got.

- 1** Look at the family tree and ask students how many brothers or sisters Carl has (1) and elicit her name (Megan). It might be best to pair weaker students with stronger ones so the stronger students can help them. Monitor and help where necessary. Elicit the answers and what the words mean. Ask students to cover the exercise so that they can only see the family tree diagram. Ask questions to see who can answer them first, e.g. *Who is Janet's husband? (Tom) Who is Megan's mother? (Mary)* Ask the class: What's another word for *mother?* (*mum/mummy*) What's another word for *father?* (*dad/daddy*). Elicit that we use *mummy* and *daddy* when we are young.

## 1

**Answers**

2 grandad 3 husband 4 wife 5 uncle  
 6 aunt 7 cousin 8 son 9 daughter 10 sister  
 11 brother 12 grandson 13 granddaughter

- 2 Ask students how many aunts, uncles and cousins they have. Elicit numbers from different students and then say: *Only draw two cousins, uncles and aunts on your family tree.* Set a time limit and monitor and help.

**Extension idea**

The family tree could be extended at home on a large piece of paper with photos of different family members where possible. If so, then students would include both sides of the family. These could then be displayed in the classroom. If this is not possible, ask students to attach them into their notebooks.

► **Workbook page 5, page 7**

**Reading Part 2 SB page 11****Lead-in**

Tell students to think of one family member and to make as many sentences as they can in two minutes. Model some sentences about one of your family members first: *My dad likes... / hates ... works in ... is ... years old, has got a ... is good at ...*. Students then work in pairs and tell each other what they wrote.

**Reading Part 2 (matching)**

Tell students that they are going to look at Part 2 of the Reading exam. Look at the exam with the class. As the questions are not in the same order as the text, it is important to read the texts first so that they have an idea of what information each contains so they can answer the questions more quickly.

**Exam  
advice**

- 1 Look at the questions with students. Students decide together if they are similar or different based on their answers to the questions. Elicit ideas.
- 2 Look at what Ellie says with the class (*my two sisters ... and my little brother*). Ask them to read the other extracts and find out why they are wrong (one has no brothers or sisters, one only has a sister).

**Answer**

Ellie

- 3 Look at the first question with students. Elicit that most of the words are key words but *and* is very important. Set a time limit for students to do the same for the other questions. Monitor and help where necessary and then elicit the words they think are most important and why.

**Answers**

2 doesn't like sport 3 wants to go, university 4 oldest 5 pet  
 6 friend, another country 7 can play, musical instrument

- 4 Tell students that it is a good idea to read all the texts quickly first and underline key words in the texts. Do this for Ellie's text with the class: *London, two sisters, brother, dog, youngest, at university, Stef, guitar, band.* Allow students to work in pairs or small groups to do the same for the other two texts. Elicit that when they try to answer the questions this will save them from having to look for the key words each time they answer a question. Sometimes key words will appear in more than one text. They then have to read all the sections of the texts containing that key word to find the correct answer, e.g. Question 5: Who has a pet? *Text 1 our dog, 3 don't have any pets, would like a cat.* Students can then find that *1 has a pet but 3 doesn't.* Allow them one minute to underline the key words and then five minutes to do the matching. Elicit the answers.

**Fast finishers**

Ask the fast finishers to compare the justifications for their answers in pairs.

**Answers**

1 A 2 C 3 B 4 C 5 A 6 B 7 C

**Extension idea**

Students look at the text in Exercise 4 on page 10 as a model for a piece of writing about themselves and their family. Tell students to use the verb *to be* and present simple. Re-elicite what sort of information they can write using the verb *to be* and the present simple, e.g. *My brother is 15. My sister likes / plays football.* The writing can be done for homework.

► **Workbook page 6**

## Grammar SB page 12

### Adverbs of frequency

#### Lead-in

Write these verbs and phrases on the board: get up at 7 o'clock; do (my) homework; be late for school; go shopping; do the washing-up.

Elicit what these mean. Model some true positive and negative sentences about yourself using the phrases, e.g. *I get up at seven o'clock. I'm not late for school. I go shopping after work. I don't do the washing-up in the morning.* Put students in pairs to make true positive or negative sentences about themselves using these phrases, e.g. *I get up at 7 o'clock. I don't get up at 7 o'clock. I get up at 6.30.*

- 1 Tell students that, as they can see the first letter of each word, they can complete the diagram without understanding the words.

Elicit the answers and how often they think Ellie does each thing, e.g. *She always gets up at 7.00 am* = every day, seven days a week (or every school day). *She usually does her homework in the evening* = about four school days a week. *She is never late for school* = zero days a week. *She often goes shopping on Saturday* = about three Saturdays a month. *She sometimes does the washing-up* = about two or three times a week.

#### Answers

2 sometimes 3 often 4 usually 5 always

- 2 Tell students that these are all adverbs of frequency which start with a different letter, so they can just write the first letter of the missing words while they are listening so that they can concentrate on what Stevie says. They then complete the words.

#### Answers

2 usually 3 always 4 sometimes 5 never

#### Track 9

- Man:** So, Stevie. Tell me about your week. What time do you get up?  
**Stevie:** I always get up at eight o'clock in the morning. I never get up before that.  
**Man:** How often do you do your homework in the evenings?  
**Stevie:** I usually do it in the morning. Except on Fridays. I do my homework every Friday evening.  
**Man:** Are you ever late for school?

- Stevie:** I'm always late on Monday mornings. Not very late. Just a bit late.  
**Man:** How often do you go shopping?  
**Stevie:** I go with my mum every Saturday. And I sometimes go shopping on Wednesdays.  
**Man:** How often do you do the washing-up?  
**Stevie:** I never do the washing-up! We've got a dishwasher.

- 3 Elicit the answers and, if you used the lead-in activity, ask students to talk about themselves in pairs, this time using adverbs of frequency, e.g. *I never get up at 7 a.m.* Elicit sentences and check that they are using the correct word order.

#### Answers

1 after 2 before

- 4 Look at the example sentence with students and ask why it is wrong. Students can do this alone or in pairs. Monitor and help where necessary.

#### Answers

2 always welcome 3 can usually 4 never forgets  
 5 often goes 6 am usually

#### Students could do Grammar reference: Adverbs of frequency, Exercises 6–7, page 107, at this point or for homework.

- 5 Elicit a few more example sentences for different situations, e.g. *I sometimes do the washing-up. I always ride my bike on Saturdays.* Point out that, by giving more details, students can change the adverb of frequency they need to use, e.g. *I sometimes do the washing-up. I always do the washing up on Sundays. It's my job.* Set a time limit of five minutes. If some students finish before this, they can think of more situations to make sentences about.
- 6 Tell students not to ask questions using the verb *to be*, i.e. not *How often are you happy / hungry?* When students have asked and answered about the other activities in pairs, elicit some questions and answers from different pairs.

## 1

**Extension idea**

Write the sentence beginnings below on the board. Tell students they are going to listen to the recording from Exercise 2 and complete these sentences:

*I do my homework ...*

*I go with my mum ...*

Play recording 09 again and elicit the answers (*every Friday evening, every Saturday*). Elicit that this means the same as always (*I always go shopping with my mum on Saturdays*). Students work in small groups to make sentences about themselves using every + a day of the week.

- ▶ **Grammar reference page 107: Adverbs of frequency**
- ▶ **Workbook page 5**

**Speaking Part 1** SB page 13**Lead-in**

Before students open their books, put them in A/B pairs. A is a new student and B has to look after them. It is now break time. Tell students that they have one minute to get to know each other. The new student should use their imagination and make up answers to any questions they are asked. The other student should answer truthfully. Elicit an example, e.g. *Hi, What's your name?* After one minute, tell students to swap roles and repeat the activity.

**Speaking Part 1, Phase 1**

Look at the information with students. Point out that the first part of the Speaking is split into two phases; in the first the student gives factual information of a personal kind and then answers questions about daily life, interests, likes, etc. followed by a longer *Tell me something about ...* question.

Exam advice

- 1 If you used the lead-in activity, tell students to think about the questions they asked each other. Set a time limit of two or three minutes for students to write the questions and then elicit ideas from different pairs.
- 2 Play the recording before eliciting answers. You could play the recording a second time, this time pausing after each question to elicit the correct answer.

**Answer**

2 a 3 c 4 b 5 d 6 f

**Track 10**

- Examiner:** What's your name?  
**Boy:** My name is Gabriel Silva.  
**Examiner:** Where are you from?  
**Boy:** I'm from Sao Paulo. In Brazil.  
**Examiner:** How old are you?  
**Boy:** I'm 13 years old.  
**Examiner:** How many people are in your family?  
**Boy:** There are five people.  
**Examiner:** Who in your family do you like spending time with?  
**Boy:** I like spending time with my grandma.  
**Examiner:** How often do you meet your friends?  
**Boy:** I meet with them every day.

- 3 Tell students to pretend they are in the Speaking exam. Only the 'examiner' should look at their book. The other student should look at the examiner as they talk and try to make their answers sound friendly.

**Extension idea**

Put students into groups of four. They ask and answer the questions again but this time with an audience. This can be more stressful and it is useful to practise speaking in front of others so that students become more used to it. When they have finished, ask the two students listening to give feedback to them.

- ▶ **Speaking Bank pages 146–147: Speaking Part 1**

**Writing Part 6** SB page 13**Lead-in**

Before students open their books, write seven gaps on the board: \_ \_ \_ \_ \_ . Divide the class into two and tell students that the missing word is an adjective. Elicit a letter at a time from students and either write them in the correct places in the word or on the board away from the word. When someone guesses the word (*awesome*) elicit what it means (*brilliant, amazing*). Students then work in pairs or small groups to think of people, places or things which are awesome, e.g. *New York is awesome*.

**Background information**

Taylor Swift is a singer. She knew she wanted to be a country singer at an early age and visited Nashville when she was 11 with a demo tape of her singing popular songs. The record companies told her everyone was doing the same thing, so she decided

she would do something new. At the age of 12 she taught herself to play the guitar and started writing songs. Most of her songs are about experiences from her own life. Her second album, *Fearless*, won four Grammy Awards and she became the youngest ever winner of the album of the year award. In 2018 she had 100 million Instagram followers.

#### Exam advice: Writing Part 6 (a note or email)

Look at the information with students. Elicit or tell students that the three things they have to write about may be written as questions within a different text, as here, or as bullet points in the instructions.

Exam advice

- 1 Elicit the questions and ask students how they can answer them. Show students that just the basic answers, e.g. *I've got one brother and one sister, I like doing sports. Yes, I do. I listen to music and play the guitar* add up to 22 words so they don't have to add much more, although if they can make it a little more detailed and interesting, they can get more marks.

#### Answer

Have you got any brothers and sisters? What things do you like doing? What kind of music do you like?

- 2 Elicit the answer and which questions Stef does and doesn't answer (*She answers the question about what she likes doing but not about her family or music*). Elicit what extra information Juan gives (*his name and the name of his favourite singer*).

#### Answer

Juan

- 3 Set a time limit of seven minutes for the writing, as they have already looked at the questions they have to answer and thought about how to answer them. Tell students that, if they have extra time, they can add more details and write some questions back to Alex. When students have finished, put them in pairs. The students read each other's letters to see if they have answered the three questions.

#### Answer

Hi Alex,  
 My name is Elena. I've got one brother. His name is Javier. I like swimming and playing basketball. I also like reading books. Of course I like music. My favourite singer is Chris Brown.  
 Elena

#### Extension idea

Put students in pairs to brainstorm ideas for questions for Alex. Make sure they are in the present simple. With the class, choose three of the questions and leave these on the board. Rub the other questions off. Tell students that they are now writing a second email from Alex in which they have to answer the three questions on the board. They use their imagination to write a response to these three questions, either in class or at home.

- ▶ Speaking bank page 146: Speaking Part 1
- ▶ Writing bank page 139: a short story
- ▶ Complete Key for Schools new edition Test Generator Unit 1
- ▶ Workbook page 6

## Vocabulary

### Numbers

a hundred and nineteen	nineteen / ninety
a hundred and ninety	seventeen / seventy
eighteen / eighty	sixteen / sixty
fifteen / fifty	thirteen / thirty
fourteen / forty	

### Family members

aunt	grandad	son
brother	grandma	uncle
cousin	grandson	wife
daughter	husband	
granddaughter	sister	

### Vocabulary activity 1

Tell students that you are going to write some words on the board but with the vowels missing. (*a, e, i, o, u*). Put students into groups and tell them that, when they know the words, they should put their hand up. The first group to guess wins a point. These should be done by topic, e.g. family members: *sstr* – *sister*, *brthr* – *brother*, *ncl* – *uncle*, *csn* – *cousin*, *nt* – *aunt*.

### Vocabulary activity 2

Tell students to choose a family member and make a simple sentence about them, e.g. *My grandma likes making cakes*, but they should write it with the family word missing i.e. *My \_\_\_\_\_ likes making cakes*. Students think of one similar sentence each for three or four family members. They then swap their gapped sentences with a second student who completes the gaps with the family members they think the sentences refer to. When they have finished, they tell each other what they wrote and see how many they guessed correctly.

Hi, how are you?

# 2 We're going home

## Unit objectives

### Topic: home

**Listening Part 3:** 3-option multiple-choice: listening to identify specific information, feelings and opinions

**Reading and Writing Part 1:** discrete 3-option multiple-choice: reading for overall understanding of notices, emails and messages

**Speaking Part 1, Phase 2:** topic-based interview: focus on interactional and social language

**Reading and Writing Part 7:** short story: writing connected text (a short story or narrative) of 35 words +

**Grammar:** present continuous; *have got*

**Vocabulary:** time, rooms, furniture

**Pronunciation:** word stress: two-syllable words

## Starting off SB page 14

### Lead-in

Before the students open their books, draw an apartment block on the board with an arrow pointing to the fifth floor. Ask the students how long it took to draw (a few seconds). Tell them to draw the place they live and set a time limit of one minute. Now put the students into small groups to share their pictures and tell each other where their home is.

- 1 Before the students do Exercise 1, put them in pairs to discuss the photos. Ask them what kind of homes they can see, what they think they are called and where they can see houses like this. Elicit the difference between a flat and a house, (a flat is on one floor of a building, a house is on all the floors of the building; in a house there may be people living next to you but not above or below). Ask students what kind of home they live in and elicit how many people live in houses and how many in flats. Elicit that, in American English, flats are called *apartments*. Elicit the phrase: *I'd like to live in a ... because ...* and an example: *I'd like to live in a big house with a swimming pool because I like swimming*. Put students into small groups to discuss their ideas and help each other with vocabulary. Elicit one sentence from each group.

### Answers

**A** a villa   **B** a boat house   **C** a flat/apartment block  
**D** a tree house

- 2 Give the students one minute to discuss what the words mean and which match to which home. Elicit their ideas and the definitions of each word: ask what each item is for e.g. *Stairs are for walking up and down, a garage is a place to keep your car or bikes, a lift takes you up and down, You can open and close a gate to get into the garden*. NB The first floor in British English is one floor up. The bottom floor is the *ground floor*. In American English, the first floor often refers to the ground floor.

### Possible answers

a door: villa, boat house, apartment, tree house  
 a first floor: villa, apartment, tree house; a garage: villa, apartment  
 a gate: villa, tree house  
 a lift: apartment  
 a roof: villa, tree house  
 stairs: villa, tree house  
 a swimming pool: villa  
 windows: villa, boat house, apartment, tree house

- 3 If you used the lead-in activity, the students will already have discussed where they live. They can now discuss what their house has got or hasn't got and, if they live in a flat, what floor they live on. Elicit the phrase: *My home has / hasn't got ...*. Elicit that, if the word is singular, they need to say *a/an (a garage)*. If it is plural, they don't (*stairs, two garages*). Allow students to discuss their ideas in pairs or small groups.

## Listening Part 3 SB page 14

### Lead-in

Write ten different digital times randomly around the board e.g. *10.45, 1.15, 3.30, 4.40, 5.10, 21.45, 23.20, 2.35, 17.30, 14.15*.

Divide the class into two halves and ask one student from each group to come to the board. Say a time in non-digital form e.g. *quarter to eleven* and the students race to find and touch the correct word. Give a point to the group which finds the correct time first and change the students for the next time. When they have found all ten times, re-elicite what time each says.

- 1 Set a time limit of about thirty seconds for students to find the information. Elicit the answers and two ways of saying the time (*twelve thirty, half past twelve*).

**Answers**

1 house (warming) party 2 12.30 3 the Bakers' (new) house

- 2 If you did the lead-in, the students could do this activity alone. If not, they can do it in pairs to help each other. Elicit alternative ways to say each time e.g. 2 *four fifteen*.

**Answers**

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

**Listening Part 3**

Look at the information with the class. Tell students that, as with the picture multiple-choice, they will have time to read through the questions and think about what they need to listen for before the recording starts. Give them thirty seconds to do this and ask what they are listening for:

1 *how Jarred feels, start time, Gemma's relationship to Rachel, address, Jarred's opinion about music.*

Exam advice

- 3 Play the recording and allow the students to compare their answers in pairs. If they have any different answers they can try to remember what was said to see who is correct. Play the recording again and elicit the answers and reasons for them.

**Answers**

1 B 2 C 3 C 4 C 5 A

**Extension idea**

Photocopy the audioscript and put the students into pairs or small groups. Each group or pair looks at one question and finds the information in the Audio script which shows why one answer is correct and why the other two are incorrect. The students then tell the class about their question e.g. *1 a Jarred usually worries but not this time b Gemma says: I'm excited. Are you? Jarred says: Yes c It's a surprise party, he isn't surprised.*

**Track 11**

**Narrator:** For these questions, choose the correct answer. You will hear Jarred talking to his friend.

**Gemma:** Hi Jarred!

**Jarred:** Hi Gemma.

**Gemma:** I'm excited about Jake's party. Are you?

**Jarred:** Yes. I don't usually like parties. I worry that I'm not going to know anyone there. But this is a surprise party and I think it'll be fun.

**Gemma:** What time does it start? Is it at 2?

**Jarred:** Here, look at the invitation. It's at 3 o'clock. So I'm leaving here at 2:30.

**Gemma:** Do you know who's going?

**Jarred:** It's family and friends – so Jake's brother, my cousin Martin. Oh, and Rachel, your friend from swimming. She's going too.

**Gemma:** Is the party at their new house – number 14 Green Street?

**Jarred:** I'm not sure - I thought it was 24.

**Gemma:** Oh, no look here. It says 40 on the invitation.

**Jarred:** Oh, yes! Haha! So, are you taking any food?

**Gemma:** No, I'm taking music.

**Jarred:** Oh cool, is it hip hop? Jake really likes hip hop.

**Gemma:** No, I haven't got any. I'm bringing mainly pop. I think that's best - I've got lots of rock, but not everyone likes that.

**Jarred:** That's true. You need to bring something everyone will enjoy.

- 4 Elicit good things and bad things about parties from the class and write some ideas on the board e.g. *good: nice food, meet new people; bad: don't know what to say, noisy*. Students then work in small groups and use the ideas to discuss parties in general and Jake's party e.g. *Yes, I like parties because you get nice food and meet new people*. Elicit ideas from each group.

► **Workbook page 8**

## Grammar SB page 15

### Present continuous

**Lead-in**

With books closed, put the students into pairs or small groups. Ask them to write down as many verbs as they can which describe things they do at parties, e.g. *talk, dance*. It can be things they do at other times as well e.g. *eat, send texts*. Set a time limit of one minute and elicit ideas from each group.

Before the students look at the sentences, ask them to look at the picture and see which verbs that they mentioned in the lead-in are shown in the photo (e.g. *eat*). Students then work in pairs to try to describe what they can see in the picture – objects or activities.